Gamebooks As An English Reading Comprehension Resource For A Modern Languages Students' Group Of The University Of Cauca - Santander De Quilichao.

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DEDICATED TO

To God, who gave inspiration.

Our families, who have been our support.

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Resumen

El siguiente trabajo de investigación se llevó a cabo en la Universidad del Cauca, sede Norte, Santander de Quilichao, con estudiantes de cuarto semestre que posteriormente pasaron a quinto semestre, con el objetivo de observar el efecto del uso del recurso conocido como libro juego, en la comprensión lectora en inglés del grupo de estudiantes seleccionados. La metodología usada fue cualitativa y, como método, el estudio de caso, el cual permitió describir y analizar las percepciones, dificultades, preferencias y actitudes del grupo, considerando específicamente las de los tres estudiantes de la población escogida. Asimismo, se implementaron diversas actividades para lograr los objetivos planteados en la investigación, los instrumentos utilizados fueron encuestas, diarios de campo, rúbrica de comprensión lectora, cuestionarios, grabaciones, audios, fotos y grupo focal.

Al final, se analizaron las evidencias y los resultados obtenidos en el desarrollo de cada actividad.

Palabras clave: *Librojuegos, Enfoque cualitativo, Narrativa interactiva, Comprensión lectora.*

Abstract

The following research work was carried out at the University of Cauca, northern headquarters, Santander de Quilichao, with fourth-semester students who later moved on to fifth semester, in order to observe the effect of using the resource known as gamebook, in English reading comprehension of the group of selected students. The methodology used was qualitative and, as a method, the case study, which allowed describing and analyzing the perceptions, difficulties, preferences and attitudes of the group, considering specifically those of the three students of the chosen population. Likewise, various activities were implemented to achieve the

objectives set in the research, the instruments used were surveys, field diaries, rubric of reading comprehension, questionnaires, recordings, audios, photos and focus group.

At the end, the evidence and the results obtained in the development of each activity were analyzed.

Keywords: Gamebooks, Qualitative approach, Interactive narrative, Reading comprehension.

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Table 1

List of abbreviations

List Of Abbreviations	
A1	First Level of English in the Common European Framework of Reference (CEFR).
A2	Second Level of English in the Common European Framework of Reference (CEFR).
B1	Third Level of English in the Common European Framework of Reference (CEFR).
ETPA:	Choose Your Own Adventure.
DANE:	National Administrative Department of Statistics.
L1:	Mother Tongue/Native Language.
L2:	Second Language.

MCERL	**Common European Framework of Reference for Languages.**
OAs:	**Learning Objective(s).**
PEP:	**Personalized Educational Plan.**
PLLMÉIF:	**Bachelor Program in Modern Languages with Emphasis on English French.**
SC:	**Case Study.**
SIMCA:	**Integrated Enrolment and Academic Control System.**

Note. It is about the full names of abbreviations into the project. Own elaboration.

Introduction

Through this research project, it sought to observe the effect of the use of 'Gamebook' in three low reading comprehension performance students in the Modern Languages Program of the University of Cauca, at Santander de Quilichao.

The population was 15 students in the fifth semester and among them were the three chosen students, due to their low reading comprehension, as the main subjects of analysis in this document. Taking into consideration Gamebooks, because these are interactive stories based on narrative genres such as science fiction, adventure, and fantasy. Besides, this interactive resource was a suitable tool to reinforce the competence of reading comprehension in the students, through a methodology of qualitative approach, and a method divided in stages, known as a case study.

The research was conducted by a qualitative study, since it is not only pointed towards students´ previous English   knowledge, but the production of new ideas building interactive processes, with the aim of developing creativity through the reading.

The general objective of the project was to observe the effect of the use of the reading resource known as 'Gamebook' in three students with low English reading comprehension performance among a group of students of the Modern Languages' bachelor's degree with an emphasis on English and French in Santander de Quilichao.Eleven sessions were developed for this project, each one with a specific activity and a selected book (the cave of time by Edward Packard, Journey Under the Sea by R. Montgomery and Escape from Tenopia by Edward Packard) for the purpose of gathering the students' required data for this research. Every session was administered in approximately 40 minutes, divided into 4 steps: warm-up exercises, reading of the chosen gamebook, the implementation of the activity and at the end, the socialization

between investigators and the selected group, based on the perceptions of the book that was read. Then, data was collected through instruments such as field diaries, audios, recordings, a rubric and a focus group, in order to analyze results.

CHAPTER I

1. Context Of The Research, Problem Statement And Problem Description

1.1 Description Of The Context Of The Research

This research project was conducted in the department of Cauca, which is a multicultural region in the South of Colombia with a population of around 1,464,488 inhabitants and 42 municipalities. Spanish is the language spoken by most of its residents, except in some towns where the native languages of indigenous communities predominate. This study took place at the University of Cauca, a well-known public institution within Colombia offering higher education for 180 years. One of the 15 best universities in the country (Sapiens Research, 2022).

Currently in the process of institutional accreditation and certification by the National Accreditation Council (CNA-Consejo Nacional de Acreditacion). This university is located in the city of Popayan, capital of the department of Cauca, this institution was created on April 24,1827 by the President Francisco de Paula Santander, civil foundation for higher level educational institutions. This Institution was installed on November 11, 1827 and the nationalization was ratified by Law 65 of 1964.

It currently offers a wide range of undergraduate, postgraduate and masters programs to students from the region and country, such as 43 undergraduate and 48 postgraduate careers which include 29 Specialization, 14 Masters and 5 P. h. D.
The University of Cauca also offers bachelor's and postgraduate academic programs that interpret the vocations and needs of the Department of Cauca and the Region. For this reason, access to higher education at the University is covered in regional spaces other than those served in the Capital of the Department of Cauca, with regionalization university campuses such as Miranda, El Bordo and, in this case, Santander de Quilichao, the place where the research took

place. The Municipality of Santander de Quilichao is located in the Republic of Colombia, in the northern sector of the Department of Cauca, and 45 km south of Santiago of Cali, Valle del Cauca, with a population of 99,354 inhabitants.

The University of Cauca was installed in Santander de Quilichao in 1998 in "La Casona", which was (back then) and is currently located in the central sector of the municipal zone, next to the main park. Until 2012, the University offered bachelor's programs in Ethnic Education, Agro-industrial Technology, and Telematics Technology. As of 2013, with the adoption of a new concept of Regionalization, the offer of undergraduate programs begins with the opening of Law programs, in daytime and nighttime, and the bachelor's degree in modern Languages (English - French), both holders of the recognition of high-quality accreditation by the Ministry of National Education. In the years 2014 and 2015, this offer was reinforced with the offer of the Civil Engineering and Agro-industrial Engineering programs, and, at the beginning of 2022, they offered the nursing program. "Campus Carvajal" is a strategic connection with the "Universidad del Valle", where the permanent administration of the university was possible. Finally, in this place, the campus Carvajal, Carrera 13 # 19-231, is where the research project was carried out, with fifth-semester students of Modern Languages English French, from the University of Cauca, sede Norte Santander de Quilichao (Universidad del Cauca, s.f.).

1.2 Problem Statement

Learning English as a foreign language in Colombia is extremely useful and necessary in terms of employment and access to academic knowledge. However, from the Colombian scenario, according to Departamento Administrativo Nacional de Estadísticas (DANE), a decrease in the readability indices has been evidenced, compared to other South American countries (DANE, 2015). It can be affirmed that reading in English is one of the skills that has

not yet been effectively or comprehensively worked on in the majority of the population, especially, at a school, university and national level. Likewise, according to Castañeda (2017), during the school and university learning stage, students do not have enough English reading comprehension practices inside the classroom to allow some fluency with an adequate level of ability against other language skills.

In addition to that, a descriptive analysis of bilingualism in Colombia stated by Beltrán (2013) reveals that the majority of undergraduate students are at the lowest levels of English, such as A1 and A2, according to the European Framework scale. The chosen group is not the exception since, after analyzing the data collected from different instruments, it was found that three students had reading comprehension difficulties, due to their low English reading comprehension performance. Therefore, it is possible to argue that students have reading problems, either because they do not understand what they read or simply do not read (Carlino, 2005, as quoted in Torres, 2017).

According to Barnet (1989) reading is considered an interactive process in which the reader not only decodes words, but also incorporates prior knowledge of language and reading strategies within this process. From this extent, a survey conducted by this thesis' researchers and sent to their chosen group showed a general interest in reading in English as well as to participate in this project that seeks an interactive approach throughout gamebooks. This is why, with the above mentioned criteria, there is recognized a need to not only develop this ability in the most effective and different way, which has been little studied in the national, educational field - especially in the university sector - but also to foster through the implementation of a didactic strategy as it is in the case of the Gamebooks or "choose your own adventure" stories, which are suitable for A1, A2, B1 English level students, in order to reach a didactic end of the

story. This is why, besides being eye-catching for the investigation, this project is useful for the teaching-learning process in English, due to the fact that it may have a significant impact in terms of information retention and variety of interactive teaching resources which educators could implement in their classrooms.

For these reasons, it is of interest for this work to implement this proposal from a dynamic vision and out of the ordinary, taking into account that the three students of low performance in reading comprehension, in the program of modern languages of the University of Cauca, in Santander de Quilichao, tend to improve the competence in reading comprehension, without forgetting creativity and imagination that it requires, at the same time observing the effect of the use of gamebook, in terms of reading comprehension in English in the chosen population.

Besides, thanks to these stories were based on narrative genres, such as science fiction, adventure, and fantasy, this resource is an adequate tool to reinforce the reading comprehension competence in students.

1.3 Description of the problem

As part of this case study, 4 diagnostic stages (planning, action, observation and reflection) were performed where some difficulties were identified such as language learning and affective factors that were considered necessary to be taken into consideration during classroom activities.

After applying instruments such as observation in class, interviews of teachers with academic reports of SIMCA (integrated system of academic record), (See Appendix C), field diaries, reading comprehension rubrics, focus group, surveys, questionnaires as well as audio and video recording.

Two main problematic factors emerged that were related to the use of linguistic and affective factors. These problems were evident in the students' reading performance as a result of the set of stages that were carried out:

1.3.1 Little Use Of Foreign Language

In the first session participants used L1 to answer the questions or share their perceptions, opinions and ideas when reading a gamebook for the first time.

1.3.2 Lack Of Vocabulary

In the first session some students mentioned that they did not know the vocabulary that appeared in the gamebook or Choose Your Own Adventure books, so they asked their classmates about a specific word. However, the context allowed some participants to understand what was happening in the history of the gamebook.

1.3.3 Socio-Affective Factors

It was observed that at the beginning of the session some students did not show motivation to concentrate on the activity, but minutes later they became interested in it.

1.3.4 Cognitive Factors

Some students showed some characteristics that affected their reading performance: these factors involve cognitive functions such as attention and memory.

1.3.5 Virtuality

A virtual session was held to perform the designed activity. However, connection issues affected student participation and motivation.

1.3.6 Mixture Of L1 And L2

Students tended to mix English with Spanish and vice versa, trying to speak English, in order to express the idea in the best way. In conclusion, it can be stated that the participation of

students in this study presented various difficulties during the implementation of the different activities, and for this reason, the researchers learned strategies to teach through a coherent method, conscious and more up to date for the chosen group.

2. Justification

Nowadays, human beings have created and developed educational tools, however, many of them are not recognized as educational material. That's why game books can be used as a support for teaching content in educational institutions, being a useful reading comprehension tool that allows students not to worry about reading to get a grade but to read to enjoy, in this case, an interactive story.

According to Shopify (2022) studies have shown that gamebooks increase children's comprehension and literacy rates faster than linear stories in readers. For that, the implementation of gamebooks improves the level of English of students and, at the same time, encourages reading. It was therefore decided to implement the set of ideas presented in this research, in order to promote reading in English from a dynamic perspective.

In addition, according to Callahan (2022) a resource such as gamebooks could be a new alternative to implement in the classrooms, due to the reader has control over the narrative through his decisions. The reader is not forced to   follow a narrative path already defined - as happens in a linear story where there is only one path established to travel - but the experience of being a completely different person. This is the case of CYOA, books written in the second person, where the primary pronoun is "you" and the reader is being inserted into the story with a completely different sense of reading through his own presence in the narrative. This generates (could generate) interest in reading if the main character is you.

Finally, Bueno (2019**a)** states that " (...) Students are forced to read (...) a version or an adaptation of a classic story, to be able to take an exam" (p. 8); therefore, implement activities based on the use of CYOA, in order to encourage students to read for pleasure and to take advantage of all the benefits that these books can offer to the student population, not only for academic purposes but for their personal growth, was one of the main considerations to consider in this study.

3. Research Question And Objectives

3.1 Research Question

What is the effect of the use of the resource known as gamebook in a group of students of modern languages of the university of Cauca, in Santander de Quilichao?

3.2 Objectives

3.2.1 General Objective.

To observe the effect of the use of the resource known as 'Gamebooks' in three low reading comprehension performance students of the Modern Languages Program of the University of Cauca, in Santander de Quilichao.

3.2.2 Specific Objectives

- To describe the perceptions of the three low reading comprehension performance students.
- To analyze the three students' difficulties, preferences, and attitudes toward the use of gamebooks.
- To reflect on the learning experience of reading comprehension in English, through the proposal based on gamebooks.

Chapter II

4. Previous Studies

Next, is an advance of previous studies at the international level, international instead of

national and international instead of local, all related to gamebooks as a narrative resource for

reading comprehension in English for this research project which aims as a general objective to

observe the effect of the use of the resource known as CYOA on three students with low

performance in reading comprehension, of the Modern Languages program of the University of

Cauca, in Santander de Quilichao. These investigations served as a methodological and

conceptual reference for the realization of this proposal.

4.1 Previous Study at the International Level

Additionally, in his master's thesis, Bueno (2019**b**) stated something so interesting and

convincing for this thesis how to perform "a project to address the demotivation of students

towards written texts by introducing stories such as Choose Your Own Adventure, since for

readers of such books, the experience is unique" (p. 9). This, due to two main facts: first, they

can become the main character of the book, having the opportunity to decide what the path of the

protagonist will be, usually at the end of some pages where the reader / protagonist has some

options to take to continue the story in which they are. Secondly, as they go through the different

paths that their decisions mean, they will come to different ends. As Bueno (2019**c**) states,

"Depending on their decisions, history can vary considerably, so they live the adventure facing

the consequences of their choices" (p. 9-10), actively participating in the story instead of being

passive readers.

That is why it was recognized the need to carry out a project to observe the feasible

benefits of learning reading through a project focused on stories type Choose Your Own

Adventure, which tended to generate benefits for the chosen population, due to the advantages of this resource mentioned above.

4.2 Prior Study at the International Level to Replace the National

During the search for previous studies, an international master's thesis by Jacqueline Schaepman, developed in the Netherlands, was found. This thesis is divided into two parts: one part describes the theory behind text-rich games, among other information related to theories, such as reading comprehension and narrative to analyze whether reading video game texts is viable, valuable, and equivalent to reading the printed text. The other part discusses research on reading culture and the immersion of a group of university students in it, as well as family members working on a case study comparing experiences from a printed book called "The Hills of Shamuntanti" by Steve Jackson and the video game adaptation of the same book, in which the main objective is to examine whether reading a text in a video game can really be seen as reading or should be considered only as playing a video game (Schaepman, 2020**a**).

Therefore, the hypothesis stated is that the degree of immersion in the text of the game will be comparable to the text of the gamebook, thanks to the similarity of the nonlinear form of both texts. Regarding the case study, the researcher explains the importance of a game book:

> A feature of this genre of text is that CYOA make the reader take an active role   by having readers choose their own paths in the text, along with navigability in the game book, which is called "convergent game book", due to the division into different stories and paths to converge together at the end (Schaepman, 2020**b**, p.20).

According to the results of the thesis, the author can assume that most of the participants feel immersed in reading the gamebooks. However, in each student this sense of immersion is affected by different elements of the text. Therefore, this technique was a valuable contribution

to implement this research proposal focused on reading comprehension in English, with the aim of students to explore English literature as a character in a game book, and at the same time, work on reading comprehension by choosing your own path.

But above all, this thesis allowed investigators to analyze the feeling of immersion and the interest of each student when using different gamebooks during the practice of this proposal.

4.3 Preceding Study At The International Level To Replace The Local

In addition, an approximate investigation of the research project is "Interactive narratives: processes and results in user-led stories" (Green and Keenan, 2014**a**). This thesis makes a comparison between interactive and traditional narratives. On the one hand, in interactive narratives the specific plot is decided by the reader, often in key decision points evoked by these narratives of the CYOA style; that by being, as its title says, interactive. They not only play an active and participatory role in the reader, but also provide a better understanding of the narrative process. On the other hand, the authors add that in books of the genre there is a greater active persuasive influence on interactive narratives compared to traditional narratives (Green & Keenan, 2014**b**).

This research contributes significantly to this research project because when referring to interactive narratives it alludes to all kinds of stories of this resource known as gamebooks that, by its characteristic of free will, provides certain advantages over traditional narratives. According to Green and Keenan (2014**c**), in most traditional narrative stories, the reader has no control over the characters' actions as usual, the stories have a clearly defined beginning, middle and end; the author has already decided the only direction the plot will take before the reader sets eyes on the narrative. In Choose Your Own Adventure stories, readers take the driver's place while deciding the direction of the story's plot (Jenkins, 2014).

The advantages of working with stories like Choose Your Own Adventure are that the role of the self may differ from the narrative commitment, and the reader has greater feelings of responsibility for the character's actions in the story; In addition, because these narratives are defined as interactive, the interactivity component is relevant in the story, as well as how the reader relates to the narrative. Another advantage of working with CYOA is that, through the game book, the reader will feel that the characters are real, and that the situations of the story are happening. This experience is called transport to a narrative world (Green and Keenan, 2014**d**).

In conclusion, through interactive narratives, gamebooks/ Choose Your Own Adventure / CYOA, stories allow readers to make decisions on key plot points, provide a new and exciting avenue of research that is combined with narrative persuasion, and with a particular focus on the narrative engagement previously mentioned.

5. Theoretical Framework

In the process of gathering information for this project, some concepts were found that were useful in the development of the research project. The objective of this chapter is to describe, analyze and explain from a theoretical perspective the situations, behaviors and attitudes of these students in the process of developing their reading skills; this theory is intended to support the concepts that help a better understanding of this study, that is, the purpose of this section is to know the theories that support this research, in order to obtain solid foundations for it.

5.1 Reading Comprehension In English As A Foreign Language

According to Alderson and Urquhart (1984, as cited in Ibánez, 2007) reading comprehension is a complex skill consisting of at least three components: the reader (who uses his previous knowledge to make inferences about the content of a text), the text (which transmits

both the linguistic aspects and the concepts that the author wants to transmit) and the task (the cognitive demand that the reader contributes to understand the text). During the reading process, these components interact and are inseparable.

During reading, readers show a number of skills such as the fluency with which they recognize words, their reading goals, their motivations and their purposes for reading activity. As for reading in a second language, the points of convergence are constituted by the factors that determine understanding. However, from the research of reading in a second language, these factors are constituted by the level of mastery of English as a second language and by reading competence in the mother tongue (Alderson, 2000). From the comprehension of texts written in English, these factors are constituted by the level of mastery of discourses written in English and by the skills and knowledge related to comprehension.

5.2 Learning English As A Foreign Language

According to Yi Lin (2008) learning a foreign language is considered to be knowledge of a language other than the student's mother tongue (L1). From this perspective, learning English is a cognitive process, disconnected from the students' daily activities». Therefore, it was considered that learning English was going to be significant when implementing reading and writing as tools that allow students to get involved in everyday areas of life, encouraging creativity in learning English as a foreign language.

5.3 Methodologies For Teaching Reading In English As A Foreign Language

According to Aguilar (2017), the methodology concept refers to the forms that the teacher uses to present the content to the students, as well as the techniques and activities applied in order to create the best environment for the learning process. This allows teachers to develop topics according to students' needs and interests. Therefore, the learning process is oriented

towards a specific methodology, "significant learning", in the equitable development of the reading of the foreign language.

5.4 Meaningful Learning In Teaching Reading In English

Meaningful learning is one in which the ideas symbolically expressed interact substantively and not arbitrarily with what the student already knows (Ausubel, 1990, as cited in Ramírez & Chacón, 2007). Meaningful learning is characterized by the interaction between prior knowledge and new knowledge. In this process, new knowledge acquires meaning for the subject and previous knowledge acquires new representations or greater cognitive stability from reading, which implies an approach to meaning rather than the form of language (Hudelson, 1994). For this author, the reading process is influenced by the students' previous experiences, their culture and their reading purpose, aspects that lead students to know the world, share their thoughts, understand and reflect on various problems. Thus, literacy in another language becomes an opportunity for students to become more interested in reading and discover its usefulness by relating texts to their own lives, which will lead them to propose possible transformations of reality (Freire P. & Macedo, 1989, "as cited in Barrantes & Ruiz, 2016").

When talking about meaningful reading, you cannot ignore the relationship between reading as an interactive process that constitutes a social and cultural activity that contributes to the creation of links between culture and knowledge that cannot be ignored. It is important to highlight the need to reorient the teaching of English, which generally limits meaningful reading and emphasizes the prescriptive learning of grammatical norms through decontextualized exercises that lack meaning for the student (Chacón, 2003).

Therefore, the transformation of the teaching and learning of this language must be based on the paradigms of meaningful and cooperative learning supported by socio-political theories

constructivists where students can create and negotiate meanings and interact and communicate in the foreign language (Ausubel, 1990, as cited in Ramírez & Chacón, 2007).

5.5 Gamebooks Or Choose Your Own Adventure (CYOA)

Bueno (2019**d**) states that in the 1940s, with the publication of a novel with nine endings written by the Argentine Jorge Luis Borges, would begin an interactive resource known as Choose Your Own Adventure, name or brand with which R.A Montgomery later made known this type of stories, books or stories that, narrated in second person, allow the reader to be an active participant of the course or of the possible paths that history can take. Well, he also states that "students are forced to read a book they have not chosen, most of the time a version or an adaptation of a classic story" (p. 8), and they do it only with the aim of being superficially qualified in an exam(s). Through this research project, it is not intended to impose, as an activity, a book or classic story to make some kind of assessment of traditional rigor. The implementation of this striking narrative resource is proposed as one of the inventive-comprehensive-narrative promotion exercises as an alternative to improve the experience in comprehension and written production in the foreign language in question, in fourth grade students (passing to fifth) semester of the University of Cauca, north headquarters.

5.6 Qualitative Approach

Qualitative research provides a clear vision of people's beliefs, experiences, attitudes, behaviors and interactions through non-numeric data (Kalra, 2013).
Qualitative research is an interpretive approach that attempts to understand the meanings and behaviors experienced in a given social phenomenon through the experiences of the participants. The researcher creates summaries, concepts, hypotheses or theories by asking questions such as "why", "how" and "in what way". Quantitative methods work with numerical data. On the

contrary, qualitative methods use descriptions and categories to study human experiences and realities from the perspective of the subject. It is often an interactive process in which hypotheses emerge from data as they are collected, making the researcher key in data collection and analysis processes. The studio design is emergent and flexible, responding to changing conditions as the studio progresses. Understanding the phenomenon from the point of view of the participants is the objective; with its particular and social context intact; The validity of qualitative methods can be improved by using a combination of data collection methods and by analyzing data by more than one person (Bolderston, 2018, p.36).

5.7 Case study

This method is "an empirical investigation of a contemporary phenomenon, taken in context" (Yin, 1994, p. 13). As part one says that in case study research the main purpose is to investigate a contemporary phenomenon in the context of the real world. It also states that the second part has to do with data collection characteristics. So, conducting research with this case study means addressing five traditional concerns about case studies by rigorously conducting research, avoiding confusion with case teaching, knowing how to reach conclusions, carefully managing the level of effort, and understanding the comparative advantage of case study research.

5.8 Resource In Education

Educational resources refer to the entire human school environment, materials, non-audiovisual materials and community materials available in an academic environment to facilitate school administration and simplify the teaching learning process (Usman, 2016, p. 30). Therefore, the use of the gamebook was implemented as a significant resource in reading

comprehension to facilitate the practice of reading in the classroom, which was completely focused on the curiosity and interest of each student when reading the chosen book.

6. Methodology

As for the methodological issue, on the one hand, the qualitative approach was the pioneer during the research, since, according to Rueda (1999), qualitative research in its approach rejects the rational claim to quantify only human reality, but rather evaluates reality as it is lived and perceived, with the ideas, and feelings of its actors. Quantification and measurement of processes, opinions, attitudes, values, habits, behaviors and others (p. 108). According to this, it can be said that the research aimed to focus on socially constructed knowledge with the people who participated in the study. This is the case of the fourth semester students (soon in the fifth semester) of the headquarters of the University of Cauca in Santander de Quilichao, who were the participants in this research project; a proposal through which it was sought to generate an interactive space between the student researchers and their sample population, considering the views of each of them on this subject.

This study followed the qualitative method. He focused on describing events within a certain group of individuals (especially three students with a reading level to improve) in a specific context. This group was the fourth semester of the Modern Languages program, corresponding to the academic period 2021.2. Observations, focus groups, questionnaires and interviews were used to collect relevant information on students' mood and attitudes.

6.1 Type Of Study

This research was conducted under the case study method, a research approach that focuses on obtaining a thorough understanding of a particular entity, event and at a specific time. "This case study focuses on individual actors or groups of actors, and seeks to understand their

perceptions of events (Hitchcock & Hughes, 1995, "as cited in Cohen et al., 2000). Based on gamebooks of the three students with low achievement in reading comprehension.

A set of stages were implemented that generated a new knowledge construction based on the experiences and difficulties of each participant through the following stages (Van Lier, L. 1994).

6.1.1 Stage Number One

This phase was called "planning". First, a report of notes was used in the classroom platform, provided by a teacher of reading comprehension, this as information to identify and select the 3 students of low reading comprehension. Then, the researchers created a survey (as an instrument) to ask about the perceptions of the chosen group, students of Modern Languages (that is, students who were studying fourth semester and went on to fifth) at the University of Cauca, Santander de Quilichao, about their experiences in reading comprehension in English. At the same time, the researchers asked the students about their interest in participating in the project. After that and from this point, the responses of each survey were analyzed to create all the activities, carried out in 11 sessions: the first of these was an introduction to gamebooks and, subsequently, three activities were distributed for each gamebook, throughout the subsequent sessions, as follows: from the second to the fourth session, the activities related to the gamebook "The cave of time" by Edward Packard; from the fifth to the seventh for, those relating to "Journey Under the Sea" by Montgomery and from the eighth to the tenth, those relating to the story "Escape from Tenopia", also by Edward Packard. In addition, for each gamebook, the researchers created a questionnaire with open questions to develop at the end of the last session of each gamebook.

Finally, for the last 11 session, a focus group was designed as a tool to obtain information of interest from research participants (considering their individual perspectives on the topic) in order to have a more complete picture of the perceptions that each student of the chosen group had about their experiences and participation in the project. Other instruments such as field diaries, audio and video recordings and reading comprehension rubric were planned for further stages of the project.

6.1.2 Stage Number Two

This stage was called "action". Activities focused on reading ability in the English language were carried out as follows:

- The researchers introduced the project to the students and the resource known as gamebook, explaining the objectives and what the research was about. This activity was carried out through a virtual session by the Meet platform.

  The researchers implemented the first gamebook, "The cave of time by Edward Packard" along three sessions for the development of the activities of the gamebook. During each session the researchers observed and described the behaviors and attitudes of the chosen population, specifically the three students with low reading comprehension, observing how the population of the chosen students read the gamebook in question during the sessions and, in the same way, how the students reacted to the proposed strategies. Field diaries, video and audio recordings, as well as questionnaires for data collection, were used to corroborate the information provided in the surveys, provided at the end of the last session of the gamebook, by research participants, and so on with the other interactive stories and their respective activities.

● The last session of the project researchers carried out the focus group characterized by obtaining the final results and perceptions. This activity was a face to face meeting with open-ended questions designed for the participants. This activity was recorded and the video and audio recordings were relevant to get the information provided in Spanish. This task was specifically in Spanish, because being the participants' mother tongue they could transmit their ideas in a better way.

● These activities allowed an immersion of reality in the university classroom, by observing, accompanying and sharing with them in the different activities of each session.

6.1.3 Stage Number Three

This stage was called "reflection" it was the phase in which the results of the activities were analyzed, the data collected throughout the research and the processes devised by the researchers. Here the study was concluded, highlighting its results and recommendations to future researchers in this area.

Step by step researchers carried out:

● To organize the field diaries notes according to each gamebook reading by summaries.

● Researchers read the open-ended questionnaires suministrated by students in order to organize the written information and get the conclusions.

● After the focus group activity, investigators transcribed the information obtained by the participants of the project and thanks to audios and video recordings, which were the main instruments used during the last session.

● The analysis of the three low reading comprehension students' answers were examined through a rubric of reading comprehension which had criteria aspects to be taken into

account. There investigators reflected on the process of each stage, activity, instruments, perceptions, attitudes, ideas, participants and acquired knowledge and results in order to identify what was the effect of the use of gamebook as a reading comprehension resource.

● To conclude the study, giving to the following readers the perceptions, guidelines and conclusions found in it.

6.2. Participants

The project began by selecting 3 students from the chosen group, fourth semester, period 2021.2 of the Modern Languages program of the University of Cauca, who continued studying in 5 semesters during the period 2022.1. The main participants of this research, students of English as a foreign language and French as L3, were students A, B and C. These three students were selected in this project since they had evidenced a low level in English, based on interviews conducted by Professor Mauricio Manrique between himself and the teachers in charge of the chosen group. The 3 students have been studying at the University of Cauca for 2 and a half years. The selection criteria for these participants were based on the fact that their reading ability in English was not as expected. In addition, it was intended to document the effect of the implementation of activities related to the use of gamebooks on the reading comprehension of these students in order to observe if, in this way, their reading comprehension level could vary.

6.3 Data Collection Methods

The researchers used a series of data collection tools to obtain information on students' possible prior knowledge of gamebooks, as well as their perceptions of reading comprehension issues.

6.3.1 Survey

According to Cozby (2018**a**), "the survey's research uses information about itself: its attitudes and beliefs, demographics (age, gender, income, marital status, etc.) and other facts". It was proposed the implementation of a survey to know personal perspectives of participants of this research both on reading in English and on possible previous knowledge about CYOA stories. To do this, a survey was provided electronically (see appendix A) using institutional mail, in order to know the perceptions of the chosen population with respect to their reading preferences, before implementing all activities with the selected group.

This instrument was entitled: "Survey of research", and as a subtitle, "Use of the literary genre known as gamebook in reading comprehension in English in students of 3rd semester of modern languages of the university of Cauca, north headquarters, Santander de Quilichao". It is worth noting that, at the time of the survey, students were studying that semester, which is why it is mentioned in the title. However, at the time of initiating and implementing the activities to be presented in this period, the group was already in the fourth semester, and then in the fifth. Likewise, the survey had personal data to fill both optionally - for example, the names of respondents - and mandatory, such as institutional email. Below are the questions from the survey: 1) "Are you interested in reading in English?" This question allowed us to know if this language skill attracted the attention of the chosen population; this question was important because, with it, it was known if there were participants who were interested in the skill that would be performed during the project. 2) "Have you heard of the literary genre known as gamebooks? What do you know about it?" The researchers chose this question because the genre of gamebooks is a little-known resource and there was doubt whether there were students who knew the reading type Choose Your Own Adventure, especially with respect to its dynamic

narrative. 3) "Would you be interested in participating in a research project to get to know your perceptions about the use of the game book as a class strategy to promote reading competence in English?" With this question the researchers tried to warn if the chosen population wanted to participate in a project with the type of proposal presented here. Considering the possibility of the students answering in the affirmative, the following question was asked: "What kind of history/literary genre would you like to be the protagonist?" This is in order for the participants themselves to choose what kind of literary genre (adventure, science fiction, history, terror) they would like to read in these kinds of stories.

Finally, the survey added a short fragment of a gamebook with a list of vocabulary as a reading exercise, so that participants knew the dynamics of reading gamebooks or choose your own adventure.

6.3.2 Field Journal

A field journal (see appendix D) was implemented to collect evidence during interventions (Cozby, P. 2008**b**). Such information included detailed descriptions of activities, situations, ideas, environment, photos, videos, among others. This tool made it possible to collect every important moment and detailed information during each session. The design of the field journal by the researchers was made with specific fields to add details of each session, such as: the title and numbering of the field journal, the title of the gamebook, the date, the start and end time, activity name and space to describe what was observed during the implementation of the activities. It also described the behavior of the participants and how to read the proposed readings, as well as their responses, experiences, emotions and perceptions expressed at the time available for interaction between researchers and participants. In addition, possible effects of the context on the concentration ability of the chosen group were described.

At the same time, photos and audio and video recordings were taken at certain times of the sessions through the cell phone and/or computer of one of the student researchers, in order not to omit any important detail or reaction from the group in the reading sessions. Then, after each session, investigators gathered information collected in their field journals, in addition to recordings and photos, in order to unify the observations of the field diaries of the session in question together with the details stored in the recordings in order to give a complete description of what is recorded in their instruments, adding their conclusions in the field journals for each session.

6.3.3 Rubric Of Reading Comprehension

According to Goodrich (2022) a rubric is an instrument that lists the criteria for a job or "what counts" (for example, purpose, organization, details, voice and mechanics are usually what counts in a writing); it also articulates quality grades for each criterion, from excellent to low.

In this case, the rubric (see appendix E) was the instrument implemented to evaluate the performance of students, especially the three previously mentioned. The rubric was composed of statements whose purpose was to obtain the information necessary to evaluate the student qualitatively, in line with the nature of our project. This was chosen considering the practicality to classify the information obtained on the analysis of the reading process of each student. Based on the above, and considering the information collected regarding the performance "performance" of the chosen group, especially of the three students with low reading comprehension, throughout the development of the activities of each session, it was decided to implement a rubric with categories (such as "low" or low reading comprehension, "needs improvement" or needs improvement, among others) and qualitative evaluation criteria (arranged in sentences that define, in each category mentioned above, how the performance of the three

students with low reading comprehension was, for example, in terms of the vocabulary acquired from the gamebooks in question, as well as about their participation in class during the development of activities), all in order to organize the qualitative data of the participants in a more concrete way for further analysis and understanding.

6.3.4 Focus Group

This project also took into account the use of focus groups as a proposal for information collection. According to Cozby, P.(2008**c**):

This is an interview with a group of approximately 6 to 15 people gathered who are asked to discuss one or more central questions. Questions tend to be open and the facilitator, one of the researchers, strives to ensure that each person had the opportunity to give an opinion. An advantage here was that group interaction was possible: students could respond to each other, and a comment can trigger a variety of responses, as group discussion is usually recorded and transcribed. (p. 9).

In this way, information relevant to the focus group was sought first, then the authors of this study created the activity adapting it to questions related to gamebooks, (see appendix F), with questions such as: "Did you like having been part of this project? Why?". The researchers asked this question with the intention of discovering whether the chosen population had enjoyed the experience of participating in the project or not. This question was important because through the opinions of the students the effect of the use of a resource known as CYOA in the chosen population, specifically in the three students with performance to improve in this language competence.

The next question, "What interesting aspects did you find in these books that you have not found in traditional books?" showed whether the participants were struck by the reading of

this type of book and what aspects differentiated this type of reading from the classic books, as well as providing important feedback for research, since it allowed investigators to analyze the attitudes of the three students towards the use of gamebooks.

The next question(s) "Do you feel that reading these gamebooks improved your reading experience in English? Why?" made it possible to know whether the use of this little known resource had a positive or negative effect on reading comprehension in English, thus reflecting on the learning experience, in the foreign language in question, through this research proposal. In addition, another relevant question asked in the focus group was "How did you feel reading these types of game books, why?". This question gave the researchers information on whether or not the participants enjoyed the experience, considering in the same way the description of the perceptions of the three students of low reading comprehension in relation to the implementation of the use of the resource known as gamebooks or Choose Your Own Adventure. Finally, the last question created for the focus group was "Did some of the three books get your attention specifically? Why?", this with the aim of having a broad vision on the difficulties, preferences and attitudes of the three students towards the use of gamebooks.

Once the questions of the focus group were asked, a discussion group was held, in which the specific questions proposed by the researchers on perceptions about CYOA-type stories were asked. This discussion took into account the use of a class plan (Lesson Plan) divided at different times: first, the explanation to the students of the chosen group about the activity called the "focus group", in which a questionnaire was asked with open questions about what was done in the sessions. Second, students answered open-ended questions asked by researchers, with a facilitator (one of the researchers) who was responsible for giving the floor to anyone who wanted to participate at the time by giving feedback to the participant's response. In addition,

this same facilitator motivated students who did not participate in the previous question to

participate in the next one and so on until completing all questions with the answers of the

participants. The other two researchers were collecting information in field diaries on the

participant information, that is, they observed and described, together with the help of audio and

video recordings, the behaviors and attitudes of the chosen population, especially of the three

students with low reading comprehension about how they reacted to the proposed strategies.

At the end of the session, the moderator and observer researchers gave a few words of

thanks to the project participants. As for the focus group, the information provided by the

participants was finally transcribed in order to analyze the results.

6.3.5 Video Recordings

Video recordings were implemented to describe each session of the project in detail.

According to Joyce (2021) video recordings provide more information than audio recordings, in

aspects such as body, language, physical environments and others present during the activity. In

addition, video recordings also allow researchers to consult the data if new questions arise during

the analysis. Therefore, this primary tool was used as a necessary option to not omit any

important aspect of the recorded sessions, as well as to add specific information of the students'

behavior, their participation in each session.

With regard to the selection of the data collection instrument, the portable computer was

the means by which video recordings were made, since for its versatility and autonomous work it

was located in any space of the classroom, while researchers observed and developed activities

freely. Also, the cell phone was used to record certain significant moments of the sessions such

as the moments of interaction of the participant with the researcher.

Thus, it is emphasized that video recordings contributed greatly to the analysis and description of the evidence collected throughout the development of the project; each session was recorded in its entirety, except for the first, third and ninth sessions, due to the fact that, the first was an introductory session to the project, in the third was used the instrument of audio collection instead of video recording, and in the ninth, a virtual session was performed. In this way, video recordings of 8 sessions of the project in question were carried out.

6.3.6 Audio Recordings

According to Ginouves and Rodríguez (2021), "Sound recording is, from a scientific perspective, a research technique through which field information is collected from disciplines such as biology, history, sociology, political science, documentation, ethnology, anthropology, geography, literature, linguistics, ethnomusicology, ethnography, psychology, among others (...)" (p.18). The audio recordings then become, according to the aforementioned authors, useful instruments for the researcher or researchers to record sound information that, otherwise, cannot be set for listening over and over again, its subsequent analysis and systematization. This is why the researchers decided to record the sessions of their activities based on the three selected gamebooks, in order to appreciate, in more detail, the participants' audible and timely responses to their English reading experience related to the interactive literature chosen for this project, for further description, observation and understanding.

6.3.7 Photos

While the inclusion of photos, in an investigation like this, might be relevant to objectives such as "(...) obtain evidence against the situations or problems studied, obtain different points of view on the same subject, as well as observe and understand behaviors and facts that would otherwise be impossible to access, including environmental factors, emotional and expressive

that could affect or intervene in the development of research." as stated by García (2013**a**) it was necessary to say that, for the present project, the use of photographic records was relevant, above all, for the recording of the visual evidence of the implementation of the investigative document present here (p. 365), because, as also established by García (2013**b**), "The image also allowed to document procedures, rituals and forms of performance of the individuals or groups of people observed" (p. 365).

6.3.8 Lesson Plan

As previously mentioned, for the creation of each session, the lesson plans were used as one of the relevant instruments for the research project (see appendix G). According to Jensen (2001) a lesson plan is a tool that serves as a resource guide that reflects the philosophy of teaching, the student population, textbooks and, most importantly, goals for students. It can be described as a roadmap, a blueprint or a game plan. A lesson plan is essential for novice teachers and suitable for experienced teachers. In addition, lesson planning could be defined as pre-active decision-making that takes place before instruction. Teachers consciously and unconsciously make decisions that affect their behavior and that of their students. Conscious decision-making, such as lesson planning, involves the conscious efforts of teachers in developing a coherent system of activities that promote the development of students' cognitive structures (p. 403). Panasuk et al. (2002) Taking into account the above information, the researchers used this tool as a support guide to organize the activities to be carried out and, at the same time, to plan a given session. Because 11 sessions were conducted during the research, a total of 11 class plans were created, each class plan was organized based on the number of sessions in question, i.e., Lesson plan number 1, 2, 3, 4, 5, and so on until you reach session number 11; then, you added the date,

book and assigned activity. (See appendix H). For the content of each class plan, these were distributed by criteria such as:

- Data Students Practitioners: surnames and names of researchers, period, semester and name of the consultant.

- Data Assigned Group: here we took into account the information of the chosen population, the Educational Institution (University of Cauca), the headquarters (Santander de Quilichao), the semester (fourth -fifth), number of students in the group (15 students) and an additional observation of the group, specifying that it was a case study.

- Features Planning Class: theme developed (book to developed, either the Cave of Time, Journey Under the Sea or Escape from Tenopia), estimated session time (40 min- 1 hour), objective(s) learning (as mentioned in the activities section, each session had a specific objective) and finally an important field for the organization of each session that was a scheduled procedure; this was divided as follows:

Table 2

Lesson plan draft

Lesson Plan

Activity Name	Time	Objective of the Activity	Description of the Activity	Resources and Materials
1 Activity (explanation of the activity)				

2 Activity (reading of the activity)				
3 Activity (Development of a determined activity)				
4 Activity (socialization of the previous activity)				

Note. It is about the structure of the lesson plan. Own elaboration.

On the one hand, it was observed horizontally that it was distributed in: name of the activity to be carried out, time of the activity, objective of the activity (as mentioned in the activities section, each activity had a specific objective), description of the activity, resources and materials used. Moreover, vertically it was structured in 4 general moments for the sessions: 1) the explanation of the activity, 2) the reading of the game book, as well as the participant observation, 3) the activity of the chosen game book and 4) socialization.

Chapter III

7. Development Of Research

7.1 Planning

- The first meetings of the group of researchers were held in order to create the research proposal that was carried out as in this case gamebooks as a resource for reading

comprehension in English for a group of modern language students from the University of Cauca. In this part of the research, the authors of this study created and wrote the title of the degree project, the objectives, the approach to the problem, the justification, the theoretical framework, methodology and selection of some relevant instruments for research development.

- Following this, the population with whom the project was developed was chosen. This required a group that had an intermediate level of English due to the level of reading complexity in English of the gamebooks. For this reason, a group of university students was chosen, in this case, from the University of Cauca North headquarters; specifically, a semester, fourth, was selected. However, as the methodology of the project was based on the case study, the chosen population was reduced to 3 students with low reading comprehension of the semester mentioned above. To select the 3 students, a survey was conducted with the teacher who taught the subject of Reading Comprehension in English, who in turn supported the survey and in the same way gave the researchers a report of Simca's notes on the classroom platform as support for this purpose. (See appendix C)

- In the later advisories of the university subject called Emphasis I, the student authors asked themselves to know the perceptions that the chosen group had had, until now before presenting the idea of this technique, as to her reading experience in English. For this reason, the following question arose: How to know the experiences that students had regarding reading comprehension in English? Due to this question presented, the decision was made to create the first essential instrument for research: a survey with specific questions, made in order to know the perceptions of the chosen group (at the time, third-semester students moving to fourth grade). The designed questions allowed a wide

perspective from the chosen population about their previous knowledge about gamebooks, favorite literary genres and their intention to participate in the project. (See appendix A)

- After sending the survey to the students via institutional email, the researchers received the corresponding answers. This allowed, based on the information provided by the participants, the gamebooks could be chosen; each researcher chose a gamebook taking into account the level of English (intermediate level) necessary for reading in English of these books, according to the preferences students expressed in the surveys.

The gamebooks taken into account were:

Table 3

First gamebook "The Cave of Time"

"The Cave of Time by Edward Packard"

Figure 1

Book cover "The Cave of Time"
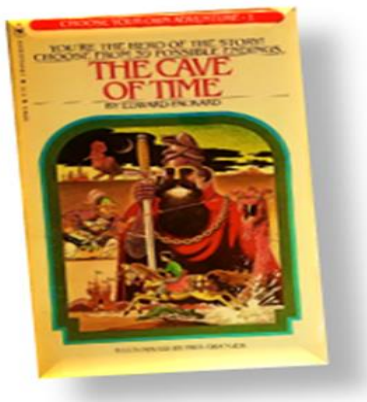
Published in January 1996 by Bantam Doubleday Dell Publishing Group Inc.Will you be stuck

in time?

You are hiking in Snake Canyon when you find yourself lost in the strange and dim Cave of

Time. Gradually you can distinguish two passages. One curves downwards to the right; the

other leads up to the left, it happens that the one who leads down can go to the past and the one

who leads up can go to the future. Which way will you choose?

Watch out for the Cave of Time, you might run into a hungry Tyrannosaurus Rex; be kidnapped

aboard an alien spaceship; go to a prison in the early days of feudal Europe due to a capricious

king; you will find a wooly mammoth; cavemen of the stone age; an advanced civilization; a

huge dragon, etc.

In addition, you can explore stunning places such as the waters of Loch Ness, the Titanic, the

construction of the Great Wall of China, a rainforest, London, Gettysburg, Philadelphia, New

York, California, Boston, the West Indies, Colonial America, etc.

What happens next in history? It all depends on the decisions you make.

How does the story end? You could end up being a wandering knight and explore Menie

England; you try to lead your life as possible in 982; you freeze to death; you go back to your

own time with your family; you die because of war; you stay to live on a warm island; you go

home, but with the surprise of how everyone looks older and that after eleven years you haven't

changed anything; you stay with the people of the stone age; you save 1,500 people who were

on board the Titanic, etc.

But remember, only you can find more than 40 possible endings, and the best part is that you

can keep reading and rereading until you haven't had one but many incredibly bold experiences

(Packard, 1995).

Note. It is about the first gamebook selected. Own elaboration.

This first story was chosen because it is a gamebook according to the level of English of

the participants: its genre is science fiction, the genre that most caught the attention of the chosen

population; written by one of the two main authors of this little known resource. This book

transports the reader to ancient times in the time when life had not yet emerged, where you can

visit ancient China, America, the time of legendary knights, great sailing ships, dinosaurs and

wars. It is also interesting how the result can lead the reader to death, exile to a certain period of

time or a return to the reader's time.

Table 4

Second gamebook "Journey the Sea"

"Journey under the sea by R. A. Montgomery"

Figure 2

Book cover "Journey Under The Sea"
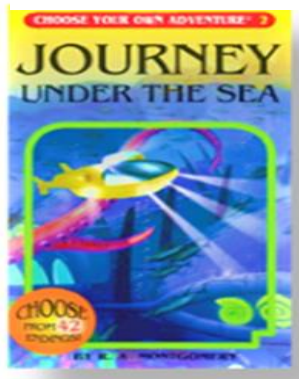
This book was published in 1979 by editorial Bantam Books, Chooseco; Special Edition (23

Mayo 2006).

Choose your own adventure "Journey under the Sea" is part of the adventure genre in which you

decide your own path. In other words, it allows readers like you to be the protagonist of this

adventure. Readers make decisions step by step, altering the plot by turning to specific pages

until they find a random ending.

Is the lost city of Atlantis just a myth or did it really exist? In this gamebook, you will find the

answer by being part of a research team studying the lost city of Atlantis. You are single-

handedly piloting an underwater vehicle called Seeker beneath the Maray research ship, it could

be the most challenging and dangerous mission of your entire career and once inside, many

strangers could test your courage, skills, strength and judgment. There, you will use newly

designed equipment that has never been tested.

At first, readers face choices like where to explore first. Then, more obstacles begin to appear on

their chosen path, including squid, sharks, lack of oxygen, bad weather, and vehicle malfunction.

Therefore, if you do not die in these scenarios you may find yourself back in the Maray in the

infirmary for a few days. Then you might decide to go back to your exploration.

On your way you can get to Atlantis and meet the Atlanteans. You can also make additional

decisions. Like believing the Atlanteans are aliens, and if so, you could travel with the

Atlanteans to their home planet.

On the one hand, another choice shows Atlantis as a place of peace, technology and prosperity, and on the other hand, shows Atlantis as a prison from which readers could never get out. In this adventure anything could happen, readers can choose to be surgically altered or take serum to allow them to remain in Atlantis forever. You can accept a leadership position under the Atlantean king, or you can help the people overthrow him, and what's more, readers can join the enemies of the Atlanteans, the Noodoors. Consequently, you can spy for one group or another. But there is more: you as a reader can try to flee back to your own world and, if so, can you survive the escape attempt? This type of gamebooks is meant to be read and reread, especially "Journey under the Sea" is no exception, it gives you forty-two possible endings to explore while having fun.

(Montgomery, 1978).

Note. It is about the second gamebook selected. Own elaboration.

This second book was chosen because it was an interactive story also according to the level of English of the participants; its genre is adventure/science fiction, another of the genres that caught the attention of the target group. Its author is, like Edward Packard, one of the main authors of these second-person stories. It is striking how the reader can find himself in a research team that studies the famous lost city of Atlantis, being the same one who pilots a submarine boat without help under the sea, in an adventure with several narrative paths to explore.

Table 5

Third gamebook "Escape of Tenopia"

"Escape of Tenopia by Edward Packard"

Figure 3

Book cover "Escape from Tenopia"
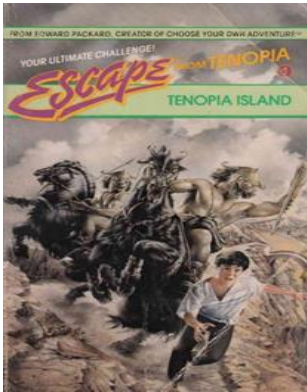
Note: It is about the third gamebook chosen. Taken from Escape from Tenopia [Picture], by

Catherine Huerta , 1979 , Amazon (https://gamebooks.org/gallery/tenopia1.jpg). CC BY 1996-

2023 Amazon.com, Inc.

This book was published in 1986 by Bantam books. Inc.

In this story, "Your spaceship has crashed on a desolate island somewhere in Tenopia, the most

mysterious planet in the galaxy

" says the back of the book. In Escape from Tenopia - in this case, only the first book in this

four-volume series -, there is only one ending in the books of Tenopia and you cannot die.

Unlike fighting Fantasy books, there is no game or dice-throwing system, but you will have to

take notes, solve puzzles/engines and puzzles, actively participating all the time (RPG Geek,

s.f.).

You will find yourself in places like "jagged mountains" and "smoking debris", as well as

some creatures - who might want to help you or not to escape this island - like "(...)Huge man-

eating spiders".

There are also crogocides - half-human aliens who will hunt you down every step of the way. You will have to survive and find your way out of that vast space island and "find the galactic patrol station, your only hope of rescue», only with "A pocket computer-map -- and your wit" (Packard, 1986).

Note. It is about the third gamebook selected. Own elaboration.

This third book was chosen because it is similar to the previous ones already mentioned, it was a narrative, also of science fiction and according to the level of English of the chosen group (although a little more complex in vocabulary), in which it could be exciting to read that the protagonist, The reader himself found himself in situations as flashy and dangerous as being near an army of giant spiders or crogocides who would enslave him if they saw him. In addition, the question raised by this book is "Will you escape from the island of Tenopia?" which makes reading a challenge for the reader.

- The activities to be carried out during the entire course of the degree project were then constructed. For this, a meeting with the researchers and the project advisor was held so that each one proposed one or several activities to choose the best options together. The activities were chosen considering the chosen population, the level of English and the resource known as gamebooks; the intention was to choose different proposals that stood out from the routine of just taking a book to read and make summaries; The aim was to consider strategies that would allow students to learn about this resource and then, at best, generate an interest in reading in English. The activities were planned based on the implementation of three books of the resource Choose Your Own Adventure, proposed

by the researchers, which were: "The Cave of Time" by Edward Packard, "Journey

Under the Sea" by R. A. Montgomery and "Escape of Tenopia" by Edward Packard.

First, an introductory activity on gamebooks was considered as follows:

Table 6

First introductory activity

First Introductory Activity

Name of the activity: "Choose your own adventure / CYOA"

Objective: Identify what is "Choose your own adventure / CYOA"

¿What was it about? The researchers mentioned to the students what is "Choose Your Own

Adventure / ETPA" its characteristics, main authors and some works, in order that the students

had a clear vision about this kind of stories.

Note. It is about the first activity planned. Own elaboration.

The activities were then outlined for each gamebook, as mentioned above, as follows:

chosen gamebook: "The cave of time" by Edward Packard.

Table 7

Activities of the first gamebook: "The Cave of Time"

Activities of the First Gamebook: "The Cave of Time"

A) Name of the activity: "group reading"

Objective: Chosen population talked about reading and learned new vocabulary.

¿What was it about? Students read the book in question in groups of 4 people, with the help of a vocabulary list, in order to learn new vocabulary. Then they shared in the same group what they understood up to the point or page they had reached.

B) Name of the activity: "A questionnaire"

Objective: Know students' perceptions about history.

¿What was it about? The students read the story again. Then the researchers asked them random questions about the story, in this case "The Cave of Time" by Edward Packard. The questions were open to reflection through the qualitative method and formulated in this activity were the following:

1.Did this story get your attention or not?

2.As a reader, how was the experience of being the main protagonist of these stories?

3. Did the choices you made meet your expectations as a reader or not? Explain briefly.

C)Name of the activity: "a different final"

Objective: To create a new end individually.

¿What was it about? Based on the previous reading, each student created a new ending. Then, researchers randomly chose some of them to tell their endings.

Note. It is about planification activities of the first gamebook. Own elaboration.

- Chosen gamebook: "Journey under the Sea" by R. A. Montgomery.

Table 8

Activities of the second gamebook: "Journey under the Sea"

Activities of the second gamebook: "Journey under the Sea"

A) Name of the activity: "group reading"

Objective: talk about reading and learn new vocabulary.

¿What was it about? The students read the book in question in groups of 4 people, with the help of a vocabulary list, in order to learn unknown vocabulary. Then they shared in the same group what they understood to the extent that they had been able to read.

B) Name of the activity: "A questionnaire"

Objective: Know students' perceptions about history.

¿What was it about? The students read the story again. Then the researchers asked them random questions about it, in this case "Journey under the sea" by R. M. Montgomery. The questions were open to reflection through the qualitative method. The questions asked in this activity were the following:

1.Did this story get your attention or not?

2.As a reader, how was the experience of being the main protagonist of these stories?

3. Did the choices you made meet your expectations as a reader or not? Explain briefly.

C)Name of the activity: "a different ending"

Objective: Create a new individual ending.

¿What was it about? Based on the previous reading, each student created a new ending.

Then, researchers randomly chose some of them to tell their endings.

Note. It is about planification activities of the second gamebook. Own elaboration.

- Chosen gamebook: "Escape from Tenopia" by Edward Packard

Table 9

Activities of the third gamebook: "Escape from Tenopia"

Activities of the third gamebook: "Escape from Tenopia"

A) Name of the activity: "Reading in advance"

Objective: prepare students for the following book activities.

¿What was it about? The students received the gamebook "Escape from Tenopia" by Edward Packard sent by us researchers, with a week's notice (Since they did not want to interrupt the university schedule). In this way, they had the necessary to participate in the following activities.

B) Name of the activity: "A questionnaire"

Objective: Know students' perceptions about history.

¿What was it about? The students read the story again. Then the researchers asked them random questions about the story, in this case "Escape from Tenopia" by Edward Packard. The questions were open to reflection through the qualitative method. The questions asked in this activity were the following:

1.Did this story get your attention or not?

2.As a reader, how was the experience of being the main protagonist of these stories?

3. Did the choices you made meet your expectations as a reader or not? Explain briefly.

C)Name of the activity: "a different ending"

Objective: Create a new individual ending.

¿What was it about? Based on the previous reading, each student created a new ending. Then, researchers randomly chose some of them to tell their endings.

Note. It is about planification activities of the third gamebook. Own elaboration.

Then, the activities chosen for each game book were reviewed and chosen. It should be noted that the researchers opted for the strategy of repeating the activities for the three gamebooks, in order to observe the reaction of the participants when developing the same activities with different CYOA, with the exception of session 8 (first activity of the game book "Escape from Tenopia") which was planned differently due to the number of pages and the characteristics of the CYOA, that is, this gamebook has a different structure than the others,

since it had different paths, but it only had one possible ending unlike the others that had several different conclusions.

- Tests or trials were conducted between the researchers and the consultant to establish the time each session would take with the specific activities proposed. For this, we took into account the sessions that would be done in a virtual way, as well as the time that would take the activities proposed to return to the classroom. For each test or simulation, each researcher presented an activity of the selected, made a preliminary reading of its gamebook and, parallel, created the list of unknown vocabulary, arranged in alphabetical order, which he shared with the consultant and other researchers through the mail. In other words, researcher number 1 was in charge of the gamebook "The cave of time" by Edward Packard, researcher number 2 of the book "Journey Under the Sea" by Montgomery and researcher number 3, "Escape from Tenopia" by Packard. Thanks to the simulated tests, the estimated time for each session was determined: minimum 40 minutes, maximum one hour.

- Then, the researchers together with their advisor created the sessions through which the research would be carried out through class plans. A total of 11 sessions were planned, each lasting between 55 minutes to 1 hour, the first session being the one arranged for the introduction of book games with the chosen group. Then, we continued with the reading of the gamebooks and the implementation of each of its activities in the following sessions: "The cave of time": 3 sessions (2nd, 3rd and 4th session); "Journey Under the Sea", 5th, 6th and 7th session; "Escape from Tenopia" 8th, 9th and 10th session. Finally, in the 11th session the focus group was developed.

As stated above, the sessions were structured through class plans outlined as follows:

Table 10

Scheduled procedure: Session No 1

Scheduled procedure: Session No 1

Activity: Introduction/ Knowing the gamebooks

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Comple te The Book Title.	5 min .	Students were motivated before starting the session.	Part of the title of a book was mentioned for students to complete what was missing, for example: •A hundred years of... • Travel to the center...	Participation of students
Introdu ce yoursel f	5 min	Students were identified as part of the research project.	Students were asked to introduce themselves, using their favorite book, series or film, for example: • Hello, my name is Alice in Wonderland written by Yarly Muñoz. • Hello, my name is Life is Beautiful, directed by Yarly Muñoz.	Active participation of students.
Present ation	5 min .	The grade project was briefly presented to	Each researcher presented himself with his name, then talked about the degree	Classroom.

		students in the fifth semester.	project, mentioning aspects such as: • What the research project was about. •What are libs? •What gamebooks we will read during the sessions. • What activities will be carried out.	
Read a fragme nt of a game book. The Cave of Time by Edward Packar d.	15 min	Read the game book.	Students read an excerpt from a game book. The Cave of Time by Edward Packard, presented in one of PowerPoints' slides.	Book game the cave of time by Edward Packard pdf.

Experience reading the book game	5 min.	Participants' experience with reading the gamebook was discussed.	They shared in the same group what they had understood to the point/page that they could read and talk about their reading experience. This was done without questions stipulated by the researchers, but rather with the ideas that the students wanted to give at random.	Classroom.
written consent	5 min.	Written consent was signed.	It was given a each student a written consent, giving the instruction to sign it with the aim of carrying out the sessions of the research project.	Attention, student participation and printed informed consent.

Note. It is about planification of the first session. Own elaboration.

Table 11

Scheduled procedure: session n°2

Scheduled procedure: session n°2

Gamebook: "The cave of time by Edward Packard "

Activity: Reading in a group

name of the activity	Time	objective of the activity	description of the activity	Resources and materials
Explanation 2 activity	5 min.	The 2 activity was explained	Students were given instructions for the second activity of Edward Packard's first book "The Cave of Time".	
Group reading	35 min.	Read the book game "Edward Packard's Cave of Time"	Students read the book in question in groups of 4 people, with the help of a vocabulary list, in order to learn new vocabulary / unknown.	● Classroom ● Book "The Cave of Time by Edward Packard" pdf .
Participant	35 min (in parallel with other activities)	Information was gathered on each event	In parallel to the "group reading" and "group reading socialization" activities, the researchers observed	● Field diaries

obs erv atio n	during the interventions	and described the behaviors and attitudes of the chosen population, specifically the three students with low reading comprehension and how the students reacted to the proposed strategies.	● Audio/video recordings
Soci aliza tion of readi ng in grou ps	15 min	It was discussed and shared with the same group what they understood to the point / page they could/ could read and mentioned that new vocabulary was learned.	● The researchers asked the students: ● How was your reading experience when reading games? ● What new vocabulary did you learn? ● What end did you find? ● Was it an easy book to read or not? ● What perceptions about the game book would you like to share?	

Note. It is about planification of the second session. Own elaboration.

Table 12

Scheduled procedure: session n°3

Scheduled Procedure session n°3

Gamebook: "Cave of Time by Edward Packard"

Activity: A questionnaire

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Explanation 3 activity	5 min.	The 3 activity was explained	Instructions were given for the third activity of Edward Packard's first book "The Cave of Time".	

Reading the book game	15 min..	Read the book game "Edward Packard's Cave of Time"	Students read the story again (game book in question).	• Book "The cave of time by Edward Packard" pdf.
Participant observation	25 min (in parallel with other activities)	Information was gathered about each event during the interventions.	Parallel to the activities "reading the game book" and "a questionnaire", the researchers observed and described the behaviors and attitudes of the chosen population, specifically. the three students of low reading comprehension and in the same way the students reacted to the proposed strategies.	• Field diaries • Audio/video recordings

| "A questionnaire" | 25 min. | Students' perceptions of history were known. | Researchers asked random questions about the story, in this case "The Cave of Time" by Edward Packard. The questions used in this activity were the following:

Did this story get your attention or not?

As a reader, how was the experience of being the main protagonist of these stories?

Did the choices you made meet your expectations as a reader or not? Explain briefly. | • Classroom

• Questionnaire "The Cave of Time by Edward Packard" |

Note. It is about planification of the third session. Own elaboration.

Table 13

Scheduled procedure: session n°4

Scheduled Procedure session n°4

Gamebook: "Cave of Time by Edward Packard"

Activity: A different ending

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Explanation 4 activity	5 min.	The 4 activity was explained	Students were given instructions for the fourth activity of Edward Packard's first book "The Cave of Time".	
"Reading the game book in question	25 min.	Students talked about reading and new vocabulary.	Students read the book in question with the help of a vocabulary list,in order to learn new vocabulary / unknown.	● Classroom ● Book "The cave of time by Edward Packard" pdf.
Participation /	25 min (in	Information was gathered about	Parallel to the activities "reading the book" and "a different ending", the	● Field diaries

observation	parallel with other activities)	each event during the interventions.	researchers observed and described the behaviors and attitudes of the chosen population, specifically the three students of low reading comprehension and in the same way the students reacted to the proposed strategies.	● Audio/video recordings
"A different ending"	15 min	A new ending was created individually.	Based on the previous reading, each student created a new ending. Then, researchers randomly chose some of them to tell their endings.	

Note. It is about planification of the fourth session. Own elaboration.

Table 14

Scheduled procedure: session n°5

Scheduled Procedure session n°5

Gamebook: "Journey Under the Sea by R. A. Montgomery"

Activity: Reading in a group

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Explanation 5 activity	5min.	The 5 activity was explained.	Instructions were given for the fifth activity of the second book "Journey Under the Sea by R. A. Montgomery"	
"Reading in a group"	35 min.	Students read the game book in question. In this case, Journey under the sea by R. A. Montgomery.	The students read the book in question in groups of 4 people, with the help of a list of vocabulary, in order to learn new vocabulary / unknown.	• Classroom • Journey under the sea book in pdf.
Participant observation	35 min (in parallel with other activities)	Information was gathered on each event during the interventions	Parallel to the activities "group reading" and "socialization of the activity", the researchers observed and described the behaviors and attitudes of the chosen population, specifically the three students of low	• Field diaries • Audio/video recordings

		reading comprehension and in the same way the students reacted to the proposed strategies.	
Socialization of the activity	15 min	Aspects of reading were discussed and shared, and new vocabulary was mentioned and learned to the point / page they could/ had been able to read.	● The researchers asked the students: ● How was your reading experience when reading games? ● What new vocabulary did you learn? ● What end did you find? ● Was it an easy book to read or not? ● What perceptions about the game book would you like to share?

Note. It is about planification of the fifth session. Own elaboration.

Table 15

Scheduled procedure: session n°6

Scheduled Procedure session n°6

Gamebook: "Journey Under the Sea by R. A. Montgomery"

Activity: A questionnaire

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Explan ation of the 6 activit y	5 min.	Explanation of the 6 activity	Students were given instructions for the sixth activity of the second book Journey under the sea by R. A. Montgomery	
Readin g the book game	15 min.	Read the book game Journey under the sea by R. A. Montgomery	Students re-read the story (game book in question)	● Book Journey under the sea by R. A. Montgomery pdf.

Partici pant observ ation	25 min (in parallel with other activitie s)	Information was gathered on each event during the interventions.	Parallel to the activities "reading the game book" and "a questionnaire" the researchers observed and described the behaviors and attitudes of the chosen population, specifically the three students with low reading comprehension and in the same way the students reacted to the proposed strategies.	● Field diaries ● Audio/video recordings
"A questio nnaire"	25 min.	Students' perceptions of history were known.	Researchers asked random questions about the story, in this case Journey Under the Sea by R. A. Montgomery The questions that were	● Salón de clases ● Cuestionario Viaje Submarino por R. A. Montgomery.

used in this activity

were the following:

- Did this story get

  your attention or

  not?

- As a reader, how

  was the

  experience of

  being the main

  protagonist of

  these stories?

- Did the choices

  you made meet

  your

  expectations as

  a reader or not?

  Explain briefly.

Note. It is about planification of the sixth session. Own elaboration.

Table 16

Scheduled procedure session n°7

Scheduled procedure session n°7

Gamebook: "Journey Under the Sea by R. A. Montgomery"

Activity: A different ending

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Explanation of the activity 7.	5 min.	The 7 activity was explained.	Instructions were given for the seventh activity of the second book Journey under the sea by R. A. Montgomery	
"Reading in a group"	25 min.	They talked about reading and learning new vocabulary.	Students read the book in question with the help of a vocabulary list, in order to learn new vocabulary / unknown.	● Classroom ● Book Journey under the sea pdf.

Participant observation	25 min (in parallel with other activities).	Information was gathered on each event during the interventions.	Parallel to the activities "group reading" and "a different ending", the researchers observed and described the behaviors and attitudes of the chosen population, specifically the three students with low reading comprehension and how the students reacted to the proposed strategies.	● Field diaries ● Audio/video recordings
"A different ending"	15 min	A new ending was created individually.	Based on the previous reading, each student created a new ending. Then, researchers randomly chose some of them to tell their endings.	

Note. It is about planification of the seventh session. Own elaboration.

Table 17

Scheduled procedure session n°8

Scheduled procedure session n°8

Gamebook: "Escape from Tenopia by Edward Packard "

Activity: Reading in a group

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Explanation of 8 activity	5 min.	The 8th activity was explained.	Instructions were given for the eighth activity of the third book "Escape from Tenopia by Edward Packard "	
"Group reading"	35 min.	Participants read "Escape from Tenopia by Edward Packard "	Students read the book in question in groups of 4 people, with the help of a vocabulary list, in order to learn new	● Classroom ● Book "Escape from Tenopia by Edward Packard " pdf.

			vocabulary / unknown.	
Participant observation	35 min (in parallel with other activities).	Information was gathered on each event during the interventions	Parallel to the activities "group reading" and "socialization", the researchers observed and described the behaviors and attitudes of the chosen population, specifically the three students with low reading comprehension and how the students reacted to the proposed strategies.	● Field diaries ● Audio/video recordings
Socialization	15 min	It was discussed and shared with the same group what they understood to the point / page	The researchers asked the students: ● How was your reading experience when reading games?	

they could/ could read and mention what new vocabulary was learned.	● What new vocabulary did you learn? ● What end did you find? ● Was it an easy book to read or not? ● What perceptions about the game book would you like to share?

Note. It is about planification of the eighth session. Own elaboration.

Table 18

Scheduled procedure session n°9

Scheduled procedure session n°9

Gamebook: "Escape from Tenopia by Edward Packard "

Activity: A questionnaire

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Ice breaker	10 min.	Use of tics/virtual tools.	Participants were sent a link through the chat of the meet to connect, and participate. Then, it was played (draw the word). They then shared their views on the activity.	Online games: https://garticphone.com/es
Explanation of the 9 activity	5 min.	The 9th activity was explained.	Instructions were given for the ninth activity of Edward Packard's third book "Escape from Tenopia".	
Reading the gamebook.	15 min.	Students read the game book "Escape from Tenopia" by Edward Packard.	Students read the story again (game book in question).	● Book "Escape of Tenopia" by Edward Packard pdf.

Participant observation	25 min (in parall el with other activi ties).	Information was gathered on each event during the interventions.	Parallel to the activities "reading the book" and "a questionnaire", the researchers heard and described the behaviors and attitudes of the chosen population, specifically the three students with low reading comprehension and how the students reacted to the proposed strategies.	● Field diaries ● Audio/video recordings
"A questionn aire"	25 min.	Students' perceptions of history were known.	Researchers asked random questions about the story, in this case "Escape from Tenopia" by Edward Packard. The questions used in this activity are the following:	● Classroom ● Questionnaire "Escape from Tenopia" by Edward Packard.

- Did this story get your attention or not?

- As a reader, how was the experience of being the main protagonist of these stories?

- Did the choices you made meet your expectations as a reader or not? Explain briefly.

Note. It is about planification of the ninth session. Own elaboration.

Table 19

Scheduled procedure session n°10

Scheduled procedure session n° 10

Gamebook: "Escape from Tenopia by Edward Packard "

Activity: A different ending

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Explanation of the 10 activity.	5 min.	The 10 activity was explained.	Instructions were given for the tenth activity of Edward Packard's third book "Escape from Tenopia".	
"Reading the book in question "	25 min.	Participants read and learned new vocabulary.	Students read the book in question with the help of a vocabulary list, in order to learn new vocabulary / unknown.	● Classroom ● Book "Escape from Tenopia" by Edward Packard pdf.
Participant observation	25 min (in	Information was gathered on each event	Parallel to the activities "reading the book" and "a different ending", the	● Field diaries

parallel with other activiti es).	during the interventions.	researchers observed and described the behaviors and attitudes of the chosen population, specifically the three students with low reading comprehension and how the students reacted to the proposed strategies.	● Audio/video recordings
"A different ending"	15 min	A new ending was created individually.	Based on the previous reading, each student created a new ending. Then, researchers randomly chose some of them to tell their endings.	

Note. It is about planification of the tenth session. Own elaboration.

Table 20

Scheduled procedure session n°11

Scheduled procedure session n° 11

Gamebook: The three books in question (participation and use of the literary resource "gamebook")

Activity: Focus group in Spanish

Name of the activity	Time	Objective of the activity	Description of the activity	Resources and materials
Explanation of the activity	5 min.	The activity was explained.	Students were instructed to develop the activity called: "focus group": Open-ended questionnaire.	
"Focus group"	35 min.	Participants' perceptions were known about their participation and use of the literary	Students answered open-ended questions asked by researchers. There was a facilitator (a researcher) who gave the floor to anyone who would	● Classroom. ● Question questionnaire.

resource known as game books.	like to participate by giving feedback to the participant's response. They also encouraged participants who had not participated in the previous question to participate with the phrase "Who else? ". And so on until you complete all questions with your answer.
	The questions asked to the participants are as follows:
	1. You liked being part of this project, why?
	2. What interesting aspects did you find in these

books that you

have not found

in traditional

books?

3. Do you feel that

reading these

game books,

improved your

reading

experience in

English, why?

4. How did you

feel reading such

games books,

why?

5. Some of the

three books

caught your

attention

specifically,

why?

Participant observation	35 min (parallel to other activity).	Information was gathered on each event during the interventions.	Parallel to the "focus group" activity, the researchers observed and described the behaviors and attitudes of the chosen population, specifically the three students with low reading comprehension and how the students reacted to the proposed strategies.	● Audio/video recordings ● Transcription of the video script at the end of the session.
Farewell to the participants by the investigators	5 min	Participants said goodbye to the project participants.	The facilitator/moderator gave a few words of thanks to the project participants.	

Note. It is about planification of the eleventh session. Own elaboration.

Each session was structured taking into account the use of a specific game book, an activity already designed by the researchers, the development of a class plan for the entire session and

the use of the field diary as a tool to observe the chosen population along with audio and video recordings.

- Subsequently, the creation of the instruments was planned in different sessions for each of them, such as: the survey (instrument already mentioned), field diaries (see appendix D), audio recordings, videos and photos as evidence (electronic means were used as a computer and cell phone for recording the required evidence) the reading comprehension rubric in English (see appendix E) and the focus group: for this a Lesson Plan and a questionnaire of questions were taken into account (see appendix F). All that planning was carried out during three sessions, through a meeting between researchers and advisor, in which, from the first to the last respectively, information was sought on each of the instruments, was adapted to each of the activities that the researchers had planned and the designs of each instrument were made, as well as the last adjustments relevant to the design and adaptation.

- It should be noted that the researchers together with the consultant decided to wait until the next semester (fifth semester), in order to implement the activities in person; this due to the limitation of virtuality to develop the activities widely. Added to this, the advisor in question took the fifth semester English reading comprehension course, which provided the researchers with the space of the subject in question to develop the sessions with the advisor, who was the teacher in charge of this subject, but did not intervene in the development of activities with the participants. Then, it was agreed to develop the action of the investigation for one hour every Friday of the week.

Finally, as a recapitulation of the research planning, it could be stated that: 1) the research proposal was created that would be carried out as a thesis "Gamebooks as a resource for reading

comprehension in English for a group of modern language students from the University of Cauca"; 2) the population with whom the research project will be carried out was chosen and 3) it was considered to know the perceptions that the chosen group had regarding its reading experience in English, inquired about the participants' intention to participate in the project; 4) the 3 gamebooks were chosen to work; 5) the activities for each game book were outlined; 6) Mock tests were carried out between the researchers and the consultant on the proposed activities; 7) the 11 sessions of the project were planned; 8) the creation of the instruments was planned; and finally, 9) the development of the research action was agreed.

7.2 Action

Whereas the adviser, who was also the teacher in charge of the English reading comprehension subject of the target group of this study at the time, gave them one hour for each session on Fridays, was given a free hand to intervene in the classes during the agreed time, in order to put into practice what was previously stated at the planning stage.

Considering that 11 sessions were created for the development of the action of the research project, these were carried out as follows:

Table 21

First field diary

Session Number One
First Field Diary
All the books in question
Date: 29/02/2022

Start Time: 8:00 a.m	**Ending Time:** 8:50 a.m

Activity to be developed: Introduction/ learning about gamebooks

1. Development of activity

The first activity was carried out, known as "learning about gamebooks"; following the model of the first class plan which included an oral presentation supported by PowerPoint slides, explaining what the research project was about, the gamebooks' reading dynamics, its origin and main exponents. Then, a written consent was distributed to the participants who wanted to know if they had their participation to implement the sessions of the research project. A the end, participants were asked about their willingness to participate in the project.

The class began: the researchers greeted the class, presented themselves and performed the first activity called "Complete The Book Title" this as a warm-up before starting the session as such.

The participants were active and answered randomly the title of the book that they had to guess, being the case of One hundred years of Gabriel Garcia Marquez, Trip to the center of the earth of Jules Verne, etc. *(It is not sufficiently elaborated in this part since it is not considered relevant to the research, although it should be noted that the chosen population had extensive knowledge in terms of general culture of Literature).*

Consequently, the participants were introduced through the activity "Introduce yourself"; it was a fun exercise for them, since each student presented himself, using his favorite book, series or film, using phrases such as, for example: "hello, my name is the perfume written by (participant F)". *(It does not go into this part enough, because it is not considered relevant to*

the research, although it should be noted that the chosen population showed taste for different books in particular).

After the presentation of the participants, the researchers briefly presented the grade project to the fifth semester students by means of slides. Each one included aspects or questions such as: What is the research project about? What are the gamebooks? , which gamebooks will be read during the sessions and what activities will be carried out? The chosen population showed enthusiasm and interest in what each researcher was explaining.

Later, the students read the fragment of a game book, in this case, The Cave of Time by Edward Packard, presented in one of the Powerpoint slides. Some of them mentioned that they found it an interesting book, since the reading was not linear but rather dynamic. *(It does not go deep enough in this part, because it was only an activity for the chosen population to recognize what the researchers were talking about, being the case of the games book choose your own adventure, however it is worth mentioning that the first approach to this genre was interesting for students).*

 Finally, and once the mission of making known the research project was completed, the participants were asked about their interest in participating in this study, to which they responded positively, so they proceeded to deliver written consent, giving the instruction to sign it with the aim of carrying out the sessions of this project with them, as well as to record their perceptions, ideas, record in several of the instruments used in the research as video recordings, audio and photos, field journals, survey and reading comprehension rubric.

2. Closure

In this first stage it was observed the interest of all participants towards the resource known as gamebook, thanks to its similar reading to an adventure video game.

Interest evidenced in signing the consent.

Note. It is about the observation of the first session using the field diary. Own elaboration.

Table 22

Second field diary

Session Number Two
Second Field Diary

"Cave of Time" by Edward Packard
Date: 29/04/2022

Start Time: 8:00 a.m	**Ending Time:** 8:50 a.m

Activity to be developed: Reading in group

1. Stage (reading):

Once the instructions were given to the students for the first reading of the first gamebook, The Cave of Time by Edward Packard, as well as the time to develop it, some of the participants of the chosen population:

- They created groups of 1, 2, 4 and 5 members.

- They thought and discussed among themselves what narrative path to take, in order to continue the story.

- They shared among themselves their thoughts on which path to choose and why ("Which path should we take?").

- They laughed as they read.

- Some of them focused on reading and did it so quietly.

- They read aloud from English to Spanish (that is, they read in English, then translated it into Spanish when debating with a colleague about what decision to make), in order to understand what they were reading.

- Some of them started yawning a little while talking about the narrative paths.

- In particular, it is noted that one participant found several endings.

- One participant used google to hear the pronunciation of an unknown word.

- Once the time limit given for the activity was completed - 15 min -, students asked for more time, so they were given 5 more minutes to continue reading. After giving them that time, they remained silent, reading faster, in order to find another end before the time was up.

2. Stage (socialization):

At this stage it was noted that:

- One student reached several finals.

- A student used hand gestures (left or right) when reading in English while trying to decide which narrative path to take.

- A group of students laughed and shared with their classmates their decisions, and a student asked them which path they should choose.

- Participant C (one of the three students to be observed in this research project) He said he didn't like to read in English much, but commented that he liked the dynamics of gamebooks because it seemed precisely that, a game, not a reading.

- They all agreed that, although they found new vocabulary, they could understand the narrative situations or scenes in which they were involved thanks to the context of the same story.

- Participant G: "There were many unknown words in reading these texts, but I consider it a very good book. The good part/ aspect of this book is that if I do not like a path I have chosen, I have the possibility to go back to choose another. For example, when we did the activity in groups of 4, two of my classmates made a decision and went that way, but realizing/seeing that they did not like that pattern, they returned to the one we had chosen. I liked the gamebook as it didn't feel like I was reading, but it's practically like a game, but I didn't memorize all the new English vocabulary. I really loved it".

- Participant H: "It's fun to read such books, and I had a great time".

- Participant I: "I don't like to read, but these types of books end up being interesting". In addition, he said that he did not like reading in English much, but said that he liked the dynamic used here because he found it as a game and not as a reading.

- Participant J: "There is a lot of new vocabulary, but it is not so difficult to read and understand what is happening in a specific situation, because the vocabulary applies to the context of the story".

- The researchers of the project asked other students the same question and 13 participants answered that they did not understand all the vocabulary, but that by the context they could give an idea about it.

- A member of one group was interested in the ending found by another group, so they talked about it in emotional terms (laughs), and two participants said they do not like to read but that, again, they were still hooked on this story.

3. Stage (closure):

Taking into account what was observed during the group reading, it was possible to affirm that the participants liked to read in group, taking into consideration the opinion of their colleagues to choose a path and discuss among themselves thoughts on the dynamics of the book. In addition, they found it a fun activity, as while reading, they laughed at the paths they obtained when making a certain decision; sometimes participants translated from English to Spanish or looked for the pronunciation of words on the internet.

At the time of socializing, one student came to several endings; another expressed that he did not like to read in English, however, he liked the dynamics of gamebooks because it seemed like a game, not a reading; although the participants did not know the full vocabulary of the book, the context allowed them to understand the story.

At the end of the session, the investigators were dismissed and activity number two was terminated.

Note. It is about the observation of the second session using the field diary. Own elaboration.

Table 23

Third field diary

Session Number Three

Third Field Diary

"The Cave of Time" by Edward Packard

Date: 06/05/2022

Start Time: 8:00 - 8:15 a.m   **Ending Time:** 8:50 a.m

Activity to be developed: A questionnaire

1.Stage (Reading):

Students read the game book to perform the third activity.

On this occasion, the researchers observed that:

- Some students chose to work in groups using the Spanish language.

- While 3 participants had already finished reading the gamebook, others were distracted by talking about other things.

- Those who did not work in a group read in silence, while those who read in a group did so by exchanging ideas and by means of a calm and focused conversation.

- Minutes later, the students remained silent reading the book.

- One of the researchers answered a question asked by a participant.

- The participants were excited and commented on their reading experience: "it would be good to read fast".

- One researcher asked the participants if they needed 5 more minutes to finish the reading, to which they replied: "of course yes!". Also, during this extra time other students commented on their reading experience.

2. Stage (socialization):

During this stage conducted to learn students' perceptions of history through a couple of questions, students commented that:

- Participant K: "the first time, the reading was difficult".

- Participant L: "¡It was interesting and I made good decisions!".

- Participant M: "¡It was interesting !".

- Participant N: "¡It was good!».

3. Stage (closure):

During the reading, although it was not done in several groups, some preferred to read in pairs; it was observed that there were students who read quite quickly and they went ahead to talk about how their reading experience had been, while others who had not finished began to speak.

At the time of socialization, participants found the reading interesting, but also somewhat difficult.

Note. It is about the observation of the third session using the field diary. Own elaboration.

Table 24

Fourth field diary

Session Number Four

Fourth Field Diary

"The Cave of Time" by Edward Packard

Date: 13/05/2022

Start Time: 8:20 a.m   **Ending Time:** 8: 55 a.m

Activity to be developed: a different ending

1.Stage (reading):

At this stage the researchers observed the following:

- The students read again the gamebook individually "The cave of time".

- Some of them preferred to work in groups for a short time. Participants from these reading groups talked about which ending they might have taken to change the previous one.

- Some were distracted by talking about other topics unrelated to the activity.

- Minutes later, each of them worked individually and quietly in reading. It was assumed that the silence was due to the fact that they were thinking about the activity scheduled for the gamebook.

- Some students looked forward as they seemed to try to find ideas for their new endings.

Minutes later:

- A student began listening to an audio or podcast.

- Two students were concerned about other issues related to their university.

- Some students created their final quickly, but others were thinking about it for longer.

- Some students whispered things because they had finished the activity.

- Some students focused on reading.

- Others asked for vocabulary ("how do you say this word in English?").

- Some said they went to bed late.

- Some rose from their posts to whisper, and so they spent practically all the time.

- Some borrowed the gamebook in physical form.

- A student preferred to write the ending she was thinking of in her notebook.

- Not everyone wanted to write their endings.

- Some thought about how the gamebook would end mentally.

- Several participants borrowed the gamebook.

- 15 minutes had elapsed and they had not finished reading yet.

- Investigators gave 5 more minutes to finish the reading.

2. Stage (socialization):

The following was noted:

- Participant O commented that a new ending changed the character to another port to go somewhere else, but also, she said that she was taken to jail, where a magical portal was open to start another story.

- Participant Q chose another place in another universe. He said he jumped into a portal that took him to the same place, but instead of being at the time of the story, he jumped into a multiverse where another version of himself was present.

3. Stage (closure):

Throughout the reading, participants read individually and in groups, as well as inquired about English vocabulary and others showed interest in reading the gamebook in physical. Besides, since from the beginning of the session it was explained that the activity of the day would be

to create a different ending, some of them finished reading and proceeded to create their respective endings; some of them wrote in their notebooks.

During socialization, creativity on the part of the students was evident when creating the new endings.

4. One proposed activity:

In addition, a researcher proposes to modify the third activity, as follows.

To create the group ending, based on a sentence said by a student, and so on, until the last participant. (Activity implemented and modified in the last gamebook)

Note. It is about the observation of the fourth session using the field diary. Own elaboration.

Table 25

Fifth field diary

Session Number Five

Fifth Field Diary

"Journey Under the Sea" by R. A. Montgomery

Date: 20/05/22

Start Time: 8:00 a.m   **Ending Time:** 8:50 a.m

Activity to be developed: group reading

1.Stage (reading):

During this stage it was noted that:

- 8 students participated in this.

- At the beginning of the activity, students read outside the classroom, more specifically, near the cafeteria, because the classroom was not available at the time. Later, the activity in the classroom was finished.

- Participants were focused on reading. But there were times when they started talking to their classmates about their homework and, at the same time, they commented on other personal topics in Spanish.

- Minutes later, some of them read in silence.

- Others read aloud to concentrate while arguing with each other to decide which path to choose or which end to choose. For them, the opinion of their peers was important. For that reason, each voted to take a path.

- Some students pronounced one word or another in English, while others speak of the difficult grammar of the gamebook in question.

- Although the students laughed at the book, some of them said they didn't like their first ending, as they came to this very fast ("a shark ate us", they commented. "Let's read it again, I won't stay with that end"), so they kept reading to find another.

- Other students were distracted, due to the fact that some of their classmates arrived late, However, those who were not so distracted about it continued to try to quickly find an end.

- Investigators gave 3 extra minutes to find a different path.

2. Stage (socialization):

The following was noted:

- "I didn't like the endings we've chosen", commented some.

- Participants discussed the found endings of the previous book "the Cave of Time", saying they encountered aliens and ship captains.

- "The two paths of the book took me to different endings to die or stay alive", said another student.

- A participant asked his peers what was the half-hour pronunciation in English.

- A student asked his classmate what path he should follow in the story.

- "I can read, but I read slowly", said participant R.

- One participant expressed emotions of admiration "Oh my god" when he encountered a surprising situation on the chosen path.

- Some participants read individually and others shared what they understood.

- Participant C chose an ending and told in Spanish all his experience to reach him.

- Participant C seemed interested and motivated with the story.

- Participant E told researchers how he found his endings in English.

- Participant A told the researchers her English ending, she seemed interested in the story.

- Participant D said she liked the story because she was a fan of the sea, which is why she was immersed in the plot. However, the narrative was a bit difficult for her, but thanks to the context she understood the story in a general way.

- Participant F told researchers that because he chose the wrong path, he died very soon, so he continued reading to find another appropriate ending; he also said he liked the story.

3. Stage (closure):

Throughout the reading, it was observed that, by changing the reading place of the classroom to an external place in the cafeteria, the concentration of participants in the reading was not greatly affected. As on previous occasions, the participants read group, making decisions among themselves, and sought the pronunciation of some words; Something remarkable that was mentioned was that grammar was not easy, and yet, some found endings quickly, understanding history in its generality.

During socialization, participants added that they found several endings. When sharing their ideas, a participant did it in Spanish, in order to talk in detail about the story he read and, likewise, about the end he found *(sometimes, the researchers allowed to share ideas in Spanish, since the skill that was intended to observe was reading in English and not the ability to speak in English).* Something to note is that while some students found their respective endings, they chose to read again the story to get to one they liked best. This attitude of the participants showed their great interest in reading the selected gamebooks.

Note. It is about the observation of the fifth session using the field diary. Own elaboration.

Table 26

Sixth field diary

Session Number Six

Sixth Field Diary

"Journey Under the Sea" by R. A. Montgomery

Date: 03/06/22

Start Time: 8:00 a.m   **Ending Time:** 8:50 a.m

Activity to be developed: a questionnaire

1.Stage (reading):

This stage developed rapidly due to external factors:

At first, the students were a little fatigued by external factors such as the fact that it had been

raining heavily in the morning. Therefore, the second proposed activity was immediately

initiated due to lack of time.

2. Stage (socialization):

A round table was held to discuss the gamebook questionnaire questions "Journey Under the

Sea":

- The group was interested in the activity (a questionnaire).

- They replied to the questionnaire.

- The attitude of participants was pleasant despite the short time used for this activity.

- Participant B said the reading of gamebook was predictable, although it was more

  interesting than the first reading "The Cave of Time".

- The other participants said the reading of the book was as an interesting adventure.

3. Stage (closure):

The participants, in general, were more interested in this gamebook than the previous one, as well as the story told in the gamebook.

Note. It is about the observation of the sixth session using the field diary. Own elaboration.

Table 27

Seventh field diary

Session Number Seven

Seventh Field Diary

"Journey Under the Sea" by R. A. Montgomery

Date: 10/06/2

Start Time: 8:00 - 8:15 a.m   **Ending Time:** 8:50 a.m

Activity to be developed: a different ending

1.Stage (reading):

The following was noted at the reading stage:

- While some participants read the gamebook individually or in pairs, other participants made comments about it and other topics, However, they read totally concentrated afterwards.

- Then, two students who had arrived late caught up with the activity and continued reading the gamebook.

- Eleven students participated.

2. Stage (socializatión):

After the creation of a round table, participants were interested in creating an interactive group story, based on the structure of the books read, which consisted of the participation of the first student choosing a narrative path - proposed by one of the authors of the project - to create two new paths, in order to continue the story as a group until the last student..

The researchers observed the following:

- Participants were focused on listening to the paths proposed by their peers.

- Some gave their companions words to describe their path.

- Other participants laughed because of the description of the story or path narrated by their peers.

- Some participants asked English words to researchers and/or teacher, present at the session, to describe their paths/history.

- Some of them were waiting, nervous, their turn to participate (moved his leg slightly).

- Some participants, while waiting their turn, looked for information or words on their cell phones.

- Some participants looked at the faces of their peers who were talking, laughing at the description given by them.

- Some participants, while thinking about what to say, laughed out loud.

- One participant commented on the change from one English word to another, but the thread of the story was not lost because of it.

- Participants felt that the activity was good.

3. Stage (closure):

The group was enthusiastic about the activity, creating a good plot and constantly interacting with their peers, researchers and teacher. It was evident that this activity moved them greatly because they constantly laughed at what they exposed and heard from their peers.

In general, the students participated cheerfully, and even though some of them seemed nervous, when they participated, they laughed at their decisions and the decisions of the other students.

Note. It is about the observation of the seventh session using the field diary. Own elaboration.

Table 28

Eighth field diary

Session Number Eight

Eighth Field Diary

"Escape from Tenopia" by Edward Packard

Date: 24/06/22	
Start Time: 8:00 - 8:15 a.m	**Ending Time:** 8:50 a.m

Activity to be developed: group reading

1.Stage (reading):

The following was noted:

- Participants read individually, due to the presentation of an oral exam (during the session) by some of their peers.

- Minutes later, someone asked an unknown word to another classmate, while others were arguing about the gamebook "Escape from Tenopia", but most of them were focused on reading.

- After that, the participants went to the bathroom and returned to the classroom to continue reading.

2. Stage (socialization):

The following observations are made:

- One of the students reacted a little worried because of the plot of the story, discussing it with a group, but also most of the students reacted disappointed, saying they had not found any ending.

- One of the students told the researchers that he did not like the book.

- El participant D commented: "was difficult because of the vocabulary; but I had more decisions to make".

- Participant E commented: "It was difficult, but interesting, because we weren't used to this kind of book".

3. Stage (closure):

After reading the book, the participants felt that it was difficult to find an ending and, although "Escape from Tenopia" belongs to the genre of gamebooks, the way of reading it was different from the others exposed earlier. In addition, the ongoing evaluation (by the professor) during the session did not allow them to fully immerse themselves in the reading, due to the anxiety of the current exam for some participants.

Note. It is about the observation of the eighth session using the field diary. Own elaboration.

Table 29

Ninth field diary

Session Number Nine

Ninth Field Diary

"Escape from Tenopia" by Edward Packard.

Date: 01/07/22

Start Time: 8:00 - 8:15 a.m   **Ending Time:** 8:50 a.m

Activity to be developed: a questionnaire

1. Stage(reading):

 This session was characterized by having been carried out in a virtual way. Therefore, it

started with an icebreaker type activity.

The researchers observed the following:

Introductory activity (icebreaker):

- The group participated actively, giving their opinion on the activity.

Then, in the second activity (reading):

- The group re-read the book, as they had not continued it. However, investigators were

    not sure if they were reading, because their cameras were off.

2. Stage (socialization):

The third activity was a short three-question questionnaire through which researchers asked those who wanted to participate voluntarily, answering the first question and so on.

During the activity, the following was observed:

The three chosen students did not participate in the activity, for different reasons. Usually due to connection problems.

Questions asked in the questionnaire, with their respective answers:

1**. Did the story get your attention or not?**

Participant F: I was a little lost because the story dissipated and didn't find the ending.

2. As a reader, how was the experience of being the protagonist of these stories?

Participant G: "read that book gamebook was a little complicated".

Participant H*:* "the same, it was complicated".

3. Did the choices you made fulfilled your expectations as a reader or not? Explain in a few words.

Participant E: "I agreed with participant D, because we had no idea of the end".

Participant J: He found the only end.

Finally, the researchers asked them how the ending was, and this student replied that the character escaped from that planet, which he found surprising.

3. Stage (closure):

Only one participant found the end in this book.

Due to the development of the session from virtuality, it was affected by connectivity factors, cameras and microphones turned off by participants, as well as the limitation in the use of some research instruments such as video recording, field diary and observation by researchers.

Therefore, the participation of participants was low, without many details observed.

Note. It is about the observation of the ninth session using the field diary. Own elaboration.

Figure 4

Virtual meeting
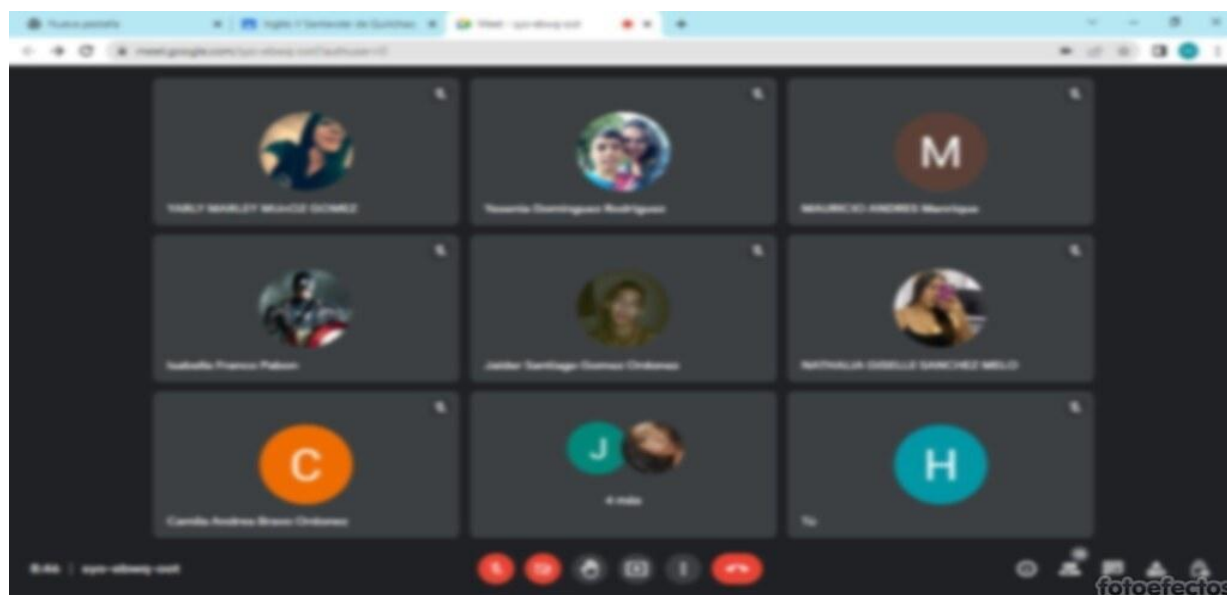
Note. It is about the virtual meeting of the ninth session. Own elaboration.

Table 30

Tenth field diary

Session Number Ten

Tenth Field Diary

"Escape from Tenopia" by Edward Packard.

Date: 08/07/22

Start Time: 8:00 a.m   **Ending Time:** 8:50 a.m

Activity to be developed: a different ending

1.Stage (reading):

During this part the following was observed:

- Participants read in silence and talked with their peers.

- They were given 3 more minutes to finish the reading, so the students continued reading.

2. Stage (socialization):

 To begin with, a researcher asked a student who found the ending how it went. Then, the researcher began by proposing an ending to give a clue to the chosen group in their own endings – "you are on an island, looking for food or exploring the island" – Next, they participated by creating their own endings:

- They cultivated and explored the island.

- They took the fruit.

- They looked for more people.

- They found a neighbor.

- They killed the coconut.

- They kept the girl.

- And finally, they killed themselves.

The following was observed during the activity:

- Participants were attentive to hear the story and endings told by their peers.

- Some participants, along with researchers, laughed at each other's endings.

- Some of them asked about the two paths previously given by their companions, since they did not remember them.

- Some participants intervened in the speech of their peers, adding ideas and/or words while they thought about how to continue the story.

- Some participants laughed as they counted their endings.

- Other students were excited by the outcome of the story, with expressions such as "nooooo! my goodness! ahhh!".

- Most participants enjoyed the activity.

3. Stage (closure):

The participants were enthusiastic about creating a new ending and were very creative about it. Therefore, it highlights the acceptance of this activity by the participants, who responded creatively by showing their emotions in most moments of the session.

Note. It is about the observation of the tenth session using the field diary. Own elaboration.

Table 31

Analysis eleventh field diary

Session Number Eleven

Analysis eleventh field diary

Focus group

Date: 15/07/2022

Start Time: 8:00 a.m   **Ending Time:** 8:50 a.m

Activity to be developed: focus group

(Closure):

This 11th session was the last one and was carried out using the focus group aid, built up with questions planned in advance, for the students to provide the researchers with specific answers about their general experience on the gamebooks-based activities. The moderators, this thesis' authors themselves, conducted the focus group session.

Regarding the focus group implementation, the student, research observation and description evidenced a general interest on the part of the chosen population towards this type of narrative, thanks to the interactive way it is told (similar to some videogames') as well as how helpful it is for them to have an idea of a degree project process, since they shall be able to have an idea on how to develop their own research proposals when it is their moment to do so. A curiosity for the resource known as gamebook - which was unknown for basically all of the student group - was also observed, along with the participants' interest in the stories brought up to them. In addition to that, the researchers could observe a students' preference towards the first, second or third gamebook, due to factors such as the theme of the plot, the ease to understand what was been told and the endings to get to. The participants in this research proposal showed themselves as individuals interested in and willing to help the authors of this project understand the effect of the use of gamebooks in a specific, educational environment, showing

that, according to the data collected throughout this thesis' sessions, it is possible to think of

other ways to address English comprehension, from a dynamic, different lens.

(See appendix I)

Note. It is about the observation of the eleventh session using the field diary. Own elaboration.

7.3 Stage Of Reflection

This reflection stage was carried out based on the evidence found during the development

of stage two of the project, the action stage. From the first session to the last, the chosen group

showed their desire to participate in the project, therefore, the human face was evident, creative

and subjective of the participants towards what is proposed in this thesis; this is how the

reflections acquired after the implementation of the ideas raised here, supported by the theories

and previous studies related to them, are presented as the result of a research work nourished by

detailed observations, from beginning to end, by the student researchers, with respect to the

learning experiences, evidenced by both the authors and the participants of this project, of this

proposal based on gamebooks. The path was carefully thought and sustained from the beginning,

with the help and always present guidance and correction of both the first advisor of this degree

work and the readers and the subsequent advisor, in order to bring to fruition an educational idea

designed to observe, describe, analyze and reflect on the effect of the use of a narrative resource

little explored in this specific area of knowledge.

Fortunately, this initiative, process and outcome resulted in research with valuable information to

attach to a language proficiency with educational and dynamic potential of the one in which it is

traditionally conceived. During the process of observation and analysis of the research, different

aspects were considered, such as:

7.3.1 Group Reading

The chosen population showed the tendency to prefer reading, concentrated and silent at the time of the readings of the gamebooks, in pairs or in a group. Tovar and Riobueno (2018) explain that more than a group gathered for a purpose, such as reading a book and then exchanging ideas, is an organization of people who aspire to understand each other and, with books, grow intellectually, lose the fear of participating or assert their opinion before others, develop creative skills of understanding, immerse themselves in a world unknown to them, always seeking that in each reading activity they find pleasure and new knowledge of the world that allow them to expand their cultural baggage. In that sense, the participants met to read the book in question, sometimes creating groups of 2, 4 and 5 people in each, sharing at the same time unknown vocabulary, thinking and discussing among themselves about which narrative path to take, in order to continue the story and, of course, find an ending.

Likewise, moments of enjoyment of reading were evidenced considering the fact that they laughed while reading, as well as aspects such as commitment and much interest in reading, despite the fact that some students formed somewhat large and quite conversational groups; also highlighted the intention to read aloud, for the whole group, participating in meaningful conversations about why to go a certain way or choose a specific pattern, and although most texts had quite a few new words from the language in question, group support prevailed. Faced with this case Tünnermann (2011, as cited in Menacho, 2022) talks about something called cooperative reading, defining it as a methodological strategy that takes advantage of students' differences in a positive learning enabler that enhances psychosocial and interaction skills, based on values such as collaboration, mutual aid and solidarity, thus becoming the engine of highly meaningful learning. But this is not a single resource, but rather an alternative that aims to

introduce cooperation into the reading process (p. 25). In this respect it should be said that, clearly, in the execution of this initiative, a cooperative reading was carried out, by the above, evidencing as a result groups that contributed to the decision-making and the reading learning of each participant.

In terms of vocabulary learning and text comprehension, Brenes (2019) expresses that individuals function best in constant interaction and cooperation within others; this is also constructive in the education of a second language such as, in this case, English, the target language of this research. Students with limited knowledge of the language certainly benefit from the help of their peers, especially in terms of reading strategies where some students lack intermediate-high vocabulary, for instance. In order to achieve this, the application of intensive group work with a very heterogeneous population is valuable, useful and functional (p. 30). So when one of the participants did not know a word or did not understand the context of what was happening in a particular situation, usually a partner was there to explain to him in order to make him understand.

Finally, it is worth mentioning that the groups that were formed served as a type of follow-up of understanding in the reading process, allowing students to share their previous knowledge when negotiating and socially constructing the meaning (Klingner et al., 2004). Therefore, students from the chosen population engaged in collaborative reading in an L2 (English), showing significant gains and capabilities and, since the resource known as gamebook is a reading or readings that open the way to decision-making, also give way to dialogue and interaction between members of different groups, as Hunt (1996) suggests, by stating that many texts are dialogical in nature. In other words, readers feel the need to discuss certain types of texts, once they have read them, to make the respective feedback and reading comprehension.

7.3.2 Silent Reading

Reading in relative or intermittent silence was a feature also observed during gamebooks-based activities since, similar to how it was evidenced when research participants exchanged ideas while reading in a group, thus sharing vocabulary and generating conversations and/or opinions about how to continue the stories in question, the silent reading is also a relevant factor for the process of decoding and significance of what is read since, as expressed Aguilera Guerrero (2007) "Silent reading is generally a cheaper and more effective instrument for assimilating the thought of a passage, than oral reading" (p. 12). This, in general, was observed by asking the students questions related to the readings they had made, responding with certain details, related to the story read, understood by them, after their concentrated silent reading.

7.3.3 External Distractions

There are factors that may affect or influence a student's level of concentration on a task, activity, or exercise in class. In accordance with Abad (2015, quoted in Tello Ochoa, 2015**a**) such factors, better known as *external distractors,* are changes in the focus of the student, from a task or activity performed in the classroom or educational context to another situation or object. They are, in the words of the aforementioned authors, "the worst enemy of the study and is one of the causes of underperformance", in addition to the fact that, on occasion, and considering the context of this investigation, "we read for hours and learning is very decadent by the presence of learning distractors, whether internal or external" (p. 25). From among the external distractors listed Tello Ochoa (2015**b)** in his thesis, it was evidenced, during the development of the activities of this degree project, mainly, the noise factor, which, as the author points out, "plays an important role in the school (…), bird sounds, human voices, musical instruments, cell phone sounds, waters of the nearby rising river, etc., (…)" (p. 25). May affect, to a minimum or greater

extent, student care in a given educational context. In the case of this thesis, human voices, understood as voices of colleagues that arrived late to the room - and, therefore, to the reading session of the moment -, as well as those that, once the reading is finished (or even while not yet finished), were prepared to talk about other topics were, along with another factor such as the change of space - from the classroom to a more open place within the university - during one of the reading sessions, some of the observed factors that led to a momentary loss of attention by students, despite having expressed interest in the type of literature proposed for this project.

7.3.4 Emotional Factors

Emotional factors were evident in the group's participation during the activities. Bisquerra et al (2012) states as follows:

Emotion is that engine that we all carry inside. A strategy encoded in certain neural circuits located in deep areas of our brain (in the limbic system) that moves us and pushes us to live, to want to be alive in constant interaction with the world and with ourselves. Circuits that while awake, are always active, alert, and help us to distinguish important stimuli for our survival. (p. 14).

Therefore, the emotion of always being with us influences what we do daily, even in the educational environment. Ibáñez (2002) states that:

Emotions are the most relevant aspect to facilitate learning in education: positive or pleasant emotions will allow the realization of favorable actions for learning, negative or unpleasant emotions will not allow. In the case of classroom interaction, the emotions found the students' actions would be decisive for the course that follows their learning, by favoring or limiting actions of a certain kind according to the emotion that sustains them (p. 32).

According to the authors of this project, since the beginning of the same (the survey and the first session), the participants were curious and interested with the resource known as gamebooks, since only one or two participants had heard about it, Therefore, the fact of being an unexplored resource by most of them motivated them greatly to discover it through the sessions developed:

The first manifestation of emotion was in his mood: his always cheerful countenance was observed most through his smiling faces, surprised, focused on the reading and with great expectation during it.

The second was his interest in working in large reading groups, in order to read together and make a unanimous decision about the path to take.
It is noted that a few preferred to read individually, allowing them to concentrate fully on history.

The third evidence was manifested in his way of expressing himself during the socialization of what he read, which was characterized by the mixture of emotions: expressions of surprise, frustration, joy, laughter; body movements, above all, showing great interest in knowing what would have happened if they had taken a different path, if they had not died, etc. Similarly, motivation was reflected in the participation of students, as well as impacting their learning through reading comprehension in different ways. On the one hand, the students' interest in the activity was noticed, through the emotions mentioned above and comments. For example:

- His face reflected emotion as he narrated his perceptions and decisions made about the activity or gamebook.
- Move your hands to express your ideas more freely.
- "Gamebooks give me courage to read" Comment of a participant.

- Use of expressions during his oral participation or that of his companions, such as: "¡nooooo!", "¡my goodness!", "¡ahhh!".

- Laugh/laugh out loud as they described the endings found in the gamebook.

- While waiting to share their perceptions, they laughed as they thought of an answer.

It is noted that most participants were excited to share their perceptions, through laughter.

On the other hand, certain emotional factors and external factors contributed to the lack of attention and concern of some participants. For example:

- Yawning while reading due to the morning schedule.

- Participants are concerned about university-related issues.

- Rapid movement of the legs evidencing worry or nervousness.

In summary, emotional factors were a fundamental part of the participation process of each student, that is, each participant, during his intervention, was influenced by an emotional factor that evidenced his interest, concern, or lack of attention in the activities developed, also contributing to significant learning of English.

7.3.5 Participation

Something to highlight is that, initially and among the group in general, there were a certain number of students who participated in most of the occasions, but as the project was developed, More and more students wanted to participate in the discussions and/or interventions that occurred during the activities of the gamebooks, including the 3 objective students of the case study. In addition, taking into account that in the research the activities were developed with the purpose of having in some of them all the members share their ideas, this dynamic was propitious so that gradually the students participated more frequently.

The chosen population showed relevant aspects to mention within the participation, as

well as good and bad comments, share ideas in English and Spanish, ask questions to colleagues and researchers, intervene in the different activities taking the floor, collaborate with the various readings, contribute with the learning of their peers in relation to reading comprehension and acquisition of new vocabulary, cooperate in decision making, to let researchers and participants know the stories they had read and the endings they had found, to communicate their opinions, ideas and perceptions about gamebooks autonomously and spontaneously to the other members of the chosen group. Thus, the advantage of the research project was that the reading process was carried out with non-traditional books that practically motivated the reader to actively participate in history, thus encouraging their participation. Contreras and De la Paz (2010) explains that turning reading into a participatory experience allows this activity to be more fun and eye-catching, and also encourages participants to get involved in reading and get the attention needed to immerse themselves and connect with what they read (p. 91). Therefore the participation of the members was the hook they had with each fragment of the story contained in the book type Choose Your Own Adventure, in addition to the previously mentioned contributions related to the participation of the various activities proposed by researchers.

Finally, since the activities were designed for the participation of most students, it was a great contribution to include questionnaires as questions, as explained by Medina et al. (2016) who consider it a good practice to teach by asking, what they call didactic interrogation: it is a question of establishing a Socratic dialogue in which questions and answers orient the student's thinking towards what the teacher intends to achieve. Sometimes students are able to give very valuable answers, which go beyond the expectations of the teacher, in which case you must tell them that they are of great interest. Incidentally, the contributions that were collected such as the

perceptions, difficulties, preferences and attitudes of the three and the group of students in general towards the use of the gamebooks were the result of the varied participation obtained.

7.3.6 Creativity

The creativity in the interventions of each participant was highlighted, reflected in their subjective responses, not only influenced by the previous reading but also by the preferences of each. As a result, the group participated spontaneously, contributing ideas and developing their perceptions in a creative, original and interesting way for the other colleagues. "Creativity corresponds to a brain activity that, apart from retaining and reproducing previous experiences, develops on the basis of these new approaches" (Vygotsky, 1998, cited by Morales, 2001).

Indeed, both in the activities focused on the creation of different paths or ends of a story and in the participation of reading understanding, creativity was the main trigger to develop the activities emotionally and dynamically by the participants.

Also, the gamebooks, being stories with different paths, evidenced the creativity of their creators, therefore, when read by the main character, the participant, second person was influenced by the plot of the story, allowing most participants to be attracted by the plot of the story, so much so that, at the time of participating, they were motivated and inspired either to participate in the proposed activities or, more specifically, to create a new ending.

This is why we conclude that creativity in the creation of an end(s), in statements such as "Participant D said that he liked the story because he was a fan of the sea, so he was immersed in the plot of the story", take notes of ideas, as well as asking colleagues unknown words in order to explain in detail their perceptions and new endings allowed to significantly encourage the subjective and creative interventions of the other participants.

7.3.7 Group Work

As expressed in the category of group reading and in view of the frequent tendency to read in groups, the preference to read together was also reflected, with the intention of thinking and discussing with each other about what narrative path or option to take in history to, in this way, continue in history to reach an end. At the time of reading they had the tendency to do it in a group, making this a pleasant and enjoyable process where when they finished reading, the participants exchanged ideas, through conversations and interventions in the speech of their peers while adding ideas and/or words as they thought how to continue the story.

This pedagogical method is called cooperative learning, as proposed by Johnson and Johnson (1999, cited in Vidal, 2013) as an educational methodology that is based on work in small groups, mainly heterogeneous, in which the students work together to improve their own learning and that of the rest of the peers of the group (p. 12).

Here plays an important role the theory of Vygotsky (s.f., cited in Fogarty, 1999) who argues that social interaction plays an important role in the student, since it is through this social that students learn from each other; "Vygotsky's theory suggests that we learn first through person to person, interactions and then individually through a process of internalization that leads to understanding" (Turnbull and Sweetnam, 2017, p. 77). Therefore, it can be stated that research students took as an alternative learning from each other, especially when they are learning a second language.

Another point of view that contributes a lot to this research is that group work is a form of student-centered teaching that emphasizes collaboration through teamwork. Rance-Roney (2010) describes group work as a classroom practice where "students work in teams to build knowledge and perform tasks through collaboration and interaction.". For example, when

students of this research proposal chose to work in groups on various activities, exchanging ideas through their conversations by commenting on their reading experiences.

Finally, the working groups allowed students to interact, develop language and social skills, becoming responsible for their own learning (Sajedi, 2014). Consequently, working together was effective, as students interacted significantly in the target language, English in this case, obtaining useful feedback from their peers, encouraging and helping each other by sharing ideas and knowledge in order to achieve a common goal (Morris, 2016, p.1) read the gamebook on the subject, develop the proposed activities and learn together.

7.3.8 Virtuality

As far as the development of a session is concerned, this had to be done in a virtual way, because of external factors that did not allow the face-to-face session. In this sense, the chosen population showed indicators such as the decrease in participation, specifically when the group read the book again, the reason why the researchers were not sure if the participants were reading, because their cameras were off. The three members of the case study did not participate in the activity, due to connection problems, slow connectivity, cameras and microphones turned off. Ocaña & Vázquez (2022**a**) point out that as the most important technical aspect, the internet connection, monitoring and evaluation of each of the students, by the fact of not being able to properly observe the behavior of students, were difficulties of virtuality (p. 7).

It should be noted that during this virtual session not everything was unfavorable: several students frequently participated in the proposed activities, however, as proposed by Ocaña & Vázquez (2022**b**) regarding the most relevant differences in the teaching field, it is pointed out that planning can be better implemented in face-to-face classes, since controlling the development of activities is not as difficult as in virtual classes (p. 15).

In addition, another factor of interference in oral participation that is handled in a very different way than the one used in face-to-face classes is that the technical aspects of the virtual modality such as internet connection, audio, electricity, not having access to a suitable mobile device or a computer, among others, can be used as pretexts for not participating and teachers (or, in this case, student researchers) were not certain that these inconveniences were real (Ocaña & Vázquez, 2022**c**, p. 17).

7.4 Gamebooks (Final Impressions Of Students)

7.4.1 A Different Reading Approach

For the good fortune of the student authors of this project, it was gratifying to observe and listen, especially towards the end of the practical phase, the feedback of the group chosen for this research: in general, both the activities and the gamebooks on which they are based, were of great interest and enjoyment for them since, quoting the words of one of the participants, "(...) it is like a different approach, then to one as you put it, a little bit of encouragement to read this (...)". According to Zagal & Lewis (2015**a**), "the novelty helps minimize preconceptions about narratives and games allowing students to engage more fully (...)" (p. 4); in the case of this research, actively participate in each plot and its possible forks, chosen by them, the main characters of the same. The different degrees of difficulty of each gamebook, recognized by the students of this group, made this experience somewhat "stressful" and "interesting", their textual words; a reading experience that put them to the test mentally, in order to continue advancing in history, something similar to the evidenced in the theory of Zagal & Lewis (2015**b**) who comment that, in their case, the thought of the students "is challenged as they realize they need to figure out what it means to present that grand story in a non-linear way" (p. 4-5). This feedback from the participants of this degree project makes the proposed activities and gamebooks a

different, challenging and interesting reading approach as far as English reading competence is concerned. For instance:

- Participant F: "I was more struck by the first one, but not by the difficulty but by the story I managed to put together; in the others I did badly, by the endings and that, but the first, the story that touched me, the one that I could put together, was good".

- Participant J: "I liked the last one more because it was more stressful".

- Participant E: "I liked Atlantis, I don't know, I like the theme of the sea".

- Participant B: "In my case I also liked the second one, uh... because that's where I went the furthest and I think the story was very interesting, but in the first one it was also very good, but, well, I had like three endings, and two of them were as simple, so I was (...) but they were all very good. And, second of all, not because of the story, but also because, uh... it could be understood, easily but not so easily; then yes, I think that was the one who most called me".

- Participant L: "Well, the last one caught my attention more because (... I think it was not...) like the previous ones that had several endings, but then one read a lot and did not reach any end, so it caught my attention".

7.4.2 English Reading Experience

In this section, during the English reading sessions, aspects such as a tendency to read aloud and read quietly, a tendency to translate the readings from English to Spanish, in order to understand what they were reading and understanding the reading, despite the vocabulary of unknown moment, thanks to the context of each story.

Tendency to read aloud: According to Cova (2004), reading aloud "is a social activity that allows through intonation, pronunciation, diction, fluidity, rhythm and volume of the voice

to give life and meaning to a written text so that the person who listens can dream, imagine or externalize their emotions and feelings" (p. 55). According to the evidenced in this project with respect to this section - and considering the definition above -, meaning is given to reading aloud, evidenced in some of the participants of this project, due to its ability to "pull from the pages" (to name it) what is read; to try to understand the words, to give them movement, life, in order to plunge, as much as possible, into the chosen story/s/s. Thus, and considering the general level of concentration and student commitment with narrative-interactive material defined here, it is possible to affirm that this tendency to give sound to lyrics was of great help for participants of the project to immerse themselves, as much as they could, as they read.

7.4.3 Tendency To read In Silence

According to Mauss (1979, cited in Serra, 2001) referring to the ritual act but which, in this project, finds a certain similarity, "Silence, muteness, far from being an obstacle (...), makes possible magic, enchantment", concentration, could be added, in what is investing time and imagination: this could be evidenced, during interactive reading sessions, in some participants who, contrary to those who read aloud, were focused in another way: through silence.

7.4.4 Tendency To Translate The Readings From English To Spanish

Something that was also observed in the course of the sessions was the tendency of some students to translate into Spanish the words they did not understand. A relatively fluid reading was evident until they encountered those words which, unlike the others, did not sound at all. In his master project "THE ROLE OF TRANSLATION IN FOREIGN LANGUAGE LEARNING AND TEACHING", Castro (2015) states that by knowing grammar and by creating well-structured utterances with appropriate vocabulary and learners can enhance their accuracy" (p.

17). Once the meaning of the word/s in question was known, the participants continued with their "ending", placing themselves better in the narrative by understanding it in its entirety.

7.4.5 Understanding Of Reading Despite The Vocabulary Of Unknown Moment Thanks To The Context

Another aspect observed was the ability of students in general to manage to locate or, rather, understand the generality of, for example, a scene or description of a certain story, despite the fact that, at the time, they did not know some of its terms; all because they understood the context of the moment/s they read, which goes in line with what (Ballesteros, 2012, cited in Crespo, 2019) the aim is to make students understand what they read first. Second, they acquire vocabulary and use English through the reading activities proposed in class".

7.4.6 Learning English

There was also a significant impact on the chosen student population, thanks to the use of the resource known as gamebooks, in the learning of English. According to Santiago et al. (2007) reading requires cognitive aspects which allow us to understand the text and construct meaning through the use of previous knowledge and preferences found in reading, therefore, the act of reading is the union of the reader, the text and the context.

In fact, the gamebook, being an interactive reading, encouraged learning not only by the structure of the story/s but also by the reading preferences of the participants, since to understand the story, they had the need to look for unknown vocabulary, in order to build your own idea of it, memorizing new vocabulary in the process.

Consecutively, and based on their personal knowledge and tastes of the subject, participants shared their perceptions of reading and/or intervened in the activities.

It is noted that for each gamebook a glossary of unknown words was created as a guide for reading, therefore, participants had access to it at any time, as well as access to the Google search engine to hear the pronunciation of unknown words. Most of them used these tools during the development of the activities, without neglecting the tendency to constantly ask colleagues/researchers about unknown words: "How do you say this word in English?".

Therefore, at the end of the activities they were asked if they had learned unknown words. In response, some responded affirmatively, commenting emotionally on the grammar of each book and its structure different from traditional books.

For an oral participation, some of them described their perceptions in Spanish, in order to talk in detail about the story they read and the outcome of it; the fact was highlighted that, despite speaking in Spanish, they had understood the history written in English perfectly, which evidenced their understanding of the text even though they did not know a certain vocabulary.

In addition, it was observed that while some waited their turn to participate, they looked for information in their cell phones; this act allowed them to deduce that the reading of the game book led them to look for information and, in this way, learn new vocabulary through a didactic and meaningful resource for them. Below, as an example of the above, is a comment from a participant about his learning English by reading the game book:

- Participant D: "As I am like there, with each other and not because, uh, it has a rather difficult vocabulary, so for me it was at least a paragraph I had to look for many things in the dictionary, uh, then enrich, but not finding, in the last book, not finding the end I already felt like...".

In conclusion, reading the book allowed them to learn new vocabulary, as well as to share with researchers and peers their perceptions and preferences of the read history, both in English and Spanish.

7.4.7 Case Study

The following is the instrument called the reading comprehension rubric, detailing the process of understanding that the three participants of the chosen population had, classified with the letters A, B, C.

This section shows the rubric, with the grade and its respective analysis for each of the three students mentioned. The initial reading comprehension status of the three participants in the first sessions (from 1 to 5) which were put in cursive letter.

The last sessions (6-11) were put in underlined letter highlighting the progress in reading comprehension of the three students at the end of the sessions.

Table 32

Rubric of student reading comprehension "participant A"

Rubric of student reading comprehension "participant A"

Category	**Low**	**Needs Improvement**	**Good**	**Excellent**
	Students had a hard time	The students were able to express	The students were able to express	The students were able to

Oral production before the reading	*communicating their ideas and responses because of the lack of accurate words to express themselves.*	their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	their ideas and responses fairly well but made mistakes when expressing them.	express their ideas and responses with ease in proper sentence structure and tenses with accuracy.

Category	**Low**	**Needs Improvement**	**Good**	**Excellent**
Vocabulary	*Students got new vocabulary from the gamebooks.*	Student was able to use broad vocabulary words from the gamebooks but was making him/her repetitive and cannot expand on his/her ideas.	Students utilized the words learned in the sessions and with the aid of the gamebooks in an accurate manner.	Rich, precise and impressive usage of vocabulary words learned throughout the sessions and with the aid of the gamebooks.

Category	**Low**	**Needs Improvement**	**Good**	**Excellent**
Class participation (affective factors)	*They are not willing to participate.*	Participation is occasionally seen in the students.	Participation is good and most of time the students are eager to participate.	Participation is totally seen in the students and they are eager to participate most of the time.

Category	**Low**	**Needs Improvement**	**Good**	**Excellent**
Oral production after the reading	*Students had a hard time communicating their ideas and responses because of the lack of accurate*	The students were able to express their ideas and responses adequately but often displayed inconsistencies with their	The students were able to express their ideas and responses fairly well but made mistakes when expressing them.	The students were able to express their ideas and responses with ease in proper sentence structure

words to	sentence structure	and tenses with
express	and tenses.	accuracy.
themselves.		

Note. It is about qualification of the participant A according to her participation in all activities developed. Own elaboration by previous researchers.

Table 33

Participant A: sessions and analysis

Participant A: Sessions And Analysis

During the first three sessions of the project, as well as in the development of the activities planned after the reading of the assigned gamebook, the participant identified with letter A reflected a limited oral production, practically zero, because he did not show his desire to participate in the activities, except for a few moments during the sessions when asked directly. As for the use of vocabulary related to the gamebooks in question, participant A used very short, superficial phrases when trying to give an answer. However, they did not allow him to fully develop his ideas.

In subsequent sessions, participant A showed signs of sharing her even more developed ideas, using phrases structured with the vocabulary in question. In other words, their participation in the last sessions was more constant than in the previous sessions.

In conclusion, participant A found an improvement in the three aspects contained in the heading: oral expression, vocabulary and participation; her rating according to the established criteria was as follows: it rose from the "low" level to the "good" level.

Sessions	Analysis
1st, 2nd, 3rd and 4th sessions.	Student A participated in the session, being present at the sessions and giving her opinion/perception of the activities developed.
5th session.	Student A participated in the session, being present at the session and giving her opinion on her reading experience and explained what she had understood from the reading, from the game book Journey under the sea. In addition, participant A seemed interested in the story. He told the researchers and his colleagues his end, however, he did so only

	when the project authors asked him, using short sentences.
6th session.	Student A participated in the session, both in person and in the activities: reading the book and creating a story with different endings. By participating in the activity of creating a story, she shared hers and endings with short sentences in English. The student also wondered what to say. It was difficult for her to provide more information to be understood. He also used his body (i.e., put his arms on his head) to show hesitation.
7th session.	Student A participated in the session and in the activity, creating a fragment of the book-like story game, together. Continuously, giving their opinion on the activity.
8th session.	Student A did not participate, because she was not present at the session.
9th session.	Student A did not participate in the activities, but was present at the session; this session was virtual.
10th session.	The student's participation was more active than before: she expressed herself openly and asked her classmates, rather than being self-conscious as in previous sessions.
11th session.	Student A participated in the last session giving us his opinion on the development of the project: "I liked it, because this project

will serve as a general guide for our own

degree project".

Note. It is about sessions and analysis of the participant A according to her participation in all

activities developed. Own elaboration.

Table 34

Rubric of student reading comprehension "participant B"

Rubric Of Student Reading Comprehension

"Participant B"

Category	Low	Needs Improvement	Good	Excellent
Oral production before the reading	Students had a hard time communicating their ideas and responses because of the lack of accurate words to	*The students were able to express their ideas and responses adequately but often displayed inconsistencies*	<u>The students were able to express their ideas and responses fairly well but made mistakes when</u>	The students were able to express their ideas and responses with ease in proper sentence structure and

express themselves.	*with their sentence structure and tenses.*	expressing them.	tenses with accuracy.

Category	Low	Needs Improvement	Good	Excellent
Vocabulary	Students got new vocabulary from the gamebooks.	*Student was able to use broad vocabulary words from the gamebooks but was making him/her repetitive and cannot expand on his/her ideas.*	Students utilized the words learned in the sessions and with the aid of the gamebooks in an accurate manner.	Rich, precise and impressive usage of vocabulary words learned throughout the sessions and with the aid of the gamebooks.

Category	Low	Needs Improvement	Good	Excellent
Class participation (affective factors)	They are not willing to participate.	*Participation is occasionally seen in the students.*	<u>Participation is good and most of time the students are eager to participate.</u>	Participation is totally seen in the students and they are eager to participate most of the time.

Category	Low	Needs Improvement	Good	Excellent
	Students had a hard time communicating their ideas and	*The students were able to express their ideas and*	<u>The students were able to express their ideas and</u>	The students were able to express their ideas and

Oral production after the reading	responses because of the lack of accurate words to express themselves.	*responses adequately but often displayed inconsistencies with their sentence structure and tenses.*	<u>responses fairly well but made mistakes when expressing them.</u>	responses with ease in proper sentence structure and tenses with accuracy.

Note. It is about qualification of the participant B according to his participation in all activities developed. Own elaboration by previous researchers.

Table 35

Participant B: sessions and analysis

Participant B: Sessions And Analysis

At the beginning of the project, during the first four sessions, as well as in the development of the planned activities and after reading the assigned game books, the participant identified with the letter B had a little difficulty transmitting his ideas, therefore, it used body language as a resource to make itself understood more clearly.

Their participation was rare, as it depended on the occasions when they were asked directly. However, it showed a slight interest in providing a meaningful response. Consequently, in terms

of the use of vocabulary related to the gamebook, participant B responded with detailed phrases, with the intention of detailing his ideas.

Thus, in subsequent sessions, Participant B developed his ideas widely and his desire to participate continuously in the activities undertaken.

In conclusion, it was found that he/Participant B had a significant progress in the two aspects contained in the heading: oral expression and participation, therefore, its rating according to the criteria was as follows: from "regular" level to "good" level, standing out in the third criterion "vocabulary" where he obtained the maximum score: "excellent".

Sessions	Analysis
1st and 2nd session.	Student B participated in face-to-face sessions and subsequent activities.
3th session.	Student B did not participate, although he was present at the session.
4th session.	Participant B was present during the session. Although he expressed his ideas only when asked and in the activity he struggled a little to convey them for lack of vocabulary, in general he did well.
5th session.	Student B was interested in the activity. Student response: "The reading of the game book was predictable and at the same time this was more interesting than the first book, "The cave of time".
	Student B participated in the session, giving his perception about the questions being

6th session.	asked, about the experience he, along with his group, had with gamebooks.
7th session.	The participant was not present at the meeting and therefore did not participate.
8th session.	Participant B was present at the session, read the game book assigned, as well as participated in the scheduled activity.
9th session.	Participant B was present at the virtual session, however, due to connection problems, he could not participate.
10th session.	The participant was not present at the session, so he did not participate in the activity.
11th session.	Student B actively participated in the latest "focus group" activity: Participant B: Well, I don't like to read, but still, reading books like this, let's say that the story kind of encourages you, gives you a little more intrigue, so there are always going to be different endings. It is not a linear book, and the same thing that said" student E "we are contributing to a degree project, which is very important, and I see that they have developed it very well, it is very interesting, and, encourages a lot to read, and more also if it is in English, that is". Student B participated again and again: "As I had said, it is not a linear story. Many things happen and many endings, and so much happens that one wants to be sure of what he

	chooses: no! here, this is the most reasonable way, here surely will not go through the same purpose...". He also added: "In my case I also liked the second one, uh, because that was where I got the furthest and I think the story was very interesting, in contrast, in the first one it was also very good, but, well, I had like three finals, and two of them were as very simple, then I was (...) but, still they were very good the three. And, second of all, not because of the story but also, it was, uh, it could be easily understood but not so easy; then yes, I think that was the one who called me the most".

Note. It is about sessions and analysis of the participant B according to his participation in all activities developed. Own elaboration.

Table 36

Rubric of student reading comprehension "participant C"

Rubric of student reading comprehension "participant C"

Category	Low	Needs Improvement	Good	Excellent
		The students were able to		

Oral production before the reading	Students had a hard time communicating their ideas and responses because of the lack of accurate words to express themselves.	*express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.*	The students were able to express their ideas and responses fairly well but made mistakes when expressing them.	The students were able to express their ideas and responses with ease in proper sentence structure and tenses with accuracy.
Category	**Low**	**Needs Improvement**	**Good**	**Excellent**

Vocabulary	Student got new vocabulary from the gamebooks.	*Student was able to use broad vocabulary words from the gamebooks but was making him/her repetitive and cannot expand on his/her ideas.*	<u>Student utilized the words learned in the sessions and with the aid of the gamebooks in an accurate manner.</u>	Rich, precise and impressive usage of vocabulary words learned throughout the sessions and with the aid of the gamebooks.

Category	Low	Needs Improvement	Good	Excellent

Class participation (affective factors)	They are not willing to participate.	Participation is occasionally seen in the students.	*Participation is good and most of time the students are eager to participate.*	<u>Participation is totally seen in the students and they are eager to participate most of the time.</u>

Category	Low	Needs Improvement	Good	Excellent
Oral production after the reading	Students had a hard time communicating their ideas and responses because of the lack of accurate words to express themselves.	*The students were able to express their ideas and responses adequately but often displayed inconsistencies with their sentence*	<u>The students were able to express their ideas and responses fairly well but made mistakes when expressing them.</u>	The students were able to express their ideas and responses with ease in proper sentence structure and tenses with accuracy.

structure and

tenses.

Note. It is about qualification of the participant C according to her participation in all activities developed. Own elaboration by previous researchers.

Table 37

Participant C: sessions and analysis

Participant C: sessions and analysis

From the beginning of the project, as well as in the development of the planned activities, after reading the assigned gamebook, the participant identified with letter C showed her interest in sharing her ideas with the other members of the group and researchers, using words from their mother tongue and very few words from L2. However, oral production in English was reduced due to interference from their mother tongue. Even so, his participation was constant, as it did not depend on the occasions he was asked directly but on his motivation to participate.

As for the formation of her ideas and use of the vocabulary related to the gamebook, participant C responded with broad and disordered phrases due to the intention of deepening more and more in their ideas, that is, the participant had so many ideas in mind that at the moment of expressing them they mixed with each other, resulting in ideas that were not fully understood. Thus, in subsequent sessions, Participant C improved her speech in English through her continued interest in participating in the proposed activities.

In conclusion, it was found that Participant C made significant progress on the three criteria

contained in the heading: in oral expression and vocabulary, her rating according to the criteria established was as follows: from "regular" to "good" level, standing out in the third criterion: "participation", where it rose from the level "good "to the maximum score: "excellent".

Sessions	Analysis
1st session	Student C was present at the first session and participated in the book presentation activities.
2nd session	Student C participated, being present at the session and later in the proposed activity.
3rd session	The student was present at the session and participated in the activities, however, she did not express her ideas about them.
4th session	Participant C was present during the session.
5th session	Participant C intervened only when asked: During the course of the activity she seemed interested and motivated with the story, however, she sometimes used her L1 to participate and also found only one ending.
6th session	He constantly asked about unknown and new vocabulary, pausing long before speaking. Moreover, it was difficult for him to provide information to make himself understood.

7th session	Participant C was present at the session and also participated, creating the game book story together, contributing their ideas and giving continuity to the story.
8th session	Participant C was not present at the session due to external factors.
9th session	Student C was present at the session, however she did not participate in the activity as she had connection problems.
10th session	Participant C seems interested/or in the activity. He participated openly and quietly adding more vocabulary to his ideas. More intriguing, then, there will always be different endings. It is not a linear book, and the same thing that said" student E: "we are contributing to a degree project, which is very important, and I see that they have developed it very well, it is very interesting, and, encourages a lot to read, and more also if it is in English, that is".
11th session	Participant C mentioned: As my partner said, the first and second book games were easier to find as an ending and get carried away; on the other hand, as for the last game book, I really only read an excerpt from it, and I didn't find any ending, because I didn't read it, but the activities were very cool (...) let yourself be carried away by your imagination is the most important».

	Participant C actively participated in the session by giving her point of view (in the focus group) of her reading experience, demonstrating her interest throughout the project.

Note. It is about sessions and analysis of the participant C according to his participation in all activities developed. Own elaboration.

7. 5 Analysis

Broadly speaking, there was considerable willingness on the part of the chosen group to participate more actively in the agenda of scheduled activities, regarding the objectives set out in this project by the student researchers, which led to a collection of relevant data for the description of the group experience related to gamebooks. This type of resource proved to be, according to the theoretical consultation previously carried out and the progressive response of the target group of this thesis regarding the material and activities, a proposal different from those already established in the university curriculum to address reading competence in English interactively.

In addition to that, researchers were able to learn from students, advisors, teachers, and even from the same research project and teammates. Therefore, the lived experience was rewarding since the subject that stood out was learning, including aspects such as perceptions, difficulties, preferences, group attitudes, previous knowledge, construction of interactive processes, creativity, participation in various activities and sessions, reading comprehension practices, analysis of reading ability compared to other language skills, and finally, the implementation of a didactic strategy that fortunately contributed to improving the habit of reading in English as well as had a significant impact on participants. Therefore, it can be said

that the entire process achieved the expected results and the proposal, as well as everything

learned during the research, were of great benefit.

Furthermore, the use of gamebooks was the educational trigger that allowed both

researchers and students to go beyond conventional resources since, being little known, the

curiosity to explore the structure of this resource led participants A, B and C to become even

more interested in this type of narrative, evidencing in them the positive impact in the emotional

and academic field.

Thus, there was also an emotional impact on the researchers, since each piece of evidence

obtained, whether it was participation in the activity, shared perceptions and behavior of the

participants, motivated them to continue until the sessions planned in advance were completed.

That is why the experience was one of mutual learning for both parties, contributing greatly to

the learning of a language, specifically in the area of reading comprehension in English, through

a striking and creative resource, different from the traditional.

7.6 Conclusions

In this work, the effect of the use of the resource known as gamebook was observed in a

student population of the Modern Languages Program of the University of Cauca, in Santander

de Quilichao, more specifically, in three students with academic performance to improve,

regarding reading competence in English. The most important aspect of the observation of the

effect of using the gamebooks in this project was evidenced in the results obtained throughout

the sessions; the main one was the positive impact on the motivation of the group, especially in

the three specific students, both in reading the gamebooks and in their participation in the

activities outlined in this document, since from the beginning the structure of the gamebooks

seemed interesting to them. as well as different from the traditional ones, therefore, the second-

person reading experience encouraged them to share their perceptions emotionally, to work in groups and also individually, in order to choose a path based on their expectations of the story. Another important effect obtained was the promotion of the learning of the English language through the unknown vocabulary found in the stories of each gamebook by the university group in question, especially in the three aforementioned students; concerning them, a follow-up of their process was carried out from the first session to the last one, which showed an improvement in their reading comprehension in categories such as class participation, oral production after reading and vocabulary. This is how it is possible to highlight the most important aspect of the observation of the use of gamebooks with the effects here obtained, which showed gamebooks as a creative resource for reading motivation in the three students, who evidenced an improvement in their reading comprehension, also reflected in the group in general.

What most helped to observe the effect of these second-person written stories, in the implementation of the project within an educational context through planned activities, were, on the one hand, the data collection instruments implemented for this purpose, since during the exhaustive observation of the 11 sessions respectively detailed in the field diaries, recordings, videos, as well as in the methodology applied (the case study), the qualitative method and the selected gamebooks allowed collecting even the smallest detail relevant to this research, in order to be submitted to its due process of compilation after each session, task performed by researchers involved in the observation and subsequent organization of the collected evidence. Additionally, the group's participation in each session provided valuable and emotional information during the observation and its subsequent compilation because, being the ones observed, they expressed their agreement to be part of the project from the first session, and hand in hand with the creators of the project, executed the activities and sessions proposed, thus

achieving between both parties to compile the results of the observation of the use of the gamebooks.

The most difficult thing in the observation of the effect of the use of gamebooks in the sessions was evidenced in the organization of the collected evidence and the stipulated time to bring it to fruition, since as the observation progressed, the information collected by the three researchers should be sorted session by session and stored in a shared folder on Drive, therefore, each time a session was ended, different phases were developed: at the beginning, the creators met to observe the information contained in the recordings, videos and notes made in the field diaries, focusing primarily on the behavior and participation of the three students selected for the reasons previously specified. The authors then synthesized every detail of the information collected, a process that took longer than expected to be carried out. After discussing among them what they experienced in the sessions as observers of the project, they added the details that were not reflected in the selected instruments, that is, the evidence stored in the memory of the researchers. And finally, the evidence of each session was synthesized in their respective online document.

Likewise, the perceptions of the three students with performance to improve in terms of their reading comprehension in English were described. The most important thing in the description of these perceptions was the recognition that students A, B and C evidenced throughout the research regarding the use of gamebooks, as a way to motivate themselves and become interested in reading in English. The perceptions and/or sensations that the gamebooks generated could be synthesized in an interest, in the selected population, towards a different and striking reading in English, which could be evidenced when, for example, participant C expressed that he did not like reading in English very much, and yet, he commented that he liked

the dynamics of the gamebooks because they resembled, precisely, a game, not a reading, adding that this type of books with non-linear and interactive stories animates, intrigues and offers the possibility of choosing between several different endings, especially involving the language in question that is being learned. For this reason, it was satisfying for the researchers of this project the fact that the emotions evoked in front of the planned activities and the use of a Choose Your Own Adventure type resource, aroused moments of enjoyment of the readings and activities related to them since, while reading , they laughed at the paths or endings they obtained when making a certain decision; A pleasant interaction was also observed between classmates and researchers who, on most occasions, were enthusiastic about the activities of each session, taking into account, of course, the recommendations that the students shared, ideas that, although they were not negative opinions of larger scale, offered the authors contributions to consider for future research.

What most contributed to describing perceptions was the use of instruments previously designed for the development of research, such as the implementation of field diaries, audio recordings, video and questionnaires; with respect to field diaries, it should be noted that they were one of the main tools that provided the researchers not only with information on the general population, but also specific aspects to observe of the three participants chosen for the case study, through annotations and reports that accurately detailed what each one thought, contributed, mentioned, opined and interpreted. Audio and video recordings also provided a more accurate description of data that, for various reasons, had sometimes been overlooked. In regards to the questionnaires, these were carried out at the end of the reading of each game book, becoming elements of substantial analysis since, thanks to the open questions and their respective personal answers by the participants, allowed to know and understand what students

thought about the use of this interactive narrative, implemented activities, applied methods, among others. In this section, it would be necessary to add, of course, the activities designed as spaces for interaction between participants-researchers or between classmates, since this type of activity involved processes of sharing perceptions that each one had, by way of reflection, internal experiences, previous knowledge, attitudes towards the proposal and feedback as a construction of knowledge based on a qualitative method and strategies through each planned activity, with a view to reporting the experience that each one had facing the challenge of reading in English with this kind of books. A sufficient example of that was the use of an activity called a focus group, which allowed researchers to collect perceptions where each participant, especially students A, B and C, had the opportunity to give an opinion, have a group interaction, express a comment and a variety of answers, through central questions or open questions, which allowed the researchers to discover if the chosen population had enjoyed the experience of participating in the project or not, as well as to show if the participants liked it.

The reading of this type of books drew attention, what aspects differentiate the reading of these in comparison with the classic books, among other aspects previously mentioned throughout the research document. Next, in various sections of this document it is stated that the use of the resource known as gamebook provided the reader with the opportunity to perceive, either independently or in a group, characteristic experiences experienced during reading; In effect, there was a way of reflecting on perceptions through the process of thinking, sharing and discussing among themselves about which narrative paths to take, evidencing encouragement to share with the researchers and/or their peers their respective endings, interests in the story, motivations and personal and social needs, which in turn, allowed the personal, intellectual and social growth of members A, B and C.

The most difficult thing in the description of the perceptions was the organization of the collected data, because at the end of each session there was a lot of information to order: for example, by using field diaries as one of the favorite research tools, this one had a determined structure and one of its main objectives was to describe everything that was observed during the session, as well as what each member mentioned as a contribution of ideas or reflection of perceptions, so that the observers designated in a certain session had to be very attentive, in order not to lose any detail and write down very quickly and punctually in their reports everything that the participants in general as well as students A, B and C contributed.

Another somewhat difficult element for the collection of perceptions that is really worth mentioning is that, due to external factors, a session had to be held virtually, therefore, in this session the participants of the population chosen for the case study could not generate observable insights, due to lack of connection or the fact that they were not present in the session. Next, the difficulties of the three students towards the use of the gamebooks were analyzed: the most important thing in the analysis regarding the difficulties of the chosen population in general was the lack of vocabulary in L2 language because, when reading during the development of an activity, they took extra minutes to search for unknown vocabulary, find better narrative options and better understand what they read; In addition, when participating by sharing their perceptions regarding the previous activity, they preferred to use their mother tongue to better express their ideas or ask their classmates for a particular word. It is highlighted that, in the activities of creating new endings in English, the lack of vocabulary in L2 was evident, since they took their time to answer and asked their classmates one or another word unknown to them. This same difficulty was seen in the area of reading preferences and challenges that the gamebooks themselves presented, since according to the order proposed for the implementation of each

gamebook, the level of difficulty increased; consequently, when interacting with the last gamebook, they found it difficult to read because of its structure, one with multiple paths and a single ending. In summary, it was difficult for them to find it and they preferred not to continue looking for it, although only one participant found it.

In relation to the analyzed difficulties of the three students, the first was the lack of reading interest in L2, since, at the beginning of the first sessions and the corresponding interventions of the students, they expressed their lack of interest in reading in English through comments. However, the interaction with the gamebook taught them other interesting options to get interested in reading in English.

The second was the same general difficulty: the lack of vocabulary in L2; this was because it was difficult for them to express their ideas clearly in English using short sentences. Thus, the interference of their mother tongue and body movements helped them to explain themselves better. It was highlighted the fact that they asked their comrades words or the comrades themselves helped them build their idea when they saw that they took a long time to respond.

What helped to generate this analysis was the participation of the group, the observation of the three researchers, the advisors and the instruments used for this purpose, since each of them helped to construct a scheme with evidence from each stage of the project process so that, subsequently, researchers could analyze the evidence in a general and specific way, resulting in not only the respective analysis of each objective proposed at the beginning of the project but also the analysis of the difficulties encountered in the group and the three students.

The most difficult thing in the analysis was, on the one hand, the virtual observation because, without evidence collected, an analysis could not be done. Due to the fact that in this

project there were two virtual sessions, there was no participation of the whole group because they did not turn on their cameras and microphones or use the chat, therefore, the researchers were limited in the observation and/or taking of notes in the respective field diary. This same difficulty was found to a lesser degree in the face-to-face sessions because there were times when the students did not participate, preferred not to say anything about the activity in progress or even did not attend the session due to external factors, which is why observation and the collection of evidence. However, as an alternative for them to participate, in case they did not, the student was asked directly.

Then, It was analyzed the preferences of the chosen population and the three students specifically towards the use of gamebooks. The most important aspect of the analysis of these preferences was that, for the realization of the project, the tastes and interests of the students were taken into account, since each process, stage, activity and instrument allowed recognizing their priorities within the research. All in all, it was crucial to have their tastes, since, in fact, the books that were chosen were selected based on their narrative inclinations, evidenced in the survey made and sent to the participants previously.

Another notable aspect that is worth adding is that unexpected preferences were discovered from the participants of the group in general and the three students related to the case study; an example of this is the tendency to read and work in groups, willingness to share what they read among peers, make joint decisions, exchange ideas, preference for reading the book in physical, among others described throughout the document. Something to add to this section is the fact that, through their perceptions, opinions or perceptions were expressed that confirmed the taste of students towards gamebooks. In general, although some students had already found their respective endings, they chose to reread the story to get to one they liked best. The students

said that what they liked most was the fact of being the main character, looking for the way, returning and making history not repeat: these are some of the group's student reflections on Escape from Tenopia, considering their level of difficulty in finding an end, which is why others of their peers did not like it for the same fact. In the end, his taste for this type of interactive narrative in English, unknown to most, was found, although some of the participants did not like to read; For them, these stories were a distinct and striking way to approach reading in an interesting and active way.

What helped to analyze these preferences was the use of instruments such as the survey, field diaries, open-ended questionnaires, audio-video recordings and focus group.

In addition to the various activities that were implemented, which allowed socializations between the researchers and the selected group. On the one hand, the survey allowed to know the initial preferences on whether the participants would like to be participants in the research project, which gamebooks they would like to read, what kind of gamebook they would like to read in relation to gender, whether out of adventure, science fiction, history, terror, among others; this allowed then to take into account these same for the planning of all activities with the selected group; field diaries granted the collection of data about their preferences, tendencies to read in one way or another, priorities with respect to what most caught their attention, whether outside a game book or a certain activity, favoritism between books, inclinations to share a type of experiences, emotions and perceptions expressed in the interaction between researchers and participants; the questionnaires that were carried out also included questions that evidenced their predictions, since the questions were open to reflection through the qualitative method, for example: "as a reader, how was the experience of being the main protagonist of these stories?" or "Did the choices you made meet your expectations as a reader or not?" ; through audio and video

recordings, researchers were able to add participant-specific information as a necessary option to not omit any important aspects, such as preferences; ultimately, the focus group as a tool and activity provided the opportunity to obtain information of interest from research participants, considering their individual perspectives on the use of gamebooks, how students reacted to the proposed strategies by adding in advance the trends that most caught their attention. The open responses of this instrument allowed to trigger a variety of personal responses.

The following question suffices as an example: what interesting aspects did you find in these books that you have not found in traditional books? This question allowed participants to know if there are differences in the reading of these compared to the classic books. Another question was: "Did any of the three books get your specific attention? Why?". This gave the researchers a broad view on whether they preferred one gamebook over another, for some reason.

The most difficult thing in the analysis of preferences was the collection of data, although it was not such a complicated task to do, it was a meticulously timely process, since the two researchers appointed during the session for the participant observation, through field diaries, they should be on the lookout by collecting detailed information, be it the case of the preferences observed and expressed by the general elected population and the three students of low reading comprehension.

Subsequently, with regard to the attitudes of the three students towards the use of the gamebooks, it is worth noting their growing interest and participation as the sessions progressed; For example, student A showed, at first, little interest in participating concerning the questions related to the gamebooks proposed in this investigation that were asked in class. However, the more she managed to delve into the interactive stories, the more evident in her was an intention to give her point of view, in a less interested and vague way, a little more detailed and attentive.

With respect to student B, it was found that she had some momentary difficulty in conveying his ideas, seeing in body language a clearer way to express his point of view on what was being asked. His participation was infrequent, since it depended on the occasions that he was asked directly. However, he showed a slight interest in giving a meaningful answer; for someone who reported not being a fan of books, he showed enough interest in the gamebooks chosen for this project to actively participate in the activities and/or questions asked in the classroom.

From student C it can be said that, from the beginning of the project, she expressed her willingness to share with the other members of the group and researchers her ideas related to her experience and thoughts about the gamebooks in question, using words of their mother tongue and very few words in English. Although her of her oral production in that language was diminished because of interference from her mother tongue, her of her participation was constant, as it did not depend on the occasions she was asked directly, but on her of her motivation to participate. All this, with respect to the three students in whose reading experiences the researchers tried to focus. Regarding the population in general, a mostly constant interest in said narrative-interactive material was observed, practically new for the chosen population, manifested in an outstanding level of participation in class, not only due to the strikingness of said readings but also to the group desire of wanting to collaborate in a degree project, a diligence that they should undertake, with their respective ideas, at some point in their university journey.

In general, it can be affirmed that there were both affirmative resolutions and aspects to keep in mind to improve, in case you want to carry out an investigation or investigations like the one referenced here: initially, it should be considered, with respect to the stories chosen for implement as a narrative and educational resource, the possibility of creating a slightly larger

vocabulary list or lists - or, in any case, other methods and/or means to know the individual meaning and in context of the unknown word/s - than those implemented in this project, so that students have the opportunity to better locate themselves in the story/s, without grammatical obstacles that hinder, at least initially, their imaginative experience. Although it is true that, thanks to the context, a currently unknown word can be only a small stone in the way of understanding and general enjoyment of the scene/s that are being read, it is suggested to facilitate the student and reader's path. towards total immersion in the interactive story/s in question.

Finally, it is important to highlight the fact that the present research was a joint work that, with all the doubts that may arise from the fact of presenting a proposal that, although very subjectively striking it seems, you do not know if it will be well received by a student group that is not generally fond of reading, it still managed to become a different way of approaching reading, especially in English, and an example that, with effort, teamwork and good theoretical consultation and care in every descriptive detail, different educational proposals can be made that allow both the student and the teacher to have variety of tools, when securing the acquisition and practice of a language such as English, in this case, specifically considering reading competence.

7. 7 Recommendations

For a future project using the resource of gamebooks, it would be good to observe the role of emotions in the reading comprehension of a second language in a group of students.

It is also advisable to choose, according to the linguistic level of the population chosen to put into practice activities related to this type of literature, different levels of difficulty, from the least to the most complex, since this, according to the ability of general and individual understanding of the population in question, could generate both diversity of possibilities and

paths to follow in the story/s as well as difficulty and a growing sense of challenge which, in turn, can increase student interest in such readings, as well as it can contribute to your reading ability in English.

In conclusion, the development of future projects in person is recommended since, in this way, you can observe and develop the activities in a better way.

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9. Appendixes

Appendix A

Survey

Encuesta proyecto de investigación

Uso del género literario conocido como libro juego en la comprensión lectora en inglés, en estudiantes de 4to semestre de Lenguas Modernas de la Universidad del Cauca, sede Norte Santander de Quilichao.

Correo *

Correo válido

Este formulario registra los correos. Cambiar configuración

Encuesta proyecto de investigación

Identificar las percepciones de los estudiantes de 4° semestre de Lenguas Modernas de la Universidad del Cauca, sede Santander de Quilichao en la implementación del género literario "libro juego" como estrategia para la comprensión lectora, a fin de utilizarlo como insumo para nuestro trabajo de grado.

Nombre (opcional)

Texto de respuesta corta

Correo electrónico *

Texto de respuesta corta

¿Te interesa la lectura en inglés? *

○ Si

○ No

¿Has escuchado hablar del género literario conocido como "libro juego/s"? *

○ Si

○ No

¿Qué sabes al respecto?

Texto de respuesta larga

Fragmento de un librojuego

You are standing in a huge vaulted chamber[1] deep under ground[2]. In the chill[3] air you wonder what terrible fate[4] may be in store for you. You are utterly[5] alone, without a friend in the world, and you have no idea what fiendish[6] horrors may exist here, so far from home. There are no windows in the chamber, nor natural light, only the ruddy glow[7] of flaming[8] torches that are fixed to pillars soaring[9] beyond sight (...) You hear the sound of running footsteps approaching rapidly, you cannot yet see who or what is coming. Will you run through the nearest archway[10] , or hold your ground[11] and draw[12] your sword[13] ?
 From Talisman of Death
By: Jamie Thomson and Mark Smith

vocabulary

[1] A room similar to a vault
[2] Below ground
[3] Cold
[4] Destiny
[5] Completely
[6] Diabolical
[7] Shining
[8] Burning
[9] Flying
[10] Exit
[11] Keep stand
[12] Take
[13] Blade; espada.

¿Estarías interesado en participar de un proyecto de investigación para conocer tus percepciones sobre el uso del   *
 libro juego como estrategia de clase para promover la competencia lectora en inglés?

○ Si

○ No

¿De qué tipo de historia/género literario te gustaría ser el protagonista? podrías escoger dos o mas opciones.
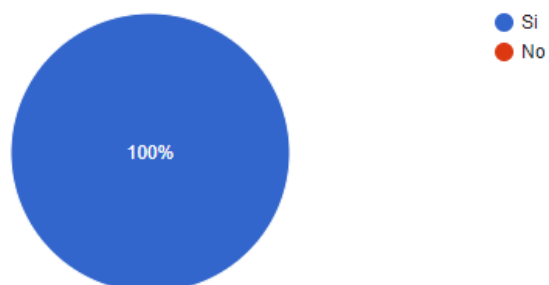
☐ Fantasía

☐ Ciencia Ficción

☐ Aventura

☐ Otra...

Appendix B

Survey results

¿Te interesa la lectura en inglés?

10 respuestas

● Si
● No
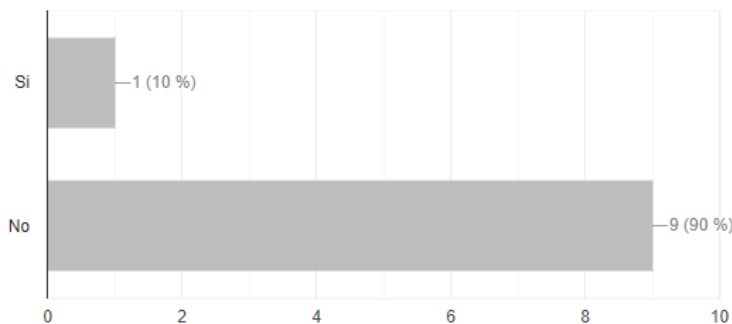
100%

¿Has escuchado hablar del género literario conocido como "libro juego/s"?   Co

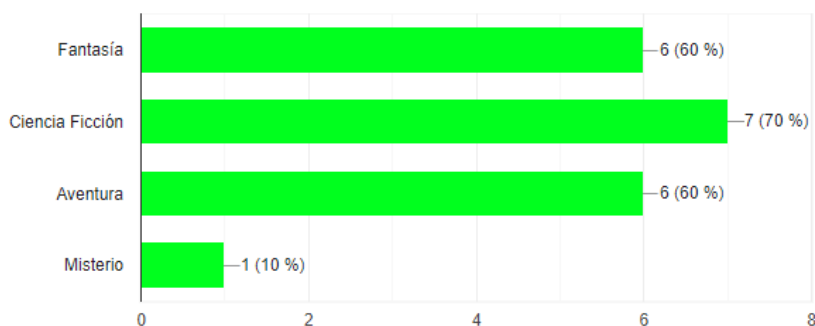0 de 10 respuestas correctas

¿De qué tipo de historia/género literario te gustaría ser el protagonista? podrías escoger dos o mas opciones.   Copia

10 respuestas

Appendix C

report of Simca's notes

2. Puede usted mencionar que falencias tenían estos estudiantes que tuvieron bajo rendimiento en la comprensión de lectura en tercer semestre?

1 respuesta

En general el mayor inconvenientes se reflejaba en vocabulario restringido, confusion en uso funcional de componentes y tiempos gramaticales los cuales eran muy bajos para los contenidos que correspondían al semestre que estaban cursando

3. Puede usted mencionar que estrategias recomienda para estos estudiantes que tuvieron bajo rendimiento en la comprensión de lectura en tercer semestre?

1 respuesta

En primera medida, usar estrategias que vinculen conexiones significativas y no aprendizaje de memoria. En segundo lugar, enfocarse en actividades autónomas que les permitan ampliar el vocabulario y puedan realizarlas continuamente como por ejemplo inventar canciones con el vocabulario que ya conocen e ir adicionando las palabras nuevas, traducción simultánea de canciones favoritas.

Appendix D

Field Diary

Título y número del diario
Título del libro
Fecha:
Hora de inicio: **Hora de finalización:**
Actividad a desarrollar:
1 etapa (lectura):

Reacción y actitudes que los participantes demostraron durante la lectura del libro juego

escogido.

2 etapa (socialización):

Percepciones y experiencias que tuvieron los participantes de la investigación, después de leer

el libro juego elegido.

3 etapa (conclusión):

Resultados que se obtuvieron durante la sesión, basados en la actividad propuesta y el libro

juego escogido.

Appendix E

A rubric of reading comprehension

Category	Low	Needs Improvement	Good	Excellent
	Low	Needs Improvement	Good	Excellent

Oral production before the reading	Students had a hard time communicating their ideas and responses because of the lack of accurate words to express themselves.	The students were able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	The students were able to express their ideas and responses fairly well but made mistakes when expressing them.	The students were able to express their ideas and responses with ease in proper sentence structure and tenses with accuracy.
	Low	**Needs Improvement**	**Good**	**Excellent**

Vocabulary	Student got new vocabulary from the gamebooks.	Student was able to use broad vocabulary words from the gamebooks but was making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in the sessions and with the aid of the gamebooks in an accurate manner.	Rich, precise and impressive usage of vocabulary words learned throughout the sessions and with the aid of the gamebooks.

	Very low	**Needs Improvement**	**Good**	**Excellent**
Class participation (affective factors)	They are not willing to participate	Participation is occasionally seen in the students.	Participation is good and most of time the students are	Participation is totally seen in the students, and they are

	eager to participate.	eager to participate most of the time.

	Low	**Needs Improvement**	**Good**	**Excellent**
Oral production after the reading	Students had a hard time communicating their ideas and responses because of the lack of accurate words to express themselves.	The students were able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	The students were able to express their ideas and responses fairly well but made mistakes when expressing them.	The students were able to express their ideas and responses with ease in proper sentence structure and tenses with accuracy.

Appendix F

Focus group

Grupo Focal

Preguntas

---

1. ¿Te gustó haber sido parte de este proyecto, ¿por qué?

---

2. ¿Qué aspectos interesantes encontraste en estos libros que no has encontrado en libros tradicionales?

---

3. ¿Sientes qué la lectura de estos libros juegos, mejoró tu experiencia lectora en inglés, ¿por qué?

---

4. ¿cómo te sentiste leyendo este tipo de libros juegos, ¿por qué?

---

5. Algunos de los tres libros llamaron tu atención en específico, ¿por qué?

Appendix G

Lesson plan

Registro Planeación y Reflexión de Clase del Estudiante Educador del Programa de Licenciatura en Lenguas Modernas Inglés-Francés

Este formato constituye el documento unificado de Registro de Planeación y Reflexión de Clase del Estudiante Educador (practicante) del Programa de Licenciatura en Lenguas Modernas Inglés-Francés. En caso de duda, favor referirse a la descripción de los campos al final de este documento

I. Datos Estudiantes Practicantes

Apellidos y Nombres		Heidy Velasco, Samuel León, Yarly Muñoz Gómez					
Periodo	2022.1	Semestre	X			Asesor	Mauricio Manrique

II. Datos Grupo Asignado

Institución Educativa:	Universidad del Cauca			Sede:	Santander de Quilichao		
Semestre	Quinto	Sesión	1 hora	Fecha	29/02/2022	Grupo Etario→	Jóvenes
No. Estudiante en el grupo	16	Distribución por género: Masculino:			Femenino	Rango edades	19 a 20
No. Estudiantes en situación de discapacidad	0	Descripción situación discapacidad:		No aplica			
Observaciones adicionales del grupo		Estudio de caso					

III. Características Planeación Clase						
Lengua extranjera:	Inglés	Habilidad(es) a desarrollar:		Escucha X☐	Habla X☐	Escritura ☐	Lectura X☐
Dimensiones de la Competencia Comunicativa a desarrollar en el estudiante↓:			Estrategias a desarrollar en el estudiante↓
Competencia Lingüística↓	Competencia Sociolingüística↓	Competencia Pragmática↓	
Competencia Léxica → x☐	Marcadores lingüísticos de	Competencia discursiva→ x☐	Estrategias Cognitivas→ ☐

Competencia Gramatical→ x☐ Competencia Semántica→ x☐ Competencia Fonológica→ ☐ Competencia Ortográfica→ ☐ Competencia Ortoéptica→ x☐	relaciones sociales→ x☐ Normas de cortesía→ x☐ Expresiones de sabiduría popular→ x☐ Diferencias de registro→ x☐ Dialecto y acento→ ☐	Competencia funcional→ ☐	Estrategias Metacognitivas→ x☐ Estrategias Socioafectivas→ x☐

Tema a desarrollar→		Tiempo estimado sesión→	40 minutos
3.1. Objetivo(s) de aprendizaje			
3.2. Objetivos secundarios			
3.3. Propósito personal			
3.4. Supuestos			

3.5. Previsión de dificultades y posibles soluciones	
3.6. Previsión de conflictos de aula y posibles soluciones	
3.7. Transversalidad	
3.8. Vocabulario a aprender	
3.9. Estructuras gramaticales	

3.11. Enfoque		3.12. Método	

3.13. Procedimiento programado				
Nombre de la actividad	Tiempo o	Objetivo de la actividad	Descripción de la actividad	Recursos y Materiales
1 Actividad d	.			

(explicac ión de la actividad)			
2 Activida d (lectura del libro juego)			
3 Activida d (Desarrol lo de una determin ada actividad)			
4 Activida d (socializ ación de			

la anterior actividad)				
5 Actividad (despedida)				

Appendix H

Lesson plan planning

Lesson plans etapa planificación			
N° Lesson plan	**Fecha**	**Libro**	**Actividad**
Lesson plan 1:	29/02/2022	Los tres libros en cuestión**.**	Introducción/ Conocer los librojuegos
Lesson plan 2:	29/04/2022	The cave of Time by Edward packard	Lectura en grupo
Lesson plan 3:	06/05/22	The cave of Time by Edward packard	Un cuestionario

Lesson plan 4:	13/05/22	The cave of Time by Edward packard	Un final diferente
Lesson plan 5:	20/05/22	Viaje bajo el mar por R. A. Montgomery	Lectura en grupo
Lesson plan 6:	03/06/22	Viaje bajo el mar por R. A. Montgomery	Un cuestionario
Lesson plan 7:	10/06/22	Viaje bajo el mar por R. A. Montgomery	Un final diferente
Lesson plan 8	24/06/22	"Escape from Tenopia by Edward Packard "	"Lectura de antemano" / Lectura en grupo

Lesson plan 9:	01/07/22	"Escape from Tenopia by Edward Packard " **(sesión virtual)**	Un cuestionario
Lesson plan 10:	8/07/22	"Escape from Tenopia by Edward Packard "	Un final diferente
Lesson plan 11:	15/07/2022	Los tres libros en cuestión (participación y uso del recurso literario "librojuego")	Grupo focal en español

Appendix I

Eleventh field diary

Session Number Eleven

Eleventh Field Diary

All the books in question

Date: 15/07/2022

Start Time: 8:00 a.m.   **Ending Time** 8:50 a.m

Activity to be developed: focus group

2. Stage (socialization):

The focus group was characterized by transcribing the recorded session almost entirely into a script:

Participante D: "Me pareció muy interesante pues cómo están creadas las historias y todo".

Investigador: "¡muchísimas gracias! No sé si les habíamos contado pero al inicio de nuestro proyecto nosotros teníamos más cosas que hacer. Tienen que hacer algo que ustedes puedan hacer dentro de un límite de tiempo razonable, porque el trabajo tiene que estar aprobado por una resolución, tiene un límite de 6 meses o un año, ¿cierto?".

Investigadora: "Sí más o menos".

Investigador: "Entonces claro no se pueden demorar mucho, porque sino les toca sacar otra resolución y eso es muy dispendioso. Sí, entonces, por eso nosotros nos decidimos por la que nos parecía más interesante, que era la de los librojuegos. Entonces, nos damos cuenta por sus aportes que ha sido algo medianamente o muy llamativo y muy necesario incluso porque, como tú dices, a veces nos ponen a leer, y leer está bien, leer historias tradicionales está bien, pero no es lo único, si no es la única forma de acercarse a la lectura, entonces muchas gracias. ¿A quién más le gustaría responder la pregunta de si le gusto haber sido parte de este proyecto y por qué? Si a alguien no le gustó también es bienvenida la respuesta, si les gustó, nos gustaría escuchar por qué. Sí me gustaría que todos participarán, nos den su opinión honesta y sin juicios ni nada".

Participante A: "A mí me gustó por la parte de que nos va servir de base para nuestro propio proyecto de grado".

Samuel: "Sí, es totalmente válido, es algo que hicimos cuando estábamos en sus lugares, y algún semestre superior estaba en el proyecto de grado, nosotros decíamos, ellos hacen esto, hacen encuestas, hacen una pausa, hablan entre ellos sin que nadie se dé cuenta, o en el oído; cosas así, entonces, es muy importante que ustedes puedan aprender lo que nosotros les podamos enseñar o aportar, aquí vamos a estar, ¿listo? ¿Quién más? ¿A quién más le gustaría ser honesto sobre cómo se sintió a lo largo de la lectura".

Participante E: "Me gustó participar en esto, pero más creo por el hecho de que desconocía este tipo de libros, la verdad no sabía que existían, me pareció muy interesante. De hecho cuando estaba leyendo, pensé en si conocía videojuegos con esta temática, que si decisiones tal, pero con un libro no lo conocía, me pareció interesante la verdad"**.**

Samuel: "Claro hay muchos juegos, bueno no he jugado muchos de ellos, pero sí tengo conocimiento de que hay juegos que no son de jugar y ya, sino que tienen una historia, y esos son los que a mí me llaman la atención; quizá algún día les dé la oportunidad, porque son historias en las que uno es el total protagonista, por no decir otra cosa. Claro, estos librojuegos son casi los mismos, sólo que ya son, se pasan al escrito. Última persona de esta pregunta que quiera participar, porfa. ¿Quién más le gustaría?".

Participante F: "Me pareció la temática muy interesante porque no conocía estos libros, y particularmente a mí no me gusta leer nada, digamos que este es como un acercamiento distinto, entonces a uno como que lo pone, un poquito de animo a leer esto, y pues también me gustó porque yo sé que en parte uno está contribuyendo a un proyecto de grado, y, en algún punto nos va a tocar a nosotros, pues sí me pareció interesante por eso".

Investigador: "listo, muchísimas gracias, 'Participante B' ¿quisieras participar?".

4: 20 minutos

Participante B: "pues, no me gusta leer, pero, sin embargo, leer libros así, digamos que la historia como que te anima, te da un poco más de intriga, entonces, siempre van a haber finales diferentes, no es un libro lineal, y lo mismo que decía 'Participante F', estamos contribuyendo a un trabajo de grado, que es muy importante, y veo que lo han desarrollado muy bien, está muy interesante, y, anima mucho a leer, y más también si es en inglés, eso es".

Investigador: "listo muchas gracias, bueno, siguiente pregunta: ¿qué aspectos interesantes encontraste en estos libros que no has encontrado en libros tradicionales? Esta es la pregunta que me parece muy interesante porque hoy (los gamebooks no son libros tradicionales) a pesar que son del 85. Sí, entonces, ¿qué aspectos encontraron interesantes que ustedes dirían: *no, esto no lo he encontrado en otro libro, me pareció chévere o esto no lo encuentro en otro libro*. ¿A quién le gustaría darnos su opinión?".

Participante D: "un aspecto: el vocabulario" (no conocía palabras ni siquiera sobre los librojuegos).

Investigador : "¿Quién más?".

Participante J: "Lo que más me gustó fue de que tú puedes ser el personaje principal, buscar el camino, te devuelves, la historia no se repite".

Investigador: "tú escoges la historia como tú la quieras vivir".

Participante H: "claro".

Investigador: "mientras que en los tradicionales es válido pues que simplemente seas como el espectador de la historia, pero en este ya no eres el espectador sino el creador de la historia,

muy bien. ¿Alguien más? Algo en especial que les haya gustado, y, ustedes digan no esto me gusto porque en otros libros no lo encontramos, los libros tradicionales**. ¿Quién más?**".

Participante B: "pues como yo había dicho, no es una historia lineal: tiene… pasan muchas cosas y muchos finales, y pues pasaba mucho que uno quiere estar seguro de lo que elige, *no, por aquí está, es el camino más razonable, por aquí seguro no va a pasar por el mismo fin….*".

Investigador: "Sobre todo en la cueva del tiempo donde habían muchos, como decir, había que analizar un poquito más; por lo contrario, es una cueva con más cuevas, que te llevan al pasado o al futuro, y pues, porque hay muchos peligros que de pronto uno pueda correr, pero pues sí; ¿alguien más, quisiera participar con (…) otros aspectos interesantes que encontraste en estos libros que no has encontrado en libros tradicionales? ¿Te gustaría participar?", le preguntó a 'Participante D'.

Participante D: "eh, ¿otra vez, la pregunta?".

Investigador: "sí, ¿qué aspectos interesantes encontraste en estos libros o los librojuegos que no has encontrado en libros tradicionales?"**.**

Participante D: "pues la opción de escoger mi futuro"**.**

Investigador: "claro, esa es como la más llamativa, por así decirlo, es la que se puede aprovechar más".

Participante D: "¡mmjjjmm!".

Investigador: "Sigamos con la tercera: ¿Sientes que la lectura de estos librojuegos mejoró tu experiencia lectora en inglés? ¿Por qué? Sí nos gustaría saber por qué sí, porque no. ¿A quién le gustaría dar su opinión?".

Participante D: "pues yo estoy como ahí, entre sí y no porque, eh, tiene un vocabulario bastante difícil, entonces, para mí era al menos un párrafo tenía que buscar muchas cosas en el diccionario, eh, entonces enriquece, pero al no encontrar, en el último libro, al no encontrar el final ya me sentía como…".

Investigador: "ya me estaba angustiando ya".

Participante D: "si, la verdad, ya no quería".

Investigador: "dale, listo, muy bien gracias, ¿alguien más? (...) a través de las actividades de este libro juego, eh, su experiencia lectora en inglés aumentó un poco o no (...)".

8: 51 minutos.

Participante F: "pues yo diría que sí, eh, pues por lo del vocabulario también, sí es verdad que uno a veces se frustra porque, digamos una sola palabra no te deja entender toda la oración, pero a la vez eso ayuda para tener nuevo vocabulario, y, en parte también comparto lo que dice 'Participante D' que, el hecho de leer algo que *devuélvete y ve* (...) más que todo con el último libro, que es super enredado; ya el hecho de leerlo en una lengua extranjera es un poco complejo ahora llevar la línea del libro, así en ese modo de narración, si lo vuelve un poco complejo, se volvía bastante difícil de leer"**.**

Investigador: "listo, gracias, eso era lo que de pronto queríamos ver, o sea, coger tres libros con cierto nivel diferente de complejidad, que ustedes lo notaron en el primero, como que no era tan difícil, porque había más finales, y listo, morias o seguías o había un final. Ya que el segundo también era sí, pero se demoraba un poquito más, creo; y, ya Escape from Tenopia era prácticamente…".

Participante D: "un final".

Investigador: "sí, exactamente un final, y, varios como caminos, pero ninguno te lleva a un final o a varios finales, sino que tienes que buscar el único final que hay, entonces claro, esa era la finalidad que queríamos ver y (un… en tu punto de vista) Alguien más sintió que su experiencia lectora en inglés mejoró, o no mejoró, siguió igual, y ¿por qué? ¿A quién le gustaría dar su punto de vista sobre esta pregunta?".

Investigadora: "o más o menos".

10: 43 minutos

Participante G: "o pues, yo igual, debo ser honesto, realmente no pude estar en todas las secciones en las que se hicieron las actividades, pero lo que pude ver, pues y lo que leí, podría decir que sí, pero más que todo por la metodología de los libros, no me refiero al arte de escoger y eso, sino como, a ver, cómo lo explico, no sé tiene aventura y eso; me hubiera gustado leer algo de terror, pero si como que eso te llama la atención, y entonces allí vas leyendo, leyendo, y si o si vas mejorando, ¡eh! no entiendes algo tienes que devolverte o releer hasta poder entender y así armas la historia, sino no, entonces creo que eso incita a aprender a leer o bueno, por lo menos a cogerle cariño con este tipo de libros".

Investigador: "listo, muchísimas gracias, dale seguimos: ¿cómo te sentiste leyendo este tipo de librojuegos, te sentiste bien y por qué te sentiste, te sentiste mal o más o menos y por qué?, listo, lo que les decía antes de comenzar, traten de recordar su experiencia desde el primer libro hasta el final, ¿cómo se sintieron leyendo ese tipo de librojuegos y por qué? ¿A quién le gustaría participar?".

Participante J: "Me sentí bien y mal al mismo tiempo: bien porque me gustó mucho este tipo de libros donde uno puede ser el protagonista, uno puede elegir por dónde va; mal porque todos los finales que me tocaron fueron horribles…".

Participante D: "¡siiiii!".

Participante H: "en unos me estaba muriendo, eso era horrible, pero el libro como tal me gustó mucho leerlo, eso sí(...)".

Samuel: "listo, ¿quién más? ¿cómo se sintieron desde el primer libro hasta el último (...) estos librojuegos?".

Participante F: "pues, como".

Samuel: "sii, a bueno dale tú".

Participante F: "pues, como con el primer libro, todo muy chévere, recuerdo que lo leí en compañía, creo que fue 'otras dos participantes', pues chévere porque que va a seguir, cual escogemos, así. Pero con el último si creo que a la mitad me perdí, entonces fue como, digamos que en general fue chévere leerlos, pero si fuera uno por uno, el primer libro y el segundo todo perfecto con el último si no, no sé estaba super complejo".

Investigador: "listo, ¡gracias!".

Participante C: "igualmente como mi compañero lo dijo, el primero y el segundo fueron más fáciles de encontrar como un final y dejarse llevar, en cambio el último, pues realmente solo leí un pedazo, y no encontré ningún final, pues porque no lo leí, pero muy chévere las actividades (...) dejarse llevar por la imaginación que es lo más importante".

Investigador: "listo".

Participante D: "a mí…".

Investigador: "dale".

Participante D: "A mí personalmente me gustó más el segundo, el primero, pues cómo tan fácil tampoco"**.**

Participante H, Participante C, Participante G, Investigador, Participante J se ríen.

Participante D: "porque de hecho estábamos aquí y alcanzamos a leer dos finales, y en la casa otro y otro, entonces como que (creo no estaba fácil) El segundo si me gusto, y con el tercero !jumm¡ tampoco, ví me fui, le dije a 'otro participante' ¿dónde está el final?, en la página 100, listo voy a buscar, pero nunca llegué; todas las opciones que pude, y no, jamás, pero fue interesante".

Investigador: "pero pudiste leerlo, ¿no?".

Participante D: "sí, es muy chévere en esta clase de lectura".

Investigador: "listo, ¡muchísimas gracias!, bueno, eh, creo que ésta ya es la última pregunta, sería: ¿Alguno de los tres libros llamarón tu atención en específico? O sea, alguno de los tres libros, ya algunos lo respondieron, pero me gustaría saber de ustedes, si alguno de los tres libros les llamó en específico la atención y por qué. Algunos ya lo dijeron, que fue de pronto porque su dificultad no era tanta o era más o menos, o de pronto si por la dinámica de estar escogiendo los finales o los caminos narrativos, pero en específico nos gustaría saber, ¿cuál de los tres libros en específico llamarón más su atención y por qué?".

Investigadora: "eh, Podríamos poner el primer libro como nivel fácil, el segundo intermedio, y el tercero nivel difícil".

Investigador: "teniendo en cuenta que cada uno tuvo su experiencia con cada libro (..)".

Investigadora: "exactamente".

Investigador: "entonces sí me gustaría (creo, que nos dijeran) ¿Qué libro les llamó más la atención en los tres y por qué?".

Participante F: "A mí me llamó más la atención el primero, pero no por la dificultad sino por la historia que logré armar; en los otros me fue mal, por los finales y eso, pero el primero, la historia que me tocó, la que pude armar, estuvo bien".

Investigador: "listo, el primero, la cueva del tiempo, ¿Quién más? ¿Qué libro le gustó más por la (creó, la lectura) y por qué?"**.**

Participante J: "A mí me gustó más el último porque era como más estresante"**.**

Investigador: "más qué, perdón?".

Participante I: "no sé como es más estresante, uno trataba como de encontrar el final pero no".

Participante C: "Como siempre usted viéndolo distinto"**.**

Algunos del grupo se ríen.

Investigador: "listo, muy bien gracias, ¿quién más? (...) ¿Cuál libro le gustó más en específico y por qué?".

Participante E: "a mí me gustó el del Atlantis, no sé, me gusta el tema del mar".

Investigador: "te gustó Journey under the sea, de pronto a alguien le gustó más Escape from Tenopia como lo dijo la compañera, por otra razón, quien sabe, o a alguien le gustó más la cueva del tiempo, Journey Under the Sea, y ¿por qué? me gustaría saber, ¿Cuál libro le gustó más?".

Participante B: "En mi caso a mí también me gustó más el segundo, ¡eh! porque ahí fue donde llegué más lejos y creo que la historia estaba muy interesante, en cambio, en el primero también estuvo muy bueno, sino que, pues, tuve como tres finales, y dos de ellos estaban como muy simples, entonces quedé (...) pero, igualmente estaban muy buenos los tres. Y, el segundo pues, no por la historia, sino que también, estaba, eh, se podía entender, fácilmente pero no tan fácil; entonces sí, creo que ese fue el que más me llamó".

Investigador: "listo, journey under the sea, entonces seguimos ¿alguien más? Dale"**.**

Participante H: "A mí también me gustó más el segundo, yo creo que fue porque tocaba el tema como en el Atlantis, y, pues siempre me dio curiosidad ese tema, y pues también porque, llegué a un final. Y, el tercero, bueno, ese también me gustó, pero nunca llegué a un final... creo, con éxito"**.**

Investigador : "dale, ¿alguien más? ¿Qué libro les gustó más de los tres en específico y por qué?".

Participante A: "creo que los tres".

Investigador: "listo, muy bien, dale".

Participante L: "pues, a mí me llamó más la atención el último porque (... creo, no era) como los anteriores que eran varios finales, pero luego uno leía bastante y no llegaba a ningún final, por eso me llamó más la atención".

Investigador: "entiendo, listo, creo que esas son todas las preguntas".

Investigadora: "sí"**.**

Investigador: "listo, entonces no nos queda más que agradecerles por haber sido parte de este proyecto"**.**

3. Stage (conclusion):

The participants demonstrated their interest in each gamebook proposed for this project, talking and opining about which or which they liked most, more or less complex at your discretion when considering factors such as new English vocabulary and the ease or difficulty of reaching the end of each story, as well as evidenced a willingness to collaborate, with their participation and feedback regarding their reading experience regarding the proposed activities, for the development of this degree project, taking into account, as some stated, that they will have to do their own projects at some point in their college lives. It was also noted

their taste for this type of interactive narrative in English, unknown to most but the whole

group, despite the fact that, as some of the participants made known, do not like to read. For

them, these stories were a different and striking way to approach reading in an interesting and

non-traditional way.