UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **"SHORT STORIES IN ENGLISH READING COMPREHENSION"**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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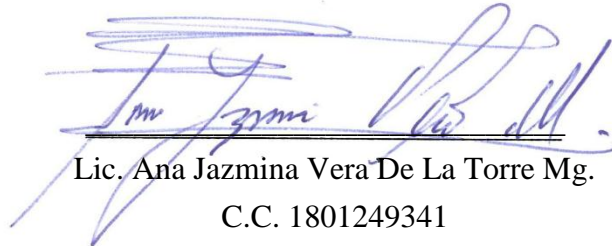
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AGRADECIMIENTO

Mi eterno agradecimiento a Dios mi luz y mi guía, quien me dio fortaleza para alcanzar esta meta.

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Adriana

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Adriana

UNIVERSIDAD TÉCNICA DE AMBATO DIRECCION DE POSGRADO

MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

TEMA:"SHORT STORIES IN ENGLISH READING COMPREHENSION"

Autora: Licenciada Ligia Adriana Chico Constante

Director: Licenciado Ana Jazmina Vera de la Torre Magíster.

Fecha: 11 de julio de 2018

RESUMEN EJECUTIVO

Esta investigación está basada en la aplicación de cinco historias cortas, como herramientas para el desarrollo de la comprensión lectora en los estudiantes de séptimo año de la Unidad Educativa "San Pio X" de la ciudad de Ambato, quienes presentan un bajo nivel de comprensión lectora en el área de Ingles. El principal objetivo del presente trabajo consistió en investigar la influencia de las historias cortas en el desarrollo de la comprensión lectora. A partir de la aplicación de una encuesta se determinó que dentro del material utilizado por los docentes no se encuentra el uso de historias cortas mientras que los estudiantes se encuentran interesados en las mismas. El estudio se realizó bajo un método cuali cuantitativo, con diseño cuasi experimental con medición pre y post test tomados del Key English Test (KET) de Cambridge; para determinar diferencias estadísticas en el proceso de comprensión lectora en dos grupos de estudiantes; al aplicar un proyecto de lectura basado en la utilización de historias cortas para desarrollar la comprensión lectora en Inglés; en una población de 60 estudiantes, 30 de ellos constituyeron el grupo control y los otros 30 el grupo experimental. El grupo de control evaluado después de haber utilizado el libro de texto como único material de enseñanza, mientras que en el grupo experimental la evaluación se aplicó después de haber recibido clases utilizando un manual de historias cortas escogidas cuidadosamente para esta propuesta. Los resultados indican que los estudiantes del grupo experimental, demostraron al final del proyecto un desarrollo notable en la lectura comprensiva. Ya que los estudiantes poseen ahora una mayor capacidad de comprensión lectora, vocabulario, entendimiento detallado y general luego de leer un texto. En contraste con los estudiantes del grupo de control los cuales tuvieron un desarrollo menor de las habilidades de comprensión lectora, basados únicamente en la utilización del texto de Ingles. Por lo tanto, a través de esta investigación, se pudo determinar que el uso de historias cortas influye directamente en el desarrollo de la comprensión lectora, y se requiere que los maestros comiencen a utilizar historias cortas como un apoyo al proceso enseñanza – aprendizaje del inglés.

Descriptores: manual, historias cortas, libros de texto, proceso enseñanza – aprendizaje, comprensión lectora, vocabulario, entendimiento detallado y general.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCION DE POSGRADO

MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN
LANGUAGE

THEME:

"SHORT STORIES IN ENGLISH READING COMPREHENSION"

Autora: Licenciada Ligia Adriana Chico Constante
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Fecha: 3 de enero de 2018

ABSTRACT

This research is based on the application of five short stories, as tools for the development of reading comprehension in students from seventh year at Unidad Educativa "San Pio X" of Ambato city who presented a low level of reading comprehension in the English area. The main objective of this work was to investigate the influence of short stories on the development of reading comprehension. Based on the application of a survey, it was determined that in the material used by teachers the use of short stories is not applied, while students are interested in them. The study was carried out using a quali-quantitative method, with quasi-experimental design, the pre and post-test measurements were taken from Cambridge's Key English Test (KET); to determine statistically significant differences in the reading comprehension process of two groups of students; by applying a reading project based on the use of short stories to develop reading comprehension in English; It was performed by a population of 60 students, 30 of them constituted the control group and the other 30 the experimental group. The control group was evaluated after having used the textbook as the only teaching material, while in the experimental group the evaluation was applied after having received classes using a manual of short stories carefully chosen for this proposal. The results indicate that the students of the experimental group demonstrated at the end of the project a remarkable development in the reading comprehension. Since students now have a greater capacity for reading comprehension, vocabulary, detailed and general understanding after reading a text. In contrast to the control group students who had a lesser development of reading comprehension skills, based on the use of the English text. Therefore, through this research, it was determined that the use of short stories directly influences the development of reading comprehension, and teachers are required to begin to use the stories as a support to the English teaching - learning process

.
Keywords: manual, short stories, textbooks, teaching-learning process, reading comprehension, vocabulary, detailed and general understanding.

INTRODUCTION

At the present time, English has become the main language of governmental, scientific, financial, business, tourism and cultural discourse. Additionally, in any place of the world, English is the main mean of communication. For several countries, learning English constitutes a need to keep up with the globalization process. For this reason, the Ministry of Education of Ecuador expands a norm to implement in all the scholastic institutions of the nation the teaching and learning of the English language.

In an effort to optimize the English teaching-learning process as a foreign language, the Ministry of Education provides textbooks to all students and teachers around the Ecuador. However, in the classroom, many students struggle with those textbooks' lessons because they do not understand most of their reading texts neither vocabulary. They do not have the language proficiency level required to work with this readings in their textbooks. Besides, students and teachers have to deal with the lack of opportunities to use short stories to reinforce classes, to facilitate students learning, to increase their motivation to read in English and to enhance reading language skills. Then, the idea of carrying out this research project arose in this context.

This study took place at Unidad Educative San Pio X of Atocha - Tungurahua – Ecuador in the first term of the school year 2018-2019. After finishing 7th year, students will reach the expected A1.2 level of proficiency according to the Common European Framework of Reference. Nevertheless, after the application of the Key English Test (KET) to determine students' English reading comprehension, vocabulary, general understanding and detailed understanding proficiency, pre-test results indicated that students has a low proficiency level. The current research is aimed to determine the influences of the use of short stories in the development of the English reading comprehension in 7th Year students.

This study is divided into six chapters structured as follows:

Chapter I contains the contextualization of the problem, critical analysis, prognosis, formulation of the problem, research questions, delimitation of the investigation, justification, general and specific objectives.

Chapter II describes the research background, the philosophical foundations, the legal basis and the key categories and the hypothesis that facilitated to determine the foundations of this investigation.

Chapter III includes the method of research, the level or type of research, the population and sample, operationalization of variables and the method of data collection.

Chapter IV comprises the data analysis and interpretation of the classroom observation, the survey applied to the students and the results of the pre-test and the post test.

Chapter V refers to the conclusions drawn from the analysis of this study and some recommendations are given by the researcher.

Finally, chapter VI consists of the complementary material of this proposal project.

CHAPTER I

1. The Problem

1.1. Research Topic

Short Stories in English Reading Comprehension

1.2. Problem Statement

1.2.1 Contextualization

Reading comprehension is a transcendental issue in English classes. Nevertheless, this skill is not totally developed for students. Therefore, it is important to analyze what happens in the world, in Ecuador, and at Unidad Educativa "San Pio X".

All around the world English is considered the main language of international business. That is why Education worldwide is working hard to improve English language learning in their schools (Lasagabaster & Sierra, 2009). Students need to understand and use English to face globalization. The students´ ability in mastering English cannot be separated from the process of reading. According to Khatib (2012) reading is the most important instrument for academic settings. Therefore, Tiara (2018) concludes that reading is one of the most important aspects that must be achieved by students to learn other skills. In that, the students need to learn reading comprehension to increase their perception and knowledge using effective readings to stimulate students in learning a second language. Learning reading, in fact, has become a big problem for most Ecuadorian students. If their reading comprehension is not well performed, they will not be able to communicate with foreigners or to face global competition.

In Ecuador, since teachers relied on the lecture method, students were required to take notes and memorize amounts of material to learn English. Many students found much of the material irrelevant to memorize, and this made that the school dropout rate increased (State University, 2013).

Consequently, the authorities and all the educational areas are trying to create a curriculum that considers the learner as the central focus of classroom activities. They also want to include learning activities that take into account the needs and interests of students and that promote the development of critical-thinking and problem-solving skills. (Espinosa. and Soto, 2015)

Ruiz (2019) in her thesis said that Ecuador is placed in one of the last positions in the ranking of reading habits in Latin America and the Caribbean, an Ecuadorian reads a half book per year. Some reasons are that Ecuadorians do not like reading, they are not interested in reading activities and they do not do it due to the lack of time. Other reasons may be that they are not accustomed to, and the reading behavior has not been passed from generation to generation.

At Unidad Educativa "San Pio X", students through a questionnaire were asked about the difficulties they have in reading and the registers show that reading English reading comprehension, understanding vocabulary, detailed and general information is the most difficult part for them. Readings are so extensive and hard to comprehend that they get confused and bored easily. The majority of students are not competent at all in reading comprehension (Chico, 2018)

1.2.2 Critical analysis

Effects:

| De motivation for reading | Difficulty on vocabulary comprehension | Lack of reflection in relevant information |

Problem

LOW LEVEL OF ENGLISH READING COMPREHENSION

Causes:

| Boring reading texts Non - Suitable texts | Lack of use of extra reading materials by teachers as short stories | Reading comprehension deficiency on students |
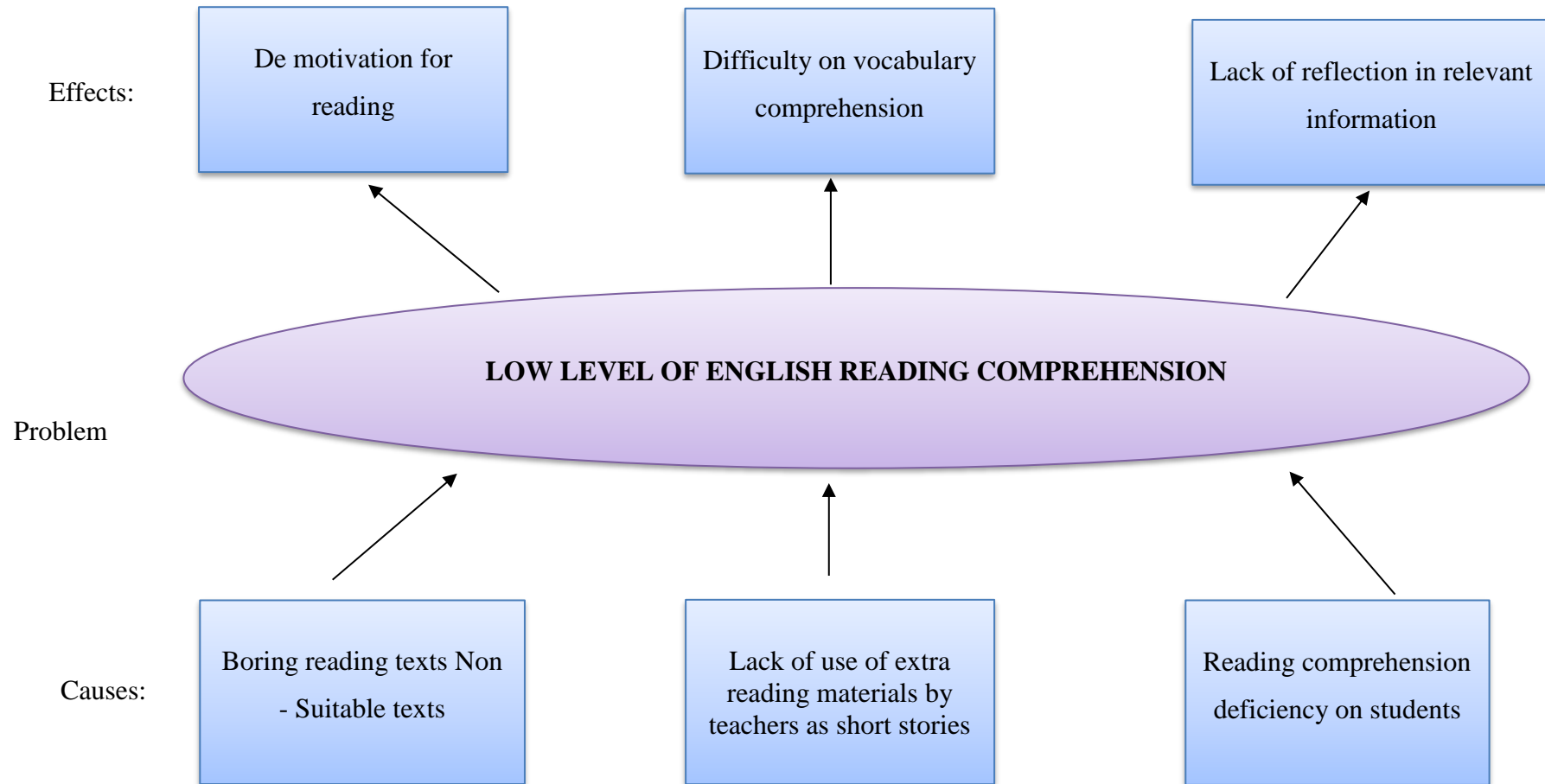
Figure Nº 1 Problem Tree
Source: Contextualization of the Problem
Author: Chico, L. (2018)

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Once the problem is stated it is important to say the possible reasons of it. The use of non- suitable texts causes that students feel de-motivated while reading comprehension is low. Broussard and Garrison (2004) defines that motivation is the attribute that moves people to do or not to do something. It involves beliefs, perceptions, values, interests, and actions. In reading is so important to make students get involved with the text and feel fascinated and interested. Intrinsic motivation works well in reading. Guthrie et al (2007) state that if learners reading interest is weak, the competency of the students grows little and their quality as readers diminish. When students believe that reading is difficult, they are likely to have negative affects toward reading, which lead to avoidance of reading (Chapman and Tunmer, 1995). If teaching texts and topics do not conform to the interest of learners, they become less motivated in reading. The learners become indifferent to the reading classes. Oldfather, P. (2002) states that students tend to avoid reading when they dislike texts. Assor, Kaplan, H., & Roth, G. ((2002) argue that when teachers do not assure the relevance of text or reading activity, students' tendency of avoiding reading is more noticeable. They also mention that choices should be meaningful and should be based on students' personal goals and interests to make reading classes more attractive to learners. If there is not an incentive in reading activities the learners get bored easily and the reading becomes exhausting for teachers and students and comprehension becomes difficult.

There are few opportunities to use short stories for reading comprehension. This becomes a great disadvantage for language learners because teachers are limited to the use of school texts, leaving aside the use of extra reading materials there is a difficulty on teaching vocabulary comprehension. Short stories texts expose learners to fresh themes and unexpected language. Pourkalhor & Kohan (2013) added that using short stories make students feel more relaxed and easier reading comprehension. Besides that, using short stories requires more attention in order to develop students' thinking skills. In addition, Erkaya (2003) mentioned that each short story usually has a beginning, middle and an end. This will motivate and encourage every student in the classroom to continue reading to follow the plot of the story or to answer questions.

Moreover, a cause of the deficiency on their reading comprehension skill is the lack of reflection on relevant information. There is a great necessity for people to understand detailed and general information in English texts to be competent. Teachers can help improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005). Consequently, students tend to translate sentences without reflecting about the key ideas of the passage and the author's inferences. As result, students skip relevant information in the text and avoid the development of personal opinions about the reading topic. Cain and Oakhill (1999) reported that the ability to make inferences increased when students were assisted to find the relevant part of the text.

1.2.3 Prognosis

Globalization tendencies have pressed Ecuadorians into the necessity to read texts in foreign languages such as English. It is known that it is the language of industry, technology, academic and social contexts. This global language has a big impact on people's lives because of its daily usage. Considering these situations; it is vital for students to master English and its reading comprehension skill to have more educational opportunities. If the problem of low level of English reading comprehension is not solved, the students will not be able to understand texts effectively neither to communicate with people around the world. If traditional teachers do not change their way of teaching reading by using non satisfactory texts and if they do not focus on new reading tasks they will be unproductive if they do not provide students the opportunity to use short stories the reading comprehension will be limited because learners are not motivated. Furthermore, if there is a change from traditional texts and readings which are too extensive to short stories the English reading comprehension skill will improve. They are focused in short texts, student's interests, stimulating tasks and vocabulary according to their level that allows the learner to develop the reflection, criticism and comprehension of texts which will be enable to a better level of reading comprehension.

1.3. Formulation of the Problem

Do Short Stories help to improve in English reading comprehension in the students at Unidad Educativa San Pio X ?

1.3.1 Research Questions

- Which benefits can be found when teachers use short stories in their classes?
- Does the use of short stories help students to improve English reading comprehension?
- Is there a significant difference between the students who are taught by using short stories and those who are taught only by their text books?
- What is the students' response toward the use of short stories in teaching reading comprehension?

1.3.2 Delimitation

This research has the following features:

Content delimitation

Field: Education

Specific field: Reading Comprehension

Aspect: Short Stories

Spatial delimitation

This research will be developed in Ambato, with a concentration on basic education. The students from the A1.2 level of Unidad Educativa San Pio X

Temporary delimitation

The study will be developed in the first term of the academic year 2017 - 2018.

1.4 Justification

According to the British Council (2013) English is spoken by 1.75 billion people worldwide. By 2020, it is estimated that two billion people will be using or learning it. The first interest to carry out this research is to improve English reading comprehension in students providing a booklet for teachers and students with short stories that develop this skill.

This research project was settled with the purpose of analyzing how short stories help to improve the English reading comprehension. It is **relevant** because English teachers are interested in being effective using new materials that could be useful for their classes. Short stories are one of the new one used to teach English reading comprehension. Students have to study English for about twelve years before going to the university and still they have lots of problems in reading comprehension; incorporating short stories could help to understand better the reading texts.

The research is **interesting** because it motivates English teachers to change their thoughts about new reading materials and at the same time facilitate them to have an idea of how short stories can be applied inside the language classroom. Teacher's motivation is an important aspect for the students in their learning process in the classroom. Likewise has a great interest because it aims to improve reading comprehension in English language teaching and learning by implementing short stories.

This study is **original** because there is not any study about this topic at Unidad Educativa San Pio X.

Furthermore, this research has a high grade of **feasibility** due to all the necessary resources and materials facilitated by authorities. Besides of that, Unidad Educativa San Pio X components support the development of this research. In addition, reference is made in a part of the mission of the institution that emphasizes the training of high school graduates with quality criteria, humanistic, competent. In this way this research project develops a high social impact.

Its **impact** is educational because this research project pretends to solve the problem of the low level of English reading comprehension that students face along the learning process.

1.5 Objectives

1.5.1 General

- **To determine if the use of Short stories help to improve the development of English Reading Comprehension to 7th graders at Unidad Educativa San Pio X.**

1.5.2 Specific Objectives

- Which benefits can be found when teachers use short stories in their classes?
- Does the use of short stories help students to improve English reading comprehension?
- Is there a significant difference between the students who are taught by using short stories and those who are taught only by their text books?
- What is the students' response toward the use of short stories in teaching reading comprehension?

CHAPTER II

2. Theorical Framework

2.1 Problem Background

An amount of investigative works have been carried out on short stories.

In their research Dwiyanti, Yufrizal, Sukirlan, (2017) labeled "Utilizing Short Stories to Improve the Students' Reading Comprehension Achievement" in Lampung University. The objectives of this research are to investigate whether there is any significant difference of the students reading comprehension through Short Stories, if the aspects of reading are mostly affected by Short Stories and the students' reaction through Short Stories. The population of this research was the second year of SMAN 1 Sindang Indramayu consisting of 30 students. Besides that, questionnaire a pre-test, post-test and interview were given to see the students' reaction through Short Stories. In this study the results found claim:

- The students are more interesting to read stories than the text book.

- Short stories elicited or provided appropriate background knowledge to the students and activate the necessary schemata toward the given stories.

- Students enjoy this activity and express easily their opinion about short stories.

On the other hand, in her research Heidy Matute (2014) labeled "Short Stories for Enhancing Reading Comprehension Skills in Efl: Schema Theory Activities at A2.1 Level in "La Inmaculada" High School in Cuenca, Ecuador. A questionnaire to measure the construct of reading motivation (MRQ) was administered, followed by a pre-test for reading comprehension based on the CEFR. The participants read a set of five texts in the first stage while in the second stage they did extensive reading of an adaptation of George Eliot's "Silas Marner". At the end of the treatment, a post-test of the same complexity as the pre-test was administered to both groups, as well as a

survey about the experimental group's reading attitudes. The main objective is to show the effectiveness of the use of short stories and Schema Theory activities to enhance reading comprehension skills. In this study the results found claim:

- This technique positively influences students' performance and makes a positive contribution to improve the teaching – learning process.

- The use of short stories created a good level of motivation in the students to read in English and allows them to learn in a fun and relaxed way.

- This study guides students to develop their critical abilities, use their imagination and become emotionally involved

On the other hand, Bartan, Özgür Sen (2017), in the work titled "The Effects of Reading Short Stories in Improving Foreign Language Writing Skills". It is a quasi-experimental 13-week field study which was implemented in a primary school. The purpose of this study is to investigate if there is a significant difference in the pre and post-test writing achievements of students who were taught through the Read for writing model between the experimental group and the control group. Finally, the participants' views on the model were determined. Both qualitative and quantitative data collection and analysis techniques were designed such as tests for short stories, story assessment control lists, reading and writing syllabuses, lesson plans, an analytic story assessment rubric, and a student's view questionnaire. The results of the study reflect:

There are statistically significant achievements based on texts' language, content, organization, and communicative achievements.

- Another important finding was that reading short stories through Read for Writing model had an impact on improvement of writing skills, in terms of language, content, organization, and communicative achievements

- Increased confidence in enjoyment of reading and vocabulary acquisition

- Students created and developed critical thinking and writing skills, and they were highly motivated.

In the same way, Walter Lema, (2016), in his research work labeled **"**The Use Of Stories To Teach The Reading Skill In Students Of Octavo Año De Educación General Básica "A" At Unidad Educativa "José María Román" In The City Of Riobamba, Chimborazo Province, During The Academic Year 2014- 2015". A pre-test and a post-test were applied to a control and experimental group of forty students each one, as well as a survey about reading attitudes. The objective of this study is to demonstrate that stories help to develop the Reading skill and improve the quality of education. The study revealed that stories support the process of developing Reading skills, which is an innovative resources used to teach. This study shows the following:

- Stories are a new tool to support the learning process and to improve the development in the Reading skill which carries out a realistic situation into the classroom to motivate students to continue the reading practice.

- The use of the Skimming as strategy helps the students to identify the general idea and distinguish the main idea.

- The application of scanning develops in students the ability to understand specific ideas.

2.2 Philosophical Foundation

The present investigation will be done in the Unidad Educativa "San Pio X", Atocha - Ecuador, with students from the seventh year with level A1.2 according to MINEDUC. The focus of this investigation lies in the critical propositional paradigm. Critical because the educational situation will be analyzed focusing on reading comprehension and propositional because it intends to propose an alternative solution to the investigated

problem since the lack of use of short stories causes students´ deficiency of reading comprehension.

2.3 Legal Basis

Constitution of Ecuador (2008), Art. 26.- "Education is a right of people throughout their lives and an Unavoidable and inexcusable duty of the State. It is a priority area of the Public policy and state investment, guarantee of equality and social inclusion and an indispensable condition for good living. Individuals, families and Society have the right and responsibility to participate in the process of education.

Constitution of Ecuador (2008), Art. 3 of the Constitution – The following are goals of Ecuadorian education: To develop the physical, intellectual, creative and critical capacities of the student respecting their personal identity so that they may actively contribute to the moral, political, social, cultural and economic transformation of the country.

Acuerdo Ministerial 052-14 (2014) which supports that English as a foreign language needs to be applied as an important component of students' educational performances from second year of primary school until third year of bachillerato. Moreover, student's English learning needs to be recognized by Common European Framework Reference for Languages CEFR(2011)

2.4 Key Categories
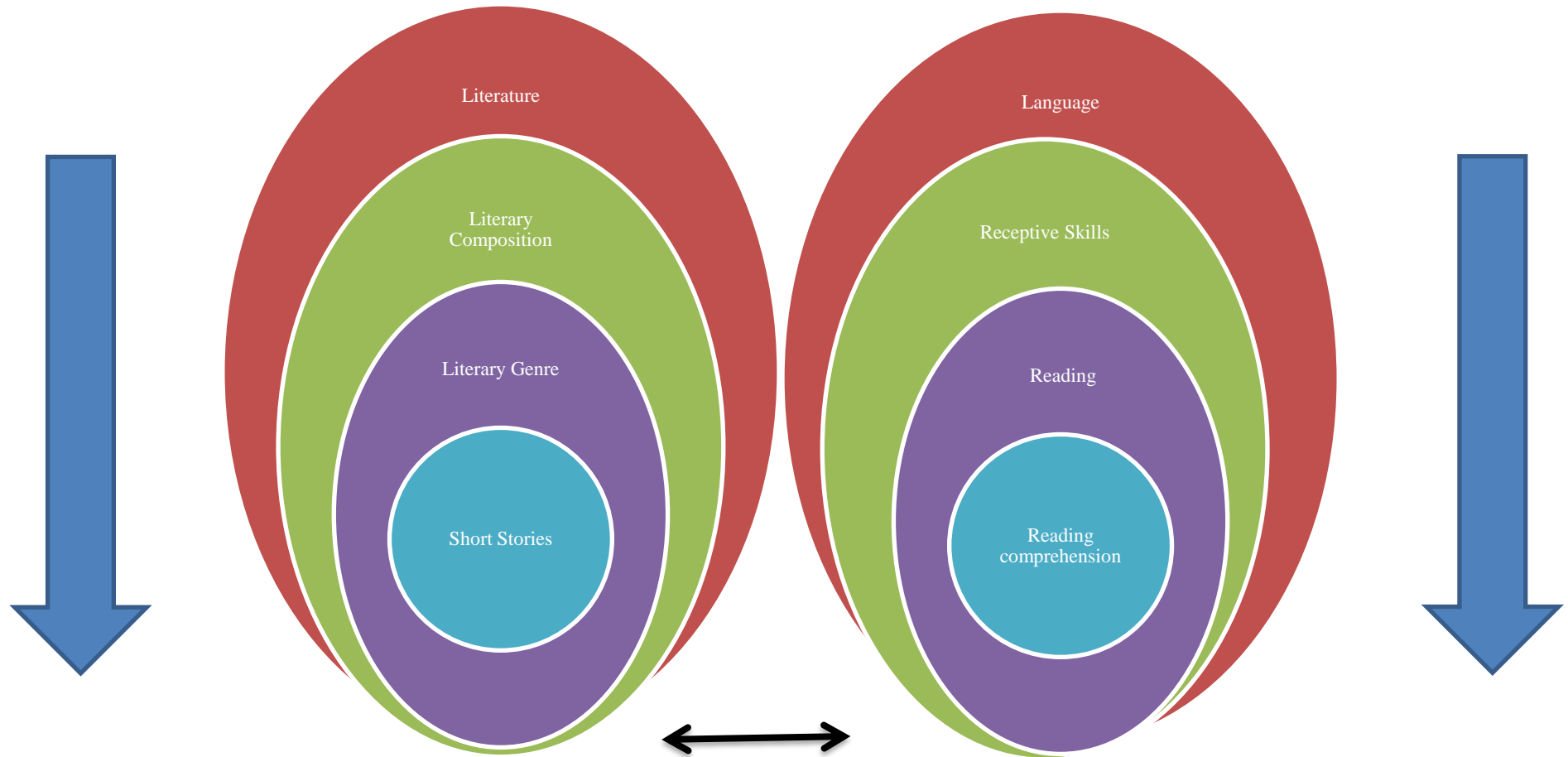
Figure 2: Key Categories
Source: Contextualization of the problem
Author: Chico, L. (2018)

2.4.1 Independent Variable Theoretical Support

LITERATURE

Literature is a body of written works, imaginative works of poetry and prose distinguished by the intentions of their authors (Rexroth, 2019)

Literature to be "writings having excellence of form or expression and expressing ideas of permanent or universal interest and a written work with a high quality and ideas of lasting and widespread interest" (Webster, 2019)

On the other hand Literature Wikipedia, (2019) claims that literature is classified in fiction or non-fiction, in poetry or prose, in forms such as the novel, short story or drama; and works are categorized according to historical periods or certain aesthetic features or expectations .

LITERARY COMPOSITION

Rexroth (2019) Literary compositions can be categorized as poems, novels, television show scripts, songs, theater, librettos, operas, journalism, reviews, diaries, memoirs and biographies. Technical writers often focus more on specific technology- or science-related materials, such as manuals or textbooks

Types of literary composition
• Acrostic: verse in which certain letters such as the first in each line form a word or message.
• Belles Lettres**:** creative writing valued for esthetic content
• Dialog**:** literary composition in the form of a conversation between two people.
• Fiction: a literary work based on the imagination and not necessarily on fact
• Fictionalisation: a literary work based partly or wholly on fact but written as if it were fiction
• Hagiology: literature narrating the lives or legends of the saints
• Lucubration: a solemn literary work that is the product of laborious cogitation

• Pastoral: a literary work idealizing the rural life.	
• Poem: a composition written in metrical feet forming rhythmical lines	
• Potboiler: literary composition of poor quality	

Table Nº 1 Types of literary composition
Source: Rexroth (2019)
Author: Chico L. (2018)

Modes of Writing

Moreover, (Types Of Writing, n.d.) the different types of writing called modes has an individual purpose and there are several conventions for each mode.

Exposition	Expository writing is used to explain an idea or position.
Persuasion	Persuasive writing to convince the reader to take their view about a particular subject or concept.
Narration	Narrative writing tells a story. It uses a sequence of events.
Description	Descriptive writing to recreate a particular time, place, or event for the reader that could appeal to all five senses.
Creative Expression	Creative expression can use all of the other four modes of writing it include poetry, short stories, or plays.

Table Nº 2 Modes of Writing
Source: Types Of Writing
Author: Chico L. (2018)

LITERY GENRE

According to Steen (1999) literary genre is a category of literary composition. Genres may be determined by literary technique, tone, content, and fiction length.

Janovsky (2019) said that the most general genres are epic, tragedy, comedy, and creative nonfiction and can be in form of prose or poetry. Additionally, a genre such as satire, allegory or pastoral might appear not only as a subgenre, but as a mixture of genres. Finally, they are defined by the general cultural movement of the historical period in which they were composed

Furthermore, Janovsky (n. d.) said that genre is a broad French term that means type. It can be: horror, romance, science fiction, etc. However, in literature, there are some more defined genres. It is important to know which genre falls into because the reader will already have certain expectations before he even begins to read.

SHORT STORIES

A short story is fictional work of prose that is shorter than a novel. Ghasemi (2011) said that short stories distinctive features, namely, brevity, and variety make it appealing and interesting to language learners. Therefore, in short stories is more using literary devices to tell the story, and the short story is simpler to learn reading comprehension. In addition, a short story, unlike a poem, does not depend on a verse, presentation, and rhymes or matters for its organization (Upreti, 2012). In addition, the short stories have a variety of choice for different interests and tastes.

Furthermore, Khatib (2013) argues that reading is an excellent source of comprehensible input that enhances second language acquisition. Furthermore, reading short stories can develop reading comprehension easily for learners'. Ceylana (2016) said that short stories have one plot and a few characters, or there is no detailed setting or description. Therefore it can be concluded, that the short stories can be used with all levels, all and all classes.

Short story in Language Learning

In language learning, the short story can be applied in four language skills. Hismanoglu (2005) said that the literature plays an important role in teaching four basic language skills such as reading, listening, speaking, and writing. Dersi (2013) argues that the literature used in the language classroom, skills should never be taught in isolation. Therefore, the work of literature is interesting to use in reading comprehension.

Furthermore, Irene (2015) argues that there are several advantages related to using the short story in the classroom of an ESL. In addition, the learners get opportunities for integrating reading comprehension instruction related to the use of short stories

with other language skill (Parvareshbar and Ghoorchaei, 2016). The most revealing one is their practical length, which allows the students to conclude the reading task in one sitting, or depending on the approach of teachers', it can be entirely read within one or two lessons.

According to Adyana (2016), the words selection is the highest increasing, which is an aspect of the use of the short story in developing the students' vocabulary to write narrative texts. In order to the words selection, the students must multiply their vocabulary to improve their learning in four English skills. Furthermore, Khatib (2013) argue that SSBLT (Short Story based Language Teaching) is a humanistic literature based on language teaching method which aims to promote the learners` personal, cultural and linguistic awareness. In addition, a short story usually focuses on one plot, one main character or with a few additional minor characters, and one central theme. Therefore it can be concluded, that the short story is the most appropriate to learn reading comprehension.

2.4.2 Development of the Dependent Variable

LANGUAGE

Definition

Shahhoseiny (2013) explains that language as a finite or infinite set of sentences, where each one of them is constructed from a finite set of elements. Language is a system of signs and symbols that allows you to designate the objects of the external world, their qualities, actions and relationships between them. This definition is interesting because of the importance it gives to codes for the delineation of objects, concrete or abstract. These in great measure help to visualize the world considering the sociocultural precepts (Daramola, 2006).

According to Kemmer (2006), language is not instinctive, to communicate ideas, desires and emotions through a system of freely produced symbols; but It is an exclusively human method this means that it is exclusively human phenomenon, uses the voice as a vehicle of transmission, uses a system of

signs and is articulated from certain minimum units.

Language promotes some skills that a person must learn to achieve integrated language skills. If people want to learn English, they will manage the four skills the receptive skills, listening and reading, and productive skills speaking and writing (Ivancic & Mandic, 2014).

RECEPTIVE SKILLS

Regarding receptive skills, listening and reading made up this classification. These skills are known as passive ones because through these skills the learner is getting input. Nonetheless, it is important to mention that the thinking processes occurring in the brain while getting information are not passive.

English receptive skills permit students to get information. Through these skills input comes into the learners mind by oral or written forms. The process that this information makes sense to the learner arises when the student links the previous knowledge to the new information. One of the most important processes in the input comprehension is negotiation for meaning in order to understand, get ideas, give opinions or produce new texts. Is possible to note that when the learner generates or produces something based on the input the process is completed because the learner passes from a passive stage to an active one (Lopez, 2016).

According to Sadock's, and Kaplan (2009) the authors refer to receptive skills from the neurocognitive field; as the ones that are non-verbal but necessary to develop expressive language. Receptive skills are reciprocally influential to expressive or productive skills. This means that if there is an improvement in the receptive skills, the productive skills tend to improve at the same rate.

Moreover, Harmer (1991) argues that receptive skills permit to obtain meaning from texts. These meaning is not built without a basis. As it is said before the previous knowledge is vital to complete the process and the strategies that the teacher applies to get the learning goals have to be designed taken into consideration students' needs and interests. This way the meaning constructed in the students processing memory is valid and meaningful.

READING

Anderson and Pearson (1984) Reading is a mental ability of understanding that allows you to expand organization of ideas, opinion, arguments, creation, among many other things, complementing with own experiences and previous concepts. To understand it is necessary to develop several mental skills or cognitive processes: anticipate what writing will say, contribute our previous knowledge, make inferences to understand what is only suggested, and build a meaning

According to Brewer and Treyens (1981), reading is a process of interaction between the reader and the text, a process that first tries to satisfy the objectives that guide its reading. This process must be an active reader who processes and examines the text, there must also be a goal that guides the reading, and that is, the reader should enjoy this activity.

Importance

Munby (1978) defines reading as one of the most important and useful activities that humans do in their life. The practice of reading promotes the development of reasoning, consolidation knowledge and judgments, opening the doors for the progress of communication skills among individuals and offering the possibility of creating habits of reflection.

Furthermore, reading is essential for learner success. Learning to read is a sequential process. Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching people to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Lack of listening skills can result in major misunderstandings which can lead to job loss, marriage breakup, and other disasters - small and great. Reading helps children focus on what someone else is communicating.

Reading Stages

One of the things to have in mind is that classroom reading is not the same as real reading. Classroom reading aims at helping students develop the skills they need to read more effectively in a variety of ways to enable this we plan 'pre-reading', 'while-reading', and 'post-reading' stages. These stages can help us make reading more communicative. (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

Pre-Reading is the stage that allows for the generation of interest in the text to be read. During this stage there is a review of previous knowledge and prerequisites. These are acquired within the environment of the previous studies of the students. The pre-requisites give students the formal education needs such as: vocabulary, notions of their reality and use of language. In addition, it is an opportunity to motivate and generate curiosity. Moreover, teachers should encourage students to come out with their own questions, statements, or hypotheses rather than answering given questions which dictate a way of reading the texts. (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

During-Reading is the stage where the strategies that favor understanding and the step to enjoy reading in the written text, savor the content and consequently the easy assimilation of the text is used. It can be silent, oral, individual, or group reading. Various techniques are used such as: flannel graphs, albums, puppets, among others. Furthermore, teachers need to be creative enough to devise the reading tasks which could offer students to „read, the text in many ways. (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014) 26

Post-Reading is the stage that is at the end of the process. It is done as support to deepen understanding. It is the time that reading comprehension exercises and learning of values through activities are done. This is to encourage understanding, interpretation, creation and/or extension of the reading material. Activities are directed to the application of content in other contexts and to maintain the interest of the message from the beginning to the end of the process and if possible a little further. Teachers could carry out activities which help students to think critically on

other ways in which the topic of the reading text could have been written about (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

READING COMPREHENSION

(NematTabrizi & Mona , 2015), they said that reading comprehension is one of the most significant elements in English language learning for all students because it provides the basis for a substantial amount of learning. Educational demands currently make the teachers classroom practice oriented towards following the guidelines provided by education; and in this manner the topic of reading comprehension is established as one of the priorities in their development by use of efficient and pertinent pedagogic strategies to counteract the dip compared to other regions of the continent. Reading is without a doubt an implicit way of communicating with the world, it develops intellectual, affective, communicational and other capacities in human beings that assist them in the environment in which they unfold throughout their lives. (Hansen , 2016) According to "Reading comprehension implies the capacity that some has to understand what they read, the meaning of the words that form a text as well as the whole text in general". (Schaefer & Michalopoulou, 2015).

Reading comprehension is understood as a skill or capability developed by a person through the practice of their intellectual, social and cultural aspects, which allow them to understand in a fast, accurate, logical and global manner what is read or what do you look at in pictures according to the reading, by means of the interaction of cognitive processes related to concentration, sight, perception, amongst other aspects that contribute to discernment of information perceived in the text. (Hans & Hans, 2015)

The importance of reading comprehension lies especially in its development so that the afore mentioned aspects might be fulfilled, in the diverse environments in which the students are found, provided with the necessary tools for the desired end; in this manner we will be developing abilities annexed to literature and comprehension that will benefit the students not just to optimize their academic performance, but rather, for all the activities which unfold every day. (Rutzler, 2017)

2.5 Hypothesis

Null Hypothesis

Short stories do not help to improve the English reading comprehension in students at Unidad Educativa San Pio X

Alternative Hypothesis

Short stories help to improve the English reading comprehension in students at Unidad Educativa San Pio X

2.6 Signaling Hypothesis Variables

Independent Variable: Short Stories
Dependent Variable: English Reading Comprehension

2.6 Hypothesis Proposal

Short stories influence the development of the English reading comprehension in the 7th Year of Unidad Educativa San Pio X

CHAPTER III

3. METHODOLOGY

3.1 Basic Method of Research

This study was lead to use a quantitative approach. First, this research framed a delimitation of the problem. This means that the setting is specific and limited at the beginning of the study. Second, the hypothesis is previously established. Thus, this investigation has a hypothesis before the data collection. Finally, the data collection is measurable, as well as the results are analyzed through statistics.

The following research is led by the quasi-experimental design of investigation. It is carried out in two groups, the control and the experimental. Both groups has similar features. One group follows the intervention plan and the other one does not. At the end of the intervention plan, the results are compared and analyzed.

3.2 Level or Type of Research

This study started with a descriptive level of research. Initially, it analyzed each variable independently through the literature presented in the theoretical framework. Furthermore, the two variables were detected by some other researchers so there is data in which this study was based on. Then, it measured the dependent variable through evaluation tools. According to Hernández, Fernández & Baptista (2010), the purpose of the descriptive level is measuring the two variables individually. An Additional reason why this research started with this level of research is that the results of the pre and post-tests were associated and analyzed.

Additionally, this investigation got to a second level, this is the correlational research. Thus, it determined if the independent variable, short stories, influences the dependent variable, reading comprehension. This level of study allowed the researcher to know if there is any relation between the two variables.

For these reasons, this research began with the descriptive level and gets to the correlational level.

3.3 Population And/Or Sample

Seventy (70) students were the population of this study. They were students of the seventh levels, parallels "A" and "B" at Unidad Educativa San   Pio   X"   the experimental group, and "B" the control group. There were thirty-five students (35) in the experimental group as well as thirty-five students (35) students in the control group. Being a total of seventy students as participants in this inquiry. Therefore, a sample was not necessary due to the fact that the population is not very big.

Features of the students in both groups
- Male and female
- Different ages (children)
- Most of them are from Ambato, a few from different cities.

Table Nº 3 Features of the students in both groups
Source: *Direct Research*
Author: Chico L. (2018)

Both groups, the experimental group and the control group took the pre-test and post-test, nonetheless only the experimental group experienced learning to reading comprehension using short stories presented in the intervention plan.

3.4 Operation of Variables

Operationalization of the independent variable

3.4.1. Independent variable: Short Stories

VARIABLE CHARACTERIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUE AND INSTRUMENT
SHORT STORIES *Characterization* Short piece of literary composition or prose with fictional events, few characters, different literacy genres one fully developed theme, and a limited number of words (Ghasemi ,2011)	- Literary Composition - Few Characters - Prose with Fiction - Literary Genres	- Types of literacy composition - Writing - Modes of writing - Narration - Main Characters - Secondary Characters - Drama - Genre - Characteristics	Do you feel motivated to do reading activities using short stories? Do you understand reading texts better using short stories? Does your English teacher perform activities like short stories during the classes? Do you think the short stories are interesting? Are you able to recognize details in reading texts?	Techniques: Survey directed to the students. . Instruments: Questionnaire

Table Nº 4 Independent variable: Short Stories
Source: Direct research
Author: Chico, L. (2018)

3.4.2. Dependent variable: Reading Comprehension

Dependent Variable:	Dimensions	Indicators	Item	Tech.
READING COMPREHENSION *Characterization* Set of skills and cognitive strategies that involve the before, during and after reading procedure; where the students develop the psychological processes, vocabulary, comprehension for general understanding and detailed understanding. (Hansen ,2016)	Vocabulary	- Words - Phrases	Do you understand the new words in context?	Techniques: Pre-test directed to the students. Post-test directed to the students. Instruments: Questionnaire
	Comprehension	- Main Ideas - Secondary Idea	Do you recognize the main ideas and secondary ideas?	
	General understanding	- Scanning - Message	Do you identify the message of the text?	
	Detailed Understanding	- Skimming	Are you able to answer questions about the text?	

Table Nº 5 Dependent variable: Reading Comprehension
Source: Direct research
Author: Chico, L. (2018)

3.5 Data Collection Plan

The researcher employed the following instruments for the effectiveness of this inquiry: questionnaire, pre-test and post-test, reading comprehension rubric.

QUESTIONNAIRE

This questionnaire is structured to obtain students perception of short stories. These questions contained a grammar component, necessary to assess if exposure of short stories develop reading comprehension. There are 5 questions to ask aspects such as: motivation, understanding, interest and recognizing details in reading texts; the questions were close - ended questions using the Likert´s scale with 3 adverbs of frequency to know (always, sometimes and never) students´ opinion.

PRE-TEST

As Hammersley (2005), this research technique is aimed at a representative sample of our target audience. The pretest was designed to measure the dependent variable and to know the level of students´ reading comprehension. That is why it was made along with the objectives and the operationalization of variables of this inquiry. It is important to mention that it was taken from the Cambridge English: KEY (KET), and it was validated by three experts of the area of linguistics. It has five parts and thirty five items that allowed measuring the reading comprehension, vocabulary, general understanding and detailed understanding. The students had 80 minutes to read the text, analyze it and answer the questions. The teacher checks it to get students grades thought a rubric.

POST-TEST

Hammersley (2005) post-test this type of test allows us to evaluate different aspects of the study executed. It measures the effectiveness of the same test (KET). The post-test was designed with very similar questions to the pretest with slight changes. It was taken from Cambridge English: KEY (KET),that allows measuring reading comprehension, vocabulary, general understanding and detailed understanding.. It lasted 80 minutes to read the text, analyze it and answer the questions. Additionally, it went along with the objectives and operationalization of the dependent variable of this inquiry.

RUBRIC

Due to the fact that the dependent variable of this research is the reading comprehension skill, a rubric was used. It was taken from the Literacy Department page. It allowed measuring each participant's performance on the reading comprehension, vocabulary, general understanding and detailed understanding. Through the rubric, each participant has a grade in both the pretest and posttest. This grade would permit to compare the results of the pre-test and post-test.

Data collection Plan

Why?	To Achieve the objectives of the research study, to identify the influence of short stories in English reading comprehension
From whom?	The project has been developed with a group of students from seventh year
About what aspects?	Short stories in English reading comprehension
Who?	Ligia Adriana Chico Constante, the researcher
When?	The study started the first week of october,2018, and it ended the second week of November 2018.
Where	Data collection was developed at Unidad Educativa San Pio X
How many times?	Data collection took place once a week, during five weeks.
What data gathering techniques?	Questionnaire Pre and post tests.
What data collection instruments?	Questionnaire applied to students Pre-test applied to students. Post test applied to students. Validated Rubric for assessing students.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data interpretation

4.1.1. Pre-test and post-test results

For the analysis of the collected data four aspects regarding to reading comprehension are considered.

- Comprehension
- Vocabulary
- Detailed understanding
- General understanding

The scores of the tests:

- QUESTIONNAIRE
- PRE-TEST CONTROL
- PRE-TEST EXPERIMENTAL
- POST-TEST CONTROL
- POST-TEST EXPERIMENTAL are presented in the following charts

4.1.2 Questionnaire Results

1. Do you feel motivated to do reading activities using short stories?

Students ´ motivation to do reading activities using short stories	*Frequency*	*Percentage*
Always	40	67
Sometimes	14	23
Never	6	10
Total	60	100

Table Nº 6 *Do you feel motivated to do reading activities using short stories?*
Source: *Direct Research*
Author: Chico, L. (2018)
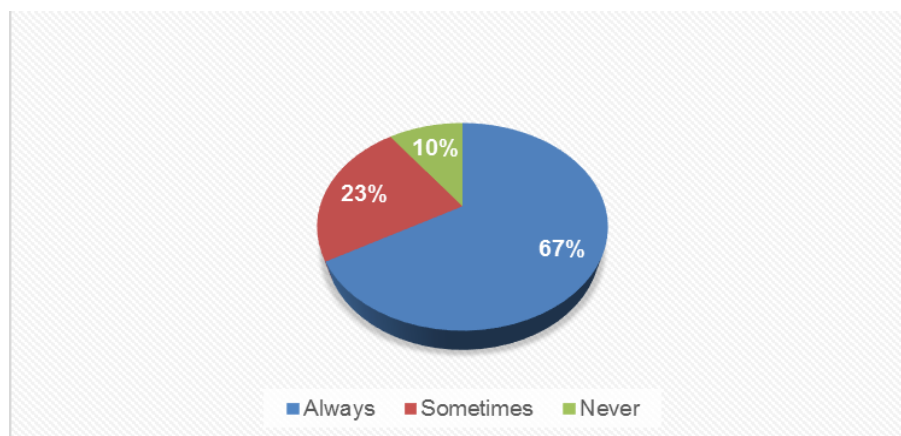
Figure Nº 2 *Do you feel motivated to do reading activities using short stories?*
Source: *Direct Research*
Author: Chico, L. (2018)

Analysis and interpretation

Out of a total of 60 learners, 67 % say that they are motivated to do reading using short stories, 23 % say that they are sometimes motivated, and the 3% say that they are not motivated in Reading English when using short. The results demonstrate that students really are motivated to do reading using short stories. In other words, nearly all of them are more motivated in reading English when short stories come to be part of the class

2. Do you understand reading texts better using short stories?

Students' understand reading texts better using short stories	*Frequency*	*Percentage*
Always	36	60
Sometimes	16	27
Never	8	13
Total	60	100

Table Nº 7 *Do you understand reading texts better using short stories?*
Source: Direct Research
Author: Chico, L. (2018)
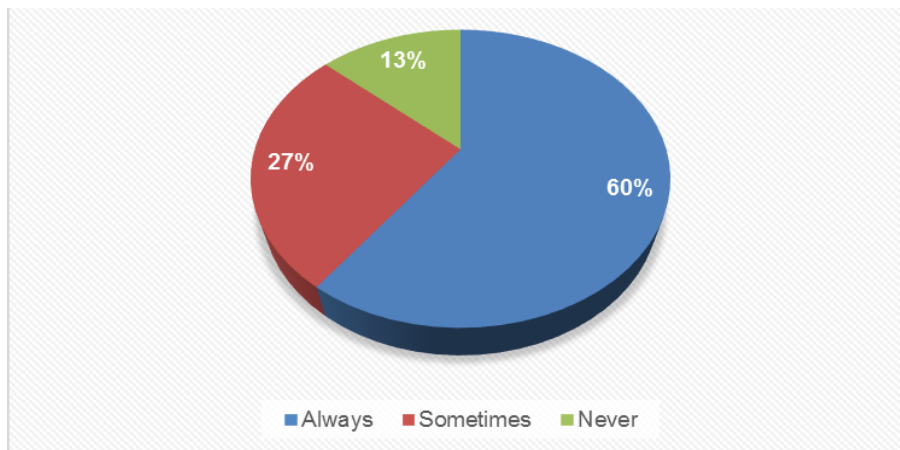
Figure Nº 3 *Do you understand reading texts better using short stories?*
Source: *Direct Research*
Author: Chico, L. (2018)

Analysis and interpretation

Out of a total of 60 learners, 60 % say that they understand reading texts better using short stories, 27 % say that they sometimes understand reading texts better using short stories, and the 13% say that they do not understand reading texts better using short stories. The results demonstrate that the majority of learners understand reading texts better using short. This is a clear evidence that short stories also help students to understand reading texts better using short stories. Only a few of them say that they do not understand reading texts better using short stories, and the teacher may apply some other strategies.

3. Does your English teacher perform activities like short stories during the classes?

English teacher perform activities like short stories during the classes	*Frequency*	*Percentage*
Always	2	3
Sometimes	16	27
Never	42	70
Total	60	100

Table Nº 8 *Does your English teacher perform activities like short stories during the classes?*
Source: Direct Research
Author: Chico, L. (2018)
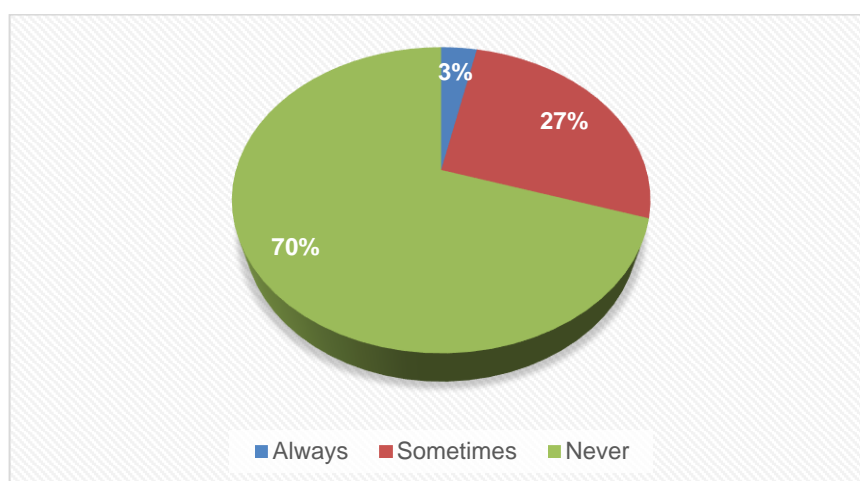
Figure Nº 4 *Does your English teacher perform activities like short stories during the classes?*
Source: Direct Research
Author: Chico, L. (2018)

Analysis and Interpretation

Out of a total of 60 learners, 70 % say that their English teacher never performs activities like short stories during the classes, 27 % say that their English teacher performs activities like short stories during the classes, and the 3% say that their English teacher performs activities like short stories during the classes. The results demonstrate that more than a half of English teacher does not perform activities like short stories during the classes.

4. Do you think the short stories are interesting?

short stories are interesting	Frequency	Percentage
Always	50	83
Sometimes	8	14
Never	2	3
Total	60	100

Table Nº 9 *Do you think the short stories are interesting?*
Source: Direct Research
Author: Chico, L. (2018)
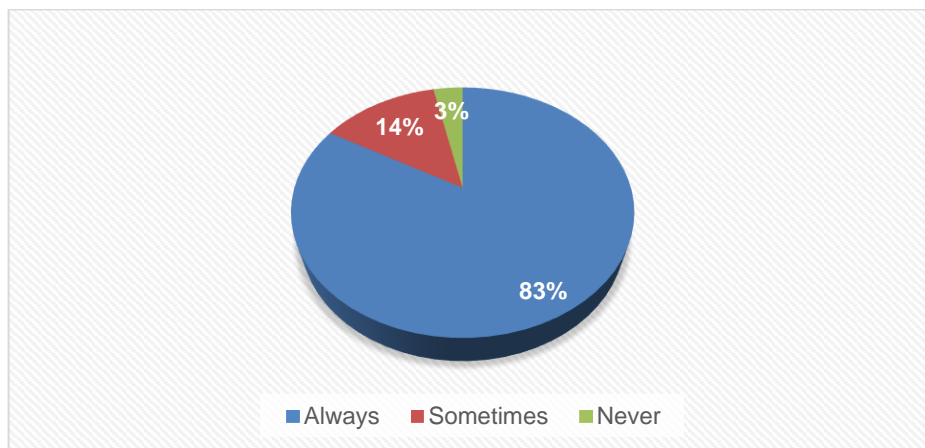
Figure Nº 5 *Do you think the short stories are interesting?*
Source: *Direct Research*
Author: Chico, L. (2018)

Analysis and Interpretation

Out of a total of 60 learners, 83 % say that short stories are interesting**,** 13 % say that short stories are interesting and the 3% say that short stories are not interesting. The results demonstrate that a lot of learners think that short stories are interesting, some of them say that the sometimes short stories are interesting and a few of them say short stories are interesting at all.

5. Are you able to recognize details in reading texts?

practice reading using short stories	Frequency	Percentage
Always	0	-
Sometimes	6	10
Never	54	90
Total	60	100

Table Nº 10 Are you able to recognize details in reading tex*ts*?
Source: Direct Research
Author: Chico, L. (2018)
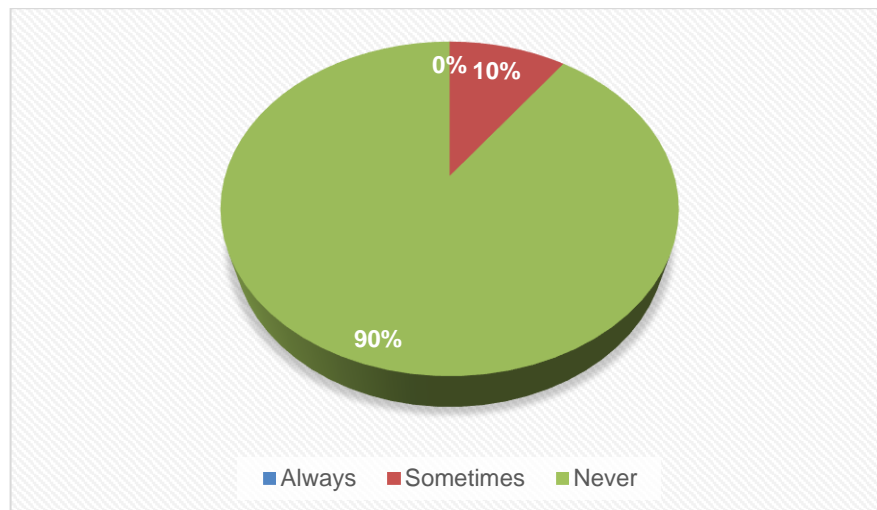
Figure Nº 6 Are you able to recognize details in reading tex*ts?*
Source: Direct Research
Author: Chico, L. (2018)

Analysis and Interpretation

Out of a total of 60 learners, 90 % say that they are not able to recognize details in reading texts 10 % say that they sometimes they are able to recognize details in reading texts and the 0% say that they are able to recognize details in reading texts. The results demonstrate that the majority of learners are not able to recognize details in reading texts, some of them they are able to recognize details in reading texts.

The scores of the four tests: PRE-TEST AND POST-TEST (CONTROL AND EXPERIMENTAL) are presented in the following charts.

Pre-test control group and experimental group

	Pre-test control group						*Pre-test experimental group*				
Student	Comprehesion	Vocabulary	General Understanding	Detailed Understanding	Total	student	Comprehension	Vocabulary	General Understanding	Detailed Understanding	Total
1	1	1	2	1	5	1	2	1	1	2	6
2	2	1	1	1	5	2	2	2	2	2	8
3	3	2	1	1	7	3	1	1	1	1	4
4	2	1	1	1	5	4	2	2	2	2	8
5	2	1	1	1	5	5	2	2	1	1	6
6	2	1	2	1	6	6	2	2	2	2	8
7	2	1	1	1	5	7	1	2	1	2	6
8	2	3	3	3	11	8	2	1	2	1	6
9	1	3	2	3	**9**	9	2	2	2	2	8
10	2	2	1	1	6	10	2	1	1	1	5
11	2	3	3	3	11	11	3	2	2	1	8
12	3	3	2	2	10	12	2	2	1	2	7
13	2	1	1	1	5	13	2	2	2	1	7
14	2	2	1	1	6	14	1	2	1	1	5
15	2	1	2	1	6	15	2	2	1	3	8
16	2	2	1	1	6	16	2	2	2	2	8
17	2	2	1	3	8	17	2	3	2	2	9
18	2	1	2	2	7	18	3	1	3	2	9
19	1	3	2	3	9	19	2	3	1	2	8
20	2	2	2	2	8	20	2	2	1	1	6
21	2	3	2	2	9	21	3	2	2	2	9
22	2	2	2	3	9	22	2	3	1	2	8
23	2	2	2	2	8	23	1	2	2	1	6
24	3	3	3	3	12	24	2	3	1	2	8
25	2	3	2	2	9	25	2	2	2	3	9
26	2	2	2	2	8	26	1	2	2	2	7
27	2	2	1	2	7	27	2	1	3	1	7
28	2	2	2	2	8	28	3	2	2	3	10
29	3	2	2	2	9	29	2	2	2	1	7
30	1	2	1	2	6	30	2	2	1	2	7
X	1,90	1,87	1,63	1,77	7,17	X	1,90	1,87	1,60	1,67	7,03

Table Nº 11 Pre-test control group and Pre-test experimental group
Source: *Direct Research*
Author: Chico, L. (2018)
Pre-test control group
Note. From the pre-test results by Chico, L. (2018)
The media or average of the control group regarding the pretest is 7,17 over 16
Pre-test experimental group
Note. From the pre-test results by Chico, L. (2018)
The media or average of the control group regarding the pretest is 7,03 over 16.

Post-Test Control Group* and *Experimental Group

| | *Post-test CONTROL group* | | | | | *Post-test EXPERIMENTAL group* | | | | |
Student	Comprehesion	Vocabulary	General Understanding	Detailed Understanding	Total	Student	Comprehesion	Vocabulary	General Understanding	Detailed Understanding	Total
1	2	2	2	2	8	1	2	3	4	3	12
2	2	1	2	2	7	2	4	2	3	2	11
3	2	2	3	2	9	3	2	2	2	4	10
4	1	3	2	3	9	4	3	3	2	3	11
5	2	2	2	3	9	5	2	2	3	2	9
6	3	3	3	1	10	6	2	2	3	2	9
7	2	2	2	3	9	7	3	3	3	3	12
8	2	2	2	2	8	8	2	4	2	2	10
9	2	2	2	2	8	9	2	2	2	2	8
10	2	1	2	2	7	10	3	3	2	3	11
11	2	3	2	3	10	11	4	3	2	2	11
12	2	2	3	2	9	12	2	2	4	2	10
13	1	2	2	3	8	13	3	4	3	2	12
14	3	3	2	2	10	14	4	3	2	3	12
15	2	2	2	2	8	15	2	2	4	2	10
16	2	2	3	3	10	16	2	2	3	4	11
17	2	2	2	2	8	17	3	2	4	2	11
18	2	2	1	2	7	18	2	3	2	4	11
19	2	2	2	2	8	19	2	4	3	2	11
20	2	2	1	2	7	20	3	4	2	3	12
21	2	2	2	3	9	21	2	4	3	2	11
22	2	2	2	2	8	22	2	2	3	4	11
23	2	1	2	3	8	23	4	3	2	2	11
24	3	2	2	1	8	24	3	4	2	2	11
25	1	2	3	2	8	25	2	3	4	2	11
26	2	2	2	1	7	26	4	2	2	3	11
27	2	1	3	2	8	27	2	3	2	4	11
28	2	2	2	1	7	28	4	2	2	2	10
29	3	2	1	2	8	29	2	2	4	3	11
30	2	2	2	3	9	30	2	3	2	4	11
X	1,97	1,93	2,00	2,10	8,00	X	2,57	2,70	2,57	2,60	10,43

Table Nº 12 Post-test control group Student and Post-test experimental group
Source: *Direct Research*
Author: Chico, L. (2018)
***Post-test control group* Student**
Note. From the pre-test results by Chico, L. (2018)
The media or average of the control group regarding the pretest is 8,00over 16.
Post-test experimental group
Note. From the pre-test results by Chico, L. (2018)
The media or average of the control group regarding the pretest is 10.43over 16.

Differences Data Collection Control And Experimental Group

	CONTROL GROUP				EXPERIMENTAL GROUP		
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
1	5	8	3	1	6	12	6
2	5	7	2	2	8	11	3
3	7	9	2	3	4	10	6
4	5	9	4	4	8	11	3
5	5	9	4	5	6	9	3
6	6	10	4	6	8	9	1
7	5	9	4	7	6	12	6
8	11	8	-3	8	6	10	4
9	9	8	-1	9	8	8	0
10	6	7	1	10	5	11	6
11	11	10	-1	11	8	11	3
12	10	9	-1	12	7	10	3
13	5	8	3	13	7	12	5
14	6	10	4	14	5	12	7
15	6	8	2	15	8	10	2
16	6	10	4	16	8	11	3
17	8	8	0	17	9	11	2
18	7	7	0	18	9	11	2
19	9	8	-1	19	8	11	3
20	8	7	-1	20	6	12	8
21	9	9	0	21	9	11	2
22	9	8	-1	22	8	11	3
23	8	8	0	23	6	11	5
24	12	8	-4	24	8	11	3
25	9	8	-1	25	9	11	4
26	8	7	-1	26	7	11	4
27	7	8	1	27	7	11	4
28	8	7	-1	28	10	10	0
29	9	8	-1	29	7	11	4
30	6	9	3	30	7	11	4
x	7.17	8.00	0.83	x	7.03	10.43	3.4

Table Nº 13 Data collection control and experimental group
Source: *Direct Research*
Author: Chico, L. (2018)

COMPREHENSION	
Pre-test control	1,90
Pre-test experimental	1,90
Post- test control	1,97
Post- test experimental	2,57

Table Nº 14 Comprehension
Source: *Direct Research*
Author: Chico, L. (2018)
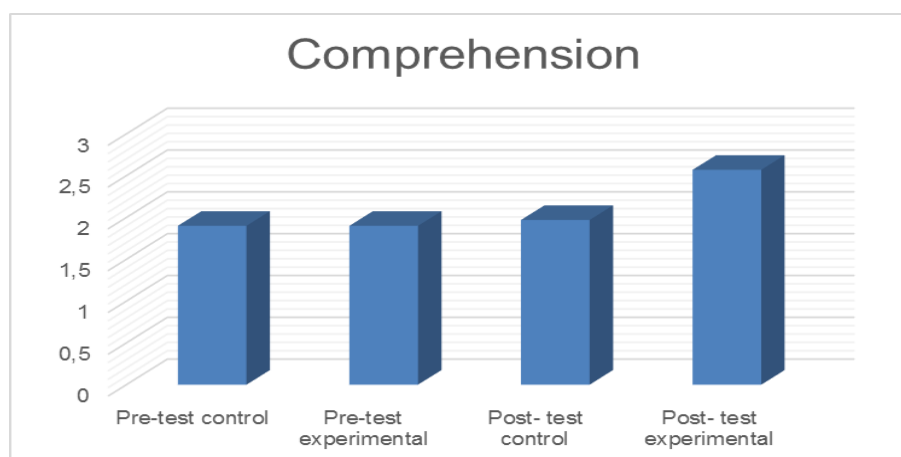
Figure Nº 7 Comprehension
Source: *Direct Research*
Author: Chico, L. (2018)

Analysis and Interpretation

In the question about comprehension in the pre-test, the average of the 30 students in the control group is 1,90 and the average of the experimental group in this question is 1,90. These values show that both groups had the same average regarding comprehension in the pre-test. Similarly, the average in the post-test of the control group is 1,97 and the average of the experimental group is 2,57. Thus, these values show that there was an increase of 0.60 after the application process for the average in the experimental group.

VOCABULARY	
Pre-test control	1,87
Pre-test experimental	1,87
Post- test control	1.93
Post- test experimental	2,70

Table Nº 15 Vocabulary
Source: *Direct Research*
Author: Chico, L. (2018)
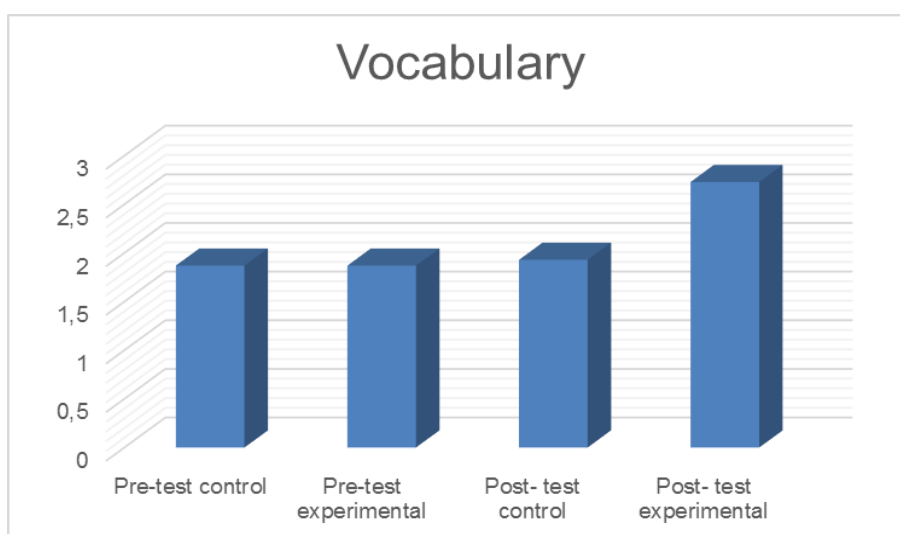
Figure Nº 8 Vocabulary
Source: *Direct Research*
Author: Chico, L. (2018)

Analysis and Interpretation

In the question about vocabulary in the pre-test, the average in the control group is 1.87 and the average of the experimental group is 1,87. These values show that both groups had the same average regarding vocabulary in the pre-test. In the same manner, the average of the post-test control is 1,93 and the average of the post-test experimental is 2,70. Consequently, these values show that there was an increase of 0.77 after the application process for the average in the experimental group.

General Understanding	
Pre-test control	1,63
Pre-test experimental	1,60
Post- test control	2,00
Post- test experimental	2,57

Table Nº 16 General Understanding
Source: *Direct Research*
Author: Chico, L. (2018)

Figure Nº 9 General Understanding
Source: *Direct Research*
Author: Chico, L. (2018)

Analysis and Interpretation

In the question about general understanding in the pre-test, the average in the control group is 1.63 and the average of the experimental group is 1.60. These values show that both groups had almost the same average regarding grammar in the pre-test. In the same way, the average of the post-test control is 2,00 and the average of the post-test experimental is 2,57. Consequently, these values show that there was an increase of 0.57 after the application process for the average in the experimental group.

Detailed understanding	
Pre-test control	1,77
Pre-test experimental	1,67
Post- test control	2,10
Post- test experimental	2,60

Table Nº 17 Detailed understanding
Source: *Direct Research*
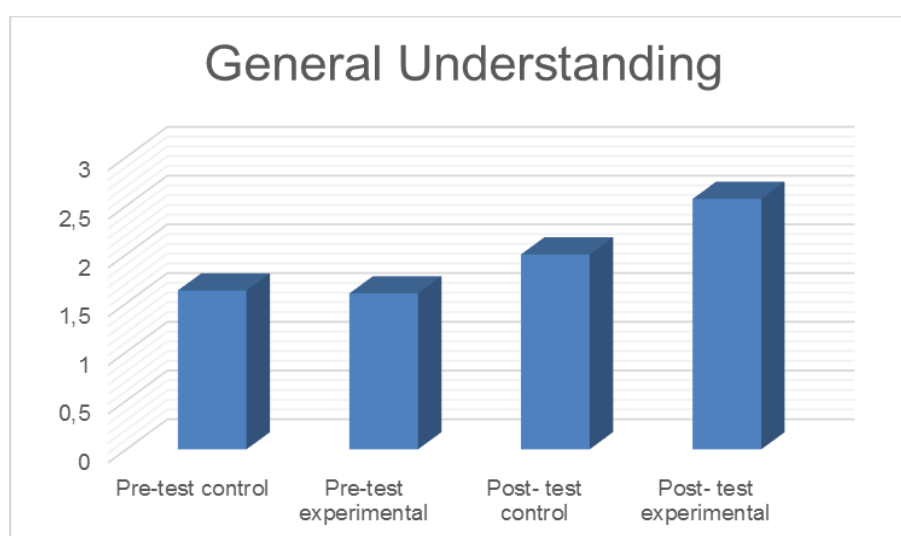**Author:** Chico, L. (2018)
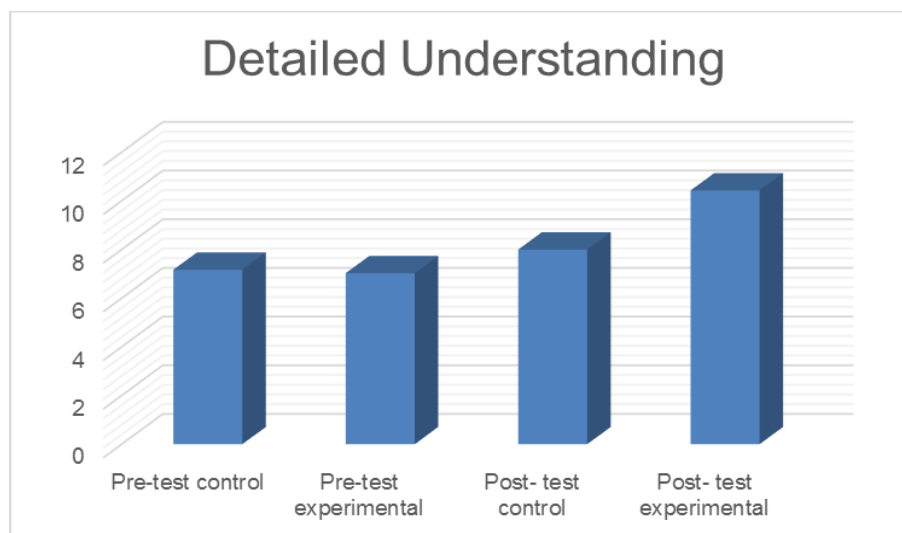
Figure Nº 10 Detailed understanding
Source: *Direct Research*
Author: Chico, L. (2018)

Analysis and Interpretation

In the question about vocabulary in the pre-test, the average in the control group is 1.77 and the average of the experimental group is 1.67. These values show that both groups had almost the same average regarding vocabulary in the pre-test. In the same way, the average of the post-test control is 2,10 and the average of the post-test experimental is 2,60. Consequently, these values show that there was an increase of 0.50 after the application process for the average in the experimental group.

Average comparison	
Pretest control	7.17
Pretest experimental	7,03
Post- test control	8.00
Post- test experimental	10.43

Table Nº 18 Average comparison
Source: *Direct Research*
Author: Chico, L. (2018)
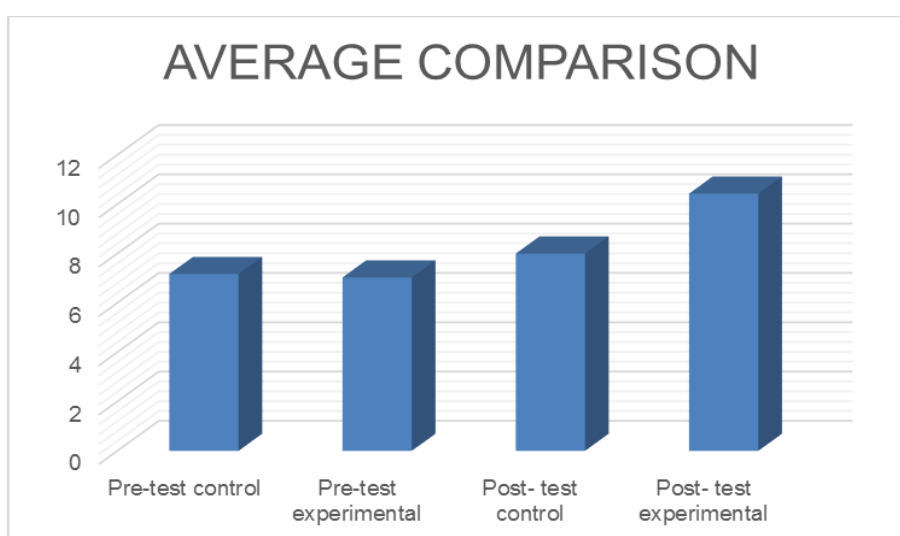
Figure Nº 11 Average comparison
Source: *Direct Research*
Author: Chico, L. (2018)

Analysis and interpretation

The average comparison figure shows that the average of the control group in the pre-test is 7,17 and the average of the experimental group in this test is 7,03. Consequently, both groups started with the same level of English knowledge. After applying short stories as a strategy to promote the reading comprehension, the experimental group got an average of 10,43. This is 2,43 points more than the average of the control group, which is 8,00 This means that both groups had an increase in the post-test, but the increase gotten in the experimental group was higher. Therefore, short stories enhanced students' reading comprehension.

4.3 Hypothesis verification

The hypothesis verification was done through the statistical test T-student. Since the population of this inquiry was small, thirty (60) students only. Hernandez et al. (2010) stated that the T-student test is a statistical test to evaluate if two groups differ between them in a meaningful way.

4.3 Hypothesis verification

4.3.1 Null hypothesis and alternative hypothesis statement

H0: Short stories do not promote the English reading comprehension on learners.
H1: Short stories promote the English reading comprehension on learners.

4.3.2 Mathematical model

H0: A = B
H1: A ≠ B
A: media experimental group
B: media control group

4.3.3 Statistical model

$$t = \frac{A - B}{\frac{S}{\sqrt{N}}}$$

$$t = \frac{10,43-8,00}{\frac{0,91}{\sqrt{30}}}$$

$$t = \frac{2,43}{\frac{0,91}{5,48}}$$

t=$\dfrac{\mathbf{2{,}43}}{0.16}$

t=15.18

t=T-student A= media experimental group B= media control group

S= standard deviation

N= number of students

4.3.3 Significance level

C = 95% of confidence level

α = 0.05

4.3.4 Degrees of freedom

df= n-1

df= 30-1

df=29

df=degrees of freedom

n=number of students
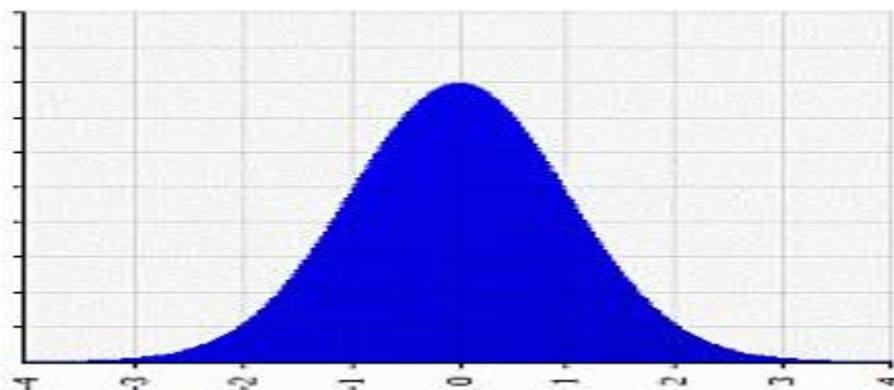
4.3.5 Bell curve

Figure Nº 12 Bell curve
Source: Bibliographical Research
Author: Chico, L. (2018)

4.3.6 Decision making

Calculated T or statistic T is greater than critical T 15, 18 > 2, 0555). Therefore, the null hypothesis is rejected and the alternative hypothesis (Short stories improve the reading comprehension) is accepted.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

After analyzing the data collected these are the conclusions found out in this inquiry.

- Short stories improve reading comprehension on English language learners who were studying at the Unidad Educativa SAN PIO X. The data analysis displayed that at the beginning of the English course students started with a low level on their reading comprehension, but after applying Short Stories in classes their grades improved, so their reading comprehension was improved

- A second finding was that Short stories as: Mr. Jones shop, Gladys´ plane, A Small Shop, The Brown´s Family has a positive effect on reading comprehension in the learners who were diagnosed. The object to claim this statement is the higher grades got in the research with the students who short stories were applied.

- A third result was that using short stories as a teaching tool students have a favorable development in English reading comprehension. The reason to claim this statement is the higher grades and the average of the experimental group got in comparison with the control group. Furthermore learners enjoyed, feel motivated.

- Finally, Short stories were detected as an effective strategy to be applied in classes because of the good grades students got and also because the researcher could define that the relation between the short stories and the reading comprehension is because understand better the vocabulary, detailed and general information in every class were short stories were used.

5.2 Recommendations

Since this work focuses on short stories as a teaching strategy to improve the reading comprehension, the following suggestions are made for the teachers of the seventh level of UE SAN PIO X

- Considering the low level of the reading comprehension students start with UE SAN PIO X, this inquiry suggests professors of the seventh levels to be aware of this crucial fact, so they can reinforce the reading comprehension in each lesson.

- A recommendation for teachers at Unidad Educativa SAN PIO X is to include short stories in their lesson plans. They can use short stories at the middle of the lesson as a warm up, practice and wrap up.

- A suggestion for teachers is to apply the short stories proposed by the author in this research as a teaching tool; so, they can really prove by themselves that applying this strategy in their lessons motivate learners and brings effective results, these students improve their reading comprehension.

- Students need to improve their reading comprehension; therefore, it is necessary to motivate them to have more reading habits. Some students might need a little guidance from teachers to engage in reading activities, understand vocabulary and main and secondary ideas to continue with the development of reading comprehension.

- It is important to never assume students understood all teachers instructions present it in multiple ways to be sure that students understand.

- Creating a good atmosphere to work with the students is necessary they need to feel relaxed.

- The level of the reading text and the vocabulary used is important. It should be according to the level of the Common European Framework.

- Professors should apply new strategies to motivate students to read in English and look for activities to make them comprehend readings without being afraid of making mistakes.

CHAPTER VI

PROPOSAL

Topic:
BOOKLET BASED ON SHORT STORIES FOR THE READING COMPREHENSION.

6.1 Informative Data

Name of the institution: Unidad Educativa San Pio X
Beneficiaries: English teachers and students
Person in Charge: Adriana Chico

6.2 Background of the Proposal

This proposal arises from the successful application of short stories as a strategy to teach English. The first step taken was detecting the problem, as it was the low reading comprehension level students have when they begin the school year. It is hard for students to comprehend readings in the class. Unfortunately, they are not able to understand readings, vocabulary, general neither detailed ideas. Similarly, this fact was proved through the application of pre-test on students of the first levels, where they got a very low average regarding the reading comprehension. This fact is an indicator for teachers to use strategies that encourage students to read and gives them higher opportunities to feel motivated.

To improve the reading comprehension, it is imperative to propose short stories as a strategy to teach this ability. After working with short stories in the class, it was evident that those helped learners to get involved in the reading. Students felt calm and with very low anxiety, being these two factors a requirement for the reading comprehension to emerge. Another fact that was clearly seen was their improvement in their reading comprehension post-test. They clearly had a better score in comparison with the students who do not read in English with the short stories. Being a witness of the benefits that short stories presented for students as well as for

professors, it is important to point out that this proposal will be helpful for those who applied it.

6.3 Justification

Teaching English is a wonderful job for those who love being educators. Nearly all teachers are looking for alternatives to make their classes meaningful and interesting. As a consequence, professors use books, booklets, websites, blogs, YouTube videos to find new teaching tools. Thus, the first reason to work on this booklet is to present English professors short stories as a way to make their classes fun and productive.

A second reason is the learners' necessity to develop reading comprehension knowing that is a difficult skill to acquire and even more in the middle levels, but if teachers look for the appropriate strategies, learners can easily develop this ability. It is imperative to get students read in English in classes.

This work is a booklet that encompasses ten short stories. Each of them presents the name of the story, vocabulary, reading comprehension, general understanding and detailed understanding questions, can be used within the lesson plan. It is important to mention that each short story will be also available in a reading along video with the aim of giving professors at the Unidad Educativa San Pio X the options to read the short stories that are according to the level with interesting activities for reading comprehension

6.4 Objectives

6.4.1 General

To generate a booklet of short stories to help primary students to improve their reading comprehension.

6.4.2 Specific objectives

- To determine the most useful short stories that help students to develop their reading comprehension.

- Socialize the booklet proposed with English professors of the institution so that they know how to use short stories in their classes.
- Motivate professors to use this strategy of short stories for students to improve their reading comprehension.

6.5 Feasibility Analysis

This proposal is feasible because it does not require any unreachable resource for its development. It is of easy application for professors and students. Professors are going to learn about short stories as a strategy to make their students comprehend in English. The classes will be meaningful and entertaining. Students will have a lot of opportunities to use the language. Therefore, both beneficiaries do not have to invest anything, but their attitude to improve. Another reason to say that this proposal is achievable would be the support and permission from the authorities of this institution. They are aware of the results of this inquiry, so they are very opened to the development of this proposal since it will benefit professors and students.

6.6 Foundation

Short stories and reading comprehension

Teaching English could become a heavy routine if teachers are not able to vary the activities they plan for their lessons. There are a lot of short stories that can be used in a class as a teaching tool to encourage students to learn English. Professors agree that students develop the ability to comprehend in English through reading short stories which is a good strategy based on the unit context that they require. By using short stories, learners will have the chance of comprehend better the readings. Short stories create a favorable environment where students feel comfortable, understand the vocabulary, authentic activities and meaningful tasks that promote the reading comprehension. This can happen when learners are motivated to achieve a goal or complete a task.

Booklet: the Cambridge dictionary defines a booklet as a small book which contains few pages with information about a specific topic.

Short stories: Edgar Allan Poe (1846), in his essay "The Philosophy of Composition," said that a short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 word, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themes, with a variety of prominent characters. Short stories also lend themselves more to experimentation — that is, using uncommon prose styles or literary devices to tell the story. Such uncommon styles or devices might get tedious and downright annoying, in a novel, but they may work well in a short story.

Reading comprehension Harris & Hodges, (1995) said that the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter, that the content of the meaning is influenced by that person's prior knowledge and experience.

How important it is for a professor to create a rich environment and put all the ingredients together in the class so students are able to comprehend in English. It is so wonderful to know that reading does not only involve saying words and sentences, it goes further than that. It involves understanding what people feel write and want to communicate through a text. All living creatures have this deep desire of communicating what they have inside, what makes them happy, sad or angry. Reading comprehension allows students to understand thoughts, ideas, principles and values. It is so amazing to know that using language through reading avoids miscommunication. The whole world needs people to be able to communicate assertively.

6.7 Operating Model

Phases	Objectives	Activities	Resources	People Responsable	Time
1.Planning	To work on a schedule to present the proposal to the English professors.	-Ask for permission to carry out a workshop for the English professors. - Prepare a one-day workshop to present the short stories.	-Official letter - Worksheet - Short story - Booklet	Author of the proposal English professors	- 2 hours
2.Socialization	-Present the short stories to the English professors through by reading short stories by themselves.	-Presentation of each short stories and its procedure. - Presentation of each short story as a reading along video -Performance of each short story with the professors being the participants	- Worksheet - Short story - Booklet	-English professors	- 2 hours

3.Application	To apply all the short stories suggested in the booklet	Apply 1 short story per week.	- Worksheet - Short story - Booklet	-English professors	5 Weeks
4. Evaluation	- To evaluate the effectiveness of short stories.	-Complete a worksheet to asses each short story. - oral and written feedback from the professors to the author of the proposal	- Worksheet - Short story - Booklet	-English professors	30 minutes

Table Nº 19 Operating Model
Source: *Direct Research*
Author: Chico, L. (2018)

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SHORT STORIES FOR ENGLISH LEARNERS

By Adriana Chico
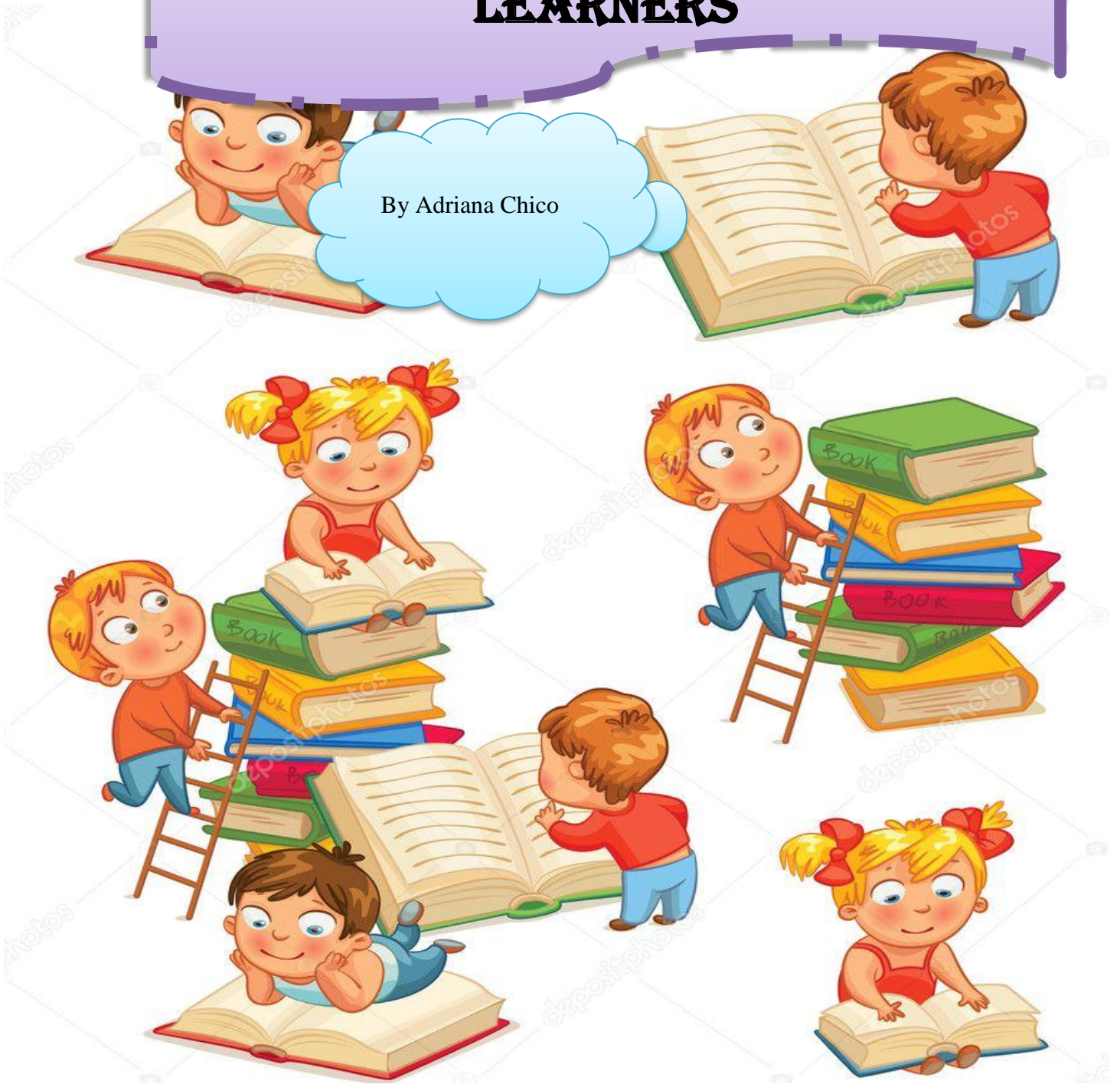
OBJECTIVES
General Objective
To offer short stories with new activities that facilitates the development of English reading comprehension in seventh year students.
Specific Objectives
• To enlarge teachers' activities in order to make reading more entertaining and attractive for students.
• To help students to has better English reading comprehension and use new vocabulary in order to understand words in context in the Student's Book Level A2.2
• To help students recognize the main idea and the secondary ideas.
• To encourage students to identify the message of the text
• To develop students´ ability to ask and answer questions about the text

Table Nº 20 Objectives
Source: *Direct Research*
Author: Chico, L. (2018)

Introduction

This booklet is a collection of short stories for English reading comprehension to practice their reading skill. It is designed for teachers who found short stories very efficient and useful.

Most teachers have already tried short stories successfully, but there must also be some of them who have not found the experience so pleasant in their classes. Still for others this idea of using short stories in the class could be new or even a doubt asking themselves whether short stories are an opportunity for learners to comprehend reading texts.

I hope that this booklet contains something for all teacher comfort and inspiration for those who have tried them previously and didn't.

INDEX

LESSON PLAN 1
Reading objective: **Students will be able to ask and answer questions to comprehend general and detailed understanding about the text.**
Target group: **A2.2 students**　　　**level: seventh year**
Class time: **1 hour**
Materials: **short stories work sheets, pencil, and eraser.**
Before reading
✓ **Provide the short story number one** 　**Mr. Jones shop** ✓ **The students look at the pictures** ✓ **Students predict what the reading is about.**
During reading
✓ **The students read individually** ✓ **Ask students to read and highlight the significant ideas in the text.** ✓ **Understand new vocabulary** ✓ **Students read again and comment about the reading text.**
After reading
✓ **Students answer teacher´s questions** ✓ **Complete exercise one** 　Students read the questions and circle the right answers. 　Students rewrite the story using the correct vocabulary chosen above. ✓ **Complete exercise two** 　Students circle the right words to complete the story correctly**.** ✓ **Complete exercise three** ✓ Complete the main map using information about the short story ✓ **Check answers with the teacher**

MR. JONES SHOP

Mr Jones's shop sold food. Mr Jones and a young man worked there. The young man's name was George.

A man came into the shop on Monday. He was a funny man. Mr Jones was in the office. It was behind the shop. The funny man looked at George and said, "I want a small table, please."

George said, "We don't sell tables in this shop. We sell food."

The man smiled and answered, "A small, brown table." He took a picture out of his bag and showed it to George. It was a picture of a small, brown table.

George put his mouth near the man's ear and said, "We do not have tables in this shop! Food! Not tables!"

The man smiled and answered, "That's good. Thank you." Then he sat down on a chair and waited.

George was not happy. He went into the office and spoke to Mr Jones. Then he and Mr Jones came out again.

Mr Jones was angry. He looked at the man and said, "What do you want?"

The man smiled and answered, "I want a loaf of brown bread, please. Haven't you got any bread in your shop?"

Mr Jones said, "Yes, we have." He looked at George, and then he went and got a loaf of brown bread from a big box and gave it to the man.

Exercise 1

Read the questions and circle the right answers.

1 Did Mr Jones work in George's shop?
a) No, he didn't. b) Yes, he did.
2 Who worked in Mr Jones's shop?
a) A funny man did. b) George did.
3 Did the shop sell tables, or food?
a) It sold food. b) It sold tables.
4 Did the funny man ask George for some food?
a) No, he didn't. b) Yes, he did.
5 Did the funny man ask George for a table?
a) No, he didn't. b) Yes, he did.
6 Did George show him a table?
a) No, he didn't. b) Yes, he did.
7 Whose office did George go into then?
a) Mr Jones's. b) The funny man's.
8 Did Mr Jones speak to the funny man?
a) No, he didn't. b) Yes, he did.

Exercise 2

Circle the right words to complete the story correctly.

Mr Jones sold (*food/tables and chairs*) in his shop. His shop was

(*behind*/*in front of*) his office. A (*funny*/*young*) man worked in

the shop too. (*A*/*The*) funny man came into the shop on Monday;

He asked (*George*/*Mr Jones*) for a (*chair*/*table*). Then he

showed George a (*picture of a table*/*table*). George (*did not

sell*/*sold*) the funny man a small, brown table. The funny man

(*smiled/was not happy*). He sat down and (*waited*/*was angry*). Then

(*George*/*the funny man*) brought Mr Jones out of *the* (*office/shop*).

Mr Jones (*smiled*/*was not happy*). The funny man asked him for

a (*loaf of brown bread*/*small, brown table*), and Mr Jones gave (him

a big box/*it to him*).

Rewrite this story using the correct vocabulary you chose above.

Exercise 3

Complete the main map using information about the short story.

TOPIC

What Happened

Where It Happened

When It Happened

Who It Happened To

How It Happened

Why It Happened
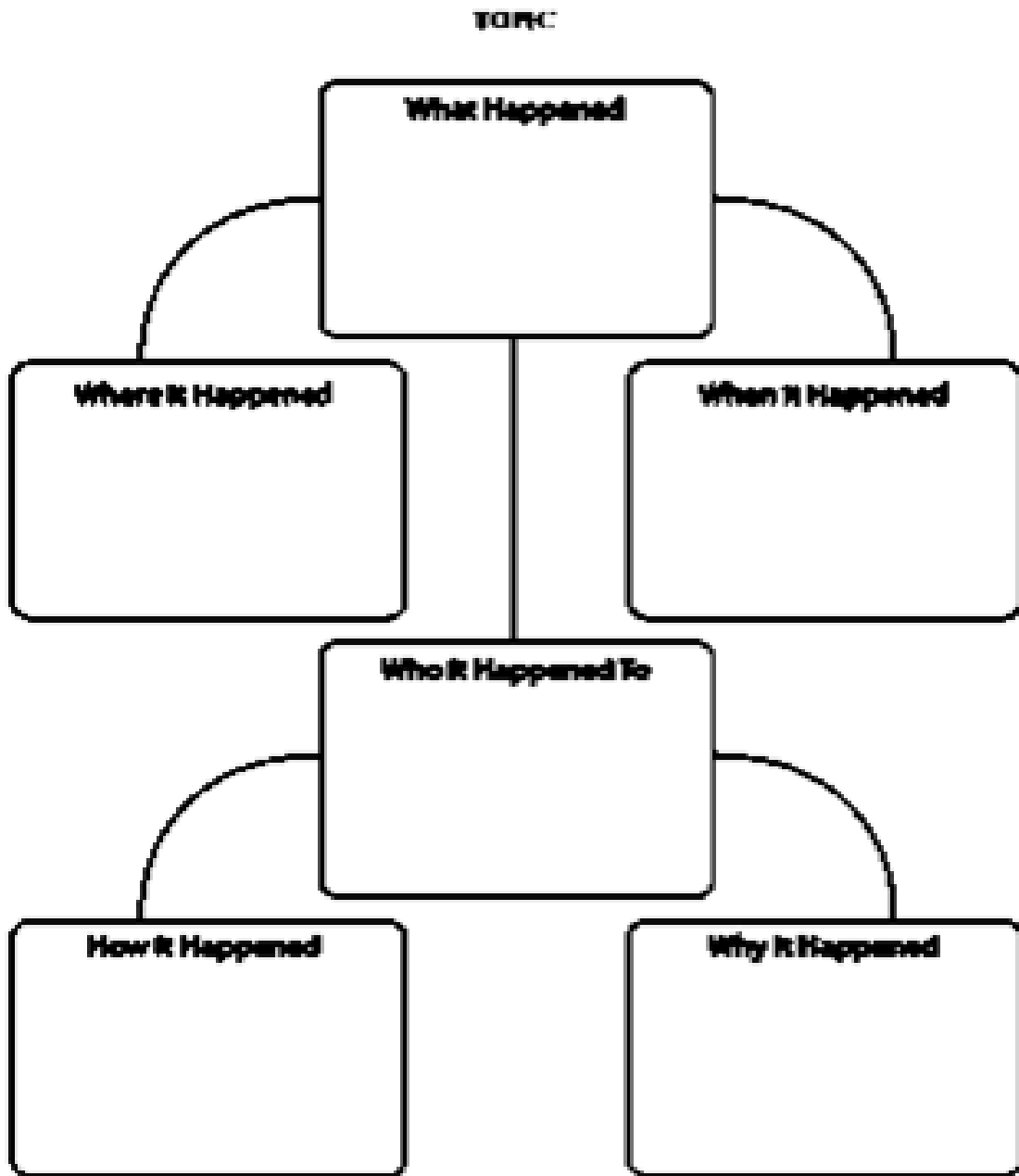
LESSON PLAN 2
Reading objective: **Students will be able to ask and answer questions to comprehend general and detailed understanding about the text.**
Target group: A2.2 students   level: seventh year
Class time: 1 hour
Materials: short stories work sheets, pencil, and eraser.

Before reading

- ✓ **Provide the short story number two**

     Gladys's dream

- ✓ **The students look at the pictures**
- ✓ **Students predict what the reading is about.**

During reading

- ✓ **The students read individually**
- ✓ **Ask students to read and highlight the significant ideas in the text.**
- ✓ **Understand new vocabulary**
- ✓ **Students read again and comment about the reading text.**

After reading

- ✓ **Students answer teacher´s questions**
- ✓ **Complete exercise one**

     Read the questions and circle the right answers.

     Complete the chart using information about the text

- ✓ **Complete exercise two**

     Write the message about the short story Glady´s dream

- ✓ **Complete exercise three**
- ✓ Complete the main map using information about the short story
- ✓ **Check answers with the teacher**

GLADYS'S DREAM

Gladys was at school in a small, quiet town in England. She was sixteen years old, and her father and mother were poor, and their house was very small.

Maisie was Gladys's friend. She went to that school as well. Gladys said, "Maisie, I'm going to find a very rich man and I'm going to marry him. Then I'm going to have a beautiful house and a large garden, and a lot of clothes, and a lot of money."

Maisie smiled and said, "Where are you going to find a very rich man, Gladys? There aren't any in our town."

But Gladys was a very pretty girl. Her eyes were blue, and her hair was black and soft. She went to London, and then she went to America. She found a tall, very rich man there, and she married him. She was twenty-two years old then.

Then she and her husband went to England. They went to Gladys's old house, and Maisie came there.

Gladys said, "I've married a very rich man, Maisie, and I've got a beautiful house and a large garden and four gardeners. And I've bought a lot of clothes and I have money as well. My husband's got a plane too, and he flies it!"

Maisie said, "A lot of people have got planes and fly them, Gladys."

"In their house?" Gladys asked.

Exercise 1

Read the questions and circle the right answers.

1 Were Gladys's father and mother rich?

a) No, they were not. b) Yes, they were.

2 Did Gladys want to work in her small, quiet town?

a) No, she did not. b) Yes, she did.

3 Who did Gladys want to marry?

a) A rich man. b) A tall man.

4 Were there any very rich men in Gladys's town?

a) No, there were not. b) Yes, there were a lot. c) Yes,

there were some.

5 Did Gladys marry in London, or in America?

a) In London. b) In America.

Complete the chart using information about the text
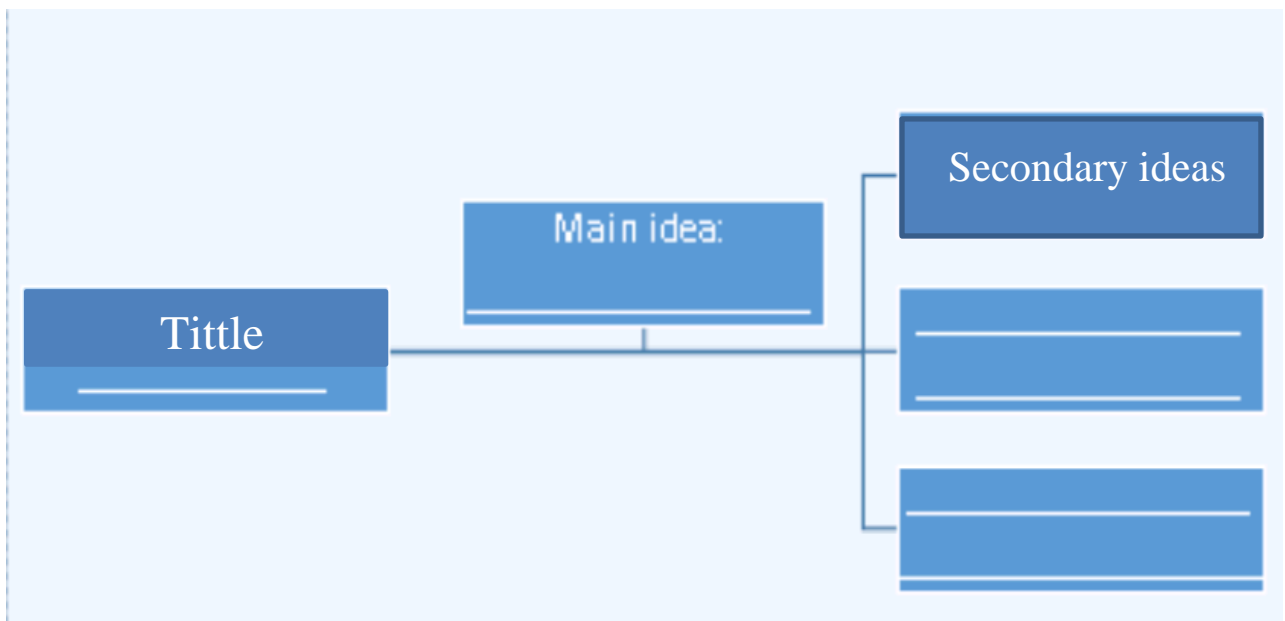
Exercise 2

Write the message about the short story Glady´s dream

Message

Exercise 3

Complete the main map using information about the short story

Main Characters

Setting

Supporting Characters

Title and Author

Problem

Solution

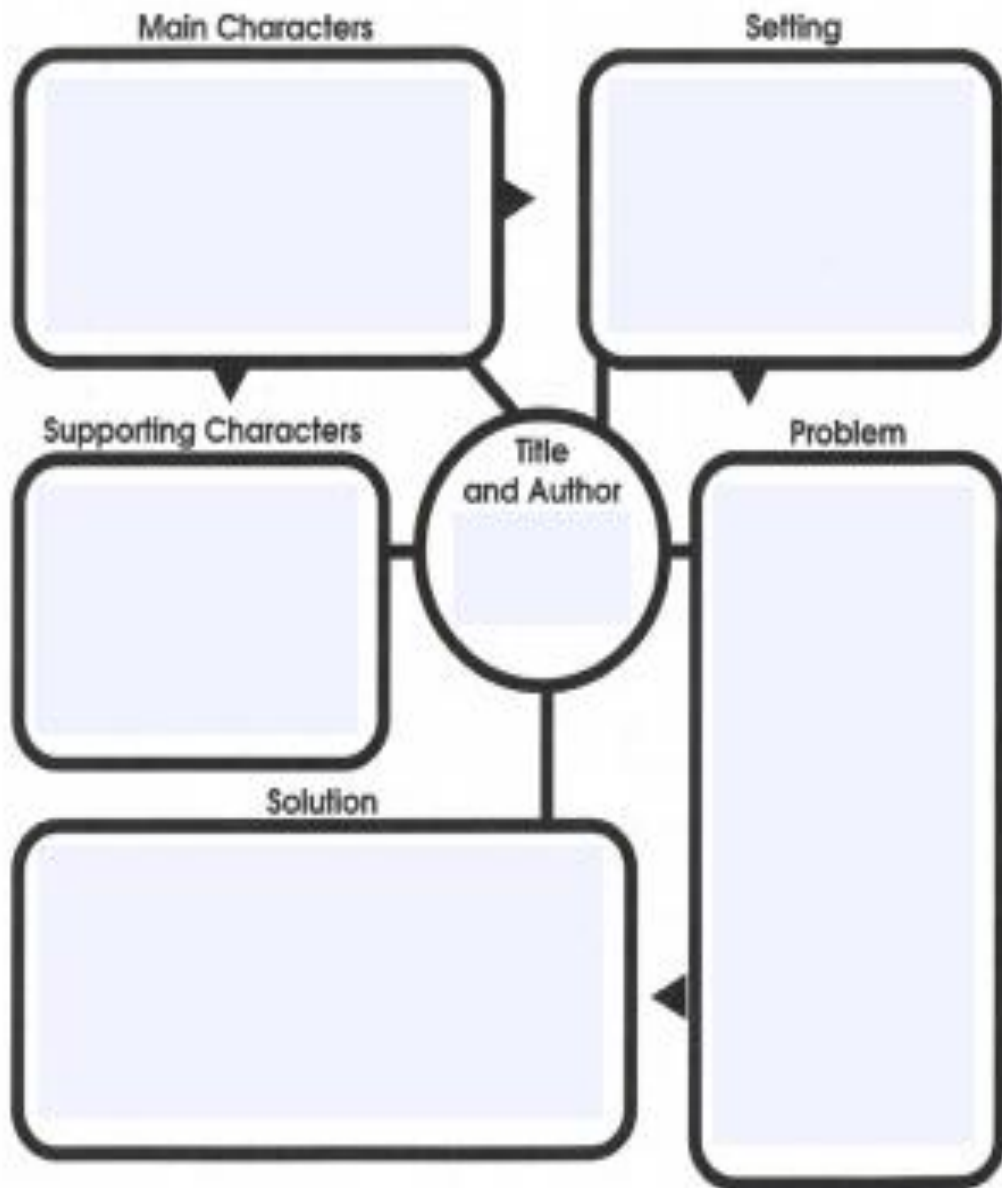| LESSON PLAN 3 |
|---|
| *Reading objective:* **Students will be able to ask and answer questions to comprehend general and detailed understanding about the text.** |
| *Target group: A2.2 students   level: seventh year* |
| *Class time: 1 hour* |
| *Materials: short stories work sheets, pencil, and eraser.* |
| **Before reading** |
| ✓ **Provide the short story number three**
     Smith´s small shop
   ✓ **The students look at the pictures**
   ✓ **Students predict what the reading is about.** |
| **During reading** |
| ✓ **The students read individually**
   ✓ **Ask students to read and highlight the significant ideas in the text.**
   ✓ **Understand new vocabulary**
   ✓ **Students read again and comment about the reading text.** |
| **After reading** |
| ✓ **Students answer teacher´s questions**
   ✓ **Complete exercise one**
     Read the questions and circle true or false
   ✓ **Complete exercise two**
     Circle the right words to complete the story.
   ✓ **Complete exercise three**
     Write the main idea of the text
   ✓ **Check answers with the teacher** |

SMITH'S SMALL SHOP

Alan Smith's father bought him a small shop, and Alan sold milk, butter, cheese, eggs and other things in it. His shop was in a small town, and it was open on Tuesday, Wednesday, Thursday, Friday and Saturday, and on Sunday morning, but it was shut on Sunday afternoon and on Monday.

Alan went to some farms on Monday and bought their best butter and cheese and eggs from the farmers, but he bought his milk in the town. A truck brought it to his shop in the morning. Alan and his wife worked in the shop, and they sold a lot of their food, because it was good and clean.

A fat woman came into the shop on Saturday. She bought some eggs and some butter, and then she said to Alan's wife, "Your eggs and your butter are dear today. Why are Saturday and Sunday dearer than Tuesday, Wednesday, Thursday and Friday?"

Alan's wife was unhappy. She looked at the fat woman, and then she looked at Alan, but she did not give an answer. Then Alan smiled and said, "Our food is not dearer on Saturday and Sunday! It is cheaper on Tuesday, Wednesday, Thursday and Friday!"

Exercise 1

Read the questions and circle the right answers.

1 Was Alan's shop open on Monday?

True   False

2 Was Alan's shop shut on Saturday?

True   False

3 Was Alan's shop open on Sunday morning?

True   False

4 Did the farmers sell Alan cheese?

True   False

5 Did a man buy Alan's butter to his shop?

True   False

Exercise 2

Circle the right words to complete the story.

(*Alan/Alan's father*) bought a shop for (*him/his father*). He (*did not sell any/sold*) food in it, and it was open (*every day/5.5 days*) of the week. Alan (*bought/sold*) tilings on Monday. The farmers (*bought/sold*) him food (*and/but not*) milk on their farms. (He *brought them/They sold him*) the best butter and cheese and eggs. The (*food/milk*) came to Alan's shop in a truck. Alan's wife (*did not work/worked*) with him. (*Alan and his wife were/Alan's food was*) good and clean. A fat woman came into the shop. Alan's wife was unhappy because she (*asked a question/was fat*). (*Alan's wife/Alan*) answered the question. The food in the shop was (*cheaper/dearer*) on Saturday and Sunday

Exercise 3

Write the main idea of the text

Main idea

....

....

....

Characters

LESSON PLAN 4
Reading objective: **Students will be able to ask and answer questions to comprehend general and detailed understanding about the text.**
Target group: **A2.2 students**   **level: seventh year**
Class time: **1 hour**
Materials: **short stories work sheets, pencil, and eraser.**
Before reading
✓ **Provide the short story number three**   Smith´s small shop ✓ **The students look at the pictures** ✓ **Students predict what the reading is about.**
During reading
✓ **The students read individually** ✓ **Ask students to read and highlight the significant ideas in the text.** ✓ **Understand new vocabulary** ✓ **Students read again and comment about the reading text.**
After reading

✓ **Students answer teacher´s questions**
✓ **Complete exercise one**
 	
  Read the questions and circle the right answers
 	
✓ **Complete exercise two**
 	
  Circle the right words to complete the story.
 	
✓ **Complete exercise three**
 	
  Complete the main map using information about the short story
 	
✓ **Check answers with the teacher**

BROWN´S FAMILY

Mr and Mrs Brown had two daughters and two sons. Both the daughters married, and then both the sons married too. Soon Mr and Mrs Brown had a granddaughter, and then they had two grandsons. They were very happy.

Then one of their daughters had another baby, and she telephoned her mother, "Please come and help with your new granddaughter." Mrs Brown went quickly, but Mr Brown stayed at home, because he was nearer his job there. But he said, "I'll come on Friday evening, and I'll stay till Monday morning."

On Friday evening, after work, Mr Brown got into a train. He was very happy. "I'm going to see my new granddaughter now," he said.

There were three empty places in the train. There was an old man beside one empty place, and Mr Brown went to him and said nicely, "Are you a grandfather?"

"Yes," the man answered. "I have three granddaughters."

Mr Brown went to the second empty place. There was a nice woman beside that. Mr Brown said to her, "Are you a grandmother?"

The woman answered, "Yes. I have two granddaughters and two grandsons."

Mr Brown went to the third empty place. There was a man beside that, and Mr Brown said to him, "And are you a grandfather?"

"No. I'm not," the man answered.

Mr Brown smiled happily and said, "That's good." He sat down in the empty place and said to the man kindly, "Now I'll tell you about my granddaughters and grandsons."

Exercise 1

Read the questions and circle the right answers.

1 Did Mr and Mrs Brown have any children?

a) Yes, they had four. b) Yes, they had two.

2 Did their children marry?

a) No, they did not. b) Yes, all of them did. c) Yes,

two of them did.

3 How many granddaughters did Mr and Mrs Brown have?

a) One. b) Two.

4 Did they have any grandsons?

a) No, they did not. b) Yes, they had two.

5 Who went and helped their daughter with her new baby?

a) Mr Brown did. b) Mrs Brown did.

6 Did Mr Brown go with his wife?

a) No, he did not. b) Yes, he did.

7 Why?

a) Because he was ill.

b) Because he had a job near his home.

8 When did Mr Brown go to his daughter's house?

a) On Friday evening. b) On Monday morning.

Exercise 2

Circle the right words to complete the story.

Mr and Mrs Brown *(did not have any/had two)* daughters,

(and/but) they *(did not have any/had two)* sons. Mr and Mrs

Brown's children *(did not have any/had some)* children too. Mrs

Brown *(did not help/helped)* one of her *(daughters/sons)* with

(her/his) new baby. She went to her *(daughter's/son's)* house

(with/without) her husband, because his job was *(near/not near)*

the *(daughter's/son's)* house. Mr Brown *(did not work/worked)* on

Saturday and Sunday, so he *(did not go/went)* to stay with his

(daughter/son) then. He went in a train, and *(did not sit/sat)* beside

another *(grandfather/grandmother),* because he only wanted

to talk about *(her/his)* granddaughters and grandsons.

Exercise 3

Complete the main map using information about the short story

LESSON PLAN 5
Reading objective: **Students will be able to ask and answer questions to comprehend general and detailed understanding about the text.**
Target group: A2.2 students   level: seventh year
*Class time: **1 hour***
*Materials: **short stories work sheets, pencil, and eraser.***
Before reading

✓ **Provide the short story number three**
 	
     Smith´s small shop
   ✓ **The students look at the pictures**
   ✓ **Students predict what the reading is about.**

During reading

✓ **The students read individually**
   ✓ **Ask students to read and highlight the significant ideas in the text.**
   ✓ **Understand new vocabulary**
   ✓ **Students read again and comment about the reading text.**

After reading

✓ **Students answer teacher´s questions**
   ✓ **Complete exercise one**
     Complete the chart using the information about the text
   ✓ **Complete exercise two**
     Draw a picture that represents the meaning of the words.
   ✓ **Complete exercise three**
     Complete the chart using information about the text
   ✓ **Check answers with the teacher**

THE FARM

Joe was the son of a farmer. His father's farm was poor, and Joe worked on it for a long time, but then his father died, and Joe said, "I needn't stay here now. I'll sell this farm and buy one in a better place. Then I'll soon be rich."

He bought a farm in the east of the country, but then Ms new neighbours said to him, "The weather's often very bad here. The wind's very strong, and it breaks windows and doors. You must build a room under the ground, and then you and your family can go down there, and you'll be safe from the wind."

So Joe built a room under the ground. It was a lot of work, because the ground was hard.

But after that, the weather was good for a very long time. There was no wind, and Joe spoke angrily. He said, "Why did I listen to my neighbours? I didn't have to make that room under the ground. The wind never blows strongly here."

But then one day there was a very strong wind, and Joe and his family had to go down into their room under the ground. They were there for a long time. Then the wind stopped, and they came up. All the windows and doors in their house were broken.

Joe was not angry about his work now. He smiled happily and said, "Ah! I'm glad I built that room!"

Exercise 1

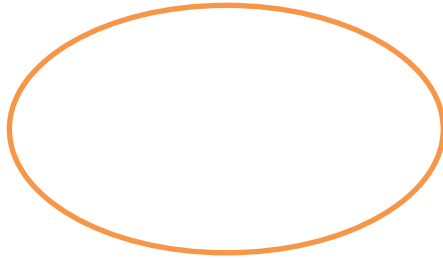Complete the chart

Secondary ideas

Secondary ideas

Main idea
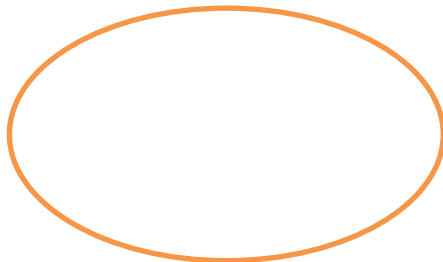
Tittle

83
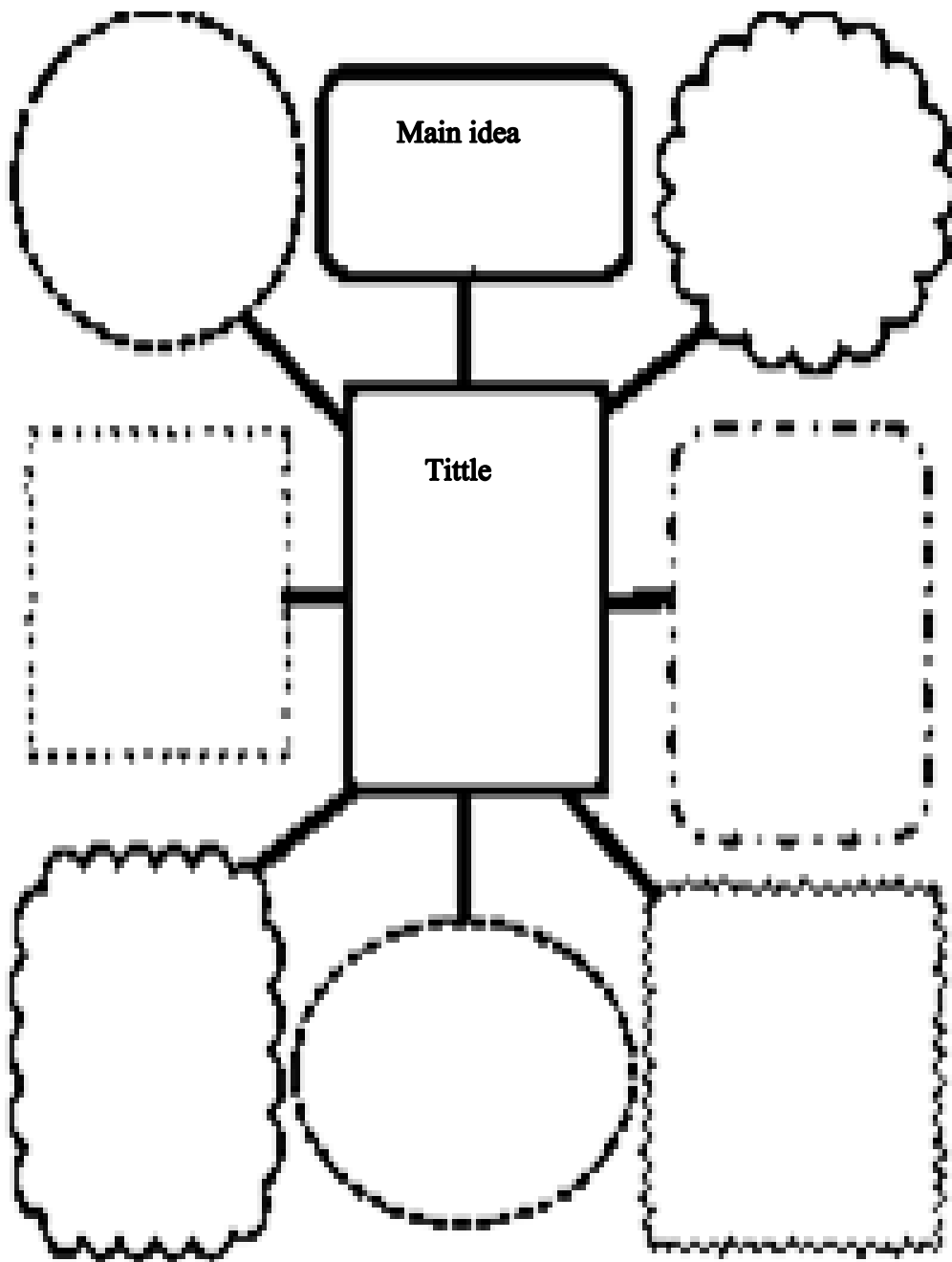
Exercise 2

Draw a picture that represents the meaning of the word

Rich

Neighbor

Wind
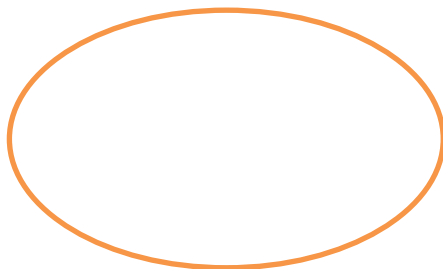
Safe
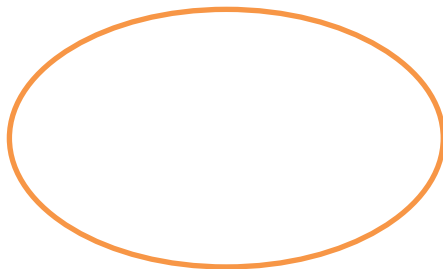
Exercise 3
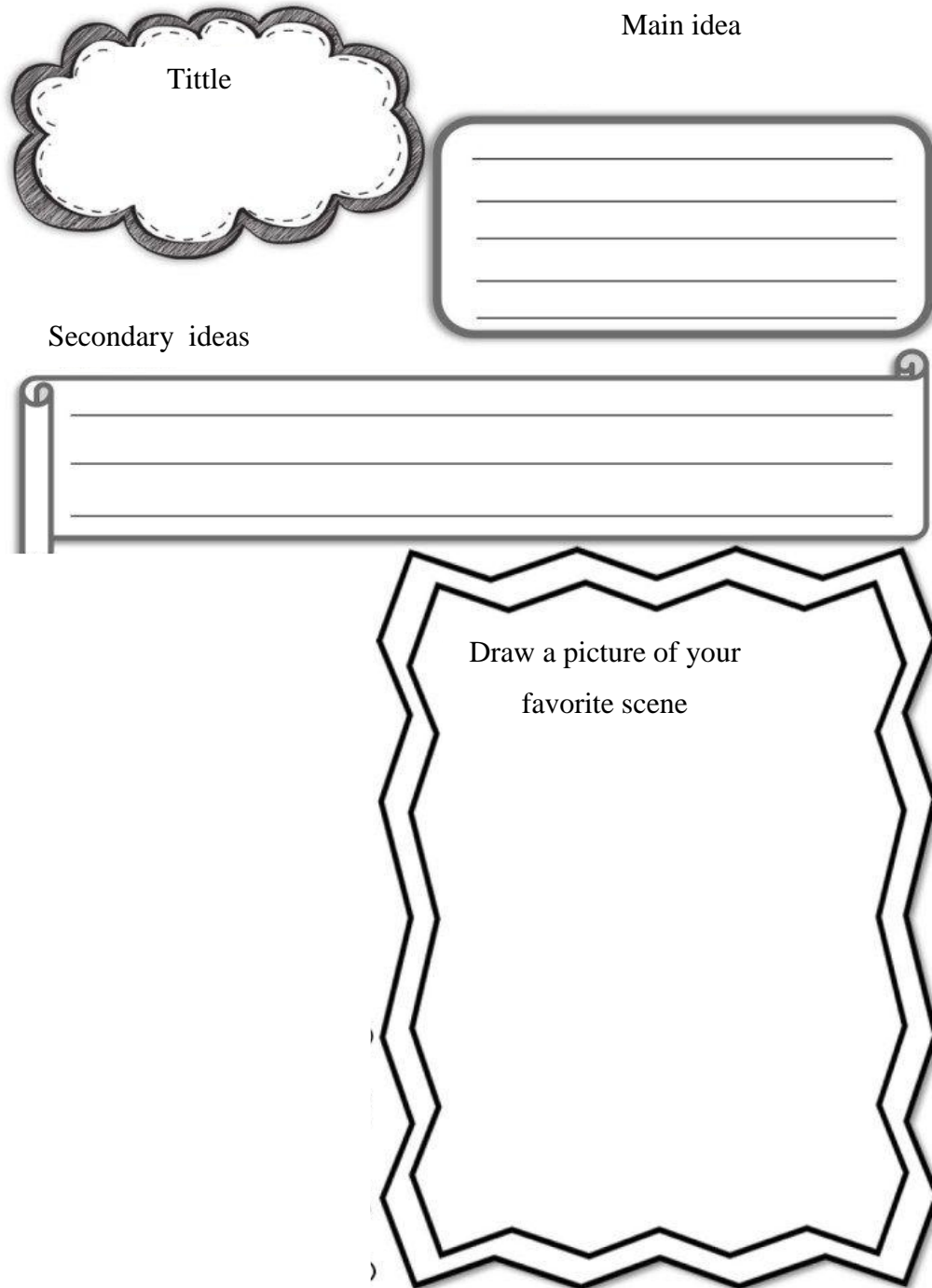
Complete the chart using information about the text

Main idea

Tittle

Secondary ideas

Draw a picture of your

favorite scene

ANSWER SHEET

- **UNIT 1** Exercise 1: 1a, 2b, 3a, 4a, 5b, 6a, 7a, 8b, 9a, 10b Exercise 2: food, in front of, young, A, George, table, picture of a table, did not sell, smiled, waited, George, office, was not happy, loaf of brown bread, it to him

- **UNIT 2** Exercise 1: 1a, 2a, 3a, 4a, 5b, 6a, 7c, 8a, 9b, 10b Exercise 2; town, and, town, small, blue, and, beautiful, after, America; with, Gladys, a plane, He, it

- **UNIT 3** Exercise 1: 1a, 2a, 3a, 4b, 5b, 6a, 7b, 8a, 9a, 10b Exercise 2: Alan's father, him, sold, 5i days, bought, sold, but not, They sold him, milk, worked, Alan's food was, asked a question, Alan, dearer

- **UNIT 4** Exercise 1: 1a, 2b, 3b, 4b, 5b, 6a, 7b, 8a, 9a, 10a Exercise 2: had two, and, had two, had some, helped, daugh-ters, her, daughter's, without, not near, daughter's, did not work, went, daughter, did not sit, grandfather, his

- **UNIT 5** Exercise 1: 1a, 2a, 3b, 4b, 5a, 6a, 7b, 8a, 9a, 10a Exercise 2: father's, poor, bad, another, made, neighbours, wind, blow, strongly, wind did, blow, angry, did not need, there was a very strong wind, house, happy

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UNIVERSIDAD TÉCNICA DE AMBATO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA
POST-QUESTIONNAIRE

Objective: To determine if students' response to short stories is favorable.

Instruction: Read the questions carefully and check (✔) one of the alternatives given.

1. Do you feel motivated to do reading activities using short stories?

Always ( )   Sometimes ( )   Never ( )

2 . Do you understand reading texts better using short stories?

Always ( )   Sometimes ( )   Never ( )

3. Does your English teacher perform activities like the short stories during the classes?

Always ( )   Sometimes ( )   Never ( )

4. Do you think the short stories are an interesting?

Always ( )   Sometimes ( )   Never ( )

5. Are you able to recognize details in a reading texts?

Always ( )   Sometimes ( )   Never ( )

Objective: This test is to know the English Reading Comprehension level that students have.

PART 1

QUESTIONS 1–5

Which notice (A–H) says this (1–5)?

For questions 1–5, mark the correct letter A–H on the answer sheet.

1 Children pay less than adults here.

2 Be careful because this will burn.

3 We don't want any money yet.

4 Things are cheaper here.

5 You must pay with cash.

A **SUMMER SALE LOW PRICES IN ALL DEPARTMENTS**

B FIRE DOOR KEEP CLOSED

C LIFT NOT WORKING

D TOY SHOP NOW OPEN

E BUY NOW PAY NEXT YEAR!

F *Keep this nightdress away from fire!*

G We do not take cheques or credit cards.

H Under 12 HALF PRICE

PART 2

QUESTIONS 6–10

Read the sentences (6–10) about Sam's new computer.

Choose the best word (A, B or C) for each space.

For questions 6–10, mark A, B or C on the answer sheet.

6 He put some biscuits and an apple in a bag for his ....

  A meat   B lunch   C dish

7 He took a bus to the zoo and got off outside the .... entrance.

  A high   B important   C main

8 He .... at the monkeys eating some bananas.

  A enjoyed   B watched   C laughed

9 The lions were sleeping under a tree because it was very ....

  A hot   B tired   C full

10 Tim .... some photos of the elephants.

  A put   B took   C made

PART 3

QUESTIONS 11–15
Complete the five conversations.
For questions 11–15, mark A, B or C on the answer sheet.

11	John's broken this plate.	**A**	That's very good.
		B	Here you are.
		C	It doesn't matter.
12	Is this your watch?	**A**	It's three o'clock.
		B	I think it's Dave's.
		C	I'm sorry I'm late.
13	Can I have a sandwich?	**A**	Yes, of course.
		B	Yes, it is.
		C	Yes, that's right.
14	How many people were in the café?	**A**	Not much.
		B	A few.
		C	A little.
15	We're from London.	**A**	Not at all.
		B	Yes, please.
		C	How interesting.

QUESTIONS 16–20

Complete the conversation in a garage.
What does David say to the mechanic?
For questions 16–20, mark the correct letter A–H on the answer sheet.

Ann:	Oh yes. In the Evening Post?		**A**	How many bedrooms does it have?
Ben:	**16**			
Ann:	£300 a month.		**B**	That's right. How much is it?
Ben:	**17**			
Ann:	Two, both of them with double beds.		**C**	OK. Can I come and see it?
Ben:	**18**		**D**	Hello, I'm phoning about your advertisement for a flat.
Ann:	Yes. It's quite small, but there are some nice plants in it.		**E**	Is there a bus stop near the flat?
Ben:	**19**			
Ann:	I'm afraid not, but you can park outside on the street.		**F**	Does it have a garden?
Ben:	**20**			
Ann:	Of course – is tomorrow all right? At about 10 a.m.?		**G**	How many beds are there?
Ben:	Yes, that'll be fine. So I'll see you tomorrow. Goodbye.		**H**	And is there a garage?

PART 4
QUESTIONS 21–27
Read the article about Howard Bonnier.
Are sentences 21–27 'Right' (A) or 'Wrong' (B)?
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose
'Doesn't say' (C).
For questions 21–27, mark A, B or C on the answer sheet.

CANADA GEESE

Canada Geese are large blue and white birds. When autumn arrives, they have to fly south where the weather is warmer. The winters are so cold in Canada that the birds die if they stay there.

Last spring, Bill Lishman found sixteen young Canada Geese on his farm. They had lost their parents. Bill thought, 'These young birds won't know what to do in the autumn.'

Bill had a small plane and he decided to teach the birds to follow him. All through the summer, he went on short trips in his plane and the young geese flew after him.

When the cold weather arrived in autumn, Bill flew to Virginia in the United States, 600 miles south of his home in Canada. The geese followed him all the way. Bill left the geese in Virginia and he returned home.

This spring, Bill was waiting for the birds to come back. They didn't arrive, so Bill flew to Virginia to get them. He looked for them for two weeks but he couldn't find them.

When he arrived back home, Bill found the geese waiting for him. They had found their way home without him!

21   Bill Lishman is a farmer.

A Right   B   Wrong   C   Doesn't say

22   Bill lives with his parents.

A Right   B   Wrong   C   Doesn't say

23   Bill carried the geese in his plane.

A Right   B   Wrong   C   Doesn't say

24   This was Bill's first visit to Virginia.

A Right   B   Wrong   C   Doesn't say

25   Bill wanted the geese to stay at his home for the winter.

A Right   B   Wrong   C   Doesn't say

26   Bill stayed in Virginia all winter.

A Right   B   Wrong   C   Doesn't say

27   The geese returned to Canada in the spring.

A Right   B   Wrong   C   Doesn't say

PART 5
QUESTIONS 28–35
Read the article about line dancing.
Choose the best word (A, B or C) for each space (28–35).
For questions 28–35, mark A, B or C on the answer sheet

BICYCLES

The bicycle is ......0...... cheap and clean way to travel. The first bicycle ......28...... made about one hundred and fifty years ago.

At first, bicycles were expensive. Only rich people ......29...... buy one. These early bicycles looked very different from the ones we have today. Later, ...30...... bicycles became cheaper, many people ......31...... one. People started riding bicycles to work and in ......32...... free time.

Today, people use cars more than bicycles; cars are much ......33...... and you don't get wet when it rains! But some people ......34...... prefer to cycle to work. They say that ......35...... are too many cars in town centres and you can't find anywhere to park!

28	A was	B is	C were
29	A must	B could	C may
30	A when	B if	C that
31	A buy	B buys	C bought
32	A their	B his	C its
33	A fast	B faster	C fastest
34	A yet	B still	C already
35	A they	B there	C here

Taken from: University Of Cambridge ESOL Examinations

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Objective: This test is to know the English Reading Comprehension level that students have.
PART 1
QUESTIONS 1–5
Which notice (A–H) says this (1–5)?

1	This is not for adults.	**A**	YOUTH CLUB Under 16s only
		B	*Half-price drinks* *with 3-course meals!*
2	You can't drive this way.	**C**	CITY CENTRE CLOSED TO TRAFFIC ALL DAY TODAY
3	We can help you day and night.	**D**	*Tourist Information* *open 24 hours*
4	You can have dinner here.	**E**	
		F	TURNER TRAVEL *Fly away to the sun* *this summer*
5	Come here to book a holiday.	**G**	SCHOOL OFFICE CLOSED FOR LUNCH
		H	We repair shoes QUICKLY 8 a.m. – 5 p.m.

For questions 1–5, mark the correct letter A–H on the answer sheet.
PART 2
QUESTIONS 6–10
Read the sentences (6–10) about Sam's new computer.
Choose the best word (A, B or C) for each space.
For questions 6–10, mark A, B or C on the answer sheet

6 He .... Sam how to use it.

    A learnt   **B** showed   **C** studied

7 Sam sent an e-mail .... to his friend Billy to tell him about his nice present.

    A message   **B** programme   **C** form

8 Billy came to Sam's house and they did their geography .... together.

    A subject   **B** homework   **C** class

9 They were .... because they found some information about rivers on the Internet.

    A happy   **B** interesting   **C** pleasant

10 Afterwards, they .... playing a new computer game together.

    A wanted   **B** thanked   **C** enjoyed

QUESTIONS 11–15
Complete the five conversations.
For questions 11–15, mark A, B or C on the answer sheet.

11 Who's that man with the green sweater?
A He's my brother.
B It's John's.
C I don't know it.

12 Where's Amanda gone?
A She's at the station.
B She'll arrive tomorrow.
C She's going to leave tonight.

13 I hate shopping.
A So do I.
B Certainly.
C That's all right.

14 How long did the journey take?
A About 500 kilometres.
B Almost 5 hours.
C Last week.

15 The room costs £55 a night.
A I don't take it.
B Give me two, please.
C That's a lot.

QUESTIONS 16–20
Complete the conversation in a garage.
What does David say to the mechanic?
For questions 16–20, mark the correct letter A–H on the answer sheet.

Mechanic: Certainly. What's the problem?

David: 16 ....

Mechanic: How long have you had the car?

David: 17 ....

Mechanic: Hm, there may be something wrong with the engine.

David: 18 ....

Mechanic: I'm afraid we have a lot of work at the moment. I can't do it until Friday.

David: 19 ....

Mechanic: Well, I suppose I can do it on Wednesday.

David: 20 ....

Mechanic: Bring it in at 8.30 in the morning.

A Oh dear. Can you repair it now?

B That will be fine.

C Thanks. How much will it cost?

D It's only Monday today. I'll go to another garage.

E Would you have a look at my car, please?

F I bought it new about four years ago.

G It goes at eighty kilometres an hour.

H It won't start in the morning.

PART 4
QUESTIONS 21–27
Read the article about Howard Bonnier.
Are sentences 21–27 'Right' (A) or 'Wrong' (B)?
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).
For questions 21–27, mark A, B or C on the answer sheet.

HOWARD BONNIER

Bray is a beautiful village about fifty kilometres west of London. A young Englishman named Howard Bonnier opened a restaurant called *The Palace* there about three and a half months ago. Not many people in Britain know Mr Bonnier's name yet, but he's already quite famous in France. This is because he has written in French magazines about almost all the best restaurants in that country. He's only 29 years old.

When Howard was a teenager, he often went to restaurants with his mother and father. He liked doing this so much that he decided not to buy lots of clothes and CDs; instead, he used his money to visit France and eat in good restaurants. He also bought a lot of French and English cookbooks – he says he has more than two hundred and fifty!

So why did he decide to open a restaurant? Simply because he loves cooking. Has it been an easy thing to do? He says it's expensive to start your own restaurant and it's much more difficult to cook for fifty people than to cook for your family, but he's sure he's done the right thing.

21   *The Palace* has been open for less than a year.

    A   Right   B   Wrong   C   Doesn't say

22   Lots of people in France know about Howard.

    A   Right   B   Wrong   C   Doesn't say

23   Howard's parents took him out to restaurants.

    A   Right   B   Wrong   C   Doesn't say

24   Howard has always spent a lot of money on clothes.

    A   Right   B   Wrong   C   Doesn't say

25   Howard has written books about French cooking.

    A   Right   B   Wrong   C   Doesn't say

26   It costs a lot of money to eat in Howard's restaurant.

    A   Right   B   Wrong   C   Doesn't say

27   Howard says cooking for a lot of people is easy.

    A   Right   B   Wrong   C   Doesn't say

PART 5
QUESTIONS 28–35
Read the article about line dancing.
Choose the best word (A, B or C) for each space (28–35).
For questions 28–35, mark A, B or C on the answer sheet

Line dancing

Thousands of people in Britain ....0........ a new hobby – line dancing. In almost ......28...... town, you will find clubs and classes for this new activity.

'Line dancing is easy to learn. If you have two feet and can walk, then you can do it!' Fiona Lever, a teacher, ...29...... . 'You don't need a partner because you dance ......30...... groups. It's the ......31...... way to make new friends. In my classes, ...32...... are young and old people. The boys like it because they can make a lot of noise with their feet ......33...... the dances!'

When ......34...... line dancing begin? Most people think it started about fifteen years ......35...... when American country music became famous in Britain.

28	A	all	B	some	C	every
29	A	say	B	says	C	saying
30	A	at	B	to	C	in
31	A	best	B	better	C	good
32	A	here	B	there	C	they
33	A	among	B	across	C	during
34	A	has	B	is	C	did
35	A	after	B	ago	C	since

Taken from: University Of Cambridge ESOL Examinations

Reading Comprehension Rubric

Assessed Targets		Advanced 4	Proficient 3	Basic 2	Below Basic 1
Comprehends ▪ Identifies theme or message and supporting details	Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence				
vocabulary	Use and understand vocabulary, words and phrases				
General Understanding	Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details				
Detailed Understanding	Summarizes in own words by identifying three or more main points from text				

Literacy Department

1/5/04 Draf

Validation: Pre and Post-Test.

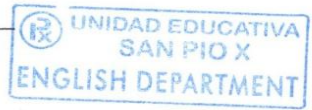| CATEGORIES / ITEMS	(A) ARTICLES CORRESPONDENCE WITH THE OBJECTIVES, VARIABLES AND INDICATOR R = RELEVANT NR = NOT RELEVANT		TECHNICAL QUALITY AND REPRESENTATIVITY O = OPTIMUM G = GOOD R = REGULAR I = INSUFFICIENT				LANGUAGE, GRAMMAR AND SPELLING S = SUITABLE I = IMPROPER		OBSERVATIONS
	R	NR	O	G	R	I	S	I	
Which notice (A–H) says this (1–5)? For questions 1–5, mark the correct letter A–H on the answer sheet.	✓			✓			✓		
Read the sentences (6–10) about Sam's new computer. Choose the best word (A, B or C) for each space. For questions 6–10, mark A, B or C on the answer sheet.	✓			✓			✓		
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Signature: _____

CI: 1804025378

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Validation: Pre and Post-Test.

CATEGORIES / ITEMS	(A) ARTICLES CORRESPONDENCE WITH THE OBJECTIVES, VARIABLES AND INDICATOR R = RELEVANT NR = NOT RELEVANT		TECHNICAL QUALITY AND REPRESENTATIVITY O = OPTIMUM G = GOOD R = REGULAR I = INSUFFICIENT				LANGUAGE, GRAMMAR AND SPELLING S = SUITABLE I = IMPROPER		OBSERVATIONS
	R	NR	O	G	R	I	S	I	
Which notice (A–H) says this (1–5)? For questions 1–5, mark the correct letter A–H on the answer sheet.	✓		✓				✓		
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Signature: _Jorge Romero_

CI: _180423151-0_

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CATEGORIES / ITEMS	(A) ARTICLES CORRESPONDENCE WITH THE OBJECTIVES, VARIABLES AND INDICATOR R = RELEVANT NR = NOT RELEVANT		TECHNICAL QUALITY AND REPRESENTATIVITY O = OPTIMUM G = GOOD R = REGULAR I = INSUFFICIENT				LANGUAGE, GRAMMAR AND SPELLING S = SUITABLE I = IMPROPER		OBSERVATIONS
	R	NR	O	G	R	I	S	I	
Which notice (A–H) says this (1–5)? For questions 1–5, mark the correct letter A–H on the answer sheet.	✓		✓	¡			✓		
Read the sentences (6–10) about Sam's new computer. Choose the best word (A, B or C) for each space. For questions 6–10, mark A, B or C on the answer sheet.	✓		✓				✓		
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Signature: _Ivonne Paredes_

CI: _1804165056_

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VALIDATION

Research Authorization document

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"Educamos con amor, en la fe, el conocimiento y la disciplina"

Ambato noviembre 21, 2018
Oficio Nº 068-18-19

Licenciada
Adriana Chico
DOCENTE DEL AREA DE INGLÉS
UNIDAD EDUCATIVA SAN PÍO X
Presente

De mi consideración:

Con un atento saludo, y conforme a su requerimiento respecto a la aplicación del proyecto de titulación de la Maestría en la Enseñanza del idioma inglés como Lengua Extranjera de la Universidad Técnica de Ambato, denominado "Short stories in english reading comprehension"; comunico que autorizo la ejecución de dicho trabajo en nuestro Plantel Educativo.

Con renovados sentimientos de consideración y estima, me despido.

Atentamente,

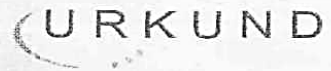P. MSc. José Hidalgo Torres
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Photographs: Pre-test.

Photographs: Post-test.

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