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SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“THE USE OF INTERACTIVE STORIES AS A STRATEGY FOR DEVELOPING
READING COMPREHENSION IN YOUNG LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN

LANGUAGES

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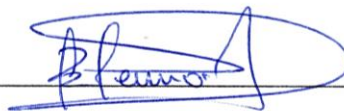
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Advisor's Approval

In my role as advisor of the research paper and title "The Use of Interactive Stories as a Strategy For Developing Reading Comprehension in Young Learners" prepared by **MORALES TOMALA JOSELYN MILENA AND TIGRERO TIGRERO KAREN NOELIA** undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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Niola Sanmartín Rosa Elena, MSc.

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Statement of Authorship

We, Morales Tomala Joselyn Milena with ID number 2450478066 and Tigrero Tigrero Karen Noelia with ID number 2450697004, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of Foreign Languages, in my role as author of the research "The Use of Interactive Stories as a Strategy For Developing Reading Comprehension in Young Learners", certify that this work is of my authorship, except for the quotes and reflections in this research paper.

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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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Acknowledgment I

I would like to extend my gratitude first and foremost to God, for being my source of wisdom and strength, and for allowing me to achieve this milestone. To my mother, Miriam Tomalá, for being my main reason for moving forward and not giving up despite every obstacle that has come my way. Thank you for your unconditional love, effort, and dedication, which motivate me to fight for my dreams. To my father, Francisco Morales, who, although he is not with me in body, I know he is with me from heaven. Thank you for being a loving and hard-working father. Your memories and teachings will always be a part of me. To my siblings for their unconditional support, love, and understanding. Thank you for accompanying me on my journey. I am infinitely grateful to my thesis partner, Karen Tigrero, for her effort and desire to succeed. Together, we have managed to reach the end of this long-awaited dream, and I know that, like me, you are very proud. Finally, to my teachers, because in one way or another, you have participated in my professional growth and been a source of inspiration not only for me but for all my classmates. Thanks to you, this dream has come true.

Morales Tomala Joselyn Milena

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- Tigrero Tigrero Karen Noelia

Dedication I

I dedicate this work to my mother, Miriam Tomalá, for her unconditional support and for always encouraging me to achieve my dreams, and to my father, Francisco Morales, who always watches over me from heaven. Thank you, parents, for teaching me that true wealth is not found in material things, but in knowledge, values, education, and the constant effort to be better every day. I am grateful to my siblings, Milton, Elizabeth, Edgar, and Kelvin, for being an essential part of my life. To my friend and thesis partner, Karen Tigrero, for her dedication, patience, and unwavering support throughout this process. Finally, I dedicate this to myself because this effort and perseverance are proof of my strength and determination. It was a challenge I set out to overcome, and thank God I have achieved it.

- With love, Morales Tomala Joselyn Milena

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-With love, Tigrero Tigrero Karen Noelia

Abstract

This research project examines the use of interactive stories as a strategy to develop reading comprehension skills in young learners. The study uses a qualitative, phenomenological approach to explore English teachers' views on interactive storytelling as a teaching tool. Data was collected through semi-structured interviews with teachers who described their experiences using interactive stories in class and the effects on their students. The results showed that interactive stories help increase motivation, participation, and vocabulary, allowing students to understand and connect ideas better. Teachers also mentioned that this approach helps children stay focused for longer periods and become more confident when reading aloud or answering comprehension questions. In addition, the use of multimedia elements such as images, sounds, and short animations, together with decision-making activities, encourages active involvement and supports comprehension through prediction and reasoning. These features make reading more dynamic and help teachers adapt the material to different learning styles. The study concludes that interactive storytelling is a practical and adaptable method that fits within constructivist and cognitivist approaches to learning, where understanding is built through interaction and reflection. Overall, interactive stories are a useful tool for teachers who want to strengthen reading comprehension and create a more engaging classroom experience for young learners.

Keywords: interactive stories, reading comprehension, young learners, motivation, engagement

Resumen

Este proyecto de investigación analiza el uso de historias interactivas como una estrategia para desarrollar las habilidades de comprensión lectora en niños. El estudio utiliza un enfoque cualitativo y fenomenológico para explorar las opiniones de los docentes de inglés sobre la narración interactiva como herramienta pedagógica. Los datos se recopilaron mediante entrevistas semiestructuradas con profesores que describieron sus experiencias al usar historias interactivas en clase y los efectos observados en sus estudiantes. Los resultados mostraron que las historias interactivas ayudan a aumentar la motivación, la participación y el vocabulario, permitiendo que los alumnos comprendan y conecten las ideas con mayor facilidad. Los docentes también mencionaron que este enfoque ayuda a que los niños mantengan la atención por más tiempo y se sientan más seguros al leer en voz alta o responder preguntas de comprensión. Además, el uso de elementos multimedia como imágenes, sonidos y breves animaciones, junto con actividades de toma de decisiones, fomenta la participación activa y apoya la comprensión a través de la predicción y el razonamiento. Estas características hacen que la lectura sea más dinámica y permiten adaptar el material a diferentes estilos de aprendizaje. El estudio concluye que la narración interactiva es un método práctico y adaptable que se ajusta a los enfoques constructivista y cognitivista, donde la comprensión se construye mediante la interacción y la reflexión. En general, las historias interactivas son una herramienta útil para fortalecer la comprensión lectora en los niños.

Palabras clave: historias interactivas, comprensión lectora, niños, motivación, participación

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Introduction

The English language has become essential in modern educational systems, as governments and learning institutions set standards that students must meet to achieve communicative competence in this international language. For example, the Ministry of Education in Ecuador has established proficiency levels using the Common European Framework of Reference for Languages, which requires learners to reach specific outcomes at each educational stage. This requirement reflects the growing understanding that mastering English is not just an individual achievement, but a national effort aimed at improving academic quality and global competitiveness. Reading comprehension, therefore, is one of the key skills that contribute to a learner's overall proficiency in English, as it enhances understanding, vocabulary acquisition, and critical thinking.

This research project, *The Use of Interactive Stories as a Strategy in Developing the Reading Comprehension of Young Learners*, aims to enhance young learners' reading proficiency through more interactive and relevant learning activities. Young learners need engaging strategies that would make them more active in class. Interactive stories provide an avenue for them to do so by making the reading process more participatory and engaging, where children make choices, predict what will happen next, and relate to the story. It fosters comprehension through interaction and imagination, sparking curiosity and a lasting interest in reading. This work aims to investigate interactive story strategies that enhance reading comprehension among young learners.

Furthermore, this research will also be able to describe the importance of developing reading comprehension since the beginning of education, explain techniques of interactive stories enhancing reading comprehension in young students, and interpret teachers' perceptions about

the use of these strategies in the classroom. This is a qualitative and phenomenological study, gathering data from the insights and experiences of teachers for an in-depth understanding of how interactive stories can improve reading skills within English language education. By integrating technology, creativity, and pedagogy, this research seeks to demonstrate how interactive storytelling meets educational standards and provides one effective avenue for reaching the level of reading proficiency mandated by the national curriculum.

Chapter I

The problem

Title of the research

The Use of Interactive Stories as a Strategy for Developing Reading Comprehension in Young Learners

Research Topic

Interactive stories and Reading Comprehension.

Problem statement

The English language subject is mandatory taught worldwide because it supports communication with other speakers of other languages, provided by lingua franca learning. The teaching of the English language is essential to promote interconnection and cultural exchange among both native and non-native speakers, and it promotes active interaction among multilingual and monolingual communities by offering a functional tool to convey information. Therefore, English learners must study the language to access relevant information associated with science and social frameworks (Narimanova, 2025).

Soto et al. (2024) English education in Ecuador is not consistent due to several factors related to technology, academic workloads, and traditional methods of education that affect students' autonomy and motivation. In schools, the English subject is not totally prioritized in the curriculum; its policies and objectives do not fulfill the expected learning outcomes. Due to the mentioned factors, English language proficiency is low, hindering the learning expectations and failing to comply with regulations, which causes a negative effect in education and other industries.

The English language is composed of four skills, but reading skills hold an important role in understanding the language and sources of information, such as news, ads, and others. The importance of reading skills is focused on comprehending the data and using it to learn from the language. It is crucial to support young learners during the learning process of reading skills, because learners often face challenges, but the main occurrence is reading comprehension; gaps in vocabulary, grammar, and more are related to common troubles during reading practice (Rad, 2025).

When reading skills are properly developed during early childhood, the result is a high school student with a broad range of advanced skills focused on critical thinking and elaboration. English reading is vital for learning in elementary and middle school, as it helps students build vocabulary, understand grammatical structures, and enhance their critical thinking about language; peers must be exposed to appropriate content to develop knowledge and skills. However, children face challenges in reading from an early age, moving from sentences to passages, and eventually to short stories. Content exposure must be suitable for their age and level, as well as incorporate appropriate technology. During this process, children need to be motivated and stimulated through curiosity and self-interest (He, 2025).

Implementing interactive reading in the class can positively impact reading comprehension as long as activities are designed with features such as meaningful, interesting, and encouraging factors. Therefore, it is mentioned that the use of technology offers innovative resources that attract students, such as those that involve gamification and hands-on activities. The use of technology and adequate content for young learners can create resources that engage students without distracting them with cognitive overload, following principles with nowadays adaptations (Purwantini, 2025).

The interactive activities based on stories can be visual and auditory as they are designed to deliver a complex experience of learning, adapting to learning style and motivation.

Interactive activities for reading comprehension should involve easy visual input, such as good and large fonts, and even audio as an extra support for understanding; nevertheless, reading exercises must remain focused on letters within inputs to ease comprehension while interacting with the text. Experiences with traditional methods have brought attention to current reading comprehension concerns, the lack of practice delays other skills' development; since interactive stories are an option to develop reading comprehension skills, their examination becomes important to use these strategies in the classroom.

The researchers explain that reading comprehension is a key to overall comprehension, and learning needs to be enjoyable and meaningful, so that peers can easily acquire this important skill for good. Interactive activities for reading skills are interesting and encourage the student to read something that is not so frequent among nowadays youth; the use of current topics, gamification, and rapport are the formula to promote reading skills and satisfactory English skills development.

Research Questions

General question

How can interactive stories help young learners improve their reading comprehension?

Specific questions

What is the role of reading comprehension development in early education?

How can interactive stories support the development of reading comprehension skills in young peers?

What do educators discern about interactive story strategies to develop reading comprehension in young learners?

Objectives

General objective

To analyze interactive story strategies to develop reading comprehension skills in young learners.

Specific objectives

To describe the importance of reading comprehension development in young peers.

To explore interactive stories that develop reading comprehension in young learners.

To interpret educators' insights into interactive story strategies to develop reading comprehension skills in young learners.

Justification

Reading Comprehension is an important skill that goes with communication because, as users understand, they can reply; its relevance is crucial to understanding advertisements, papers, and even in democracy with other countries as a major example. Sabuna et al. (2025) described that cognitive skills, such as reading skills, are important to decode written text and understand main ideas and details; such skills must be taught correctly starting from early school to middle school to ensure high proficiency in high school and higher education. Reading comprehension in kids is a cornerstone for developing different skills.

According to Acedillo (2023), the most common skill that causes young learners to struggle in language learning is reading comprehension because it involves understanding text; moreover, this essential foundation supports future learning and content retention. Young learners need to be instructed using interaction, gamification, and student-centered approaches within the mainstream of today's education framework; however, this approach is still spreading

to new teachers and those with longstanding experience due to narrow-mindedness and technological barriers.

Wael et al. (2025) mentioned that teachers must develop reading strategies in order to meet students' requirements based on learning styles, behaviors, and cultural approaches, among others. Nowadays, the teaching resources are focused on Information Communication Technology (ICT), which allows teachers to design interactive activities that engage students during the learning process. Therefore, the use of modern techniques combines students' center pillars supported by technologies, also it helps students to connect with their environment and backgrounds.

Saputra et al. (2025) developed reading comprehension through running interactive stories based on technological and hands-on activities, along with a gamification approach. Moreover, these modern teaching practices allow the students to have exciting learning experiences. Interactive stories are an alternative approach to developing students' skills by adopting a multimodal approach driven to develop reading comprehension skills, while other cognitive units are being used during the learning process, which guarantees a complete and meaningful learning experience.

The investigation performs an analysis of reading strategies focused on interactive stories aimed at developing the reading comprehension skills in young learners. Based on common situations of impairment in reading skills in young learners, it is necessary to explore the topic to demonstrate that interactive reading activities support a dynamic teaching-learning process by analyzing suitable reading activities to run in class. Furthermore, this research will serve as a resource for teachers so that they can access activities to develop reading skills.

Chapter II

Theoretical framework

Background

Rodriguez (2021) focused on cognitive approaches to develop English reading comprehension. Short stories that incorporate pictures or charts enhance students' prediction and visualization of the scenario while they read. Brief passages, along with visual aids, make English language learning a smooth process because the student is correctly stimulated and exposed to meaningful learning experiences.

The integration of technology is a great support for learning reading skills. Digital comprehension is based on interactive activities, making knowledge easier to pick up. Hence, digital experiences are widely interactive because of the integration of multimedia and infographics, among others (Noordan and Yunus, 2022).

Furthermore, Lim et al. (2021) concluded that Interactive E-books are a strategy for developing reading comprehension. The interactive material allows students to learn the language by having the correct input and cognitive stimuli. Interactive stories can also be presented in e-books; the addition of technology further enhances the development of reading skills.

Liu (2022) elaborated on the complex learning interaction facilitated by AI. It was determined that interactive reading experiences involve pictures, sounds, and other ways to foster motivation and interest in reading. Hence, the use of AI supports feedback during reading lessons, and AI can adjust the exposure to the inputs in every part of the reading session. According to Erya and Pustika (2021), exposure to multimedia makes students increase their willingness to read, as it sparks interest in the material. The students improved their reading

comprehension skills through extensive practice reading books related to manga; however, these formative assessments also empowered and enhanced students' English skills.

Based on interactive storybooks, it is feasible to develop effective learning. The illustrations and cohesive text bring students' attention to the class and also serve as a guide for the student, providing a learning experience that involves decoding words and understanding them with graphic support (Hendratno et al., 2022). Engaged reading strategy as a teaching practicum that implements context and learning outcomes, which motivates students and creates a real attachment. As the content is adapted to students' preferences and they understand clearly, students are capable of developing reading proficiency through engagement with visual aids or live interaction (Selim and Islam, 2022).

This literature review is based on scientific studies related to operant conditioning and motivation, which helps researchers support the thesis using recent studies. The review of resources reinforces and prepares the researcher to discuss the findings by using the studies reviewed.

Pedagogical basis

Constructivism

Dewi et al. (2025) described the learning theory developed by Vygotsky, the social constructivism, which promotes the engagement of knowledge through interconnections. Constructivism is an approach that focuses on social interaction and knowledge. Communication strengthens the acquisition of knowledge because it features problem-solving and mutual support, which allows learners to develop an understanding of the content.

Wibowo et al. (2025) stated that constructivism is an educational approach that fosters self-awareness and links learning to authentic contexts. Based on Vygotsky's theory,

constructivism prioritizes teaching to students with diverse learning styles through group activities and other techniques. Constructivism emphasizes learning through meaningful experiences and reflection from a background knowledge base.

In middle school and elementary schools, constructivism is a useful approach to make learners the center of the learning process to construct their own knowledge. The theory is focused on the active role of learners in education instead of using traditional teaching practices; hence, the students can comprehend the information when interacting with others. The school adopts the Constructivist learning theory because it helps to shape the young learner's character (Cahyadi and Muttaqin, 2025).

Cognitivism

Muhajirah (2020) explained cognitivism as a prominent learning theory that focuses on mental processes such as critical thinking, problem-solving, and decision-making. It emphasizes learning through reflection and vivid experiences that strengthen memory retention. The cognitivist approach is connected to operant conditioning because it involves a built-in understanding of rules and mental processes that are influenced by reinforcement. This approach trains the individuals to predict behavior and have a subjective thought of behavior.

Cognitivist theory is based on the analysis of the way people learn, experience, and think critically, emphasizing the use of cognition during the learning process. This theory is useful for educators because it helps to determine the best content that students have to be exposed to, due to learning skills fostering meaningful learning experiences and a good learning atmosphere (Malik, 2021).

Mahbub and Beedle (2025) explained that nowadays, the cognitive approach is examined in its application to childhood education. Cognitivism uses attention and mental processes such

as perception, memory, and problem-solving skills to understand. It supports the teacher's research in discovering the information processing and adequate activities to develop students' recognition, among other mental processes in the human mind.

Literacy in Young Learners

Sumarni et al. (2024) stated that reading literacy is a principal component for early education. The teaching style changes when teaching English to kids, the methodologies used are driven to hand on activities and challenges. Young learners learned differently from adults. The strategies for reading in peers include picture books, which attract students, and it is a material easy to digest for them, overcoming shyness.

For young learners, the content that kids are exposed to is scaffolded. The introduction of symbols is the first step in terms of reading skills, spaced from word to word, which allows the students to train their eye movements. It is important to train students so that they are capable of learning how to read step by step. The English teaching setting in young learners depends on several factors related to learning style, age, content, and others (Fitri and Syafiqoh, 2020).

Theoretical Basis

Reading Comprehension

As Ciancio (2023) stated, the importance of having reading comprehension skills encompasses the development of other language skills; furthermore, it supports the accurate rendering of information, allowing students to enjoy the experience instead of being bored. Reading is a cognitive process that involves mental and neurological processes, as well as behavioral approaches. Reading comprehension is an essential skill of reading skills, indeed. It is an active process that involves word recognition and text style. Definitely, reading comprehension is important for acquiring vocabulary and for ideas to flow smoothly.

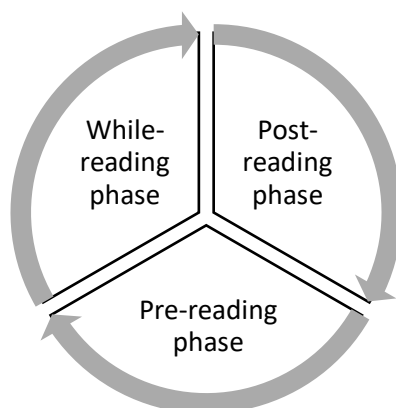
Lisawati et al. (2025) and Hasanah (2023) recognized the relevance of non-verbal skills and the development of comprehension of academic text to empower English as a Foreign Language (EFL) students. However, students used to struggle with reading comprehension. The students can know the meaning of the world, but the interpretation of the sentences poses a challenge for learners. Researchers highlighted factors that hinder reading comprehension, such as specific vocabulary and backgrounds; therefore, metacognitive strategies serve to support concentration and ultimate comprehension of material, helping to connect with prior knowledge.

Reading phases

Mulatu and Regassa (2022) recompiled the stages of reading, identifying three key phases: the pre-reading phase, the reading phase, and the post-reading phase. The pre-reading phase occurs when the text is introduced and a review background is provided to be ready to read the text; the while reading phase is concerned with connecting ideas to integrate knowledge and information; the last phase is post-reading, which is focused on validating the reader's comprehension by questions, analysis, and evaluation.

Figure 1

Reading phases



Note: The table summarizes the main concepts related to levels of reading comprehension.

Reading comprehension levels

Reading skills employ a scaffolding approach to measure English reader proficiency due to the dynamic nature of complex text analysis, progressing from basic ideas to compound thoughts. According to Fuela and Tipantasi (2021), three levels of understanding help teachers to address reading comprehension in peers. The following table summarizes the readings of the levels and descriptions (Anaktototy and Lesnussa, 2022).

Table 1

Levels of reading comprehension

Levels of reading comprehension	Description
Literal comprehension	Focused on basic understanding, straightforward point.
Inferential comprehension	Required connection of ideas and deep meaning
Critical level	Aim to digest the text and make a conclusion.

Note: the table summarizes the main idea for levels of reading comprehension

Reading techniques

As Yung et al. (2024) explained, the reading techniques include skimming, scanning, and note-taking; these are important resources that enable students to grasp the content by utilizing these techniques to comprehend the information. The purpose of reading techniques is to provide tools for improving comprehension on challenging tests. There are approaches aimed at eliciting preferences to extract the main ideas, give an overview of the text, and facilitate questioning, among others.

Skimming

Skimming is a technique focused on time and general understanding. Banditvilai (2020) defined Skimming as an alternative to reading long passages by analyzing the text globally to deliver the first insight of the topic. Additionally, this technique offers text analysis that focuses on general details and main ideas. However, it has limitations for certain purposes. When the text is complex, a high reading speed is beneficial, but during the process, some important details can be overlooked, resulting in reduced accuracy for compound texts.

Scanning

Scanning is a skill related to deep analysis and critical thinking. According to Zurita and Castro (2025), skimming is a tool that enables the quick interpretation of text by focusing on a particular section. Additionally, it saves time because the reader focuses on the main ideas instead of reading the entire text, without compromising accuracy in comprehension.

Making predictions

Making predictions encourages students to speculate about the future, as well as to internalize the English language as a whole experience by thinking in the English language. Banditvilai (2020) considers the technique of making predictions to be an important strategy for reading development. Its mechanism is based on an overview or review of the text, prompting the student to think up scenarios as predictions. Moreover, this method supports picturing the scenarios, promoting comprehension, and using backgrounds to understand the text in advance.

Questioning

Banditvilai (2020) defined questioning as the validation of students' comprehension, a series of questions directed to make students use their critical thinking to select the correct option, based on arguments on facts of the reading, also demonstrating full comprehension. This

activity is a summative assessment that evaluates English reading proficiency based on students' knowledge.

Interactive Stories for reading comprehension.

Digital storytelling

Vargas and Guevara (2021) considered digital storytelling as a technique to develop reading skills, stating that using digital narratives or storytelling as interactive stories is a proper manner to foster reading skills nowadays. The use of interactive stories on online platforms is another strategy that focuses on enhancing reading skills, allowing students to feel connected to the context and interface.

Reading aloud and multimedia

Additionally, Ceyhan and Yildiz (2021) considered other focuses regarding the exploitation of students' reading skills, leading to traditional yet effective techniques, such as reading aloud, which serve as a model of interactive reading. The reading passages and other peers pay attention while reading, adding a plus of audio aid, equal to high interaction. The strategy is aimed at giving more confidence and comprehension during reading lessons.

Dialogic approach

Lepola et al (2022) proposed an interactive reading activity based on a dialogic approach to develop reading comprehension in children's stories. The strategy emphasizes active feedback on evaluating comprehension, cohesion, and participation. This method applies to developing reading comprehension after using productive skills, such as writing or speaking skills, which demonstrates that proper reading comprehension has a positive impact on overall English skills.

Legal Basis

Constitución de la República Del Ecuador

Article 45.- Chicas, niños y adolescentes disfrutarán de los derechos comunes de los seres humanos, así como de aquellos específicos de su edad. El Estado reconocerá y garantizará el derecho a la vida, incluyendo el cuidado y la protección desde la concepción. (Constitución de la República Del Ecuador , 2008).

Article 345.- La educación, como servicio público, se proporcionará a través de instituciones públicas, religiosas y privadas. En los centros educativos, los servicios sociales y el apoyo psicológico se proporcionarán de forma gratuita, dentro del marco del sistema de inclusión y equidad social (Constitución de la República Del Ecuador , 2008).

Article 348. - La educación pública será gratuita y el Estado la financiará de manera oportuna, regular y suficiente. La asignación de recursos destinados a la educación se guiará por criterios de equidad social, consideraciones de población y territoriales, entre otros.

El Estado debe financiar la educación especial y puede proporcionar asistencia financiera para desarrollar programas de educación comunitaria para personas vulnerables. Deben cumplir con los principios de acceso gratuito, asistencia obligatoria e igualdad de oportunidades. La gestión de los recursos públicos y la cualificación de la ley deben garantizar la calidad de la educación. Las instituciones que reciben financiación pública no operarán con fines de lucro (Constitución de la República del Ecuador, 2008).

Ley Organica de Educación Intercultural (LOEI)

Article 1. - Se declara que la enseñanza del inglés, a partir del curso escolar 2016-2017 para la región de Sierra y 2017-2018 para la región de Costa, será obligatoria desde segundo

curso de Educación General Básica hasta tercer año de Bachillerato para todas las instituciones educativas públicas, religiosas y privadas del país. (Ministry of Education, 2018).

Article 3. - Se declara que, para la aplicación de la asignatura inglesa, las instituciones educativas públicas incorporarán personal docente con una cualificación mínima B2 según el Marco Común Europeo de Referencia para las Lenguas y proporcionarán a los estudiantes los recursos pedagógicos necesarios para garantizar el adecuado aprendizaje de la lengua extranjera. Al inicio de cada curso escolar, la institución educativa deberá presentar un informe a la correspondiente Dirección de Distrito, detallando las calificaciones que se han incorporado a la enseñanza del idioma inglés. (Ministry of Education, 2018).

Chapter III

Methodological Framework

Qualitative approach

The qualitative approach consists of subjective data related to human beings' perceptions, which determines facts of various situations. This approach is used because it helps us understand educational phenomenon cases by scrutinizing opinions and recommendations from participants, such as teachers and coaches, among others (Hatch, 2023).

Qualitative studies are quite reliable when diving into complex themes that involve arguments and experiences that cannot be measured with a qualitative data processing method due to non-numeric data. The qualitative research is aligned with social sciences in subjects such as sociology, education, health sciences, etc, Ugwu and Eze Val (2023).

Purandare and Patil (2023) described the scope of qualitative research on social phenomena; the data is collected by examining statements such as perceptions and experiences. This approach focuses on why the problem occurs or how it comes to providing participants with accountable answers through questions that are used to dig deeper to get accurate information. The analysis of the data is often pondered with resources to connect with the thesis.

The research project employs a qualitative approach to gather information from professionals in English language education who coach the comprehension of using interactive stories to develop English reading skills in young learners. This analysis is accompanied by an examination of qualitative data from participants and will be further developed in the upcoming chapter.

Type of qualitative research

Phenomenological study

Salmons (2023) refers to the study of the phenomenon as observations and the collection of perceptions from parties involved. It is mentioned that the nature of things must be assessed to determine changes or recommendations for conducting different procedures; this is developed through in-depth research into the events and analysis of the results.

A phenomenological study is focused on exploring individuals' experiences that cause an impact, whether positive or negative, which is taken as a matter of research. The phenomena are experienced first-person person analyzing the data with intersubjectivity, considering the variables of investigation (Manen and Manen, 2021).

Furthermore, the phenomenological study focuses on interactive story strategies to develop reading comprehension in young peers. The improvement in reading comprehension skills from early stages of education to middle school is an object of study for strategies in English language teaching.

Data collection technique

Semi-structured Interview

Semi-structured interviews are a key technique in qualitative research in the social sciences; in fact, they use interview questionnaires to gather evidence. Moreover, the purpose of the semi-structured interview is to allow participants to freely express their concerns and perspectives in a more extended setting (Pin, 2025).

Adeoye-Olatunde and Olenik (2021) described semi-structured interviews as a method that combines flexibility, exploring details to gather accountable information. The structure of spontaneity on questions and open-ended questions supports the collection of raw data, which is

used to gain insights into the findings. Hence, the participants should elaborate their arguments properly so that the researchers can scope the variables of investigation, such as reading skills and the implementation of interactive stories, along with specific details, to interpret the answers later on.

Data collection instruments

Questionnaires

Holmes (2023) considered that the questionnaires are composed of questions directed towards gathering data from the phenomenon; they help to explore the perceptions of interviewees. These questions are designed to be answered based on the data expected to be collected during the interviews.

Questionnaires are instruments of investigation that are designed to collect information by creating a series of questions aligned with the inquiries of investigation. These questions allow researchers to collect data considering the research objectives as categories to analyze with the results of the instrument (Hu and Xu, 2024).

The interviews will be conducted using standardized questionnaires to assess professionals in English Language Teaching. The questionnaire developed by researchers was designed to consider research questions and variables, aiming to obtain positive outcomes from this instrument.

Type of questions

Open-ended questions

These questions use w-questions marks, such as why, how, what, and other ways of asking about how they picture the reality of scenarios. Furthermore, these questions utilize models that enable participants to express their ideas freely; new models of questionnaires are

emerging that use ICT to design questionnaires in virtual environments (Purandare and Patil, 2023).

Glasbergen (2025) stated that open-ended questions are used to encourage interviewees to talk about whatever is important to them. These questions are prompted to extract information; however, there are some topics that can come around so that the interviewer must collect crucial details. The questions must follow the variables of investigation and be intended to clarify the investigators' questions and develop preliminary examinations based on the analysis of the answers.

Data Collection Processing and Resources

The data will be collected using semi-structured questions; these questions used to be open, allowing participants to provide complete information. The interviews will take place in virtual environments to gather data regardless of the situation. The questionnaires are based on eight questions that will be asked of the sample to assess. The reason for collecting data is to ponder if interactive stories work for developing reading skills.

Table 1

Data Collection Processing and Resources

Questions	Explanations
What?	Semi-structured interview
Where?	Zoom platform/Google Meet.
When?	PAO 2025-2
How?	The instrument questionnaire will be executed with eight open-ended questions through one-to-one interviews.

For what?	To explore the use of interactive stories as a great alternative for improving reading comprehension.
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Note. The following table organizes the data processing of variables to launch the instrument of investigation.

Population and Sample

A population is a large group of individuals who share similarities, characteristics, and backgrounds related to the research project; they are the group being studied. On the other hand, a sample is a small collection of participants with the best compatibility for assessment; they are individuals who are directly involved in the aspects of the investigation (Subedi, 2021; Casteel and Bridier, 2021).

The population chosen had in common previous studies in English Language Teaching from the Universidad Estatal Peninsula de Santa Elena. These professionals, who have been trained over the years, currently teach the English language in Santa Elena province. Although it is expected to have a large population, the focus is limited to 2-year experienced teachers.

In the sample, the researchers will select five reliable professionals who are willing to participate as the subjects of investigation. Educators will express their perceptions of interactive stories to foster reading skill development, with a focus on comprehension in young learners. The expectation is to gather enough data to analyze it through infographics or theoretical discussions.

The next chapter will present the findings of the investigation by following the processing of information. After the instrument is run on the sample, an analysis of the participants is established. The researchers have to organize and summarize perceptions into statements to correlate them, generating consistent statements to defend the research project thesis.

Chapter IV

Analysis of Findings

Chapter four is the cycles of analysis of data collected, which allows researchers to understand the participants' postures by performing a review of solid statements. The information summarized is employed to infer from the authors' statements describing connections with the research project and supporting the thesis of the researchers. The findings are generated by contrasting final thoughts and research results to provide further insights into the next chapter.

Brief Analysis of Findings

The data collected from teachers revealed rich and valuable insights into how interactive stories contribute to the development of reading comprehension among young learners. It became clear from the participants' responses that reading comprehension is not only a linguistic skill but also the very basis of learning the language, which allows students to connect meaning with vocabulary, structure, and context. In this regard, the teachers have stressed that interactive stories develop motivational and curious attitudes, making the process of reading active and pleasant rather than mechanical. Moreover, they have pointed out that young learners are more effectively involved in the educational process when they take part in storytelling, make decisions, and visualize events, which allows strengthening their understanding of text meaning.

The findings were interpreted and linked to the theoretical perspectives that emphasize the importance of interaction, collaboration, and engagement during reading activities. From the constructivist view, students build their own understanding through shared experiences, reflection, and active participation; from the cognitivist perspective, comprehension is enhanced when learners process, infer, and internalize information. Altogether, these results confirm that

According to Ciancio (2023), reading comprehension requires thinking skills and the language domain to make students construct meaning from texts. Sumarni et al. (2024) identified that literacy among young learners must be instructed through materials and experiences for adequate age such as young learners. Teachers' responses reflected the constructivist view of Dewi et al. (2025) that knowledge is built through interaction and reflection to understand a complex context. Reading comprehension developed in early childhood supports the benefits of acquiring the English language naturally.

2. How does the development of reading comprehension skills influence young learners' overall English language learning process?

Figure 3

Word cloud



Note: This word cloud represents teachers' responses described in this infographic

The most mentioned words were confidence, learn, vocabulary, understanding, and help. Teachers described that comprehension drives language learning. When students are starting their education, it is crucial to instruct them to gain reading skills. Teachers shared common

The most mentioned words were vocabulary, reading, students, help, and collaboration. Teachers concluded that interactive stories enhance motivation, vocabulary, and comprehension. They also established that reading interactively fosters teamwork, critical thinking, and independent learning. The insights revealed that interactivity makes reading enjoyable.

Hendratno et al. (2022), visual and interactive materials foster imagination and concentration. Furthermore, Selim and Islam (2022) have pointed out that engagement promotes meaningful understanding. The interactive story strategies are a great pedagogical approach to developing comprehension, creativity, and a love for reading in young learners.

Table 2

Perceptions of interactive stories about reading comprehension and bibliographic resources

Questions	Teachers' Responses	Authors
1. In your opinion, why is reading comprehension important in the early stages of English language learning?	Teachers agreed that reading comprehension helps young learners understand meaning, acquire vocabulary, and assume grammar patterns. It forms the foundation of communication and supports motivation for language learning.	Ciancio (2023); Sumarni et al. (2024)
2. How does the development of reading comprehension skills influence young learners'?	Teachers highlighted that comprehension connects reading with speaking and writing. When students understand what they read, they gain	Mulatu and Regassa (2022); Liu (2022); Muhajirah (2020)

overall English language learning process?	confidence and improve their ability to communicate.	
3. What interactive story strategies do you use to develop reading comprehension skills in young learners?	Teachers use techniques such as predictions, dramatizations, real-life connections, and visual aids to make stories interactive and meaningful.	Vargas and Guevara (2021); Banditvilai (2020)
4. What strategies do you usually apply to foster reading comprehension in your classroom?	Educators apply pre-, while-, and post-reading activities, such as vocabulary games, predictions, and comprehension questions, to help learners engage actively.	Mulatu and Regassa (2022); Fitri and Syafiqoh (2020); Ceyhan and Yildiz (2021)
5. How would you define interactive stories, and in what ways do you use them in your teaching practice?	Teachers defined interactive stories as narratives where students participate and make decisions. They use digital and printed materials to make reading dynamic.	Vargas and Guevara (2021); (Dewi et al., 2025)
6. From your experience, how do interactive stories contribute to the development of reading comprehension skills in young learners?	Interactive stories enhance comprehension by promoting engagement, prediction, and inference. Learners actively construct meaning and remember vocabulary better.	Lepola et al. (2022); Malik (2021)

7. What kinds of experiences have you had when using interactive stories with young learners?	Teachers reported positive results: students were motivated, collaborative, and more confident. Interactive stories encouraged participation and creativity.	Erya and Pustika (2021); Noordan and Yunus (2022); Cahyadi and Muttaqin (2025)
8. What are the insights of using interactive stories to improve reading comprehension in young learners?	Teachers concluded that interactive stories increase motivation, vocabulary, and critical thinking, leading to meaningful and enjoyable learning.	Hendratno et al. (2022); Selim and Islam (2022)

Note: Interpretation of Interviews and Bibliographic Resources

Results demonstrated that interactive stories are an effective means for enhancing the reading comprehension of young learners. According to the teachers, such stories motivate students, enhance vocabulary, and promote an active approach to the text. Prediction, dramatization, and giving an opportunity for students to act out their parts are some of the techniques that allow learners to construct meaning in an enjoyable process of reading. These findings supported both constructivist and cognitivist views by stating that meaningful interaction and reflection lead to deeper understanding and language development.

The findings revealed that interactive stories are highly effective in developing reading comprehension among young learners. Teachers emphasized that these stories motivate students, enhance vocabulary acquisition, and promote active engagement with the text. The use of interactive techniques such as prediction, dramatization, and student participation allows learners to construct meaning while enjoying the reading process. These results align with constructivist

and cognitivist perspectives, confirming that meaningful interaction and reflection foster deeper understanding and language development.

The next chapter presents the general conclusions drawn from these findings and their connection to the theoretical framework. It also provides practical recommendations for educators and researchers to enhance the teaching of reading comprehension through interactive storytelling. The aim is to encourage the implementation of engaging strategies that make reading a more dynamic, collaborative, and meaningful experience for young English learners.

Chapter V

Conclusion and Recommendations

This chapter performs an analysis of qualitative data collected about the phenomena, combined with theoretical support, and conclusions and recommendations are drawn correctly. Conclusions detail patterns, key insights, and final ideas, enabling the researcher to make sense of data and relate it to the objectives of the study. These give a clear understanding of the results and bring practical implications to recommendations.

Recommendations based on such conclusions are realistic and actionable, taking into consideration available resources, challenges, and adaptive strategies. They focus on tools and approaches that can be effectively applied in different contexts. This chapter presents a systematic and reflective process, from evidence to practical guidance.

Conclusions

Reading comprehension is a crucial skill that must be developed from early education through higher education. The importance of understanding texts from preschool provides students with lifelong skills in the English language. However, teachers should focus on training students to acquire solid reading skills to be able to be proficient in complex topics in the future. To engage students during reading lessons, teachers must use activities that promote motivation to learn an attractive topic for kids, aiming to challenge and gamification practices.

Interactive stories are important tools to develop reading comprehension in young learners. The technique allows students to discover text with complex words by supporting their ideas with the exchange of ideas and social interaction. Furthermore, the interactive stories such as storytelling, collaborative work, and attractive multimedia are effective in motivating young learners to keep learning the English Language. When the content is presented in an interactive

story, students use their senses to connect with the topic. The interactive stories integrate multimedia into audio and video and provide clear directions to perform the lessons correctly.

Teachers' perceptions were aligned with the reliability of interactive stories because they are based on flexibility, inclusion for different learning styles, and classroom contexts. The use of interactive activities is important to develop reading skills through comprehension activities, performing storytelling, and other assessments focused on understanding the text. They concluded that these strategies help to promote reading comprehension and engagement among young learners. Despite some challenges, including a lack of technological resources and time, there is an emphasis among educators that interactive stories promote a classroom atmosphere and language development.

Recommendations

The suggestions provided are based on resources, data collected, and researchers' considerations. Learning how to read properly from a young age supports language development in the future. Therefore, it is highly recommended for teachers to use innovative applications based on online platforms or to plan interactive reading lessons. By training young learners through interactive activities, teachers prepare them to face future challenges with complex reading texts. Teachers should innovate in their English teaching strategies; they need to implement technology and resources aimed at promoting reading comprehension, making English language learning easier.

Furthermore, visual aids, guided questions, and contextual discussions can help learners build knowledge through a meaningful learning experience. Stories should relate to the students' experiences following constructivist principles; teachers should encourage reflection and curiosity when performing activities in the classroom. Pedagogical tools such as digital

storytelling tools, animations, and story-based games can engage students and add variety to the classroom. The stories could be chosen to involve moral or cultural issues where the learners would be in a position to bond with the characters and situations. Group storytelling, dramatizations, and creative follow-up activities allow for even deeper comprehension by transforming reading into an interesting and meaningful activity.

Ultimately, educators and researchers agreed that interactive stories enhance reading skills through the activities mentioned earlier. Teachers should apply reading techniques that engage learners in the process, making learning both enjoyable and interesting. School institutions should ensure teachers receive training and have access to technological resources to support interactive reading activities. Workshops and diploma courses can help educators develop these skills in designing and managing modern interactive lessons.

This investigation was aimed at providing insights into the use of interactive materials to engage students, leaving behind traditional practices that involved paper-based materials. It was proven that interactive stories support the development of reading comprehension through the use of technology, narrative approaches, and other things. However, the researchers expect further investigation into the new interactive activities that will align with trends of ICT, to investigate how to implement these activities in future classrooms.

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Annexes

Annex A: Certificate of Antiplagiarism

La Libertad, October 30th, 2025

Certificado sistema Anti-Plagio

En calidad de tutora del trabajo de integración curricular denominado “The use of Interactive Stories as a strategy for developing Reading comprehension in Young Learners” elaborado por los estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el Sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,



Niola Sanmartín Rosa Elena, MSc.

Annex B: Compilatio certificate.



CERTIFICADO DE ANÁLISIS
magister

COMPILATIO-Morales Joselyn-Tigrero Karen

4%

Textos sospechosos

0% Similitudes
0% similitudes entre comillas
0% entre las fuentes mencionadas

< 1% Idiomas no reconocidos

4% Textos potencialmente generados por la IA

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Ubicación de las similitudes en el documento:

Annex C: Questionnaire

Questions for the interview

1. In your opinion, why is reading comprehension important in the early stages of English language learning?

2. How does the development of reading comprehension skills influence young learners' overall English language learning process?

3. What interactive story strategies do you use to develop reading comprehension skills in young learners?

4. What strategies do you usually apply to foster reading comprehension in your classroom?

5. How would you define interactive stories, and in what ways do you use them in your teaching practice?

6. From your experience, how do interactive stories contribute to the development of reading comprehension skills in young learners?

7. What kinds of experiences have you had when using interactive stories with young learners?

8. What are the insights of using interactive stories to improve reading comprehension in young learners?

Annex D: Transcriptions

Participants 1

1. In your opinion, why is reading comprehension important in the early stages of English language learning?

From my point of view, reading comprehension is essential to establish the bases of their learning. This is not just about letter-recodifications but rather understanding the messages inside the reading where there is new vocabulary with syntax in which learning will be more significant, and it is possible to get new worlds and cultures.

2. How does the development of reading comprehension skills influence young learners' overall English language learning process?

This has a huge impact. When a child starts getting the reading, he/she is more confident. This kind of confidence encourages students to read more; this is beneficial because they get more vocabulary, and at the same time, they learn how to build sentences while they read.

3. What interactive story strategies do you use to develop reading comprehension skills in young learners?

First of all, I try to introduce the new topic with the real story of some relatives or friends, if it is necessary, relate the story to students' experience. I prefer this kind of activity because the students work in pairs to support their learning as well, and they can also share information. When the students are developing reading comprehension, I ask some questions about the story in order to know if they are understanding. For me, it is essential to put pictures to create their imagination and to get to the point.

4. What strategies do you usually apply to foster reading comprehension in your classroom?

I apply some strategies to keep the rhythm of reading comprehension. First, I introduce previous knowledge, we talk about the titles of the reading, and I ask the students to see the pictures and make predictions about them in order to create curiosity. Secondly, during the reading, I ask questions and try to connect by drawing on our lives to motivate the students to follow the reading.

5. How would you define interactive stories, and in what ways do you use them in your teaching practice?

For me, I would define the interactive stories as a group of decisions that change the story we are telling at the moment. It is like storytelling for children with many pictures to feed their imagination. In my practice, I use them several times in class, so I have to prepare so much material in order to achieve the objectives of this sort of class.

6. From your experience, how do interactive stories contribute to the development of reading comprehension skills in young learners?

They are excellent for students; learners have to activate their minds to create their own plot. This sort of activity lets the students work in groups because they have to delve into the stories in order to get to the point. For their narrative, the learners have to apply new vocabulary to the context of their interactive stories.

7. What kinds of experiences have you had when using interactive stories with young learners?

My experiences have been, well, positive, I could say. I remember one time they had to present a story about sailors with rough tides; the learners were so into it that they tried to communicate phrases with screams in English, and the rest of the students kept their euphoria and energy when wanting to know what was going to happen to them.

8. What are the insights of using interactive stories to improve reading comprehension in young learners?

Well, it is important to mention that one of the most relevant points is the vocabulary; they can increase their knowledge of the language. When it comes to stories, the students can work in groups letting them, as a result, the collaborative learning.

Participants 2

1. In your opinion, why is reading comprehension important in the early stages of English language learning?

It is important because this way, children become familiar with new words or words that they will use later on in their learning process.

2. How does the development of reading comprehension skills influence young learners' overall English language learning process?

When they read, students wonder what it could mean to understand the context of what they are reading.

3. What interactive story strategies do you use to develop reading comprehension skills in young learners?

Well, it should be something that interests them, because that way it would grab their attention, and you could get the results you want.

4. What strategies do you usually apply to foster reading comprehension in your classroom?

Strategies such as using resources like a dictionary mean that if there are new words, they can look them up immediately without losing track of what they are reading.

5. How would you define interactive stories, and in what ways do you use them in your teaching practice?

I have used audiobooks, and it is something that attracts a lot of attention because we encourage reading and listening. And for me, it has been very useful because it captures the children's attention.

6. From your experience, how do interactive stories contribute to the development of reading comprehension skills in young learners?

Contribute in a way that allows them to interact differently than in the traditional way, different from always, since this is a new generation, and it must be eye-catching.

7. What kinds of experiences have you had when using interactive stories with young learners?

Satisfactory experiences, since young people are connected to technology, are a good resource to encourage them to develop this skill.

8. What are the insights of using interactive stories to improve reading comprehension in young learners?

Advantages such as capturing their attention during class, improving reading skills, which is a skill that must be strengthened in students, and thus increasing their vocabulary as well.

Participants 3

1. In your opinion, why is reading comprehension important in the early stages of English language learning?

From my experience as an English teacher, I consider reading comprehension to be one of the most fundamental skills in the early stages of language learning. It allows students not only to recognize words but to construct meaning and connect ideas from what they read. Through

comprehension, children start developing cognitive processes such as prediction, inference, and critical thinking, which are essential for deeper learning. Moreover, reading comprehension supports vocabulary acquisition and grammatical awareness, helping learners to internalize language structures naturally. When young learners understand what they read, they gain confidence and motivation, which leads to better overall performance in English.

2. How does the development of reading comprehension skills influence young learners' overall English language learning process?

Reading comprehension acts as a bridge between receptive and productive skills. As learners improve their understanding of written texts, they also expand their vocabulary and grammar knowledge, which directly impacts their ability to speak and write. In my classroom, I have observed that students who are good readers tend to express themselves more fluently and accurately. Comprehension also strengthens listening skills since it trains the mind to identify key details and main ideas. The development of reading comprehension enhances overall language proficiency and fosters autonomy, as students learn to use reading as a tool for self-directed learning.

3. What interactive story strategies do you use to develop reading comprehension skills in young learners?

I use interactive story strategies such as predicting the ending, acting out scenes, and asking comprehension questions while reading. I also encourage my students to identify the characters, settings, and main events, and to arrange story sequences using pictures. These strategies keep them engaged and help them understand the story more deeply through participation and imagination.

4. What strategies do you usually apply to foster reading comprehension in your classroom?

In my teaching practice, I try to make reading an active and meaningful experience. Before reading, I activate prior knowledge through brainstorming or prediction activities. While reading, I guide students with comprehension questions, highlighting key words, or using visuals to clarify meaning. After reading, I encourage them to summarize, dramatize, or illustrate what they understood. I also use story maps, sequencing activities, and role-playing to reinforce comprehension. Technology has become an excellent ally; using interactive stories, videos, or online reading platforms allows me to reach different learning styles and maintain students' attention.

5. How would you define interactive stories, and in what ways do you use them in your teaching practice?

I define interactive stories as digital or physical narratives that involve learners actively through decision-making, participation, or response to prompts. In my classroom, I often use interactive stories through multimedia resources, such as story apps, PowerPoint presentations, or videos with pause-and-think moments. Students can choose how the story continues, predict outcomes, or answer comprehension questions as the narrative progresses. Sometimes, I create paper-based versions where students move around the classroom to follow different story paths. This approach transforms reading into an experience rather than a passive task.

6. From your experience, how do interactive stories contribute to the development of reading comprehension skills in young learners?

Interactive stories significantly enhance reading comprehension because they promote engagement and curiosity. When students are part of the story, they process information more

deeply and are more motivated to understand what happens next. These stories also help develop prediction and inference skills, as learners must use clues from the text and visuals to make decisions. Additionally, the multimodal nature—combining images, sound, and movements supports comprehension for students who may struggle with purely textual information. I have even seen reluctant readers become excited participants when the story invites them to interact.

7. What kinds of experiences have you had when using interactive stories with young learners?

My experiences have been mostly positive. Students are usually very enthusiastic and eager to participate. They laugh, discuss, and make collective decisions about the story's direction, which creates a collaborative learning environment. I have also noticed that interactive stories help students remember vocabulary and story sequences better because they are emotionally involved in the process. However, it also requires classroom management to ensure that excitement does not turn into a distraction. Overall, these experiences have reinforced my belief that learning through play and interaction is one of the most effective ways to teach reading comprehension.

8. What are the insights of using interactive stories to improve reading comprehension in young learners?

From my experience, using interactive stories helps young learners become more motivated and confident readers. It improves their vocabulary, attention, and ability to understand meaning from context. Moreover, interactive storytelling creates a fun and emotional learning environment, which allows students to connect with the story and remember it better.

Participants 4

1. In your opinion, why is reading comprehension important in the early stages of English language learning?

Because they can develop new words, they can also improve their writing skills. On the other hand, when they are growing up during their teaching-learning process, the grammar rules would be easier for them.

2. How does the development of reading comprehension skills influence young learners' overall English language learning process?

The reading comprehension helps them to improve their skills, in this case writing, speaking, and their confidence, also helps with vocabulary and grammar. This makes learning English easier overall.

3. What interactive story strategies do you use to develop reading comprehension skills in young learners?

I use prediction, role-play, and questioning techniques to engage learners and build comprehension actively.

4. What strategies do you usually apply to foster reading comprehension in your classroom?

I usually use strategies like pre-reading discussions, vocabulary previews, and guiding questions. Then I interact with them and ask some questions about the topic, and they have to relate their experience.

5. How would you define interactive stories, and in what ways do you use them in your teaching practice?

Well, interactive stories are part of a teaching process; interactive stories are texts that allow students to make choices as they read.

6. From your experience, how do interactive stories contribute to the development of reading comprehension skills in young learners?

According to my experience as an English teacher, interactive stories are useful to learn new vocabulary, and when we are interacting with reading, they can respond faster than the traditional method.

7. What kinds of experiences have you had when using interactive stories with young learners?

My students can identify the main ideas, and they are motivated by this kind of exercise, because they are part of the reading.

8. What are the insights of using interactive stories to improve reading comprehension in young learners?

They foster motivation, vocabulary growth, and critical thinking by making reading a dynamic and personal experience.

Participant 5

1. In your opinion, why is reading comprehension important in the early stages of English language learning?

I think reading comprehension is essential from the very beginning because it helps students connect words with meaning. When they understand what they read, they start developing vocabulary, grammar, and pronunciation naturally. For me, reading is not only about decoding words, but also about thinking, predicting, and understanding context, which builds the foundation for all the other skills.

2. How does the development of reading comprehension skills influence young learners' overall English language learning process?

It influences every aspect. When students can comprehend a text, they feel more confident speaking, writing, and even listening because they already have a mental connection between

words and real situations. I have seen that students who read more are also better at expressing opinions and identifying details, which helps in their global English development.

3. What interactive story strategies do you use to develop reading comprehension skills in young learners?

I like to make stories interactive and fun. For example, I use “Collocation Kick Trivia,” where students read a short story and must find the correct collocations hidden in the text — like “make a decision” or “take a break.” They earn points, and we discuss why those combinations are correct.

I also use storytelling with actions, digital storyboards, and group dramatizations students read, act, and summarize what happened using their own words.

4. What strategies do you usually apply to foster reading comprehension in your classroom?

I mix pre-, while-, and post-reading activities.

Before reading, I use predictions and vocabulary games.

While reading, I organize tasks like matching pictures with paragraphs or identifying emotions.

After reading, students create endings, role plays, or complete a comic based on the text.

Sometimes I also include Kahoot or Word wall quizzes so they can compete and test comprehension in a fun way.

5. How would you define interactive stories, and in what ways do you use them in your teaching practice?

Interactive stories are reading activities where students do not just read they participate. They can choose what happens next, answer comprehension questions, or act out scenes.

In my classes, I use short stories from the book and digital tools where students make decisions that change the story ending. It keeps them engaged and helps me evaluate comprehension through their choices.

6. From your experience, how do interactive stories contribute to the development of reading comprehension skills in young learners?

They make reading meaningful. Instead of memorizing, students experience the story. They infer, predict, and connect information skills that are key in reading comprehension. When learners interact, they remember vocabulary better and become more confident readers.

7. What kinds of experiences have you had when using interactive stories with young learners?

The results are very positive. Even shy students participate because they feel like part of the story. For example, when I used Collocation Kick Trivia combined with short stories, students were excited to find the right expressions and explain their meanings. It motivated them and improved their understanding of language in context.

8. What are the insights of using interactive stories to improve reading comprehension in young learners?

I have learned that when students enjoy reading, comprehension improves naturally. Motivation is the key. Interactive stories make them curious and willing to explore language. I have also noticed that teamwork and discussion help them go beyond basic understanding they start analyzing, predicting, and even correcting each other in English.

Annex E: Evidence from participant interviews

https://drive.google.com/file/d/1YamVpsxpJSBWJCFH1hB_Y7oM09HZ09S/view?usp=sharing

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