



Universidad  
Nacional  
de Loja

## **Universidad Nacional de Loja**

**Facultad de la Educación, el Arte y la Comunicación**  
**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Story mapping and reading comprehension, among ninth-grade students**  
**at a public institution in Loja, during the 2022-2023 school year.**

**Mapeo de cuentos y comprensión lectora, en estudiantes de noveno grado**  
**de una institución pública de Loja, durante el año lectivo 2022-2023.**

**Trabajo de Integración Curricular**  
**previo a la obtención del título de**  
**Licenciada en Pedagogía del Idioma**  
**Inglés.**

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Loja-Ecuador

**2023**

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## **Dedication**

I would like to express my deepest gratitude to all the people who contributed significantly to the completion of this research work.

First of all, I thank God for giving me the support, wisdom, and understanding necessary to carry out each of my purposes. His guidance and strength have been fundamental in this process. I am especially grateful to my dear parents, Pedro Rivas, and Julia Luzuriaga, for their immense love and dedication. Thanks to their constant desire to excel and unconditional support, I have found the inspiration to face academic and personal challenges.

I cannot fail to mention my siblings, Byron, Mariana, Diana, and Juan, whose presence and advice have always been an encouragement to move forward. Their financial and moral support has been a fundamental pillar in this journey.

I would also like to express my sincere gratitude to my friends, who have been by my side, offering me words of motivation and encouragement in difficult moments. Their encouragement and company have made this journey more bearable.

*Mishell Alexandra Rivas Luzuriaga*

## **Acknowledgments**

I am deeply grateful to the Universidad Nacional de Loja, the Faculty of Education, Arts, and Communication, and the Department of Pedagogy of National and Foreign Languages for providing me with an enriching and supportive environment during my four years as a student. The knowledge and skills I have gained here have been invaluable and will undoubtedly serve as a foundation for my career.

I would also like to express my gratitude to the career faculty for their dedication to imparting knowledge and guiding us in our academic pursuits. Their expertise and passion for teaching have been inspiring, and I thank them for the opportunities they have given me to enhance my learning experience.

In addition, I would like to express my sincere thanks to the institutional tutor, staff, and students of the public institution where I completed all my internships. Their warm welcome and collaborative spirit made my internship enriching and rewarding. Working with them allowed me to apply the theories and concepts learned in the classroom to real-world teaching scenarios, an experience that has been essential to my growth as an educator.

Finally, my research work director, Mg. Sc. Jhimi Bolter Vivanco Loaiza, for his unwavering support and guidance during the completion of my research work. His experience and encouragement were fundamental to overcoming the challenges and achieving success in this research work.

To all those who have been part of my academic journey, thank you from the bottom of my heart. Your contributions and support have played an important role in my growth and development as a professional. I will carry the lessons and experiences with me throughout my career, striving to positively impact the lives of my future students and the field of education as a whole.

***Mishell Alexandra Rivas Luzuriaga***

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## **1. Title**

**Story mapping and reading comprehension, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year.**

## 2. Resumen

El propósito del Story mapping es mejorar la comprensión lectora de los estudiantes de idiomas mediante la visualización y comprensión de diversos elementos narrativos. Por lo tanto, este estudio tuvo como objetivo fomentar la comprensión lectora de los estudiantes de noveno año de un colegio público de Loja durante el periodo académico 2022-2023, mediante el empleo de la estrategia "story mapping". La investigación se realizó con una muestra de 27 estudiantes de un colegio público de Loja durante el periodo académico 2022-2023. La investigación siguió un enfoque de método mixto, utilizando datos cuantitativos (calificaciones de los estudiantes) obtenidos a partir de un pretest y un posttest, y datos cualitativos (percepciones de los estudiantes) recogidos a través de un cuestionario, complementado con notas de campo. El análisis reveló una mejora significativa en los niveles de lectura de los alumnos tras aplicar la estrategia de "Story mapping". Los resultados indicaron que el Story mapping tuvo un impacto sustancial en los estudiantes, mejorando su comprensión lectora y su competencia para leer en voz alta y resumir ideas importantes. Además, la estrategia resultó valiosa en la enseñanza de vocabulario, ayudando a los estudiantes a distinguir palabras con pronunciación similar. Por último, los profesores novatos pueden beneficiarse de este estudio, ya que les proporciona información valiosa sobre estrategias de enseñanza eficaces y les dota de nuevos conocimientos aplicables a su carrera profesional.

***Palabras clave:** Comprensión lectora, elementos narrativos, estrategias de enseñanza, método mixto, niveles de lectura, resumir ideas.*

## 2.1 Abstract

The purpose of Story mapping is to improve the reading comprehension of language learners by visualizing and understanding various narrative elements. Thus, this study aimed to enhance reading comprehension among ninth-grade students of a public institution in Loja during the 2022-2023 academic period by employing the "Story mapping" strategy. The research was conducted with a convenience sample of 27 students of a public institution in Loja. Reading comprehension is considered, a crucial receptive skill, that allows students to acquire and interpret information from written texts. The research design employed practical action research and a mixed-method approach, utilizing quantitative data (students' grades) obtained from a pretest and a posttest, and qualitative data (students' perceptions) gathered through a questionnaire, complemented by field notes. The analysis revealed a significant improvement in the students' reading levels after implementing the "story mapping" strategy. The findings indicate that Story mapping substantially impacted students, enhancing their reading comprehension and proficiency in reading aloud and summarizing important ideas. Additionally, the story mapping strategy proved valuable in teaching vocabulary, aiding students in distinguishing words with similar pronunciation.

*Key Words: reading comprehension, mixed-method, narrative elements, teaching strategies, reading levels, summarize ideas.*

### 3. Introduction

Reading comprehension is a fundamental skill that plays a crucial role in various aspects of human life. It enables individuals to extract meaning from written texts, comprehend complex ideas, and effectively communicate their thoughts and ideas. Therefore, the purpose of reading is to be able to construct the meaning of a written text with comprehension (Septiyana et al., 2021). For example, in the study by Baumann and Bergeron (1993) the effectiveness of instruction in mapping stories in children was analyzed, verifying that it allowed for promoting the understanding of the central elements of the story in children's literature, and that is that, this sample consistently outperformed the story mapping controls.

Previous studies have reported that one of the most significant problems faced by teachers is reading deficiency and their comprehension, more so when it comes to reading texts in English, that is why reiterate their concern about this deficiency in the youngest since the low performance of the students is seen by their precariousness in reading comprehension (Al-Jarrah and Ismail, 2018). Added to this, Smith et al. (2021) admit that there is a challenge for both educational centers and teachers in improving the reading comprehension of students since it shows that they have significant gaps and it is noticeable when they arrive at the university that they do not understand and for that reason, they lose track of things and unlearn instead of learning. Friedman et al. (2018) also emphasize that today there is a total crisis of reading comprehension, which affects their language skills and academic performance, therefore, it is essential to find solutions to these difficulties and it is necessary to join forces to enable strategies and actions that combat this phenomenon.

Additionally, Magnusson et al. (2019) affirm that including a Story mapping strategy in education effectively helps provide a promising approach for all those involved, since it facilitates the subsequent development of reading comprehension and efficiency for attention during a class followed by a particular topic.

Based on these issues, the project aims to analyze the influence of story mapping on reading comprehension among ninth grade at a public institution in Loja, during the 2022-2023 school year, that is why its purpose was to learn first-hand how story mapping and reading comprehension influence improving the performance of student's reading comprehension, because, through these resources, we seek to structure and improve the ideas of each student to learn systematically, and comprehensively. Given this, the following general problem has been established: How does Story mapping enhance reading comprehension among ninth-grade students at a public institution in Loja during the 2022-2023 school year.? Simultaneously, this

question has been divided into two sub-questions which were: 1) What is the effectiveness of Story mapping on reading comprehension among ninth-grade students? 2) What are the students' perceptions about the implementation of Story mapping to enhance reading comprehension among ninth-grade students?

Furthermore, some authors mention several deficiencies within the studies such as slow and laborious reading, problems with phonological and/or phonics skills, lack of recall of words, limited vocabulary, poor comprehension even at a literal level, insufficient exposure, and practice with fluent and expressive oral reading. Therefore, taking into account these deficiencies, the researcher concluded that story mapping is one of the most favorable strategies to develop reading skills. Finally, to fill the gap the researcher carried out this study to enhance reading comprehension through Story mapping in ninth-grade students.

This study is intended to provide valuable contributions to future researchers, students and teachers engaged in the research community. The results of this research are expected to serve as a springboard, inspiring students, teachers, and researchers to explore and implement new strategies to improve educational practices. In addition, students who participated in this study received extensive training to improve their reading comprehension and cultivate a sense of shared learning and motivation within the classroom. Moreover, the future teachers gained valuable knowledge, skills, and practical ideas that equipped them with a repertoire of strategies to effectively promote English language development in their future professional activities.

This research was implemented to improve reading elements in the following aspects such as reading comprehension, vocabulary, and phonics awareness, through story mapping using the following strategies: graphic organizers, story map templates (simplest and complex), short stories, articles, and pictures to 27 ninth-grade students. It is essential to mention that this study was applied over 40 hours. Considering the mentioned limitations were presented during the intervention process, such as students exhibiting a lack of attention, and the short timeframe to apply the strategy.

Therefore, an additional study with the application of a control group is suggested for more accurate results. Finally, it is suggested that future researchers extend the research period and generalize the use of the story map to other genres (stories) or other content classrooms. As well as could also consider teaching other expository text structures and modifying the current story map. Another very important suggestion would be to allow students to create computer programs to create their story cards.

Based on the aforementioned issue, the main objective of the research was to enhance reading comprehension through Story mapping among ninth-grade students at a public

institution in Loja, during the 2022-2023 school year. To achieve this objective, the following specific objectives were proposed: to analyze the effectiveness of applying Story mapping to enhance reading comprehension among ninth-grade students and to identify the students' perceptions about the implementation of Story mapping to enhance reading comprehension.

#### **4. Theoretical framework**

This theoretical framework contains the study of different researchers on study variable one, story mapping, to improve reading comprehension variable two. It is important to mention that these studies were obtained from scientific articles, books, and web pages. In turn, many

researchers have mentioned story mapping as a favorable and useful technique in the educational field.

## **4.1. Story Mapping**

### ***4.1.1. Definition of Story Mapping***

Story mapping is a teaching strategy that can improve reading comprehension of narrative texts. A story map is a visual framework, often presented in the form of a graphic organizer, to facilitate the acquisition of the structure and elements of a story. The presentation and arrangement of story elements in a story map help learners visualize the story structure and identify key story components (Boon et al., 2015). In addition, story mapping combines interactive maps with other text content, photographs, video, audio, etc., organizing and presenting all these resources threaded around a speech bubble that describes an event and is ultimately used to tell and disseminate a story. Stories are useful for many reasons, not the least of which is their pedagogical capacity.

In addition, story maps can be implemented into the language learning classroom before, during, or after reading a text. For instance, if it is done before reading a story, students' previous language knowledge can be effectively activated, and they can feel better prepared and motivated for sharing and discussing ideas later in the lesson. Likewise, during the reading story, this will help students recall meaningful and interesting information about the main parts of the story. Instead, after reading the story, learners will have a greater chance to review key information and assess their understanding of the story as a whole (Ortega, 2019).

The objectives of this strategy are as follows: it improves language learners' reading comprehension by visualizing and understanding various narrative elements, it equips language learners with a framework for figuring out the main components of a story, and it helps learners synthesize and organize information and ideas systematically. The conceptualization of story maps is considered a visual representation of the main elements that make up a story. When language learners work on a story map, they focus on the important components or phases of a narrative, its main theme, characters, settings, and plot events.

### ***4.1.2. Importance of Story Mapping***

Sophia and Splittstoesser (2020), on the use of explicit instruction through read-aloud and graphic organizer story maps, allows the teacher to use the transactional theory in reading to help students comprehend what is being read to them. This allows students to make personal connections, visualize, and make predictions to deepen their understanding of the story. Activating a student's schemata allows them to interact with and evaluate the text through the



use of a story map. Guided practice of the story maps as a graphic organizer tool provides students with ways to interact with the text and create a deeper meaning out of the story.

Caccamise and Snyder (2009) stated that when students use active processes such as identifying main ideas, summarizing in their own words, using graphic organizers, and metacognition or monitoring of their comprehension, they create meaning that deepens their learning and comprehension of the texts. When readers are engaged and actively monitor their reading, they can extract more meaning from what they read.

Teaching students more than one way to convey what they understand from their reading, whether by writing, drawing pictures, or verbally expressing their understanding of the story, not only improves students' reading comprehension but also allows them to better interpret the reading or story they are working with (Weih, 2000).

#### ***4.1.3. Types of Story Maps***

Many types of story maps examine different story elements and reveal different structures within a story, a fundamental aspect of understanding the most important parts of a story or book. A story map can have several formats, which makes it useful as a versatile didactic material that can be adapted to any grade level. There is no standardized format for a story map. It can be any visual aid that helps group the information in a literary text to facilitate the student's reading comprehension (Barowski, 2021).

**5.1.3.1. Simplest Story Map.** Focuses on the beginning, middle, and end of a story. This tool can be used in lower grade levels to introduce students to the concept of story mapping. As the student progresses through their educational career, teachers can adjust the concept maps to increase the level of difficulty.

**4.1.3.2. Complex Story Map.** It can take the form of concept maps. This is a form of graphic organizer with branching text boxes illustrating the relationships between ideas. These concept maps provide more information than simpler story maps. Therefore, (Barowski, 2021) mentions the following elements that can be included in more complex story maps:

- plot structure: including rising action, conflict, and conflict resolution
- setting
- characters
- themes
- main
- events
- problem

- internal conflict
- external conflict

Story maps can be as complex or as simple as the teacher needs to adapt to the needs of the classroom. These graphic organizers support students in understanding complex texts.

**4.1.3.3. Storyboard.** The storyboard method of teaching helps students keep track of the main ideas and supporting details of a narrative by having them illustrate the essential scenes of the story. Consequently, storyboards can be used when content is read aloud or when students read independently. Also, testing a student's attention to detail in creating their storyboards is an effective way to assess reading comprehension before moving on to more analytical tasks. (Lynch, 2021)

**4.1.3.3.1. Steps to teach storyboard.** “Storyboards are helpful when writing a paper, giving an oral presentation, or outlining a story. Instead of just writing words on index cards, students can also incorporate pictures to help them see what the moment is about. So, when they are working on developing the "narrative," they can mix up the pictures as needed to see if they work better in other areas” (Briggs, 2013). In addition, he mentions three steps to facilitate the implementation of the storyboard with the students.

- **Provide a Storyboard Template:** Share with learners the storyboard template in the handout section below or design your own. The model must have several blocks that are big enough for learners to draw pictures with space for captions below.
- **Learners Draw Main Ideas:** Ask learners to draw the main ideas of a story. Learners could do this after hearing a story aloud or while reading a story to themselves. Each drawing must have a short caption explaining what is happening in the picture. You could also have learners utilize applicable quotations from the story as captions.
- **Learners Share Storyboards:** You can ask learners to compare storyboards with a partner or a small group. How are their storyboards similar? How are they different? This discussion can help learners clarify basic ideas in the content and help them analyze which ideas are most important.

#### ***4.1.4. Implementation of the Story Mapping Strategy***

First, it is imperative to find a story suitable for the students’ English proficiency level. Next, language teachers should determine the main components of the story. Before organizing the discussion phase, reviewing complex or unfamiliar vocabulary words with the students is a good idea. Teachers can then briefly discuss and analyze the main components of the chosen

story, such as characters, setting, plot, theme, problems or conflicts, and resolutions (e.g., the story's plot, plot, theme, problems or conflicts, and resolutions) (Ortega, 2019).

In this way, students will have a general idea of the components of the story before reading it in depth and attempting to complete the assigned story map template. Then, provide each student with a blank story map organizer. This phase of strategy implementation can also be carried out in pairs. To do this, a struggling learner can be paired with an advanced English learner. Later, teachers should model how to complete the story map organizer. Since there is no single map organizer template, teachers can provide their language learners with the template they feel is most appropriate for their level of English. As students read the selected story and learn its details individually or in pairs, teachers will have them complete the story map organizer. After completing the map organizers, teachers should help their students check to see if all the main ideas of the story have been identified and included. Lastly, students should be encouraged to share the information on their maps with the entire class. The implementation of the whole strategy can take two class sessions of 40-45 minutes each (Ortega, 2019).

The implementation of the Story Mapping Strategy in teaching reading comprehension covers three stages of activities, specifically pre-reading, while-reading, and post-reading.

#### ***4.1.5. Advantages of Story Mapping***

Anggraeny (2015) also states some advantages of story mapping reading strategy as follows:

- The story map is a highly effective, practical way to help students organize story content into a coherent whole.
- It is an effective strategy for exceptional and low-achieving students as it improves comprehension of materials that are above their instructional levels.
- Teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others.
- These concrete representations aid students in visualizing the story.
- Students can more easily see how the pieces of the story fit together, i.e., they will have a clearer idea of how to summarize and find the most important aspects of a story.
- It enables students to store information in their schema more efficiently and facilitates the recall of story elements more completely and accurately.

## **4.2. Reading Comprehension**

### ***4.2.1. Definition of Reading Comprehension***

Reading comprehension is simply decoding and interpreting written texts. It is a multilevel skill, as it involves recognizing words accurately and simultaneously detecting their

meanings. This definition represents the word level of reading, and it refers to the lexical level of reading comprehension (Groen et al., 2019). Reading comprehension includes other levels, such as inferential, critical, and applied.

Reading is an active skill, in which learners consciously and unconsciously apply several sub-skills: guessing meaning, predicting content, checking these guesses against the text, and then verifying and rectifying them by asking questions. This includes practicing various reading strategies in class, such as skimming and scanning, underlining ideas and boxing supporting details, predicting answers to pre-reading questions using the title and pictures, and inferring the writer's intent (Ministerio de Educación del Ecuador, 2016).

As seen in Elementary and Middle General Basic Education (EGB), by this time learners have become familiar with narratives and the chronological sequence of stories. They recognize the basic parts of a story, which helps them process the language of narratives and predict how things will develop. Narratives continue to be an important part of the English as a Foreign Language (EFL) curriculum in EGB Superior. However, as students grow older and more cognitively mature, they begin to move from reading to get the gist or follow a casual story to reading longer texts for specific information. This becomes even more important in EGB Superior, as we prepare students to use reading texts to collect and process increasingly complex material, which will be used throughout the BGU sub-level and beyond. Consequently, by coaching students for good reading comprehension, they will be able to adapt with less difficulty to the strategies implemented for the comprehension of a story or a text (General Básica and Educación, 2016).

#### ***4.2.2. Importance of Reading Comprehension***

Reading comprehension is important because it provides a broader perspective of texts, it requires not only understanding but also analyzing; it is a tool that allows us to think, go beyond our cognitive abilities, and learn. The better the reading comprehension skills, the better the chances of understanding and explaining texts. Therefore, teaching is a fundamental part of the educational process for students, and reading comprehension plays a key role in this process. As it is a transversal competence, students need to develop satisfactorily in the different areas of their lives by effectively acquiring new knowledge. Weih (2000) argued that story maps could incorporate all the main features associated with improving reading comprehension through schema construction. Furthermore, the same author, claimed that story maps hold the structure of story grammar and graphically build on the relationships between concepts and events. Additionally, story maps provide the framework for presenting new concepts or events, and actively involve the reader with the narrative textual content.

### **4.2.3. Types for Reading Comprehension**

There are some types of improved reading comprehension that teachers can use to help students achieve a better level. Ashraf (2012), mentions the following:

**4.2.3.1. Predicting.** This strategy allows to increase students' interaction and interest and improves their understanding of the text. one important aspect of the prediction process is comparing the prediction to the outcome in the actual text. Without this aspect, it becomes meaningless to improve the learners' comprehension.

**4.2.3.2. Making connections.** This strategy is instructed by making comparisons, teacher modeling, using graphic organizers, think-pair-share, and teacher questioning. Students can make text-to-self connections through drawing, making a chart, or writing. Also, teachers can ask students if they have ever experienced something similar to what happens in the text. Students can make connections between text and text through drawings, graphs, essays, and graphic organizers. These text-to-text connections are based on how the characters in the story relate to each other or how elements of one story relate to another. Students can make connections between the text and the world by drawing, graphing, writing, or organizing graphically.

**4.2.3.3. Visualizing.** Visualization demands that the reader constructs an image of what is read. This image is stored in the reader's memory as a performance of his or her interpretation of the text. Students can engage in the visualization strategy by writing or drawing. To do this, teachers ask students to visualize the settings, characters, and actions of a story. Ask students to draw something specific, but do not give them specific details about what the picture should look like. For example, you might ask them to draw a clown, a beach, or a house. Allow them to draw the object or scene as they picture it in their mind.

**4.2.3.4. Inferring.** Inferring refers to reading "between the lines". Students need to use their knowledge along with information from the text to draw their conclusions. Through inferring, students can draw conclusions, make predictions, identify underlying themes, use the information to create meaning from text and use pictures to create meaning. Students can be taught to use illustrations, graphs, and titles from the text to make inferences. Therefore, inferring is a comprehension strategy that helps students understand information that is not always fully described in a text. For example, the author may provide clues that the reader can use to understand the topic, the characters in the setting, or the event.

**4.2.3.5. Summarizing.** Teachers modeling and students' practice of the summarization process are effective in improving students' ability to summarize a text and improve text comprehension. Moreover, the summarizing strategy helps students identify the main ideas,

connect them, eliminate redundant and unneeded information, and remember what they have read.

#### **4.2.4. Reading Strategies**

To understand a better way to study reading comprehension is essential to take into account the strategies of reading. In this line of thought Makassar (2012.) mentioned the following:

**4.2.4.1. Skimming.** Skimming is a useful skill to be applied in reading. Moreover, skimming is the ability to read a text quickly to find the general idea or the gist of the text. This method of reading is to explore the reading text quickly; in others, the reader can find the main idea quickly by collecting words, phrases, and main sentences. In addition, students can use skimming to significantly expand their knowledge without going too deep or reading the whole book. The most important learning outcomes can be condensed into synopses, chapter summaries, tables, or tables of excerpts.

**4.2.4.2. Scanning.** This ability means that learners do not have to read every word and every line; on the contrary, such an approach would prevent them from scanning successfully. That is, they will look for specific information within a text such as dates, names, and places, among others, and defined as the ability to quickly locate specific facts and details, it is considered one that is taught in most developmental reading courses (Aritonang et al., 2019).

This skill implies that learners do not have to read every word on the line; on the contrary, such an approach would prevent them from scanning successfully. Students look for specific information within a text, such as dates, names, and places, among other things, and this is described as the ability to locate specific facts and details quickly. It is considered a desirable reading skill and is taught in most developmental reading courses (Aritonang et al., 2019).

**4.2.4.2.1. The advantages of Scanning.** Regarding this, Aritonang et al. (2019) state the following advantages:

- Scanning helps the students only try to locate specific information.
- Scanning helps the students to follow the linearity of the passage.
- Scanning helps the students to use their time efficiently.

Based on the statement above, reading using the scanning strategy can help the students to get information from the book and use time efficiently.

**4.2.4.3. Extensive Reading.** In extensive reading, readers usually face a longer text. Also, it helps students become familiar with the reading material and develop the cognitive ability to comprehend new words, frame sentences, and make sense of the text as a whole unit. They will gain an overall understanding of the text and improve their language skills. Moreover, learners can be encouraged to read extensively by creating a classroom library, encouraging review writing and incorporating book reading into the curriculum, and devoting some class time to silent reading.

**4.2.4.4. Intensive Reading.** Intensive reading is reading for details from a text to find specific information. In addition, it consists of reading short texts carefully and with clear objectives, such as answering reading comprehension questions or identifying how sentences are linked. Likewise, the goal of intensive reading is to read a shorter piece of text to gain a deeper understanding of that text. Although reading comprehension may be one of the objectives of intensive reading, its goals may include learning the subject matter, learning vocabulary, and studying the authors' intentions.

**4.2.4.5. Reading for the Gist.** Provides students with a way to summarize information by skimming unimportant information and focusing on the keywords or ideas. In addition, it provides them to better comprehend the information they have just read. In the same context, the main objective of a gist task is to develop learners' ability to skim the main idea (of a reading text). Therefore, it is important to ensure that the activity fits your objectives, i.e., focusing on the main idea and not on more specific information or details (Trave, 2017).

**4.2.4.5.1. Types of gist activities to teach in the classroom.** Having students focus on the main idea first provides them with important context that they can then use to understand the text in more depth, i.e., more details, vocabulary words, or a grammatical point. For that reason, (Trave, 2017) lists the following activities to achieve a successful outcome in the tasks designated:

- **Summarize:** Students summarize the text with a restricted word count i.e. in one sentence or three words.
- **Choose Main Idea:** Give them a few options of a main idea summary (ideally a short sentence), and they choose which one best summarizes the listening/reading text.
- **Design title and/or sub-title:** Leave the title section or part of it blank or unknown and students have to come up with their title/sub-title. During the whole class, feedback discusses the different titles and perhaps gives them the real title to

see how close they were. This is more suited towards an upper-level class and relatively uncomplicated titles.

- **Several Main Ideas:** You can break any listening and/or reading text into several main idea concepts. Especially important for longer texts. Can have them arrange the order of several main idea concepts, too.
- **Choose a Title:** Give them a few different title options to choose from. You want to design the titles in such a way that there is one that correlates with the main idea of the article over the others yet the others are not so different resulting in too obvious of an answer where there is no need to skim the article to find out the main idea.
- **Image Association:** Students associate the story with the correct image that is related to the main idea from a few different options. Important to make them different but not so different that the answer will be obvious without skimming through the article for the main idea.
- **Headings:** Leave sub-headings of each paragraph blank and have students match the heading to the corresponding paragraph.
- **Paragraph Summary:** Summarize paragraphs with one word (or perhaps within a few words).
- **Ordering Chronologically:** Students order events in correct chronological order as they appear in the listening or reading text.
- **Story Board:** Give students a few random either/or prompts and have them read which one has to do with the story. For example: let's say there is a short article about a firefighter who goes into a house and saves a cat. The either/or main idea prompts could be like this: Police Man/Firefighter – Fire/Flood – Cat/Dog. Then the students read and choose which one relates to the story.

#### ***4.2.5. Aspects of reading comprehension***

Jimenez (2016) established five aspects that teachers must follow in the process of reading, these are described below:

**4.2.5.1. Phonics.** Is the association between letter symbols and sounds. Students can learn to read and write using phonics. It aids learners in hearing, recognizing, and using the various sounds that separate one word from another in the English language. It involves matching the sounds of spoken English with individual letters or groups of letters (National Literacy Trust, 2017).



**4.2.5.2. Phonemic awareness.** Phonemic awareness is the ability to distinguish and change the individual sounds (phonemes) in spoken language. It is closely related to phonics but it is the connection between sounds and letters while phonemic awareness is the understanding of words that are created from phonemes. More specifically, phonics is utilized in written language, meanwhile, phonemes are sounds.

**4.2.5.3. Vocabulary.** English language teaching revolves around vocabulary. Students cannot communicate their ideas or those of others without a strong vocabulary. The knowledge of words, including their structure (morphology), use (grammar), meanings (semantics), and connections to other words (word/semantic relationships), is referred to as vocabulary and is a key component of literacy instruction (Department of Education, 2019).

**4.2.5.4. Fluency.** Fluency is defined as the ability to communicate meaning effectively rather than the frequency of grammatical, phonological, or vocabulary errors made by a learner. Accuracy, which considers the kind, volume, and severity of errors made, is frequently compared to fluency (British Council, 2023).

**4.2.5.5. Reading comprehension.** To comprehend what learners have read, readers must engage in a complex cognitive process called comprehension. Comprehension depends heavily on the growth and instruction of vocabulary. It requires the reader to use their general reasoning abilities. When readers are involved in the reading process, they are asking and responding to questions about the text and summarizing what they have read.

#### **4.2.6. *Comprehension Levels.***

According to (Basaraba, Yovanoff, and Alonzo, 2013), three levels of comprehension are important and need to be fostered. These are literal comprehension, inferential comprehension, and critical comprehension.

**4.2.6.1. Literal comprehension.** Literal comprehension is understanding the information and facts directly stated in the text. It involves what the author is saying. The reader needs to understand the ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, and supporting details, categorizing or sequencing, outlining, and summarizing. The reader will be able to better understand what is happening within the text (Basaraba, et.al, 2013).

**4.2.6.2. Inferential comprehension.** Inferential comprehension is the ability to process written information and understand the underlying meaning of the text. It deals with what the author means by what is said. The reader must simply read between the lines and make

inferences about things not directly stated. Certain ideas and concepts may be implied by the text, and they may not be apparent at first glance (Basaraba, et. al, 2013).

**4.2.6.3. Critical comprehension.** Is more than evaluating the quality of the text and stating an opinion about it. It requires readers to make judgments. It concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually to the text (Basaraba, et.al, 2013).

The purpose of this research review is to help the reader know the benefits and importance of story mapping to enhance lessons to improve reading comprehension skills in the EFL classroom. This is very important because through story mapping teachers can teach in a more fun and dynamic way by story mapping, the main objective being to capture the attention and motivate the student to read and comprehend articles, stories, books, and so on. Finally, it is important to carry out more research focused on the types of story mapping and to demonstrate which ones are the most suitable to implement in the classroom and make it dynamic, interesting, and interactive.

## **5. Methodology**

The following section outlines the procedure for how the present research project was developed. This section was constructed taking into account the setting and participants, method, procedure, research design, data collection sources and techniques, and data analysis.

### **5.1. Setting and Participants**

The research was carried out in a public institution in the city of Loja, located in the highland region of southern Ecuador. The coordinates of the city are as follows: latitude -3.99313 and longitude -79.20422. It has an area of approximately 11,065 km<sup>2</sup> and is bordered to the North by the province of Azuay, to the South by the Republic of Peru, to the East by Zamora-Chinchipe, and the West by El Oro. Loja is known as the musical and cultural capital of the country, for its rich tradition in all kinds of arts.

In order to execute this study, a convenience sampling technique was applied. Convenience sampling is a sort of sampling where people of the target population are included for the study if they fit certain practical requirements, such as being easily accessible, nearby geographically, available at a specific time, or willing to participate (Dörnyei, 2007). Thus, the responders are picked depending on their availability and comfort (Creswell & Creswell, 2018).

The population of this research was a total of twenty-seven students from ninth-grade, who attended the morning classes at a public institution in the city of Loja during the 2022-2023 school year. The average level of English proficiency among participants is A1.2 according to the National Curriculum. Additionally, participants were between the ages of thirteen and fourteen years old.

### **5.2. Procedure**

#### **5.2.1. Method**

This research was carried out using the mixed-method approach. This method allowed the researcher to obtain a wider range of information. For instance, the researcher sought to obtain qualitative data which helps to describe the experiences and perceptions of the participants about the use of story mapping. On the other hand, the researcher aims to obtain quantitative data to strengthen their research study. The quantitative and qualitative data will validate the results obtained in the learning process after the application of the Story Mapping strategy to enhance Reading Comprehension. In other words, due to the integration of the advantages of the mixed method, the researcher obtained a more comprehensive overview than a separate quantitative or qualitative investigation. Using the mixed method entailed deliberate data consolidation, allowing the researcher to seek a broad understanding of its study by seeing

how story mapping supports reading comprehension in English learning from various perspectives and research lenses (Shorten & Smith, 2017).

### **5.2.2 Research Design**

The present research was conducted using the action research cycle model in which researchers identify a problem and set a solution to solve it. The researcher has chosen to use the model proposed by Susman as cited in (Ghazala Yasmeeen, 2008), which is in line with the purpose of the study. The stages of the model are:

**5.2.2.1. Diagnosing.** In the first stage, the research project involved identifying a problem within the educational context. Based on extended observations carried out in EFL classrooms during internships, the researcher identified a preeminent problem concerning the lack of reading comprehension development among ninth-grade students. Notably, students' difficulties such as slow and laborious reading, problems with phonological and/or phonics skills and decoding, lack of recall of words, limited vocabulary, poor comprehension even at a literal level, insufficient exposure, and practice with fluent and expressive oral reading, confusion when choosing the appropriate meaning of words, and trouble selecting the correct position of words in simple sentences. Consequently, ninth-grade students' lack of reading comprehension was the problem identified in a public institution during the 2022–2023 school year.

**5.2.2.2. Action Planning.** In the next stage, a wide range of information and possible solutions were researched in order to properly answer the problem detected. To effectively address the problem identified, the researcher proposed the implementation of story mapping as a potential solution. After determining an appropriate strategy, a general research question was stated: How does story mapping enhance reading comprehension among ninth-grade students at a public institution in Loja during the 2022-2023 school year? In order to conduct the research process, the main research question was divided into two sub-questions which were focused on demonstrating the effectiveness of Story mapping in reading comprehension and identifying the student's perceptions about the use of Story mapping in EFL classrooms.

In addition, a thorough review of the existing literature and previous studies on the relationship between reading comprehension and story mapping was conducted. The theoretical framework was developed by proving an understanding of the research project by delimiting the different indicators of each variable. The conceptualizations of the established variables were used to design an action plan which included several techniques and research instruments to measure students' reading comprehension, as well as to find out the students' perceptions about the implementation of story mapping.

Consequently, different data collection techniques, including testing, observation, and survey were used to conduct the present research project. Specific research instruments were designed for each technique, for instance, a pretest and a posttest for testing, field notes for observation, and a questionnaire for survey. Specifically, the research instruments were designed to assess the three aspects of the dependent variable, reading comprehension, vocabulary, and phonemic awareness, as well as to discover students' perceptions towards the use of story mapping in EFL classrooms. The feasibility of the research instruments was determined through a piloting test of practicality and validity. In addition, in the research instruments such as the pretest, posttest, and questionnaire, a code system was used to identify each student to protect the ethical principle of privacy.

Simultaneously, to develop the intervention plan, different lesson plans with their respective didactic material relating to story mapping such as graphic organizers, story map templates (simplest and complex), short stories, articles, and pictures.

Particularly, the researcher elaborated on each lesson plan considering three steps that Harmer (2011) proposed in his book *How to Teach English Engage, Study and Activate (ESA)*. *Engage*: This is the point in a teaching sequence where teachers try to arouse the student's interest, thus involving their emotions. *Study*: Activities are those where the students are asked to focus on language (or information) and how it is constructed. They range from the study and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text. *Activate*: This element describes exercises and activities that are designed to get the students to use language as freely and communicatively as they can. Because, ESA method is very important in teaching since it keeps students interested, motivated, and eager to learn more.

**5.2.2.3. Taking Action.** At this point, the researcher had an effective intervention plan that was developed based on the ESA model with story mapping strategies.

After designing the research instruments such as the pretest, posttest, questionnaire, and field notes, the action plan was executed to collect quantitative and qualitative data about the improvement of students' reading comprehension through the implementation of story mapping. The action plan was also carried out through lesson plans based on story maps such as graphic organizers, story map templates (simplest and complex), short stories, articles, and pictures which served to impart the class's contents. Importantly, each week a different type of story mapping was used, the pretest was applied in the first week and the research instruments such as the posttest and questionnaire were administered in the last week. In addition, the

execution of the action plan was regularly monitored by using field notes, which were filled out after classes by the researcher, who assumed the role of participant observer.

Nevertheless, the action plan was flexible and the different activities that were carried out in the intervention plan were adapted according to the student's needs and any circumstances of the study. The application of the intervention plan was developed in 5 weeks, from Monday to Friday in the morning session, during the 2022-2023 school year, compressing five hours per week, which was equivalent to a total of 25 hours. Thus, the implementation of the story mapping with the target students was monitored, reviewed, and assessed by using data collection techniques such as testing, observation, and survey.

**5.2.2.4. Evaluating.** After implementing the intervention plan, the quantitative and qualitative data obtained from the research instruments were analyzed and interpreted. Quantitative data was processed through descriptive statistics which was represented in tables and bar charts using Microsoft Excel program to derive the mean of the pretest and posttest. On the other side, both the quantitative and qualitative data were interpreted from the survey technique, specifically, from the questionnaire, in which the closed-ended questions were shown in bar graphs and the open-ended questions were illustrated through thematic analysis since the information was represented by categorizing it by indicators. Similarly, the qualitative data collected from field notes were interpreted descriptively to corroborate the quantitative data.

The findings of the study were analyzed and organized in order to answer the general research question. The overall results were presented along with conclusions and suggestions that may help both to develop future research on the topic and to provide answers to the particular research questions of the study. All this served to contrast that the implementation of story mapping contributed to the student's reading comprehension and acquiring new vocabulary, they were also able to find the main ideas of a text, identify the beginning, middle, and end of a story, and elaborate a complex map with its respective elements.

**5.2.2.5. Specifying Learning.** In the last stage, the researcher reflected on the findings obtained and the limitations encountered during the execution of the intervention plan. Likewise, the research findings were interpreted to determine the success of the intervention proposal, and they will be shared with the educational community. The main findings were reported by determining conclusions and recommendations that helped address the specific research questions related to the effectiveness of story mapping strategy, as well as, the students' perceptions about the implementation of story mapping in class. These findings will contribute to the conduct of future studies that will assist teachers in enhancing their students' reading comprehension through the use of story mapping in EFL classrooms.

Likewise, the researcher had some inconveniences at the time of teaching the class, such as, sometimes the students had a civic minute in which they spent about one class period, which meant that the class plan had to be extended a little more to make up for a lost time, in other occasions the students failed to fully understand the subject of class, then the student intern had to reinforce that class even though it took more time. However, all these situations were worth it because, in the end, the students were able to meet the objective set.

### ***5.2.3. Data Collection Sources and Techniques***

The researcher used different techniques and instruments to collect quantitative and qualitative data. Furthermore, the instruments used in this technique were a pretest and a posttest (see Annex 1). Also, it is important to mention that the pretest measures the students' reading comprehension before carrying out the intervention plan. Similarly, the post-test measures the students' reading skills such as reading comprehension, vocabulary, and phonics awareness after treatment with Story mapping. (Creswell, 2012). Additionally, these instruments consisted of six questions, from which the researcher considered two open-ended questions and four closed-ended questions developed using the supply and selection method in which students had to choose the correct answer from a series of options.

As Gay et. al. claim regarding criterion-referenced tests, it is necessary to take into account a person's performance during an assessment that is compared to a predetermined external standard, rather than to the performance of other people. For this reason, the grades obtained in the pretest and posttest were compared with a national grading scale (see annex 4) from 1 to 10, where a score  $\leq 4$  means that the students do not achieve the learning requirements, a score between 5 and 6 means that the students are about to achieve the learning requirements, similarly the score between 7 and 8 means that the students do achieve the learning requirements, the grade that scores 9 means that the students master the learning requirements

and the grade that scores 10 means that the student overcomes the learning requirements (Subsecretaría de Apoyo, Seguimiento y Regulación de la Educación, 2016).

Finally, these instruments aimed to categorize the level of reading comprehension that learners reach by applying Story mapping strategies. Similarly, the questionnaire (see annex 2), recorded students' perceptions of story mapping strategies such as simplest and complex story maps. The researcher used a mixed questionnaire because, with this instrument, it was possible to obtain both qualitative and quantitative data (Creswell, 2012). In this sense, the researcher designed the questionnaire with selection items with nine closed multiple questions followed by an open-ended question that allowed research participants to justify their answers. In addition, the scale that the researcher used was a Likert scale (Nemoto and Beglar, 2014).

Moreover, the instrument used in this technique was field notes with the purpose of registering students' such as reactions and behaviors as interest, retention, participation, confidence, motivation, and enjoyment in the application of story mapping such as simplest and complex story maps. As well as, with this instrument, qualitative data was obtained as the researcher observed the reactions of the students, and these were recorded as field texts. In addition, how the researcher applied this instrument was twice a week, and these were filled in immediately after the end of the class.

#### ***5.2.4. Data Analysis***

Considering the study's design, it is important to mention that the researcher used descriptive statistics to process and analyze the quantitative data. The data was represented in tables and graphs using the Excel program to take the measures of central tendency that will be useful to analyze the results obtained in the pretest and posttest. Furthermore, thematic analysis was used for qualitative data was represented by categorizing and analyzing it with the indicators that helped to support the outcomes about the influence of Story mapping over Reading comprehension. These data were analyzed based on the students' opinions about the progress that the intervention proposal allowed them to improve their reading comprehension during the English language teaching-learning process.



## 6. Results

The present segment shows the results obtained from the pretest and posttest data collection instruments. These instruments were used to measure the level of the students in reading skills (Reading Comprehension, Vocabulary, and Phonics Awareness). In addition, a questionnaire was used to assess students' perceptions of the Story mapping strategy, which served to enhance students' reading comprehension.

### 6.1. Pretest and Posttest Results

**Specific Objective 1:** To analyze the effectiveness of applying Story mapping to enhance reading comprehension among ninth-grade students at a public institution in Loja, during the 2022-2023 school year.

**Sub Question 1:** 1) What is the effectiveness of Story mapping on reading comprehension among ninth-grade students at a public institution in Loja, during the 2022- 2023 school year.?

*Tabla 1. The mean score difference between the pretest and posttest in the measurement of reading comprehension indicators.*

Number of students	Reading comprehension		Vocabulary		Phonemic Awareness		Total Means	
	Q1(1/1)	Q2(1/1)	Q3(2/2)	Q4(2/2)	Q5(2/2)	Q6(2/2)	(10/10)	
<b>Pretest</b>	27	0,24	0,33	1,8	1,16	1,84	1,27	6,31
<b>Posttest</b>	27	0,41	0,57	1,85	1,61	1,93	1,5	7,87
<b>Difference</b>		0,16	0,24	0,05	0,45	0,09	0,23	1,56

The results obtained from the analysis of the pretest shown in Table 1 were administered to the students in the ninth grade of superior basic education before the intervention plan in order to measure their knowledge of reading comprehension. The mean score that students gathered was 6,31, therefore 100 % of the students were not able to reach the average score (7/10) proposed by the Ministry of Education on the national grading scale.

As for "reading comprehension", the students obtained 0.57/2; taking into account, the student's comprehension of what was read was not as productive and effective as expected. Because the students did not understand or comprehend the reading, they had great difficulty answering the questions. Similarly, the students were confused about several of the answers because they did not fully understand the reading and could not associate the answers with the questions posed by the researcher.

In regards to the "vocabulary", the students obtained (2,96/4); for this reason, the student's knowledge of the meaning of the words presented by the researcher was not very

effective. The students had to match words with meanings, but several of the students confused the meanings. For this reason, it can be deduced that the words were new or unknown to them. Finally, in "phonemic awareness," the students obtained 3,11/4; this was mainly due to the fact that word recognition in terms of sounds and pronunciation was not as effective as expected. This was because the learner had to recognize the word that did not have a similar pronunciation to the other words. This showed that the learners possessed little knowledge about the correct pronunciation or intonation of the words.

On the other hand, after six weeks of intervention, a posttest was applied to students to measure their reading comprehension at the final of story mapping strategies. Accordingly, from Figure 1 above, 29% of students reached the average score (7,87/10) on the national grading scale. It can be clearly seen that students were about to reach the necessary learning components in comparison to the pretest, where they did not reach them.

As the intervention progressed, the researcher was able to observe that the students improved significantly in their "reading comprehension" of the texts presented to them, obtaining 0.98/2. In addition, it was also possible to identify that the students were understanding the text as they read it and several times without the teacher's help. However, the students still had small pronunciation errors when reading, but these did not prevent the students from understanding the text correctly.

Eventually, the students learned a significant amount of "vocabulary" related to the topics presented in class resulting in 3,46/4. However, some students did not learn the meaning of some of the words given by the teacher, so they were still confused about the vocabulary when reading and this made it difficult for them to comprehend the reading.

Last but not least, in "phonemic awareness" the students scored 3,43/4, during this item the teacher taught the students the correct pronunciation of the words, especially those with similar pronunciation, and thus taught them to differentiate them from each other. Furthermore, several students were still confused about these words as they still did not have the correct intonation of the words, and therefore the pronunciation was not correct.

### ***6.1.2. Comparison with the national grading scale.***

The comparison made with the National Grading Scale illustrates and underscores, through the bar chart, the significant contribution that the implementation of the story mapping strategy has on students' learning outcomes.

***Figure 1. Pretest and posttest scores compared with the National Grading Scale.***

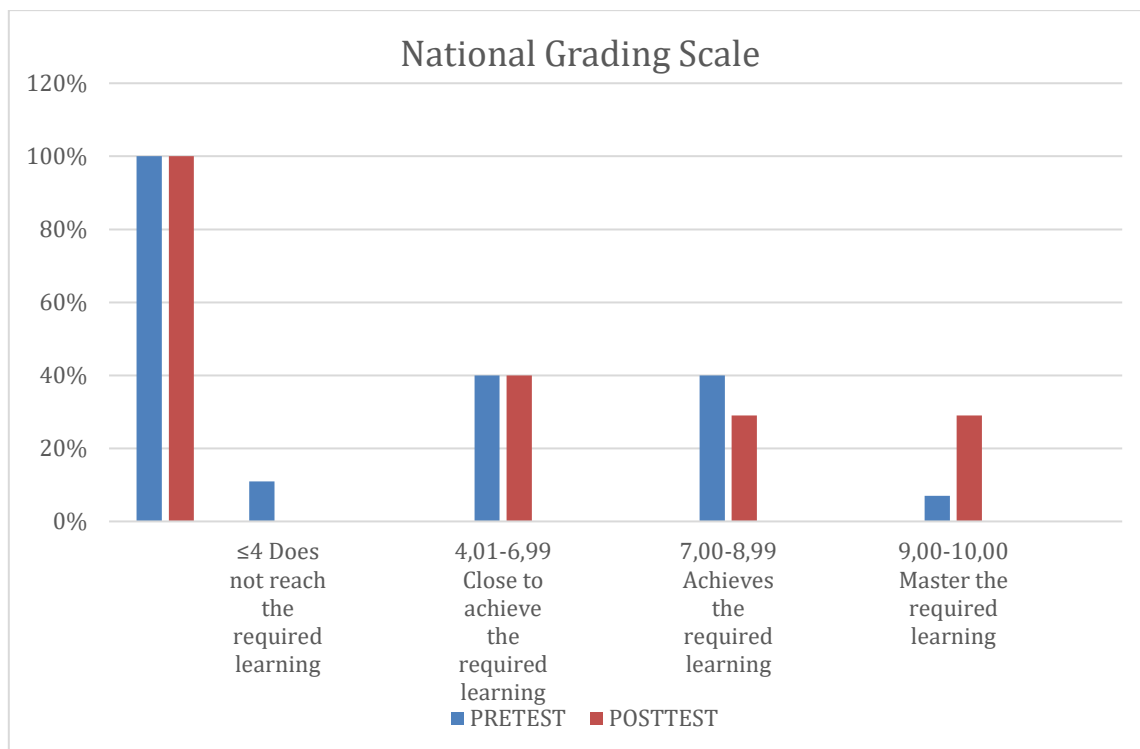


Figure 1 above illustrates the summary of the significant change that occurred after the six weeks of application of the intervention plan based on the story mapping to enhance students' reading comprehension. An important number of students (29%) were able to master the required learning. Showing a meaningful improvement in comparison with the grades in the pretest. Also, a good important number of students (29%) were able to achieve the required learning, demonstrating their learning improvement. Therefore, the majority of students (40%) were close to achieving the required learning, in this case, the same percentage obtained in the pretest was maintained. However, there were a minimum number of students (11%) who did not achieve the required learning in the pretest, but it is important to mention that in the posttest there are no students in this comparison, which means that these students worked hard on the activities presented by the researcher.

## 6.2. Questionnaire Results

**Specific Objective 2:** To identify the students' perceptions about the implementation of Story mapping to improve reading comprehension at a public Institution in Loja, during the 2022-2023 school year.

**Sub Question 2:** What are the students' perceptions about the implementation of Story mapping to improve reading comprehension among ninth-grade students at a public institution in Loja, during the 2022-2023 school year.?

**Figure 2.** *Story mapping to facilitate summarizing a reading passage.*



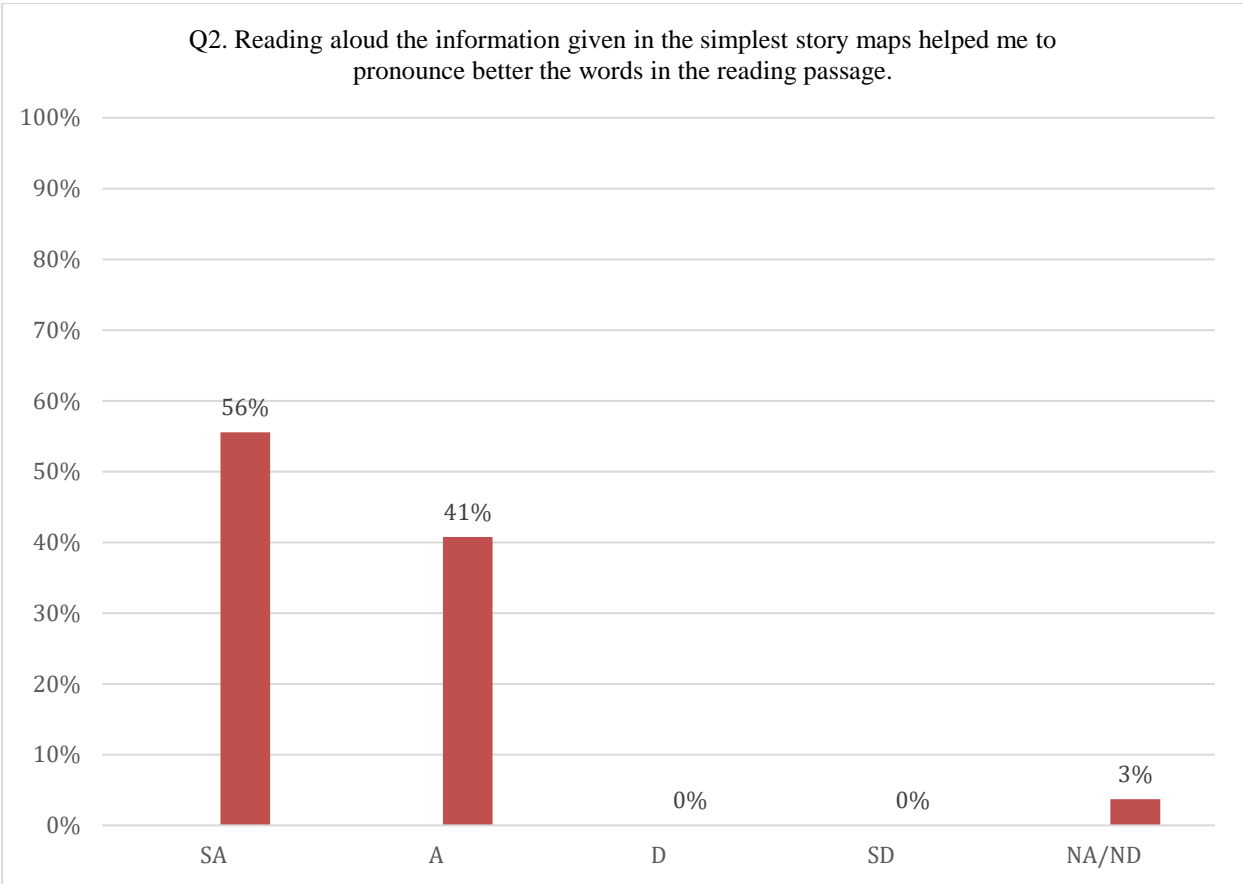
SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; NAND= Neither agree nor disagree.

Figure 2 demonstrates that 59% of the respondents strongly agreed that the simplest story maps reduce their effort to summarize the reading passage into three parts (beginning, middle, and end). This indicates that a majority of the participants strongly believe that using simple story maps is an effective strategy to summarize the key components of a reading passage; 26% of the respondents agreed that the simplest story maps reduce their effort to summarize the reading passage into three parts. While this percentage is lower than the "strongly agree" category, it still suggests that a significant portion of the participants find story maps helpful in summarizing a reading passage; 4% of the respondents disagreed with the statement that the simplest story maps reduce their effort to summarize the reading passage into three parts.

This indicates that only a small minority of participants felt that story maps were not effective in simplifying the summarization process; only 11% of the respondents neither agreed nor disagreed with the statement. This category suggests that some participants were neutral or

undecided about whether the simplest story maps were effective in reducing their effort to summarize the reading passage.

**Figure 3.** *The simplest story maps help to pronounce better the words in the reading passage.*



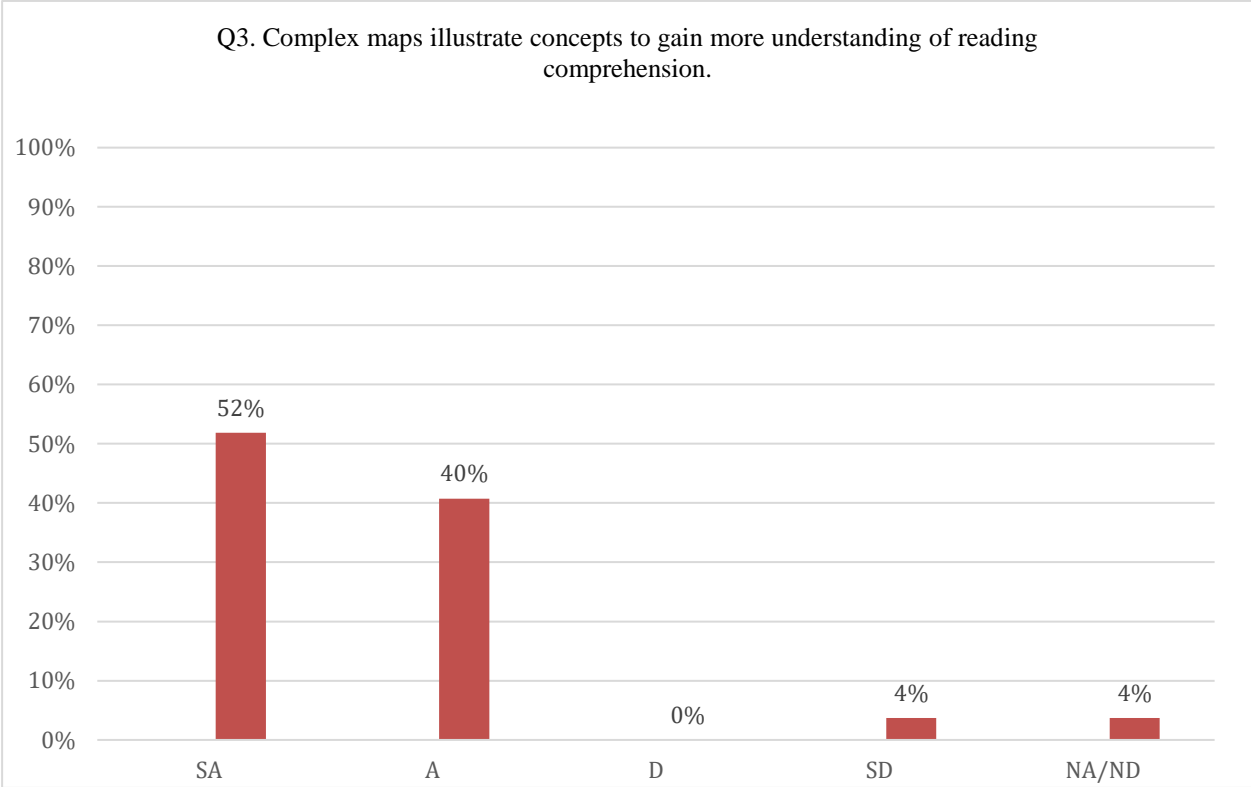
SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; NAND= Neither agree nor disagree.

Figure Data 3 clearly shows that 56% of the students strongly agreed that reading aloud the information provided in the simplest story maps helped them improve their pronunciation of the words in the reading passage. This suggests that a majority of the participants strongly believe that engaging in this practice is effective in enhancing their pronunciation skills, so, it still indicates that a significant portion of the participants finds this practice beneficial for improving their pronunciation, only 3% of the students neither agreed nor disagreed with the statement.

This category suggests that some participants were neutral or undecided about whether reading aloud the information in the simplest story maps had a positive impact on their pronunciation skills. Overall, the results suggest that most of the participants, as well as a significant portion, found reading aloud the information from the simpler story maps useful in

improving their pronunciation of the words in the reading passage; going back to the details, student 24 stated that "speaking aloud I listen to myself and can correct the words I mispronounce" as well as student 17 mentioned that "I learned to lose the fear of speaking English when reading in front of my classmates". This indicates that this practice can be an effective strategy to improve reading comprehension by contributing to the correct pronunciation of words.

**Figure 4.** Complex maps to gain more understanding



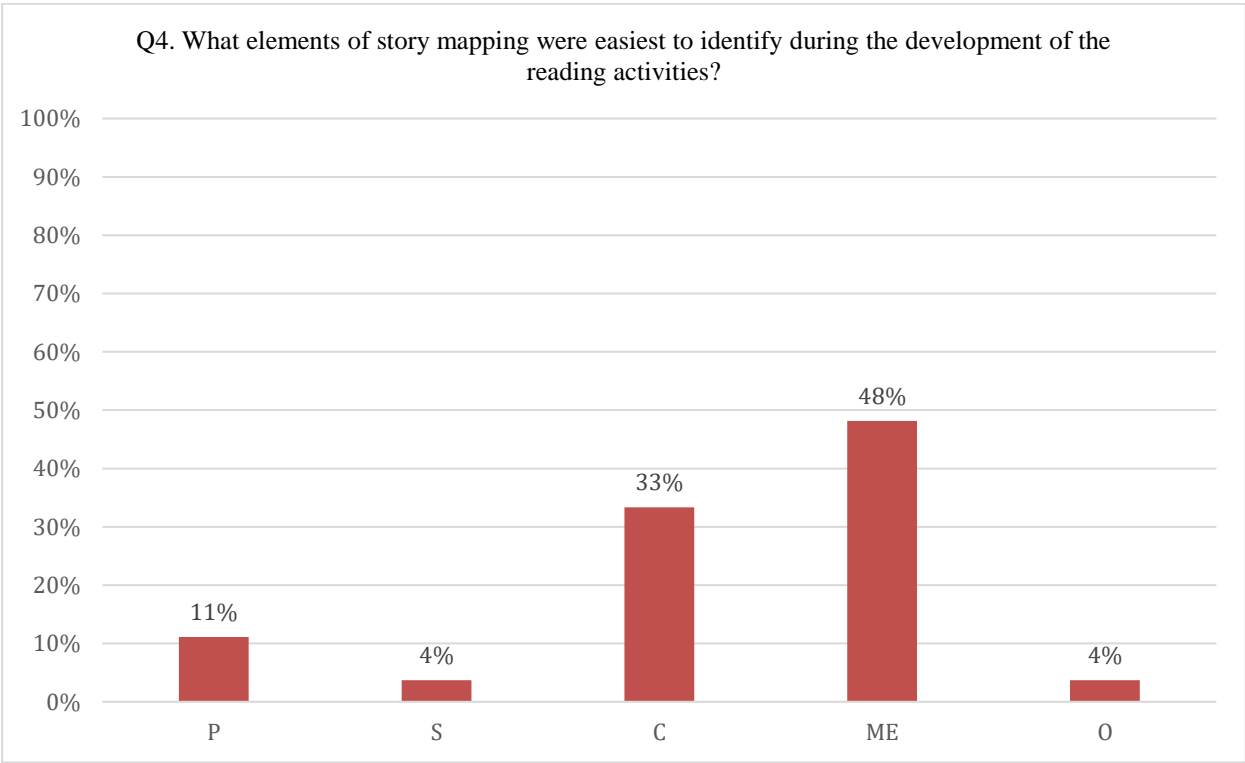
SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; NAND= Neither agree nor disagree.

As shown in Figure 4, 52% of the respondents strongly agreed that complex maps effectively illustrate concepts and contribute to gaining a better understanding of reading comprehension. This indicates that a majority of the participants firmly believe that using complex maps is a valuable strategy for enhancing their understanding of the concepts presented in the reading material, 40% of the respondents agreed that complex maps illustrate concepts and contribute to gaining a better understanding of reading comprehension. While this percentage is slightly lower than the "strongly agree" category, it still suggests that a significant portion of the participants find complex maps helpful in improving their comprehension of the reading material, 4% of the respondents strongly disagreed with the statement that complex

maps illustrate concepts effectively. This indicates that only a small minority of participants felt that complex maps were not useful in enhancing their understanding of reading comprehension. A percentage of 4% of the respondents neither agreed nor disagreed with the statement. This category suggests that some participants were neutral or undecided about whether complex maps effectively illustrated concepts to improve reading comprehension.

Overall, the results indicate that a majority of the participants, along with a significant portion, find complex maps valuable in illustrating concepts and gaining a better understanding of reading comprehension. This suggests that complex maps can be an effective strategy for enhancing reading comprehension by providing a visual representation of the concepts discussed in the reading material, aiding in comprehension and conceptual understanding.

**Figure 5.** *Elements of story mapping*



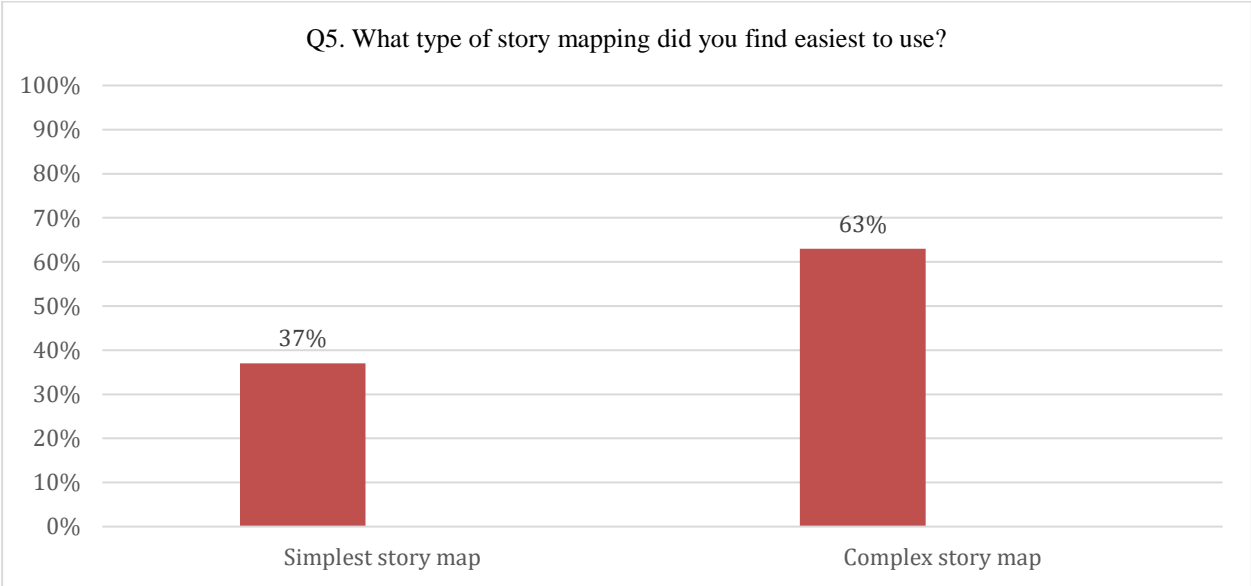
P= plot; S=setting; C= characters; O=others; TP= Total of participants; F= frequency.

The results of Figure 5 present information about 11% of the respondents who found the plot to be the easiest element of story mapping to identify during the development of the reading activities. This suggests that a small percentage of the participants found it relatively straightforward to identify and outline the main storyline or sequence of events in the reading material, 4% of the respondents found the setting to be the easiest element to identify during the development of the reading activities. This suggests that only a small minority of the participants found it easy to identify and describe the time, place, and overall environment in

which the story takes place, nearly a third (33%) of the respondents found the characters to be the easiest element to identify during the development of the reading activities. This indicates that a significant portion of the participants found it relatively easy to identify and describe the main characters in the story, around half of the respondents found the main events to be the easiest element to identify during the development of the reading activities.

This suggests that a majority of the participants found it relatively easy to identify and outline the key events or incidents that drive the story forward, a tiny fraction of 4% of the respondents mentioned other elements as being the easiest to identify during the development of the reading activities. Overall, the results indicate that the majority of the participants found the main events and characters to be the easiest elements to identify during the development of the reading activities. This suggests that these elements may have stood out more prominently and were relatively easier to grasp, while the plot and setting were identified as easier by a smaller percentage of participants.

**Figure 6.** Types of story mapping



SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; NAND= Neither agree nor disagree.

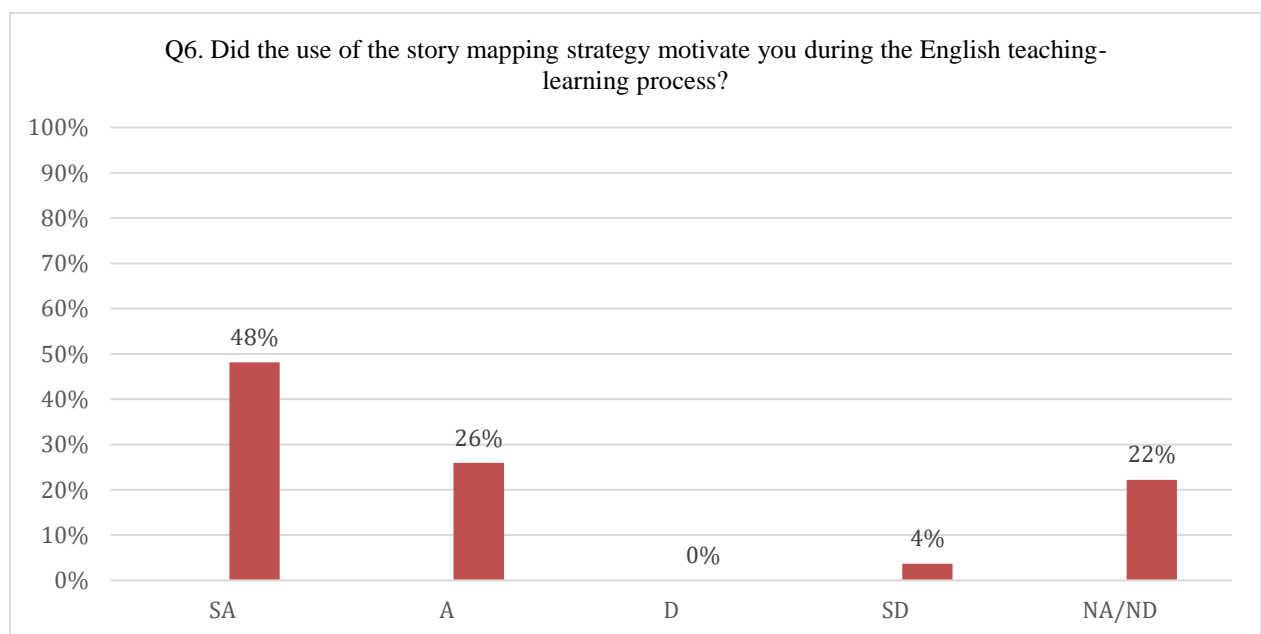
Figure 6 gives data on a small portion of the respondents who found the simplest story map to be the easiest element to identify during the development of the reading activities. This indicates that a significant portion of the participants found it relatively easy to work with and understand the basic structure and components of a simple story map, a significant proportion of the respondents found the complex story map to be the easiest element to identify during the development of the reading activities. This suggests that a majority of the participants found it easier to work with and comprehend a more intricate and detailed story map. The results



indicate that a higher percentage of participants found the complex story map to be easier to identify during the development of the reading activities compared to the simplest story map.

This suggests that the participants may have found the additional complexity and details provided in the complex story map to be beneficial for their understanding and application of story mapping techniques. It is important to note that without further information or specific details about the characteristics or elements of the simple and complex story maps, it is challenging to draw more specific conclusions from the given results. However, the majority of participants found the complex story map more manageable and effective during the development of the reading activities.

**Figure 7.** *Story mapping to motivate the English teaching-learning process*

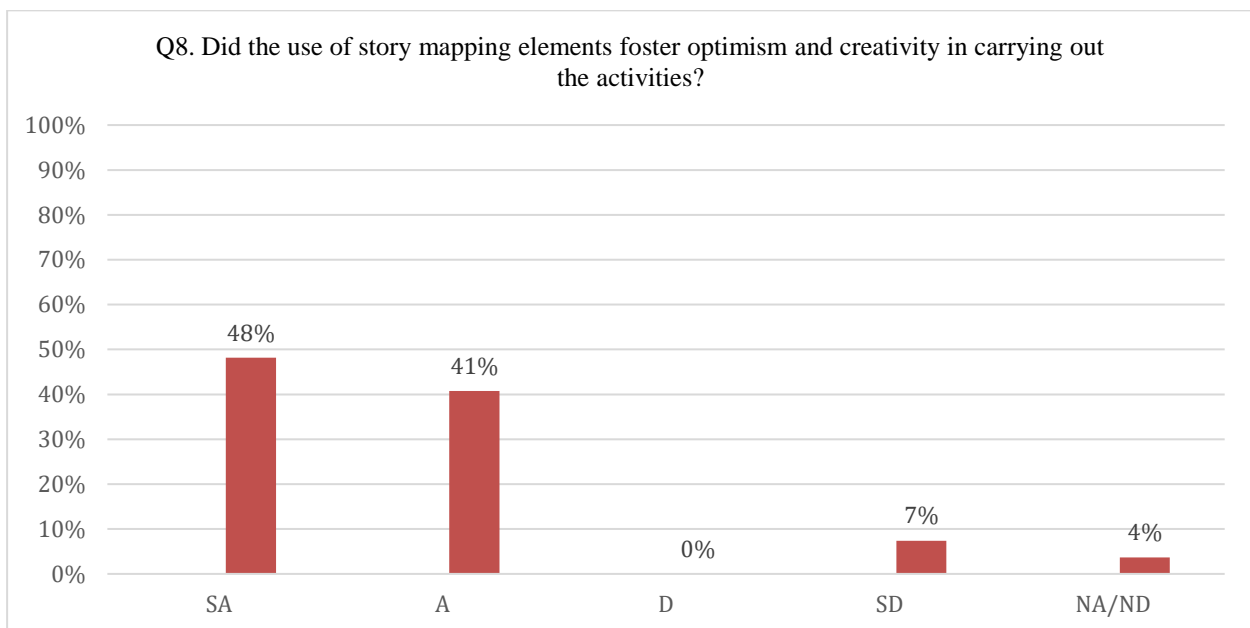


SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; NAND= Neither agree nor disagree.

Figure 7 gives information that just under a half 48% of the respondents strongly agreed that the use of the story mapping strategy motivated them during the English teaching-learning process. This indicates that a significant portion of the participants felt highly motivated when employing the Story mapping strategy in their English studies; a small portion (4%) of the respondents strongly disagreed with the statement that the use of the Story mapping strategy motivated them during the English teaching-learning process. This indicates that only a small minority of participants did not feel motivated when utilizing the Story mapping strategy, almost a quarter (22%) of the respondents neither agreed nor disagreed with the statement.

This category suggests that a significant number of participants were neutral or undecided about whether the use of the story mapping strategy had a significant impact on their motivation during the English teaching-learning process. Overall, the results indicate that a majority of the participants, along with a substantial portion, found the use of the story mapping strategy to be motivating during the English teaching-learning process. This suggests that the implementation of the story mapping strategy in English instruction can positively impact student motivation, potentially enhancing their engagement and enjoyment in the learning process.

**Figure 8.** *Story mapping to foster optimism and creativity.*



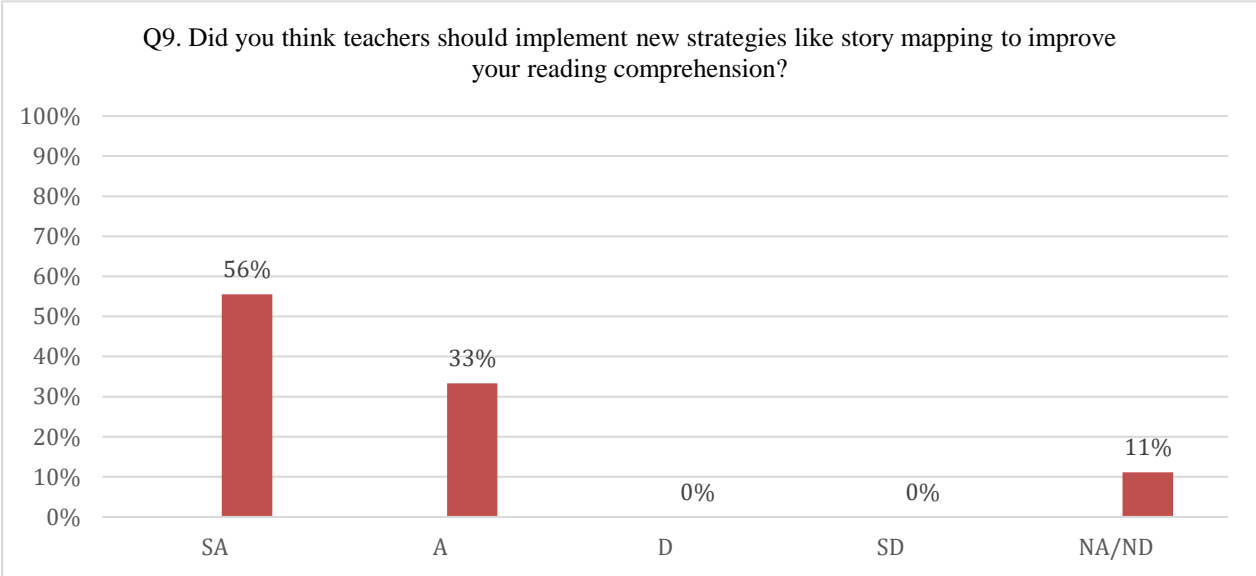
SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; NAND= Neither agree nor disagree.

As it is observed in Figure 8 just under half (48%) of the respondents strongly agreed that the use of story mapping elements fostered optimism and creativity in carrying out the activities. This indicates that a significant portion of the participants strongly believed that Story mapping elements positively influenced their sense of optimism and creativity during the activities. An insignificant proportion (7%) of the respondents strongly disagreed with the statement that the use of Story mapping elements fostered optimism and creativity in carrying out the activities. This indicates that a small minority of participants did not perceive story mapping elements to have a positive impact on their optimism and creativity. A very small proportion (4%) of the respondents neither agreed nor disagreed with the statement.

This category suggests that a small portion of participants were neutral or undecided about whether the use of story mapping elements. Overall, the results indicate that a majority

of the participants, along with a significant portion, believed that the use of story mapping elements fostered optimism and creativity in carrying out the activities. This suggests that the incorporation of story mapping elements can have a positive influence on students' optimism and creativity during their engagement with the activities, potentially enhancing their overall learning experience.

**Figure 9.** *Story mapping to improve reading comprehension.*



SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; NAND= Neither agree nor disagree.

It is clear from the data in Figure 9 that 56% of the respondents strongly agreed that teachers should implement new strategies like story mapping to improve their reading comprehension. This suggests that a majority of the participants firmly believed that the adoption of innovative approaches such as story mapping would be beneficial in enhancing their reading comprehension skills; as can be seen in the table 11% of the respondents neither agreed nor disagreed with the statement. This category suggests that some participants were neutral or undecided about whether teachers should implement new strategies like story mapping to enhance their reading comprehension.

Overall, the results indicate that the majority of the participants, along with a significant portion, believed that teachers should apply new strategies such as story mapping to improve their reading comprehension, in this case, student 05 mentioned "Yes because this way there would be more fun ways to learn", also student 17 said, "because it would teach us more about English, motivate us since using the same old stuff is boring". This suggests that participants saw value in adopting Story mapping in the classroom to improve their reading comprehension skills, potentially indicating a desire for more engaging and effective instructional approaches

## 7. Discussion

The present research was conducted to identify the influence of Story mapping on the development of reading comprehension among ninth-grade students at a Public Institution in Loja. Moreover, this section contrasts the results obtained in this study with the theoretical framework and previous studies used in this research. Furthermore, this section was established to answer the general question and two sub-questions.

The general question was posed to verify “How does Story mapping improve reading comprehension among ninth-grade students at a public institution in Loja during the 2022-2023 school year.?” In this sense, the evidence demonstrated in a similar way the efficacy of Story mapping to enhance reading comprehension during English learning. As mentioned in previous studies developed by Boon et al (2015) Story mapping is a teaching strategy that can improve reading comprehension of narrative texts. A story map is a visual framework, often presented in the form of a graphic organizer, to facilitate the acquisition of the structure and elements of a story. The presentation and arrangement of story elements in a story map help learners visualize the story structure and identify key story components. Furthermore, even though students showed considerable improvement in English learning, it is suggested that further research be carried out with a larger sample size in order to create generalizability of the results.

The first sub-question in this study sought to identify “What is the effectiveness of Story mapping on reading comprehension among ninth-grade students at a public institution in Loja, during the 2022- 2023 school year.?”. Pre- and post-assessments revealed the effectiveness of using Story mapping strategies to improve students' reading comprehension. The results indicated a significant improvement in their ability to read text comprehensively. Although some errors were observed in the pronunciation and intonation of certain words, by and large, the application of story mapping strategies proved to be very beneficial.

The results of this study are consistent with previous research by Sophia and Splittstoesser (2020), which emphasized the effectiveness of explicit instruction through read-aloud and the use of story map graphic organizers. By incorporating story mapping into the reading, the teacher was able to help students comprehend the content being read to them. Therefore, the present study further reinforces the existing literature by affirming the positive impact of employing story mapping to improve students' reading comprehension.

Similarly, the research conducted by Caccamise and Snyder (2009) supports these findings. They emphasized that when students engage in active processes such as identifying main ideas, summarizing in their own words, and utilizing graphic organizers to monitor their

comprehension, they generate meaningful connections that enhance their learning and comprehension of the texts. Actively engaged readers who monitor their reading extract deeper meaning from the material they encounter. This aligns with the current study's emphasis on the significance of reader engagement and active monitoring as crucial elements in fostering enhanced comprehension and meaning extraction from texts.

Regarding the second sub-question " What are the students' perceptions about the implementation of Story mapping to improve reading comprehension among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?" Through a questionnaire that was given to the students and the data from the field notes that were taken during the study, it was possible to obtain the students' perceptions about the use of the Story mapping strategy in the development of reading comprehension. Taking into account the answers that students gave in the questionnaire, all these strategies such as graphic organizers, story map templates (simplest and complex), short stories, articles, and pictures helped them to improve their behavior, motivation, and participation and many mentioned that they were entertaining. In addition, all these responses were similar to what the researcher was able to observe and verify in her field notes. Finally, these strategies were applied to improve elements of reading such as reading comprehension, vocabulary, and phonemic awareness.

The most interesting finding was that teaching students more than one way to convey what they are understanding from their reading, whether by writing, drawing pictures, or verbally expressing their understanding of the story, not only improves students' reading comprehension but also allows them to better interpret the reading or story they are working with (Weih, 2000.).

In the same way, (Ortega, 2019) mentions that story maps can be implemented into the language learning classroom before, during, or after reading a text. For instance, if is done before reading a story, students' previous language knowledge can be effectively activated, and they can feel better prepared and motivated for sharing and discussing ideas later in the lesson.

Nonetheless, it is important to acknowledge certain limitations that were encountered during the intervention process. Firstly, some students exhibited a lack of attention, which may have affected their overall engagement with the strategies. Additionally, the intervention itself was conducted within a relatively short timeframe. Furthermore, the occurrence of the institution's patron saint festivities likely had an impact on the regularity of the intervention sessions.

To address these limitations, future researchers are advised to allocate an adequate amount of time for their interventions, ensuring sufficient data collection for a comprehensive

analysis. Moreover, it is recommended to incorporate a variety of story map templates to explore their effectiveness in different contexts. By considering these factors, future studies can further refine the implementation of Story mapping strategies to enhance reading comprehension and provide more robust insights into their impact on student learning outcomes.

## **8. Conclusions**

A good teaching strategy for improving students' reading comprehension in the English language is story mapping. By transforming dull lessons into engaging ones in which college students can participate with humor and not worry about being judged or worried about making mistakes because they will be corrected during the lesson, this strategy helps learners improve their motivation, participation, and interaction with the world around them.

The story mapping strategies proved to be adequate to improve the reading level of the students in the classroom because they significantly improved their reading comprehension and increased when reading aloud and summarizing the most important ideas. Thanks to all the vocabulary that was taught previously in the same way, they learned to differentiate the words that had similar pronunciation, which was of great help when reading. All this could be observed during of the students' learning process, as the intervention progressed, their reading became more comprehensible and they felt confident and motivated to read.

The student's perceptions of the story mapping activities were beneficial, favorable, and satisfactory to the researcher. This was observed inside the classrooms as the students were fun, joyful, participative, excited, motivated, and enthusiastic to learn in a new and interesting way in which they could learn to read and comprehend the information. The story mapping strategies such as graphic organizers, story map templates (simplest and complex), short stories, articles, and pictures were the most useful for the researcher as they involved the student in completing activities that helped to strengthen and improve their knowledge; in addition, when completing each of these templates or activities the student received a badge which helped to improve their confidence and encourage them to continue practicing.

## **9. Recommendations**

It is recommended that future researchers take into account reading levels, study conditions, teaching methods, and students' interests to improve the development of reading

comprehension. In addition, exploring various teaching techniques to adapt to different learning styles and incorporating students' interests fosters engagement and motivation. Once these factors are considered, researchers can employ innovative strategies to improve reading comprehension.

It is recommended that future researchers focus more on comprehensive reading as it is the most complicated element to develop within this strategy since it encompasses the remaining 2 elements of reading comprehension which are vocabulary and phonics awareness. This is why the researcher suggests future researchers make use of Story mapping to improve students' comprehension of reading.

Teachers could apply story mapping activities in their classrooms regularly, as this will motivate their students to learn more creatively and differently. In addition, many of these activities can be adapted to any educational environment and even the teacher can use them as tools to start or end the class and still have the same effectiveness. Some strategies that helped the researcher in this study were the simplest and most complex story maps, as they helped students exceed their expectations and also motivated them to take pride in their work.

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## 11. Annexes

### *Annex 1. Pre and Post Test.*



**UNIVERSIDAD NACIONAL DE LOJA**  
**DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES**  
**Y EXTRANJEROS**  
**DATA COLLECTION INSTRUMENT: PRE / POST TEST**

**Dear student,** answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

**Student`s code.** .....

**Date:** .....

UEAV9B01

**Read the article carefully and answer the following questions:**

**CRAZY WEATHER**

Do you like sunny weather? Yuma, Arizona, is the sunniest place on the earth. It's sunny for 4,050 hours each year. That's over 11 hours a day! The temperature can go up to 50 degrees Celsius too. It's hot, but it is very dry. For rain, you can go to Lloró, Colombia. It's the wettest place in the world. It gets 13,290 millimeters of rain every year. From the wettest place to the coldest: Antarctica. The lowest temperature there is minus 89 degrees Celsius. It is also the driest place. it is the windiest too. There are winds over 300 kilometers per hour all year round. That is about the same speed as a typhoon. Typhoons need warm water and wet air. You can look for them in the Philippines. It gets seven or eight on land every year!

**1. Circle the answers. 1pt. Reading comprehension**

➤ **How much sun does Yuma get every day?**

- a. 4,050 hours
- b. 50 hours
- c. 11 hours

➤ **Which place is the driest?**

- a. Yuma, Arizona
- b. Antarctica
- c. The Philippines

**2. True or false. 1 pt. Reading Comprehension.**

- ✓ Typhoons have places with cold water and wet air. **True ( ) False ( )**
- ✓ Antarctica and Yuma are both very dry. **True ( ) False ( )**

**3. Fill in the missing letters in the sentences with the words from the article. 2pts.**

**Vocabulary.**

- a. The s \_ \_ \_ \_ \_ t place on the earth is in Arizona.
- b. Lloró. Colombia, has 13,290 millimeters of r \_ \_ n every year.
- c. The lowest t \_ \_ \_ \_ \_ e in antarctica is minus 89 d \_ \_ \_ \_ \_ s Celcius.
- d. Antarctica is the w \_ \_ \_ \_ \_ t place in the world. The wind is really strong.

**4. Match the images with the indicated adjectives. 2pts. Vocabulary**



**Sunniest**



**THANKS FOR YOUR COLLABORATION**



**UNIVERSIDAD NACIONAL DE LOJA**  
**DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES**  
**Y EXTRANJEROS**

**DATA COLLECTION INSTRUMENT: QUESTIONNAIRE**

**Dear student**, please circle the response that best describes your perception of using story mapping to improve your reading comprehension skills. Your answers will be anonymous and confidential.

**Student`s code.** .....

**Date:** .....

**1. Did the use of the story mapping strategy motivate you during the English**

**teaching-learning process? Why?**

**Yes** ( )

**No** ( )

.....  
.....

**2. Did the story maps used by the pre-service teacher arouse your curiosity in the**

**reading process? Why?**

**Yes** ( )

**No** ( )

.....  
.....

**3. Did the application of different story maps create a positive learning environment within the classroom? Why?**

**Yes** ( )

**No** ( )

.....  
.....

**4. ¿Do you think that story mapping helps you to improve your reading comprehension? Why?**

**Yes** ( )

**No** ( )

.....  
.....  
**5. Do you think teachers should implement new strategies like story mapping to improve your reading comprehension? Why?**

**Yes ( )**

**No ( )**

.....  
.....  
  
***THANKS FOR YOUR COLLABORATION***



### Annex 3. Test Scoring Guide



**UNIVERSIDAD NACIONAL DE LOJA**  
**DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES**  
**Y EXTRANJEROS**

**TEST SCORING GUIDE**

<b>N°</b>	<b>Question</b>	<b>Indicator</b>	<b>Score</b>
1	<b>Circle the answers.</b>	<b>Reading comprehension</b>	1
2	<b>True or false.</b>	<b>Reading comprehension</b>	1
3	<b>Fill in the missing letters in the sentences with the words from the article.</b>	<b>Vocabulary.</b>	2
4	<b>Match the images with the indicated adjectives.</b>	<b>Vocabulary</b>	2
5	<b>Join with lines the words with their correct sound.</b>	<b>Phonemic Awareness</b>	2
6	<b>Identify if the pairs of words below begin with the same sound. Circle the correct option (yes or no).</b>	<b>Phonemic Awareness</b>	2
<b>TOTAL</b>			10 points

**Annex 4. Field Notes**



**UNIVERSIDAD NACIONAL DE LOJA  
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES YEXTRANJEROS**

**FIELD NOTES**

Lesson Content:	Date:
Course:	Periods:
Starting	
Presentation	
Development	
Assessment	
Homework	

## Annex 5. Grading Scale



### UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES YEXTRANJEROS

#### GRADING SCALE

<b>Nº</b>	<b>Qualitative score range</b>	<b>Quantitative score range</b>
1	Very satisfactory	9-10
2	Satisfactory	7-8.99
3	Little satisfactory	4-6.99
4	Needs to improve	1-3.99
5	Fail	0

## Annex 6. Lesson plans

<b>Intervention Plan # 1</b>	
<b>Class:</b> 9no EGB “B” and “C” <b>Number of Students:</b> 27 (18 boys, 9 girls) <b>Language Level:</b> A1.2	<b>Date:</b> May 3 <sup>rd</sup> , 2023 – May 6 <sup>th</sup> , 2023 <b>Schedule:</b> Wednesday: 07h10 – 08h30 Thursday: 07h10 – 08h30; 10h10 – 11h25 Friday: 08h30 – 09h50 <b>Time per lesson:</b> 45 minutes <b>Total hours:</b>
<b>School year:</b> 2022 - 2023 <b>Type of institution:</b> Public	Unidad Educativa “Adolfo Valarezo”
<b>Preservice teacher:</b>	Mishell Alexandra Rivas Luzuriaga
<b>Research Problem</b>	How does story mapping improve reading comprehension, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Grammar: Irregular Verbs
<b>Lesson Objectives</b>	Students will be able to describe past events.
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ Students develop a pre-test given by the teacher.</li> <li>➤ Activation of the previous knowledge of the verbs.</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ The teacher gives students some flashcards about irregular verbs.</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ The teacher explains the structure of the past simple with irregular verbs through a flipchart.</li> <li>➤ The teacher writes some examples using past simple tense.</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ Students sit in a circle and make a sentence with the word in the flashcards that they have.</li> <li>➤ Students make a drawing that represents the sentence made.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>➤ Students take turns to present their drawings and the rest of the class tries to guess what it means.</li> <li>➤ Students do the activity on a worksheet given by the teacher.</li> </ul>
<b>Materials</b> <b>/Bibliography/Research Instruments</b>	<ul style="list-style-type: none"> <li>➤ Flashcards  <a href="https://drive.google.com/file/d/1sY4hMHMq2DrzwbVBNVxe0QIj6SbsJN3g/view?usp=drive_link">https://drive.google.com/file/d/1sY4hMHMq2DrzwbVBNVxe0QIj6SbsJN3g/view?usp=drive_link</a> </li> <li>➤ Whiteboard</li> <li>➤ Markers</li> <li>➤ Worksheet  <a href="https://drive.google.com/file/d/1sY4hMHMq2DrzwbVBNVxe0QIj6SbsJN3g/view?usp=drive_link">https://drive.google.com/file/d/1sY4hMHMq2DrzwbVBNVxe0QIj6SbsJN3g/view?usp=drive_link</a> </li> <li>➤ Pre-Test</li> <li>➤ Students’ book- Outstanding</li> </ul>
<b>Thesis Director</b>	Mg. Sc. Jhimi Bolter Vivanco Loaiza

<b>Intervention Plan # 2</b>	
<b>Class:</b> 9no EGB “B” “C” and “C” <b>Number of Students:</b> 27 (18 boys, 9 girls) <b>Language Level:</b> A1.2	<b>Date:</b> May 8 <sup>th</sup> , 2023 – May 12 <sup>th</sup> , 2023 <b>Schedule:</b> Monday: 08h30-09h50; 10h10-10h50 Tuesday: 07h10-08h30 Wednesday: 07h10 – 08h30 Thursday: 07h10 – 08h30; 10h10 – 11h25 Friday: 08h30 – 09h50 <b>Time per lesson:</b> 45 minutes <b>Total hours:</b>
<b>School year:</b> 2022 - 2023 <b>Type of institution:</b> Public	Unidad Educativa “Adolfo Valarezo”
<b>Preservice teacher:</b>	Mishell Alexandra Rivas Luzuriaga

<b>Research Problem</b>	How does story mapping improve reading comprehension, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Grocery Shopping
<b>Lesson Objectives</b>	Students will be able to identify vocabulary about supermarket shopping.
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ The teacher starts the class by asking the students if they accompany their mother to the supermarket and what their mother usually buys.</li> <li>➤ Students identify the images presented by the teacher through flashcards. Then the teacher teaches the meaning of these words.</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ The teacher makes sentences to the students about in what place they buy the different products and the price. For example: Where do you buy vegetables? How much does the toothbrush cost?</li> <li>➤ The teacher explains to the students the departments of the supermarket and how they can identify these places.</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ Students listen and repeat the pronunciation about how to say these groceries (pg track 25)</li> <li>➤ Students listen and fill in the answers in the book (pg 41, track 26)</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ Students work in pairs and put the correct order of the words on the shopping list (pg41)</li> <li>➤ Students share with their classmates each answer that they consider correct.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>➤ Students read the conversation “At the supermarket” interacting with a partner. (pg42)</li> <li>➤ Students identify the groups of food and match them.</li> <li>➤ Students do the activity on a worksheet given by the teacher.</li> </ul>
<b>Materials /Bibliography/Research Instruments</b>	<ul style="list-style-type: none"> <li>➤ Flashcards  <a href="https://docs.google.com/document/d/1kaEuyI58NzXDEZ4vSkcfhvZQp0raKNHe/edit?usp=drive_link&amp;oid=104741522694573974328&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1kaEuyI58NzXDEZ4vSkcfhvZQp0raKNHe/edit?usp=drive_link&amp;oid=104741522694573974328&amp;rtpof=true&amp;sd=true</a> </li> <li>➤ Whiteboard</li> <li>➤ Markers</li> <li>➤ Worksheet  <a href="https://docs.google.com/document/d/1kaEuyI58NzXDEZ4vSkcfhvZQp0raKNHe/edit?usp=drive_link&amp;oid=104741522694573974328&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1kaEuyI58NzXDEZ4vSkcfhvZQp0raKNHe/edit?usp=drive_link&amp;oid=104741522694573974328&amp;rtpof=true&amp;sd=true</a> </li> <li>➤ Students’ book- Outstanding</li> <li>➤ Field notes</li> </ul>
<b>Thesis Director</b>	<b>Mg. Sc. Jhimi Bolter Vivanco Loiza</b>

<b>Intervention Plan # 3</b>	
<b>Class:</b> 9no EGB “B” “C” and “D” <b>Number of Students:</b> 27 (14 boys, 13 girls) <b>Language Level:</b> A1.2	<b>Date:</b> May 15 <sup>th</sup> , 2023 – May 20 <sup>th</sup> , 2023 <b>Schedule:</b> Monday: 08h30-09h50;10h10-10h50 Tuesday: 07h10-08h30 Wednesday: 07h10 – 08h30; 11h25-12h00 Thursday: 07h10 – 08h30 Friday: 08h30 – 09h50;10h10-10H50 <b>Time per lesson:</b> 45 minutes <b>Total hours:</b> 15 hours
<b>School year:</b> 2022 - 2023 <b>Type of institution:</b> Public	Unidad Educativa “Adolfo Valarezo”
<b>Preservice teacher:</b>	Mishell Alexandra Rivas Luzuriaga

<b>Research Problem</b>	How does story mapping improve reading comprehension, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Count Nouns vs Non-Count Nouns
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>➤ Students will be able to make sentences with count and no-count nouns.</li> <li>➤ Students will be able to summarize a short history using a story-mapping strategy</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ The teacher starts the class by telling the students a short history related to the previous class and the new topic.</li> <li>➤ After listening to the teacher, students have to recognize the words they learned about groceries and use them to make sentences with count no-count nouns.</li> <li>➤ The teacher explains the topic to the students using the examples on page 44 of the student’s book.</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ The teacher makes sentences to the students about count and no-count nouns. then, students have to write their examples.</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ Students work in pairs developing page 45 in their book using singular and plural count and no-count nouns.</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ Students practice reading on page 46 “The language of fruit” and identify the words that they don’t recognize.</li> <li>➤</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>➤ Students use the story mapping strategy to summarize the story told by the teacher at the beginning of the class.</li> <li>➤ Students do the activity on a worksheet given by the teacher.</li> </ul>
<b>Materials /Bibliography/Research Instruments</b>	<ul style="list-style-type: none"> <li>➤ Whiteboard</li> <li>➤ Markers</li> <li>➤ Worksheet <a href="https://drive.google.com/file/d/1BFPYa6JLOTqmRkI4wdM-uUaCStRf9ftq/view?usp=drive_link">https://drive.google.com/file/d/1BFPYa6JLOTqmRkI4wdM-uUaCStRf9ftq/view?usp=drive_link</a></li> <li>➤ Students’ book- Outstanding</li> </ul>
<b>Thesis Director</b>	<b>Mg. Sc. Jhimi Bolter Vivanco Loaiza</b>

<b>Intervention Plan # 4</b>	
<b>Class:</b> 9no EGB “B” “C” and “D” <b>Number of Students:</b> 27 (14 boys, 13 girls) <b>Language Level:</b> A1.2	<b>Date:</b> May 22 <sup>th</sup> , 2023 – May 226 <sup>th</sup> , 2023 <b>Schedule:</b> Monday: 08h30-09h50;10h10-10h50 Tuesday: 07h10-08h30 Wednesday: 07h10 – 08h30; 11h25-12h00 Thursday: 07h10 – 08h30 Friday: 08h30 – 09h50;10h10-10H50 <b>Time per lesson:</b> 45 minutes <b>Total hours:</b> 15 hours
<b>School year:</b> 2022 - 2023 <b>Type of institution:</b> Public	Unidad Educativa “Adolfo Valarezo”
<b>Preservice teacher:</b>	Mishell Alexandra Rivas Luzuriaga

<b>Research Problem</b>	How does story mapping improve reading comprehension, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	The Language of Fruit
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>➤ Students will be able to use new vocabulary about fruits and something about their importance throughout history.</li> <li>➤ Students will be able to summarize a short history using a story-mapping strategy.</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ The teacher starts the class by asking some questions to the students. For example: what is in the pictures? Which is your favorite fruit? What do you think the reading is about?</li> <li>➤ After answering the questions, students read the article “The Language of Fruit” on page 46.</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ The teacher interacts with students by answering the following questions. What is a fruit used for? Do you know a story about fruit? What is a lucky fruit in Greece?</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ Students complete the sentences with the words from the article, page 47.</li> <li>➤ Students match the fruit with the culture and the meaning on page 47.</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ Students circle the correct answer about the article, page 47.</li> <li>➤ Students recognize the fruits presented by the teacher in flashcards and learn new vocabulary</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>➤ Students use the story mapping strategy to summarize the main aspects of the article.</li> <li>➤ Students do the activity on a worksheet given by the teacher.</li> </ul>
<b>Materials /Bibliography/Research Instruments</b>	<ul style="list-style-type: none"> <li>➤ Whiteboard</li> <li>➤ Flashcards</li> <li>➤ <a href="https://drive.google.com/file/d/1jTdyo9MAqhjosjEAor2DMDb86Q30xeo/view?usp=drive_link">https://drive.google.com/file/d/1jTdyo9MAqhjosjEAor2DMDb86Q30xeo/view?usp=drive_link</a></li> <li>➤ Markers</li> <li>➤ Worksheet</li> <li>➤ <a href="https://drive.google.com/file/d/1jTdyo9MAqhjosjEAor2DMDb86Q30xeo/view?usp=drive_link">https://drive.google.com/file/d/1jTdyo9MAqhjosjEAor2DMDb86Q30xeo/view?usp=drive_link</a></li> <li>➤ Students’ book- Outstanding</li> </ul>
<b>Thesis Director</b>	<b>Mg. Sc. Jhimi Bolter Vivanco Loaiza</b>

<b>Intervention Plan # 5</b>	
<b>Class:</b> 9no EGB “B” “C” and “D” <b>Number of Students:</b> 27 (14 boys, 13 girls) <b>Language Level:</b> A1.2	<b>Date:</b> May 29 <sup>th</sup> , 2023 – June 2 <sup>nd</sup> , 2023 <b>Schedule:</b> Monday: 08h30-09h50;10h10-10h50 Tuesday: 07h10-08h30 Wednesday: 07h10 – 08h30; 11h25-12h00 Thursday: 07h10 – 08h30 Friday: 08h30 – 09h50;10h10-10H50 <b>Time per lesson:</b> 45 minutes <b>Total hours: 15 hours</b>
<b>School year:</b> 2022 - 2023 <b>Type of institution:</b> Public	Unidad Educativa “Adolfo Valarezo”
<b>Preservice teacher:</b>	Mishell Alexandra Rivas Luzuriaga

<b>Research Problem</b>	How does story mapping improve reading comprehension, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Blue Skies
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>➤ Students will be able to distinguish the different conditions of the weather.</li> <li>➤ Students will be able to describe the different weather conditions (sunny, rainy, windy, etc) using a story-mapping strategy.</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ The teacher starts the class by asking some questions to the students. For example: do you watch the weather report? What kind of weather do you like the most? What is the worst kind of weather?</li> <li>➤ After answering the questions, students have to listen the track 32 and write the correct letters in the blanks on page 50.</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>➤ Students work in pairs and practice the dialogue using expressions about weather and seasons, page 50.</li> <li>➤ Students look at the pictures on page 51, then, listen and repeat to practice the correct pronunciation.</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ Students practice talking about the weather with a partner.</li> <li>➤ Students interact with the flashcards that the teacher presents about the weather words to increase their vocabulary.</li> </ul>
<b>Study</b>	<ul style="list-style-type: none"> <li>➤ Students listen to the audio (track 34) and fill in the chart on page 51.</li> <li>➤ Students participate in class with the conversation “Happy in the Rain”, page 52.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>➤ Students do the activity on a worksheet given by the teacher.</li> <li>➤ Students use the story mapping strategy to draw the weather conditions in a template given by the teacher.</li> </ul>
<b>Materials /Bibliography/Research Instruments</b>	<ul style="list-style-type: none"> <li>➤ Whiteboard</li> <li>➤ Flashcards <a href="https://drive.google.com/file/d/14kkxWFQNuKqJvettPdM-wHs2dIw5stDm/view?usp=drive_link">https://drive.google.com/file/d/14kkxWFQNuKqJvettPdM-wHs2dIw5stDm/view?usp=drive_link</a></li> <li>➤ Markers</li> <li>➤ Worksheet <a href="https://drive.google.com/file/d/14kkxWFQNuKqJvettPdM-wHs2dIw5stDm/view?usp=drive_link">https://drive.google.com/file/d/14kkxWFQNuKqJvettPdM-wHs2dIw5stDm/view?usp=drive_link</a></li> <li>➤ Students’ book- Outstanding</li> </ul>
<b>Thesis Director</b>	<b>Mg. Sc. Jhimi Bolter Vivanco Loaiza</b>