UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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THEME:

"FICTIONAL STORIES AND READING SKILL"

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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"FICTIONAL TEXTS AND READING SKILL"** as the result of the author's investigation which has reached the conclusions and recommendations that are describe in the present study.

Comments expressed in this report are the author's responsibility

…………………………………………………..

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TO THE DIRECTIVE COUNCIL OF FA-CULTAD DE CIENCIAS HUMANAS YDE LA EDUCACIÓN

The Board of Directors has received the defense of the research thesis in order to obtain the academic degree with the research work entitled "FICTIONAL TEXTS AND READING SKILLS" carried out by Christian Alexander Jijón Cunalata, undergraduate student of the career of Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April – September 2021, and after being reviewed, it is approved because it complies with the following principles: basic, technical, scientific and regulatory. Therefore, the presentation before the pertinent organisms is authorized

Ambato, 2021

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DEDICATION

TO:

My parents John and Sandra who supported me throughout my university career and who have accompanied me in every moment of my life. The path has been tough but they have been there when needed, they always have believed in me which makes me stronger. They also told me that I had to be the best version of myself.

To my big brother, the person who shared with me part of his wonderful knowledge and likes. He looked after me when I was a kid and now maybe we had no as much interaction as we used to have, however, when the moment comes we have laughs and fun.

To the best friends I have been able to meet, they are only a few but I am really happy to have them in my life. I learnt about friendship and loyalty with them and that is so important and magnificent to me

Chris

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My parents and my big brother. They have always wanted the best for me. They watched me grow up and commit mistakes but they have put their trust in me to stand up and learn from my faults in order to be a better person. Furthermore, their experiences were shared with me to know what I should or shouldn't do.

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Chris

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ABSTRACT

TITLE: "Fictional Texts and Reading Skill"

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Fictional Texts and Reading Skill

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The present research aimed at studying the relationship between Fiction Stories and Reading Skill. To carry out this research, it was considered to use the qualitative-quantitative approach. A pre-and post-test were applied for which a KET test was used, specifically the reading section. The Test focuses on different aspects of reading for which in the experimentation the use of reading strategies was considered: skimming, scanning, predicting, deducing meaning from context, and reading for detail. These strategies were used to read the Fictitious Stories that, according to a survey applied to students, it was decided to choose the genre of Mystery stories.

This experiment was applied to a group of 43 third-semester students of the Pedagogy of National and Foreign Languages at the Technical University of Ambato. After the application of the treatment, the post-test indicated a slight improvement with respect to almost all the parts of the reading section of the KET exam. However main findings indicate that fiction stories do not develop reading skills in depth. They needed more practice and work with other strategies

Keywords: Fictional Texts, Reading skill, reading strategies

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

TÍTULO: "Fictional Texts and Reading Skill"

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El presente trabajo de investigación se llevó a cabo considerando el siguiente tema. Historias de ficción y la Habilidad de Lectura. Dicho tema se encarga de estudiar la relación entre las variables antes mencionadas. Para la realización de la presente investigación se consideró utilizar el enfoque cualitativo-cuantitativo. Se aplicó un pre- y post-test para los cuales se usó un examen KET, específicamente la sección de lectura. La misma que se enfoca en distintos aspectos de lectura para lo cual en la experimentación se consideró la utilización de estrategias de lectura: skimming, scanning, predicting, deducing meaning from context y reading for detail. Estas estrategias se usaron para leer las Historias Ficticias que de acuerdo a una encuesta previamente realizado se decidió escoger el género de historias de Misterio.

Este experimento se aplicó a un grupo de 43 estudiantes de tercer semestre de la Pedagogía de Lenguas Nacionales y Extranjeras de la Universidad Técnica de Ambato. Tras la aplicación del tratamiento, el post-test indicó una leve mejoría con respecto a casi todas las partes de la sección de lectura del examen KET. Sin embargo, los principales hallazgos indican que las historias de ficción no desarrollan las habilidades de lectura en profundidad. Ellos necesitaron más práctica y trabajar con otras estrategias.

Palabras clave: Historias de Ficción, Habilidad de Lectura, estrategias de lectura

CHAPTER I
THEORETICAL FRAMEWORK

1.1 Investigative Background

The following researches have to do with Fictional Stories and the development of Reading skill which share meaningful information. The authors demonstrate their perspective and how the investigations were carried out in order to have certain basis in order to understand the usefulness of fiction to improve reading abilities. Besides, each investigation provides its final outcomes to know the impact of the whole experiment applied.

Umasugi et al. (2018) mentioned in their project research titled "The short story implementation to improve students' reading skill", written in Buru city, whose aim was to improve the students' reading skill by using short story the following information. To carry out the treatment 32 students were taken as the sample, in addition, the research design used throughout the investigation was pre-experimental. Short stories were used as the main tool to develop reading along the treatment process, among which are Snow White, Cinderella and Rapunzel. The results of the pre- and post-test demonstrated valuables outcomes. There was a high increment in their scores about reading skill, therefore it may be concluded that the use of a different type of text that has to do particularly with fiction as the short stories is worth it since these written materials help students to focus their attention thanks to their fantastic setting and characters. Thus, learners can be engaged by the plot and improve their reading skill.

Rodriguez (2019) established relevant facts in her researching work about "The incidence of short stories for the development of the reading comprehension", which aimed to analyze the influence between short stories and reading comprehension. For carrying out this project a mixed method was applied: qualitative and quantitative. It focused on three types of investigation: Descriptive, Explicative, and Propositional. A population of 30 students was selected to take part in the investigative process, then a diagnostic test was applied in order to know students' strengths and weaknesses; furthermore, class observation sheets and a survey were used to take notes of the teaching-learning of the reading skill. As a result, it was developed a proposal that involved a set of strategies for reading which enhanced

the understanding of short stories due to the content is easier and more attractive for students' minds.

Jerrim and Moss (2018) in their investigative research named "The link between fiction and teenagers' reading skills" which aimed to find a relationship between reading different types of text and the reading performance of young people. It used the Programme for International Student Assessment (PISA) 2009 database, which contributed to know the relationship between the students' recurrence regarding reading different text types such as newspapers, magazines, fiction, non-fiction, comics and their reading scores related to PISA. More than 250000 teenagers from 35 countries were considered as the sample where a great majority preferred Fiction texts, reason why teenagers increased their reading skills rather than their peers who did not. Unlike the ones who preferred the other four texts which did not get successful results. Reading fiction texts were remarkably useful to enhance their reading skills because they get involved in these stories, being surrounded by different atmospheres that provide them a feeling of being part of the plot.

Freeney (2020) in his investigation entitled "Effectiveness of Reading Short Stories to Develop Intercultural Communicative Competence among Thai students at an International School", developed in Bangkok city aimed at determining the impact of short stories on students regarding three particular dimensions of Byram's (1997) intercultural communicative competence (ICC): interpreting and identifying; comparing and relating; and attitude and openness. It was used a twelve-session design and analyzed three short stories. A mixed-method approach was considered to collect the data, as well as pre- and post-tests and semi-structured interviews. Participants were from seventh grade from an international school in Bangkok, Thailand. In the end, results demonstrated a high development of Intercultural Communicative Competence (ICC). Therefore, abilities of interpretation and identifying were enhanced since this kind of story gives them other perspectives of reality and they can relate different aspects with the real world, so they are suitable for reading.

Cazares and Charcopa (2018) proposed essential facts in their thesis under the name "Teaching strategies for reading skill acquisition" which aimed to determine the incidence of teaching strategies on reading skills through the execution of

methods and research techniques, bibliographies and statistics for the design of an interactive learning guide". This investigation managed both quantitative and qualitative methods to carry out the study. Besides, students of eighth grade from the EGB at Unidad Educativa 9 de Octubre high school were the population for this investigation. Also, an observation guide was structured to be applied in the interview, then a survey based on the likert scale was applied in the interview with the teachers. Moreover, the whole process stated that the strategies used to work on the didactic guide were useful to encourage the development of reading skill because it made students more motivated and focused on the class. In addition, the use of a didactic guide provided students with space for interacting among them, this way the individual activities planned were correctly applied during the class.

Figueroa (2019) shared information in his investigation named "Analysis of Reading Strategies in the process of English Language Learning. This investigation states about the analysis of how reading strategies are applied in the English language learning process. To achieve this goal, qualitative questionnaires as well as the observation technique were used with a group of 34 students. The whole experiment gather certain results that reflect that the lack of use of the proper reading strategies impedes the enhancement of critical thinking. Therefore, it is concluded that reading strategies must be applied to provide clear comprehension of written texts to answer questions about them and build better thoughts or ideas.

Finally, different authors have found useful the implementation of fiction stories or stories that involve fantastic features to develop reading skill. This is given since this kind of literature offers a spectrum of aspects that can be related to the world. It is worth mentioning that they provide several representative characteristics of cultures so readers can be aware of customs, beliefs or manners which increase their possibilities of communication. Therefore, these investigations can be considered to develop the current thesis project since the data presented propose favorable enhancement on students' reading ability. In addition, these researches contribute to have a clear idea about the implementation of Fictional stories by using several strategies or techniques which facilitate highly the acquisition of every piece of information in order to be processed and restored in the reader's mind.

1.2 Objectives

1.2.1 General Objective:

To analyze the influence of Fictional Texts on the development of Reading Skill

1.2.2 Specific Objectives:

- To identify the proper strategies to read successfully.

- To determine the benefits of Fictional Texts on English classes.

- To evaluate students' progress by using Fictional Texts to improve Reading Skill.

1.3 Theoretical Framework

Independent Variable: Fictional Texts

1.3.1 Literature

Literature can be considered a great set of written books. This denomination has been commonly used in those written works concerning pieces of poetry and prose that demonstrate different features depending on the author's intentions. Literature can be classified by considering language, national origin, historical period, genre and subject matter. It may be also detailed as a group of gathered words that transmit a meaning just for pleasure. However, it is more than that due to Literature provides an experience more sophisticated. It is worth mentioning that it works deeper in society through means of criticizing and affirming cultural values (Rexroth, 2020).

Furthermore, the term Literature refers to every single space that permits people to express their feelings and emotions. However, it should be bear in mind that not every written material is part of this field since the individual written works are created with different purposes. There are writings that are created to be informative-technical, scholarly, journalistic which for most critics are not considered in the rank of literature. Certain forms of writing need to possess something that experts called artistic merit to succeed as pieces of art belonging thus to literature; if not they fail and are just writings. This artistic merit is difficult to define and has to be recognized, so the writer does not have to pursue to achieve it (Rexroth, 2020).

Ali (2015) mentioned that Literature attracts learners due to its majestic creativity and emotion so it can increase students' motivation. Besides, Literature can be applied in ESL/EFL classrooms as a source to teach and learn the English Language since this material provides real language use according to the context, therefore it is possible to integrate the four English skills throughout the class. Students also develop their creativity, critical thinking and the analytical part of the brain thanks to several situations are stated in Literature. Moreover, they are exposed to a number of cultural backgrounds, reason why learners get familiar with traditions and customs as well as the behavior related to the people of the target language.

1.3.2 Authentic Materials

Tomlinson (2014) argued that didactic materials are, from his point of view, any kind of resource that can be applied during the class in order to obtain an easier learning process regarding the target language. These materials are taken into consideration for being used by the teachers because they promote a better understanding as well as motivation in students. Besides, didactic materials are considered tools that assist the actors, it means teachers and students, to achieve their stated goals during the class. This way, didactic materials are divided into two categories which are: learning materials and teaching materials. Learning materials are all the assets that are provided to students which support the learning process. For instance, games, books, worksheets, etc. On the other hand, teaching materials are provided to teachers to be used in their classes as resources that will serve as a guide and support for the whole learning process of the students (Koper, 2000).

1.3.3 Literary Texts

Wen-chi and Yu-chuan (2010) mentioned that reading texts give readers a space where they can find real and authentic language materials that facilitate language learning acquisition. They present different levels of difficulty. These texts create spaces of interaction during classes which allow learners to practice the target language by sharing ideas since they commonly are open to interpretations of readers. Furthermore, literary texts are created from authors' life perceptions having thus a real feeling that involves the reader into the story a lot. Readers tend to relate their own life to the situations are told in the story, so they get a space where their minds may be free traveling through different scenarios. Thus, learners become active as a result of being engaged in the plot, they learn features related to cultures as well as different levels of English. Also, learners tend to solve mysteries and ask questions by working on activities

1.3.4 Fictional Texts

Iser (1975) referred to fiction as the set of words written that commonly tells a story that has any relation with the real world but presents an author's perception of a different reality with artistic aspects that attracts the readers' attention. For the reason previously mentioned the terms "fiction" and "reality" are considered totally opposites, nevertheless it is likely to state that through fiction authors can express something related to the real world. Besides, this kind of literature does not need any

kind of framework as a base but it takes aspects from the author's mind that transform a tale or narration into something fantastic. The story tries to communicate and calls the attention of readers and is not designed based on facts whose aim is the investigation. In addition, it is part of literature because authors create a piece of art in the end due to it has a deserved value, having a meaning for many readers.

Fiction presents an incredible power that cannot be found in other types of communication. It means that through this kind of genre you may be easily inserted in an abstract reality, so you are submerged fully and completely in someone else's mind. It is a mixture between the mind of the reader and the writer as well as a deeper connection that links the reader's mind and the character of the story. When you read fiction, you are seeing the world from another perspective, specifically the character's perception. On the other hand, it should infer the author's intention because there may be cases in which the author may establish a fictional viewpoint but as readers are likely to not have this perspective. This way readers believe every single word is literal. In fiction, the real aim of the author is to make-believe readers what is told (Currie, 1985).

Furthermore, there are several fiction genres. So, according to the Saricks (2001), it is a set of authors or titles that have to do with fiction that share similar characteristics, and also are written by considering a certain pattern. This pattern involves the following features: Pacing, Characterization, Story Line, and Frame. These individualities are the base where genres lie in order to narrate a series of events explaining by the use of examples. Also, these features mentioned above tend to be appealing elements that go through the readers' minds in order to get their feelings or emotions involved. The following genres are part of fiction: Fantasy, Historical, Mysteries, Romance, Science Fiction, Horror. All of these will be analyzed individually.

Fantasy

Saricks (2001) stated that this genre is presented in all regarding fiction as it is an essential element regardless of the realism of a particular story. It is also recognized as a previous form of myth and legend, related to fairy tales and children's stories. This kind of story is built by stating a scenario where the characters have the opportunity to fight the malicious, also they may appeal to the romantic feelings of

the readers. Nevertheless, magical features are the most relevant aspects which are always there throughout the entire narrative, as it is wanted to the readers get involved going deeper into their minds and feel a special connection that comes from their emotions. Fantasy also refers to other places and times that go beyond the imagination, reason why it is said that these writings create realities that cannot exist or be. Finally, in this genre the plot is commonly adding amazing twists

Historical

It involves literary fiction which provides a great importance on setting, character and dialogue. Wyatt and Saricks (2019) held that all of these aspects resemble and state events that are related to history but with some additional arrangements. Topics like culture, religion and politics are developed in these stories. Therefore, facets are analyzed considering the possible impact that could have had in the past. Sarah Dunnant is a relevant author of this genre who is known for writing based on prose, also deft characterizations and vivid evocations. Some of her pieces of work are "The birth of Venus", "In the Company of the Courtesan" and "Blood and Beauty".

Mysteries

Saricks (2001) points out that these are stories that represent unexpected cases where a crucial event occurred which accompany and develop the whole plot as long as characters take part in it. Detectives are participants in these stories, and they are too much descriptive regarding time and place, this involves contemporary or historical aspects. These people are actors which want to reach the main purpose and this is to solve puzzles, discover the inexplicable by finding clues and interacting with witnesses. In addition, the tone of these texts tends to go through dark paths, the content on occasions shows explicitness about violence, strong language or even sex. But not always, it depends on how the author structure the story. There are Cozy Mysteries whose tone is humoristic but according to critics they are seen as amateur detectives' stories. Mysteries get readers' attention because of their atmosphere of intrigue

Romance

According to Saricks (2001), this genre involves elements of adventure, espionage or even mystery without losing its focus. Its relevance lies in the romantic relationships, these occur as the aspect during the story. Romance among characters transmits a

feeling of love and affection to the reader. Passion is stated, let characters show their feelings and the importance and strength of their hearts against adversities. Moreover, there is an author. This kind of written use twists in order to surprise the reader, although their formula tends to be simple and direct. Explicitness goes with the author's intention, this way the relationships among personages can show violence, sex and other crude aspects. Thus, there are romances with different tones such as "Elisabeth Fairchild's Marriage a la Mode", "Sinful", "A season of angels", "Prince of dreams".

Science Fiction

Saricks (2001) argued that in this genre events usually are stated in the future which talks about moral, social, intellectual, ethical and philosophical aspects that have a great impact in that society. It shows a recreation of the world by using fantastic features, so here it is shown other times, places and realities which disorient readers since they are taken and put into a word that works differently. Details as technical and scientific are mentioned as explanations of how they got to this point. The personages here take a secondary role because what takes relevance is every single event, and to find out how to deal with this problematic situation. It is common that authors integrate aliens and weird creatures to make the spectator understand the otherness, it means seeing from someone else's perspective or mind. Due to the approach involves general issues it is needed to create series of books to develop the characters and describe how they live.

Horror

It is seen as a piece that involves psychological suspense but here some elements take relevance which generate in readers' mind nightmares, anxiety and claustrophobic emotions. It put characters into situations that disturb their mind deeply and they face series of events where the adrenaline will go beyond the limits because the supernatural things or evil creature chase them. The action traps readers and cause them a sensation of scare due to the dark atmosphere that transports them into it. Thus, through the description of events, they are submerged and start thinking as if they were the main character trying to escape. Dan Simmons wrote about horror; "A Winter Haunting" and "Summer of Night" are examples of his written works (Wyatt and Saricks, 2019)

Dependent variable: Reading Skill

1.3.5 English Language

It is the international language which in terms of communication is used in various dialects. The English language is spoken throughout the whole world. It is worth saying that about 320 million people who speak English as their mother language and also 200 million people use it as a second language. Hence, it is a bridge of international communication whose aim is to exchange singularities of different countries. Educational systems have focused on this foreign language in order to be taught in educational institutions. The aims of teaching English are the development of the language to achieve learners understand and speak accurately the target language. By learning English there is a high opportunity learners can acquire knowledge from different fields and also be able to read books and get familiar with other cultures. Basically, the English language helps people to be in contact with others around the world and share knowledge developing commercial, scientific, technological relations; thus an enrichment of culture is given (Setiawan, 2008).

1.3.6 English language skills

Al-Jawi (2010) in her book entitled "Teaching the Receptive Skills" argued that the English language has four main skills that need to be developed and practiced in order to get mastery of this foreign language. Each skill focuses on a specific part of the language, and these are the following: Listening, Speaking, Reading and Writing. These four skills are categorized into two groups which are Receptive and Productive; the receptive skills are listening and reading and the productive skills are speaking and writing. It is worth mentioning that each skill is important to support the enhancement of the others, Thus, teachers need to find a proper balance in order to have a depth development of each skill. Besides, some language skills are neglected which impedes a correct increment regarding language acquisition. In Saudi Arabia it has been demonstrated that most EFL teachers do not develop English skills properly, they consider both skills listening and speaking as passive skills reason why they are neglected when teaching this foreign language.

1.3.7 Receptive Skills

According to Al-Jawi (2010), the receptive skills include listening and reading. Extensive exposure to these skills permits to deepen the productive skills. Although, following this sequence means a slow process demonstrated in the study of language acquisition, there is a positive enrichment concerning being exposed constantly to reading and listening which makes learners evolve their proficiency and use language naturally. It is also needed to know that receptive skills assist learners to extract meanings from resources or materials they can hear or see. These skills are important in order to comprehend the target language and then get familiar with it achieving thus satisfactory progress since they can learn grammar in context by reading. Consequently, to be more accurate when using it as well as improve their pronunciation by hearing the correct stress and intonation of a native speaker. On the other hand, productive skills will complement this whole process of getting mastery in the English language.

1.3.8 Reading Skill

Reading is one of the four skills but this is a receptive one as well as Listening, this is because they have to with responding to a text rather than make a production. Reading provides readers space where they can get information and knowledge of any written materials (Calderón et al., 2007). Besides, according to Diaz and Laguado (2013), it is considered as a psycholinguistic process since it begins with linguistic codifications, it means the written texts and finishes with the understanding and meaning that readers build. Having thus meaningful information obtained from the interaction of language and thought along the reading process. In short, the writer codifies data or information and these works are decoded by the cognitive process of the individuals.

Therefore, it may say that reading has to do with making sense of every single part of a written work in order to be able to understand at word level, sentence level or even whole-text level. Besides, it is recommended to use our previous knowledge to get the message of a text and connect it to the real world Spratt et al. (2011). Reading is an activity involved in every aspect of individuals' life since people are always related to reading, for example reading a book, newspaper, an advertisement, labels and many other written messages, Besides, it is well known that reading is a remarkable way of getting knowledge, but also it improves the use of time that has to do with the

study of different subjects or contexts in which people are. Therefore, it is important to develop every single aspect of reading in order to get understanding of the written materials around us. This is why it is essential to have in mind methods or strategies that facilitate the comprehension of the written materials and thus be able to enhance the reading abilities (Rraku, 2013).

The reading process requires strategies for being successful, these tactics will facilitate the understanding, acquisition, storage and retrieval of the data. As a matter a fact, strategies are essential for students due to these provide skills that allow proper reading comprehension. Besides, good readers are totally aware of these procedures in order to follow the ideas and the meaning as a whole in the stated text. Therefore, teachers should encourage learners to use strategies because these are means and modify their attitude regarding the text they are reading. A number of authors have established different strategies to read successfully. Thus Brown (1990) proposed the following strategies:

Skimming is commonly used for fast reading. Its main aim is to know how a complete text is structured but also get a general idea that summarizes it. This strategy is practiced by learners in order to avoid keeping their attention in every single word of the text, it means to work out the meaning of every unknown word, but they have to read through a passage quickly, to do so they focus on reading only the first statement of each paragraph which is called the topic sentence and comprises the essential idea.

Scanning accomplishes different tasks. It focuses on taking out meaningful information or specific data without wasting too much time in reading carefully. For using this strategy, readers must know exactly what kind of information they are going to need, paying their whole attention on the text. By scanning, learners reduce the process of reading because they avoid understanding every single word. That is how this strategy makes learners to improve their reading by only taking significant data which helps them to read and understand faster

Making predictions, is another strategy where good readers tend to use their prior knowledge and experiences from the world to formulate questions as long as they read a specific text creating thus an expectative on the reader that may get engaged into the writing. Furthermore, it provides students a space of interaction where they

can share their thoughts related to the story. Learners use images, titles that permit to build an idea of what a text may be about or what will happen in the story. Basically, any clue may help them to get a view of the text.

Deducing meaning from context has to do with reading for clear comprehension of lexical items. It means that deducing allows people to read and work out the meaning of an unknown word, to do so, readers have to focus on words that are around the unfamiliar word, so that they can get its meaning and also pay attention on the context in which the events are given and provide relevant facts. As a result, readers will be able to deduce the meaning through the understanding of the story and how it is structured.

Verner (2018) stated **Reading for detail** or detailed comprehension is intensive reading where learners read slowly in order to focus on important parts, also the information can be useful to complete a set of proposed activities. Besides, according to Spratt et al. (2011). It is based on understanding every word and comprehending how they are joined to make meaningful sentences that convey specific meaning. This is because the intention of the writer sometimes may be misunderstood, the author's feelings may indicate a different reality of what was understood; words have to be analyzed in the context in order to know the proper meaning.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Humans

- Tutor
- Revisers
- Students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros
- Authorities

2.1.2 Institutional

- Universidad Técnica de Ambato
- Facultad de Ciencias Humanas y de la Educación
- Virtual Library

2.1.3 Materials

- Computer
- E-journals
- E-books
- Office supplies
- KET Exam
- Online-web pages

2.2 Basic Methods of Research

2.2.1 Research Approach

In this research project a mixed of qualitative and quantitative methods was used because this duality supports the purposes related to the understanding of a social group by detailing the description. On the other hand, it has to do with the process of quantification of the data gathered through a specific tool (Kuckartz, 1995). It means, the codification of the data, thereby qualitative information is taken to be analyzed and then obtain the statically information that reflects patterns and trends that cannot be read in the narrative facts written as the qualitative analysis.

2.3 Research Modality

2.3.1 Field

This research was carried out in the Pedagogía de los Idiomas Nacionales y Extranjeros program from UTA in Ambato city. The study was carried out by

working with the students and getting familiar with the environment they are part of, thereby it was possible to observe their development. This is the reason why this work is considered as a field modality. Field research means to study an ongoing situation in its natural environment with its common setting that is involved on it. There, it is possible to make first-hand observations and understand how the subjects normally develop their behaviors. Thereby, field research is related to the place where the researcher is going to do the whole process of collecting information (Van Maanen, 1988).

2.3.2 Bibliographic - documentary

This researching work is considered as Bibliographic Investigation. It is defined as "any written material that was prepared specifically in response to some requests from the investigator" (Uddim, 2010). Furthermore, the information gathered came from different articles, journals or magazines that were related to this investigation serving as the main guide to structuring the current investigation, also for setting up the hypothesis and find out if it produces a positive or negative result in the investigation process.

2.3.3 Experimental Research

The definition of the experiment is related to scientific investigation and it has to do with stating an environment that is controlled or manipulated in order to gather data or information for accomplishing the main aim of the study (Gile, 2015). The current investigation used the experimental design which allowed to apply Fictional Texts as different kind of reading texts in order to learn English as a foreign language. To do so, some strategies regarding the current English skill were used to teach students how to read effectively. Before the application, it was required to measure students' current level of English language by using a KET exam, specifically the Reading section, as a pre-test, then the corresponding presentation of the materials and the development of the strategies. Finally, another KET exam (reading section) was applied as a post-test to analyze the influence of the Fictional Texts on Reading Skill.

2.4 Level or Type of Research

2.4.1 Exploratory Research

The type of investigation for this researching work was a mixture of two levels which are Descriptive and Explanatory due to there was a description of different characteristics observed on a specific reality where information was given for being

analyzed and studied. On the other hand, it is Explanatory since the data gathered was analyzed and properly described detailing the facts observed. Thereby, it was possible to understand every single aspect occurred in order to find a proper alternative so solve the problem.

2.5 Population and sample

For this investigation, "Pedagogía de los Idiomas Nacionales y Extranjeros" program at UTA was chosen as a field of study. Therefore, the third semester was considered for this study. In the following table is detailed the number of students that took part in this part of the work.

Table 1

Population

Population	Experimental group	Percentage
Male	10	23,3 %
Female	33	76,7%
TOTAL	43	100%

Source: Student's list
Author: Jijón, C. (2021)

2.6 Techniques and Instruments

To carry out the current research, a validated survey with seven questions was applied to students. Four of them were structured by using the Likert scale, one of true-false and two multiple choice questions. The survey served to know students' reality about their reading skill

The reading section of the Standardised Cambridge KET (Key English Test) was used as a pre-test and post-test. This section is divided into five parts which are multiple-choice, multiple matching, multiple-choice, multiple-choice cloze and open cloze; each has different tasks which are 30 points in total. The five parts were used to evaluate students' reading ability.

The pre-test was used in order to know students' current abilities related to their Reading skill; it was applied before starting the treatment. The post-test was applied after the treatment to find out if learners enhanced their reading ability. The pre- and post-test were taken individually and served to gather data to be analyzed.

The data was collected through the experimentation process for which five lesson plans were created based on (Farrell, 2002). Its structure regards: time, subject, class, language focus, topic, objectives, prior knowledge and materials. In addition, the procedure part details the teacher's tasks, students' tasks, the interaction and the purpose.

The first step was to apply the lesson plan 1 that was focused on two reading strategies: skimming and scanning. So, learners were taught about them by giving them clear explanations and then working on some examples. Besides, they were presented the "Mystery Train" story which they read and then completed exercises related to the strategies covered.

The second step was to use the lesson plan 2 to present other reading strategies which are deducing meaning from context and predicting. Learners were shown what these strategies are about in order to make learners get familiar with them and then to work on some examples to verify whether they learn or not. After that the "Mystery Story" reading text was used to make students work on activities related to both strategies

The third step was the application of the lesson plan 3 which had to do with the application of the last reading strategy; reading for detail strategy. Information was shared with students in order to learn how to use this strategy by using some examples. Then, learners read the "Black Cat" story and completed some activities focused on the strategy presented.

The fourth step had to do with the application of the lesson plan 4. Its main aim was to remind students how each strategy works for which a Kahoot activity was shared with the students. Thereby, they answered the questions related to concepts or definitions of the strategies as well as the correct way to use each of them. As a result, they achieved a depth understanding.

The fifth step was the applications of the lesson plan 5 which aimed to practice the whole strategies, so students were given the "Tell-tale heart" story in order to fulfill several activities focused on each strategy. Learners used the strategies taught to read the story effectively and answer the activities

In addition, all data outcomes were gathered using statistical analysis which permitted to study the results obtained by the application of the pre-test and post-test. At the beginning, it was used the qualitative approach which allowed to describe the

influence of fictional texts to improve reading skill. Subsequently, the quantitative approach was considered to carry out the analysis of the results from the pre-test and post-test and by using the SPSS program to prove the validation of the hypothesis and the relationship between both variables

2.7 Hypothesis

Alternative Hypothesis

The use of the Fictional Texts influence in the development of Reading Skill of students of third semester from "Pedagogía de los Idiomas Nacionales y Extranjeros"

Null Hypothesis

The Fictional Texts do not influence in the development of Reading Skill of students of third semester from "Pedagogía de los Idiomas Nacionales y Extranjeros"

2.8 Variable identification

Fictional Texts (Independent)

Reading Skill (Dependent)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

A survey was used before the application of the experiment in order to know the students' reality. This survey was structured with seven questions, which aimed at understanding the students' needs related to the kind of reading text they prefer to read.

3.2 Survey results

Question 1. - Does your English teacher use extra reading texts besides the ones on the English Book?

Table 2

Extra written texts to practice Reading Skill

Frequency	Students	Percentage
Always	8	18,6%
Usually	18	41,9%
Sometimes	14	32,6%
Hardly ever	2	4,7%
Never	1	2,3%
TOTAL	**43**	**100%**

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 1 Extra written texts to practice Reading Skill
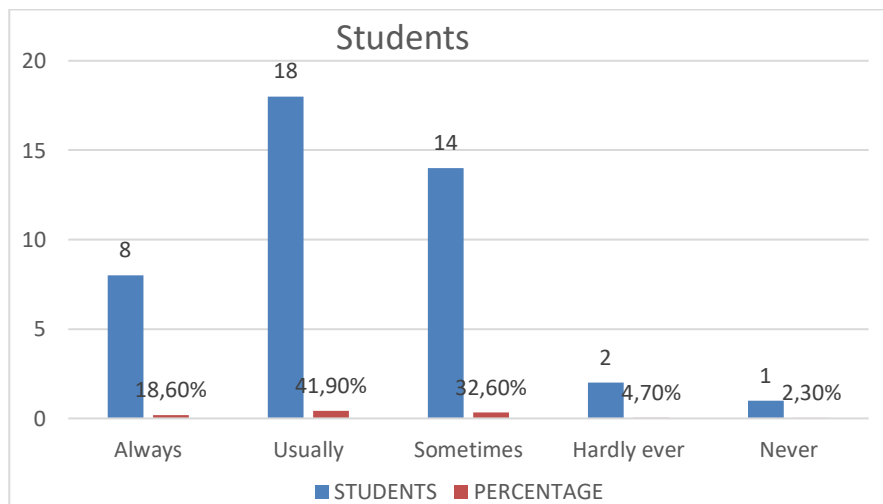
Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Analysis and interpretation

The survey provided the following results. As it can be seen in figure 1, 18 students which represents 41,9 percent responded usually. The 32,6 percent has to do with 14 students who chose sometimes. The 18,6 percent is for 8 students who answered always. The 4,7 percent belongs to 2 students who selected hardly ever. The 2,3 percent is for 1 student who considered the option never.

These results demonstrate that extra reading texts are resources taken into account by the English teacher to be used in English classes as an innovative tool that changes the routine of always using the same English textbook. Besides, they provide students the opportunity to learn new language structures as well as learn new vocabulary. These materials are chosen carefully considering the students' level.

Question 2. - How difficult is it to you to comprehend reading texts?

Table 3

Reading texts used by the teacher

Frequency	Students	Percentage
Very difficult	1	2,3%
Hard	9	20,9%
Normal	28	65,1%
Easy	5	11,6%
Very easy	0	0%
TOTAL	**43**	**100%**

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 2 Reading texts used by the teacher
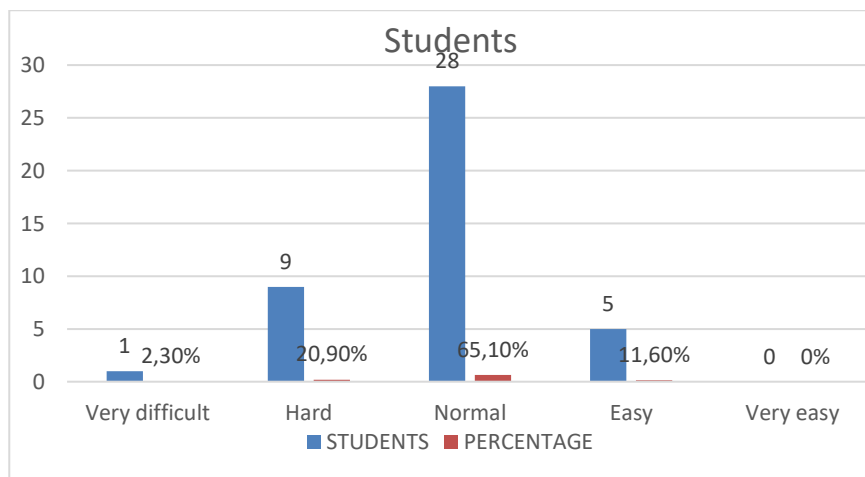
Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Analysis and interpretation

Figure 2 gathered the following results related to the students' difficulty with the comprehension of reading texts: The 65,1 percent is related to 28 students who represent the majority of the total who considered the option normal. The 20,9 percent belongs to 9 students who chose the option hard. The 11,6 percent belongs to 5 students who chose easy. And 2,3 percent, it means only one student who said very difficult.

Considering the outcomes obtained, it is possible to understand the view of the students related to the comprehension of reading texts. It is shown that a great number of students have a few troubles when reading, therefore their understanding of the written materials they are reading is not good at all. Students face expressions and vocabulary that they do not know which impedes that they get a clear idea of what they are reading about.

Question 3. - How interesting do you find the reading texts you commonly read during English classes?

Table 4

The attractiveness of Reading Texts during English Classes

Interest Level	Students	Percentage
Very interesting	3	7%
Interesting	26	60,5%
Moderately interesting	14	32,6%
Slightly interesting	0	0%
Boring	0	0%
TOTAL	**43**	**100%**

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 3 The attractiveness of Reading Texts during English Classes
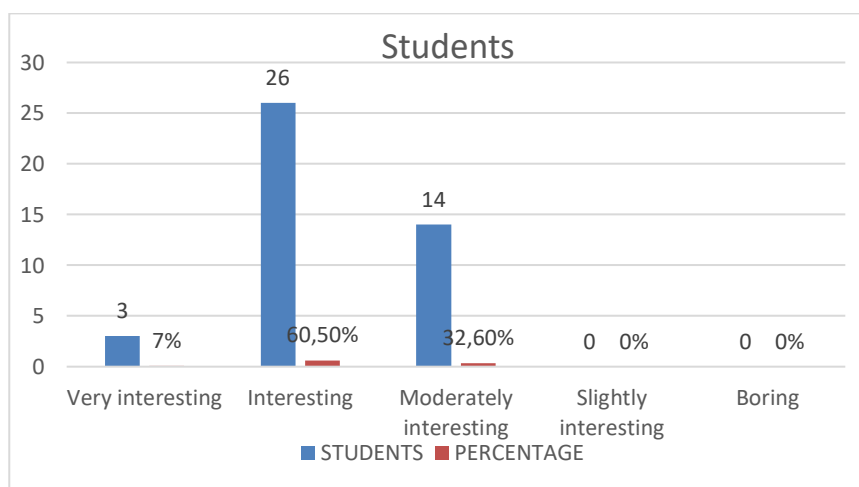
Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Analysis and interpretation

Figure 3 shows results related to students and their perception of the reading stories they read commonly during the class, it means if the stories are attractive or not: The 60,5 percent belongs to 26 students, this is the majority of the whole class, who replied interesting. The 32,6 percent is for 14 students who said moderately interesting. Finally, the 7 percent for only 3 students who chose very interesting.

It is possible to infer that the reading material they read during classes is a bit interesting for students. It demonstrates that topics presented on the book they use throughout each session are often appropriate for them. However, it is needed to point out that they are not totally in favor because on occasions they feel no attraction from the reading texts. Thus, they may need further materials which call their attention highly.

Question 4. - How often do you read outside school hours?

Table 5

Reading after school hours

Frequency	Students	Percentage
Always	2	4,7%
Usually	9	20,9%
Sometimes	20	46,5%
Hardly ever	11	25,6%
Never	1	2,3%
TOTAL	**43**	**100%**

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 4 Reading after school hours
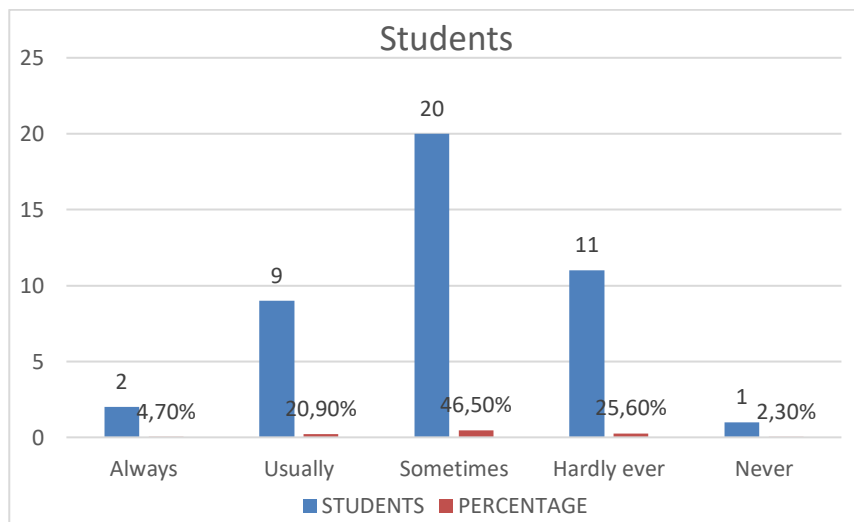
Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Analysis and interpretation

In figure 4 it is stablished results about how often students read after classes: The 46,5 percent is for 20 students representing this way the majority of the group, they answered sometimes. The 25,6 percent goes with 11 students who replied to the option hardly ever. The 20,9 percent is represented by 9 students only, they selected usually according to their reality. The 4,7 percent is for 2 students who always read. And 2,3 percent is for 1 student who never reads.

Results show that students do not have real interest in reading because they hardly read at home, which is a problem about our culture due to since childhood anyone is encouraged to practice Reading. Nowadays, students have different kinds of texts that can be read on the internet; however, they need written texts that get their attention. Thus, they feel motivated to learn and investigate on their own in order to practice reading not as a mandatory activity but for pleasure.

Question 5. - Have you ever read any Fictional Story in your life?

Table 6

Reading Fictional Stories

Options	Students	Percentage
Yes	31	72,1%
No	12	27,9%
TOTAL	**43**	**100%**

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 5 Reading Fictional Stories
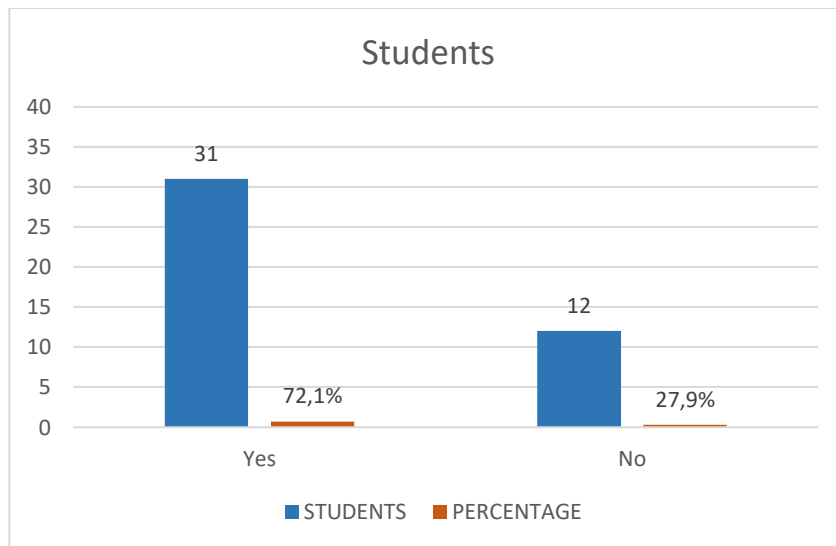
Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Analysis and interpretation

Figure 5 shows if students have read fictional stories or not, therefore data collected demonstrated the following percentages. The 72,1 percent has to do with 31 students who represent the majority of the class. They selected the answer yes, so they have read these stories. On the other hand, the 27,9 percent goes only with 12 students that replied no, which means they have not read Fictional stories.

Results show how students prefer a kind of text that is related to adventures that go beyond reality, being these called Fictional Stories. These stories offer readers different fantastic scenarios which will involve them in imaginary contexts. These materials can be incorporated into English classes as there are different genres from which they can choose. This way, they can learn new expressions and vocabulary as well as develop reading skill.

Question 6. - From the following options choose the ones that you would like to read during English classes

Table 7

Reading choices you would like to read

Reading Stories	Students	Percentage
Science Fiction	18	41,9%
Mysteries	19	44,2%
Horror	17	39,5%
Fantasy	11	25,6%
Romance	20	46,5%
Historical	13	30,2%

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 6 Reading choices you would like to read
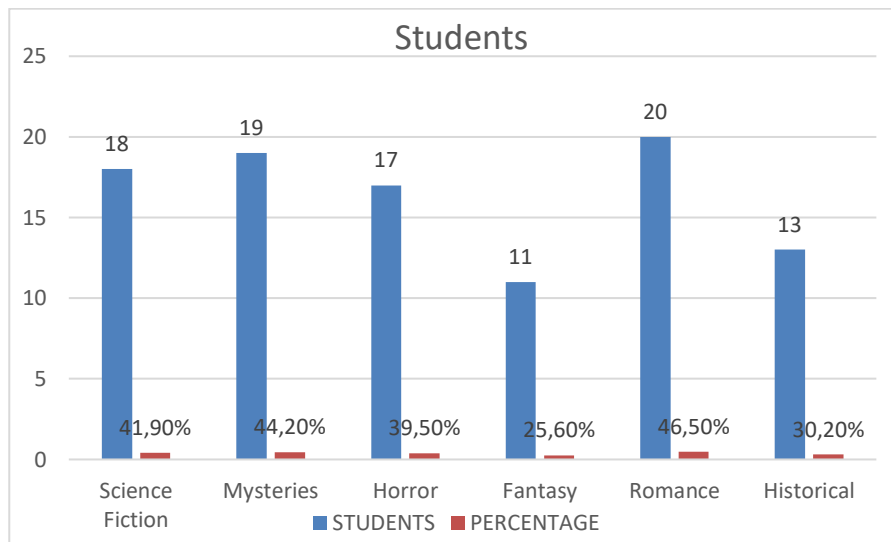
Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Analysis and interpretation

In figure 6 data about students' preferences of fictional stories considering the options gave the following percentages. Thus, 46,5 percent is for 20 students who preferred romance stories. The 44,2 percent is for 19 students who chose mystery stories. The 41,9 percent is for 18 students who like science fiction stories, The 39,5 percent is for 17 students who selected horror stories. The 30,2 percent belong to 13 students, they answered historical stories. The 25,6 percent has to do with 11 students who replied fantasy.

As a result, two options here were the most attractive for the students. Romance and Mystery stories were the ones that students prefer to read which belong to the Fictional stories category. So, as extra reading materials, it would be beneficial to use these options to develop reading skill, also they are easy to follow and understand. It is needed to mention that these materials have to be selected carefully having in mind the level of the group.

Question 7. - Which of these following reading strategies have you used during the reading process?

Table 8

Reading Strategies

Reading Strategies	Students	Percentage
Skimming	1	2,3%
Scanning	11	25,6%
Predicting	5	11,6%
Deducing meaning from context	13	30,2%
Reading for detail	12	27,9%
None of them	1	2,3%
TOTAL	**43**	**100%**

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 7 Reading Strategies
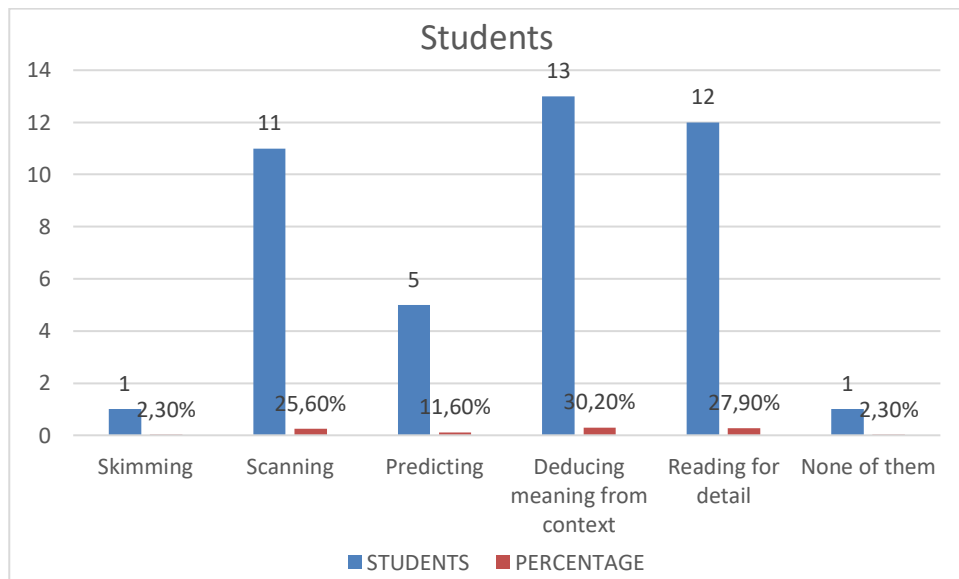
Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Analysis and interpretation

Figure 7 provided the following information related to reading strategies and to know if students have used them. The 30,2 percent, it means 13 students that have used deducing meaning from context. The 27,9 percent is for 12 students that have used reading for detail. The 25,6 percent is for 11 students who chose scanning. The 11,6 percent is for 5 students who selected predicting. The 2,3 percent is for students who have used skimming and the other 2,3 percent who have not used any of the strategies in the options.

It is demonstrated that students have heard about the reading strategies presented there and some of them have used a couple, but they do not know how to use them properly to maximize their understanding of reading texts. So, these strategies have to be covered by the teacher providing clear explanations about the correct use of them. Thus, students will be able to use them adequately when they face any kind of reading.

3.3 Pre-test results

Reading section of the KET exam was used to gather the following results that demonstrated the current reading level of the students from third semester before applying the experiment. This data reflected the average obtained from the group of each part of the exam. The KET exam has 5 parts which measured different aspects of reading skill. Part one is related to skimming, part two has to do with scanning, part three involves deducing meaning from context, part four is related to predicting and part five is related to reading for detail.

Table 9

Pre-Test results

STUDENTS	PART ONE: 6p	PART TWO: 7p	PART THREE: 5p	PART FOUR: 6p	PART FIVE: 6p	RESULTS
Student 1	6	7	4	5	5	27
Student 2	6	3	3	3	0	15
Student 3	5	7	3	2	5	22
Student 4	4	6	4	5	5	24
Student 5	5	6	2	4	0	17
Student 6	5	5	2	4	1	17
Student 7	6	7	3	4	6	26
Student 8	6	7	3	4	0	20
Student 9	6	7	4	5	5	27
Student 10	6	7	4	4	5	26
Student 11	4	4	1	2	5	16
Student 12	5	7	3	5	5	25
Student 13	5	7	2	6	6	26
Student 14	4	6	0	4	5	19
Student 15	6	5	2	4	0	17
Student 16	4	6	0	2	5	17
Student 17	6	7	0	1	0	14
Student 18	4	6	2	5	1	18
Student 19	3	5	3	3	0	14
Student 20	6	6	2	3	4	21
Student 21	5	7	3	4	0	19
Student 22	4	6	4	5	1	20
Student 23	5	7	3	2	0	17
Student 24	5	7	3	3	2	20
Student 25	6	5	3	2	0	16
Student 26	5	5	4	4	0	18
Student 27	5	7	2	4	2	20
Student 28	4	3	0	5	0	12
Student 29	6	4	1	5	0	16
Student 30	4	5	4	3	0	16
Student 31	4	2	0	2	0	8
Student 32	4	7	2	5	1	19
Student 33	4	4	3	2	0	13
Student 34	4	0	3	2	0	9
Student 35	6	5	3	2	0	16
Student 36	4	5	0	4	0	13
Student 37	4	3	3	3	0	13
Student 38	4	7	3	3	0	17
Student 39	5	4	2	3	0	14
Student 40	6	5	4	4	0	19
Student 41	5	4	1	2	1	13
Student 42	5	7	2	3	4	21
Student 43	4	3	1	3	0	11
TOTAL	43					
AVERAGE	**4,9**	**5,4**	**2,3**	**3,5**	**1,7**	**17,9**

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 8 Pre-test results
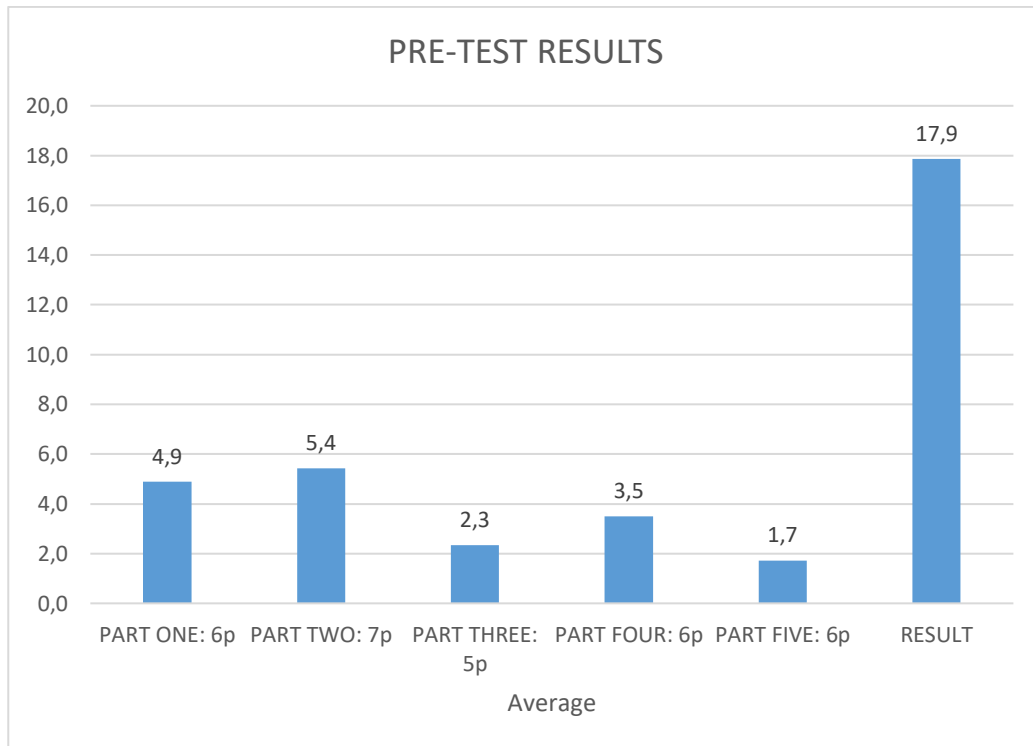
Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Analysis and interpretation

The previous table shows the results related to the Pre-Test which were obtained through the KET reading test which is divided into 5 parts. The first one with a scale from 0 to 6 points; the second one from 0 to 7; the third one from 0 to 5; the fourth one from 0 to 6; and the last one from 0 to 6. The table details the scoring of each part as well as the results considering the number of students whose number is 43. Then, it was done the proper calculation of the average of each part from the standardized test and also the average of the whole results.

According to the scores achieved by the students in part one, the average of it is 4,9 points. Part two displays an average of 5,4 points. In part three the average of the whole class is 2,3 points. After, in part four it was obtained an average of 3,5 points from the whole group. In part five the average of the total of students is 1,7 points. Finally, taking into account the final result each student got in the pre-test, there is a general average from the class that is 17,9 points from 30 points that is the highest rating.

Therefore, the outcomes demonstrated that the students have difficulties related to reading skill. This can be noticed in parts 3, 4 and 5 of the Pre-test where the corresponding averages clearly show that students got low scores. Unlike, in parts 1 and 2 where the averages are slightly higher than half of the maximum scoring scale of each. This way, it can infer that the students' level of reading skill needs to be correctly developed having in mind the proper strategies related to complete successfully the reading section of the KET exam.

3.4 Post-test results

After applying the experiment, which was about the application of mystery stories to develop reading skill on the students from third semester. During the experiment the students were taught five reading strategies that were focused on each part of the reading section of the KET exam. The strategies were: skimming, scanning, deducing meaning from context, predicting and reading for detail. Thereby, the following results were gathered

Table 10

Post-Test results

STUDENTS	PART ONE: 6p	PART TWO: 7p	PART THREE: 5p	PART FOUR: 6p	PART FIVE: 6p	RESULT
Student 1	5	7	5	6	5	28
Student 2	4	2	2	6	5	19
Student 3	4	7	5	5	4	25
Student 4	5	7	4	5	5	26
Student 5	5	7	3	3	4	22
Student 6	4	5	5	4	3	21
Student 7	6	6	4	6	5	27
Student 8	5	7	4	5	4	25
Student 9	5	7	5	5	5	27
Student 10	6	7	5	4	6	28
Student 11	4	4	5	2	5	20
Student 12	5	6	4	4	3	22
Student 13	5	7	4	6	6	28
Student 14	4	4	3	6	6	23
Student 15	3	7	5	2	2	19
Student 16	5	5	3	3	6	22
Student 17	6	7	5	6	5	29
Student 18	3	7	4	5	5	24
Student 19	4	7	4	4	2	21
Student 20	5	6	4	5	3	23
Student 21	3	2	4	5	3	17
Student 22	4	7	4	4	5	24
Student 23	6	7	5	6	6	30
Student 24	4	5	4	4	3	20
Student 25	5	3	4	4	1	17
Student 26	5	6	3	4	2	20
Student 27	4	6	3	3	1	17
Student 28	4	2	4	5	1	16
Student 29	4	5	4	3	0	16
Student 30	3	6	2	4	4	19
Student 31	6	3	3	4	2	18
Student 32	4	6	4	4	3	21
Student 33	5	6	5	2	1	19
Student 34	4	3	5	5	2	19
Student 35	4	7	5	5	1	22
Student 36	4	6	4	3	2	19
Student 37	4	6	3	4	1	18
Student 38	4	4	4	5	3	20
Student 39	5	7	5	5	6	28
Student 40	4	4	3	4	2	17
Student 41	5	4	3	3	5	20
Student 42	6	4	2	5	0	17
Student 43	6	4	4	3	3	20
TOTAL	43					
AVERAGE	4,6	5,5	4,0	4,3	3,4	21,4

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 9 Post-test results
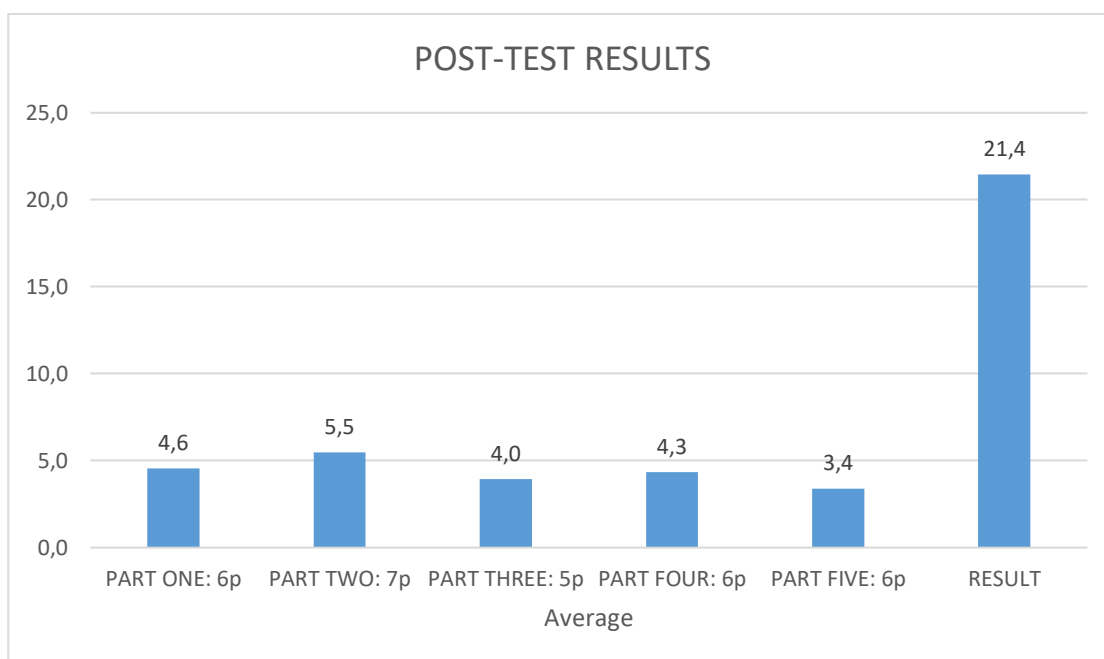
POST-TEST RESULTS

Analysis and interpretation

Considering the results obtained through the post-Test, a KET reading test, the table above shows that the use of Fictional stories has a positive impact on students' reading skill development. Also, to carry out the reading process of these kinds of stories were taking into account some reading strategies which took students on the right path to get a better comprehension of the written material. Thereby, the average of each part presented some changes with regard to the results gathered in the pre-Test exam.

In each part, it was calculated the corresponding average. Thereby, the average of part one is 4,6 points. In part two there is an average of 5,5 points. In part three the scoring average is 4,0 points. In part four, the scoring presented an average of 4,3 points. In part five the average scoring is 3,4 points. Finally, the last average is about the students' results, it means the 43 students of the class. So, this number is 21,4 points from the highest score that is 30 points, having in mind the reading section of the KET exam.

The data of the post-test demonstrated that there was a bit increment regarding the pre-test results. Therefore, the group that had the treatment based on the use of Fictional Stories got enhancement of the reading skill by focusing on some strategies which were useful to read these reading texts. Each strategy presented to the group helped to develop in a better way the part of the reading section of the KET exam. However, there was a negative result that has to do with part one where students decreased their learning.

3.5 Pre-test and post-test results

Table 11
Pre- and post-test results

KET: Reading section parts:	Initial Average	Final Average
Part One: Skimming strategy	4,9	4,6
Part Two: Scanning strategy	5,4	5,5
Part Three: Deducing meaning from context strategy	2,3	4,0
Part Four: Predicting strategy	3,5	4,3
Part Five: Reading for detail	1,7	3,4
Result	17,9	21,4

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Figure 10 Pre- and post-test results
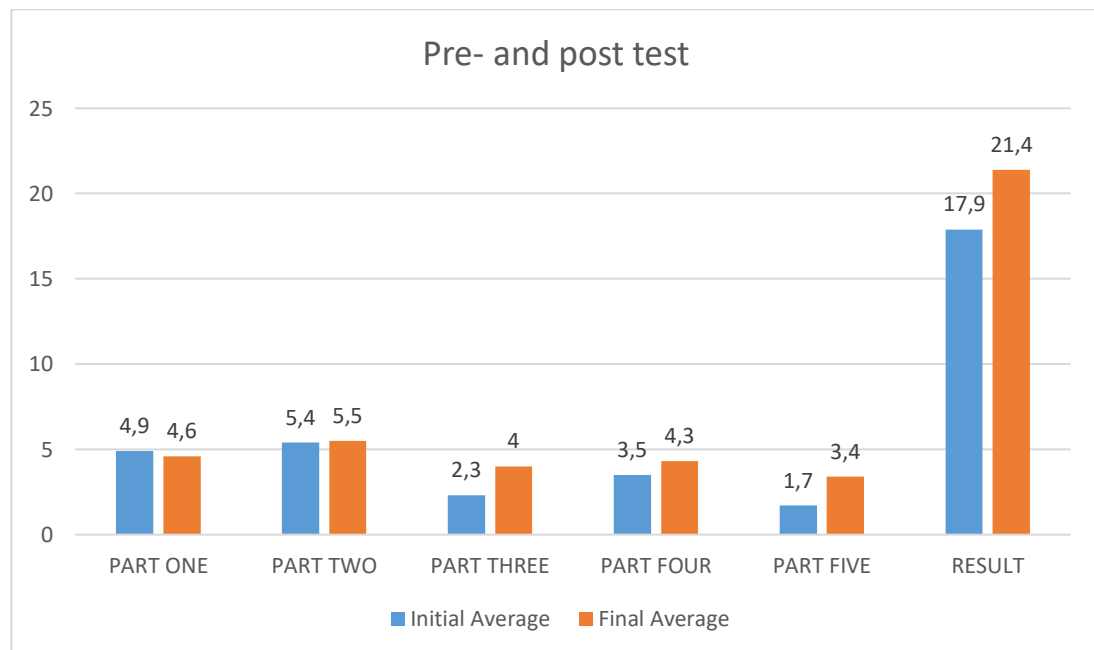
Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Analysis and interpretation

Regarding the table above, it may be mentioned that the application of Fictional Stories as extra reading material to develop the reading skill had a little contribution. This is stated in the comparative table where the results of the pre-test and post-test differ from one another, which describe the progress achieved by the students in almost every single part of the KET reading section. Thereby, it is possible to say

that students took advantage of the reading strategies but they required more practice to deal with written texts in a better way.

The results in part one based on skimming strategy, taking into consideration the pre-test, remark an average scoring of 4,9 over 6 points, however after the corresponding treatment the average suffered a little bit decrease to 4,6. This is 0,3 points less than the initial average, nonetheless it is not a remarkable difference. Therefore, it does not mean a degression of their ability in the first part. Then, in part two that has to do with scanning strategy, the initial average was 5,4 and as the final average, the scoring increased only 0,1 points, which means 5,5 points which means a bit of improvement in this part.

After, in part three related to deducing meaning from context strategy, the average obtained before the treatment was only 2,3 over 5 points, and once the experiment was applied this scoring increased to 4,0 points. It means 1,7 more than before which demonstrate progress by the students in this part. Besides, in part four that has to do with predicting strategy, the initial average registered was 3,5 over 6 points and as the final average, the scoring got an increment of 0,8 points, which means 4,3 points. Showing how students completed better this part, therefore fictional stories played an essential role to improve students' reading skill

Then, in part five related to reading for detail strategy, the initial average was 1,7 over 6 points but at the end the average highly augmented in 1,7 points, having thus a final scoring of 3,4 points. Finally, the result achieved in the whole parts at the beginning was an average of 17,9 and after the average improved to 21,4. In summary, Fictional stories gave students the opportunity to develop reading skill through the use of reading strategies which were elementals tools that guided students to read successfully.

3.6 Hypothesis verification

After the application of the experiment, the outcomes were examined through the SPSS program. This way, it was verified if the hypothesis achieved the expected results. Considering the data, it was used the Non-parametric Test of two related samples from Wilcoxon. Consequently, both averages from the pre- and post-test were due analyzed in order to reject or validate the hypothesis which states that fictional texts influence the development of Reading skill of students of the third semester from "Pedagogía de los Idiomas Nacionales y Extranjeros"

Table 12 Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Final.Average - Initial.Average	Negative Ranks	1[a]	2,00	2,00
	Positive Ranks	5[b]	3,80	19,00
	Ties	0[c]		
	Total	6		

a. Final.Average < Initial.Average

b. Final.Average > Initial.Average

c. Final.Average = Initial.Average

Source: Hypothesis Verification
Author: Jijón, C. (2021)

Table 13Test Statistics[a]

	Final.Average - Initial.Average
Z	-1,787[b]
Asymp. Sig. (2-tailed)	,074

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Source: Hypothesis Verification
Author: Jijón, C. (2021)

The tables above indicate the final outcomes obtained from the statistical analysis which establishes the ranks by considering the final average less the initial average. Having thus as a result one negative rank (a), five positive ranks (b), zero ties (c); the mean ranks that are 2,00 and 3,80, then the sum of ranks where there are 2,00 and 19,00. Thereby, the asymptotic significance with regard to the hypothesis shows a

value of (0,074) which is higher than the reliability value (0, 05). It means that the alternative hypothesis H1 is rejected and the null hypothesis H0 is considered valid. This is related to the use of the fictional texts does not influence the development of Reading Skill of students of the third semester from "Pedagogía de los Idiomas Nacionales y Extranjeros"

3.7 Discussion

Finally, the results of the current investigation are given and these show that the reading strategies used to guide students' reading ability were not totally useful. The strategies applied were skimming, scanning, deducing meaning from context, predicting and reading for detail. From this group, there were a few troubles with the skimming strategy due to the first part of the KET reading section focus on it and the average between pre- and post-test indicated that students' scores related to part one decreased a bit. Therefore, it means that students had not a clear idea about how to skim effectively so that it is considered that students needed extra explanation and practice about it in order to clarify their doubts.

Therefore, the null hypothesis was accepted so that the use of fictional texts does not influence the development of the Reading skill. However, it is worth mentioning that students felt attracted by these kinds of written materials, they indeed were engaged in reading so they develop their reading ability. The problem is that there was not a significant improvement due to as it was mentioned before they got lower scoring in part one which was related to the skimming strategy. In the pre-test, the average was 4,9 over 6 points and in the post-test the average decreased to 4,6 points. This indicates that students required more attention in this reading strategy as they got confused about how to select the general idea of any piece of writing.

Furthermore, the scores of students in many cases augmented in general. So, it is required to have a deep focus on reading strategies by using fictional stories since they need parameters to follow in order to use the strategies successfully. Besides, extra practice activities need to be considered when students present troubles regarding any of the strategies and of course provided the proper feedback to clarify students' doubts. In the end, mentioning that students provided positive opinions about the use of fictional stories as an innovative tool to practice reading skill.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once the analysis and interpretation of the results were carried out and having the statistical information related to the application of the experiment, The following conclusions are presented:

- Fictional texts as extra reading resources to develop Reading skill were useful during English classes due to students found these written materials as interesting resources which got their attention. Students felt totally involved in the stories since these materials are easy to follow and comprehend. They were able to use some reading strategies to get information appropriately. However, the enhancement achieved by the use of these extra resources was not totally optimistic, this is observed in the comparative results from the pre- and post-test.

- The strategies selected in order to be presented to the students were considered based on the KET exam, reading section. Consequently, each part of the section focuses on one of them and as a result students learnt how to use the following strategies: skimming, scanning, deducing meaning from context, predicting and reading for detail. They learnt how to apply the strategies to improve their reading comprehension, however, they needed more practice since this was new for them. Thus, they had certain difficulty when carrying out the activities.

- There was not notable enrichment for the students due to the results from the pre-test and post-test displayed the following results: part one regarding skimming strategy decreased from 4,9 to 4,6; part two about scanning strategy only changed from 5,4 to 5,5; part three related to predicting strategy increased from 2,3 to 4; part four related to deducing meaning from context improved from 3,5 to 4,3 and finally part five about reading for detail there was an increment from 1.7 to 3,4. Therefore, it can be pointed out that the improvement is not significant.

- The benefits of using Fictional Texts on English classes have been identified since students were provided with alternate readings which they felt comfortable with, since at the end of the experiment they provided positive comments regarding the use of the fictional stories. Besides, these reading texts motivated students to keep reading due to these written materials are easy to follow and understand. However, learners did not get great increment related the Reading skill which means that they needed different strategies or more practice to achieve the purposed goal

4.2 Recommendations

Considering the results obtained from the whole investigative process it is recommended the following advice in order to take advantage of these supplementary materials, fictional stories. Thus, getting better results related to the development of the Reading skill.

- In order to use supplementary materials, it means in this case the application of fictional materials English teachers should consider first to know students' interests and needs thereby selecting the correct kind of story for the group. Besides, students need to be given the strategies enough to carry out the reading process and as a result to improve itself.

- Reading written texts effectively requires following a procedure, therefore learners need to be taught a set of strategies and examples. So, teachers have to work on several activities as practice in order to learners get mastery regarding the use of them. Besides, providing feedback properly which involves advising students and point out tips that will be useful to avoid taking too much time when they are facing reading tests.

- Teachers should evaluate students' progress constantly by asking questions of a reading text focused on the strategies covered which have to be responded orally at the end of every session. Teachers can encourage the group by giving them points, this will motivate students to participate in the class as well to learn from their mistakes and do it better since teachers may provide further explanations to answer the doubts of the group.

- English teachers may use fictional stories because they let students' imagination takes part while they are reading. This is explained in the following way, these resources involve learners in fantastic situations. So, applying fictional texts can be beneficial since they can learn vocabulary, expressions and so many others. In addition, the mentioned materials do not state formal or serious topics that commonly are bored for students. Like essays, articles, journals, biographies, etc. Therefore, to start working on the reading ability these stories can be considered.

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Annex 1 Carta de Compromiso

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 04 de Mayo del 2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "FICTIONAL TEXTS AND READING SKILL" propuesto por el estudiante Christian Alexander Jijón Cunalata, portador/a de la Cédula de Ciudadanía, 180438836-9 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

SARAH
JACQUELINE
IZA PAZMINO

....
Lic. Sarah Jacqueline Iza Pazmiño, Mg.
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec

Source: Students of 3rd semester at UTA
Author: Jijón, C. (2021)

Annex 2 Survey

FICTIONAL TEXTS AND READING SKILL

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Objective: To analyze the students' current reality regarding their reading skill

Instructions: You must read carefully every single question before to answer. Each option that you select must be according to what you know. Therefore, the option that you select must reflect your authentic point of view from your real experience

Students' survey

Dirección de correo electrónico *

Texto de respuesta corta

1.- Does your English teacher use extra reading texts besides the ones on the English Book? *

○ Always

○ Usually

○ Sometimes

○ Hardly ever

○ Never

2.- How difficult is it to you to comprehend reading texts? *

○ Very difficult

○ Hard

○ Normal

○ Easy

○ Very easy

3.- How interesting do you find the reading texts you commonly read during English classes? *

○ Very interesting

○ Interesting

○ Moderately interesting

○ Slightly interesting

○ Boring

4- How often do you read outside school hours? *

○ Always

○ Usually

○ Sometimes

○ Hardly ever

○ Never

5.-Have you ever read any Fictional Story in your life? *

○ Yes

○ No

6.- From the following options choose the ones that you would like to read during English *
classes

☐ Science Fiction

☐ Mysteries

☐ Horror

☐ Fantasy

☐ Romance

☐ Historical

66

7.- Which of these following reading strategies have you used during the reading process? *

○ Skimming

○ Scanning

○ Predicting

○ Deducing meaning from context

○ Reading for Detail

○ None of them

Source: Students' survey
Author: Jijón, C. (2021)

Annex 3 Validations

TABLAS DE VALIDACIÓN PARA ENCUESTAS A ESTUDIANTES DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS											
Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
#	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
7	X				X				X		

Validator's Information	Mg. Dorys Cumbe	1803694569	
	FULL NAME	ID NUMBER	
	UTA Professor	May 25th, 2021	
	PROFESSION	DATE	SIGNATURE

TABLAS DE VALIDACIÓN PARA ENCUESTAS A ESTUDIANTES DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS											
Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
#	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X				X				X		
2	X				X				X		
3	X				X				X		
4	X				X				X		
5	X				X				X		
6	X				X				X		
7	X				X				X		

Validator's Information	Mg. Xavier Sulca		
	FULL NAME	ID NUMBER	
	UTA Professor	May 21first, 2021	MANUEL XAVIER SULCA GUALE
	PROFESSION	DATE	SIGNATURE

Annex 4 Pre-test and Post-test

KET: Reading Section (Pre-test)

https://docs.google.com/forms/d/1cl6Hx2F-az57khAzsJmBqDzHagYzIkVStPOCqB-LkUY/edit#response=ACYDBNihrlPXsjHhFIqCcTjptolE5rjcu6_J8KN8I95rL_n1bn7LdSmMmVWSruWa1g

KET EXAM: READING SECTION

Read the instructions carefully and complete the following Test about Reading Section, which is divided into 5 parts.

Correo *

Correo válido

Este formulario registra los correos. Cambiar configuración

Source: KET Exam: Pre-test
Author: Jijón, C. (2021)

KET: Reading Section (Post-test)

https://docs.google.com/forms/d/13SAZn6z6r-B7ZOhCg3VMrgGt55celfnMQUObWMGWybU/edit#response=ACYDBNjEolXiQ3HCtFdKP3E66p24nqnjDPa32RGyBMAE3MEqHFNjKlBY68qlZHZgUQ

(POST-TEST) KET EXAM - READING SECTION

Read the instructions carefully and complete the following Test about Reading Section, which is divided into 5 parts.

Correo *

Correo válido

Este formulario registra los correos. Cambiar configuración

Source: KET Exam: Post-test
Author: Jijón, C. (2021)

Annex 5 Thomas S. C. Farrell

APPENDIX A: LESSON PLAN

Time: 12:00 P.M. to 12:35 P.M.   **Subject:** English language   **Class:** Secondary 2 English
Language Focus: Reading   **Topic:** Sport   (mixed-ability level)
Objectives:
To teach the students how to skim for main idea of the passage – identify key words.
Prior Knowledge:
Students have learned how to locate information by reading and finding the main sentence of each paragraph.
Materials:
1. Reading materials – article from book on Sport
2. Overhead projector/OHTs
3. Whiteboard

Step	Time	Tasks (Teacher)	Tasks (Pupils)	Interaction	Purpose
1	5–10 mins	**Opening:** Introduction to the topic sport. T activates schema for sport.	Listen	T ⟷ Ss (T = teacher; Ss = students)	Arouse interest. Activate schema for sport.
		T asks Ss to help him or her write down as many different kinds of sport on the whiteboard within 3 minutes.	Ss call out the answer to the question as the T writes the answers on the board.		
		T asks Ss to rank their favorite sports in order of importance.	T writes the answers.		

Step	Time	Tasks (Teacher)	Tasks (Pupils)	Interaction	Purpose
2	5–7 mins	T distributes handout on sports schedule from the newspaper.	Ss read the handout and answer the questions.	T ⟷ Ss	Focus attention of Ss on the concept of skimming for general gist with authentic materials.
		T asks Ss to read it quickly and answer the true/false questions that follow it within 3 minutes.	Ss call out their answers to the T.	Ss ⟷ T	
		T goes over the answers and shows Ss how he or she found the answers based on key words in the article.	Ss check their answers.		
3	15 mins	T tells Ss that they just practiced skimming to get the general meaning or gist of a passage.	Ss read the handout and answer the questions.	T ⟷ Ss	Getting Ss to read passage quickly to get the overall meaning.
		T gives another handout on sports from the textbook (*New Clue*). T asks Ss to read and answer the true/false questions written on the paper within 5 to 7 minutes. T asks Ss for answers and writes them on the board. T explains how key words can give the answers.	Ss call out their answers to the T. Ss check their answers.	Ss ⟷ T (S ⟷ S possible also) T ⟷ Ss	

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

"Fictional Texts and Reading Skill"

For students of third semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato

Author: Christian Alexander Jijón Cunalata

Annex 5 Experiment Design

Table of Contents

Introduction

It refers to fiction as the set of words written that commonly tells a story that has any relation with the real world but presents an author's perception of a different reality with artistic aspects that attracts the readers' attention. This kind of story can submerge you in an abstract reality because they are easy to follow. This way, in order to prove the influence between fictional texts and the development of the reading skill, for which it was applied 5 lesson plans taking as the base (Farrell, 2002) lesson plan. The experimental group was the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros. Furthermore, a bibliographic research was carried out in order to discover what genres included fictional texts as well as to establish the proper reading strategies to use these written materials on this group of students. After that, a validated survey was applied and it was found the correct genre of fictional texts to use with the group. Then, a pre-test and post-test based on KET exam were used to know the students' current reality regarding the reading skill. Finally, results of each part of the test were compared to verify it there is a significant enhancement.

General Guide

It was carried out a table about each content of this part of annexes. At the beginning there is the scope of the experiment which shows the achievement of the lesson plans. After, there are the whole lesson plans including each resource and material used to be applied as part of the each design. Each planification presented one strategy and how to apply it by using a fictional story.

Scope of the experiment

N- of lesson plan	Topic	Number of hours	Reading Strategy	Fictional Story
1	Introduction and explanation of the strategies	1	Skimming and Scanning	Mystery Train
2	Teaching about the application of the strategies	1	Deducing meaning from context and Predicting	Mystery Story
3	Teach and show examples related to the strategy	1	Reading for detail	The black cat
4	Kahoot	1	Review of the strategies	
5	Practicing the whole strategies	1	The whole used in a mystery story	The tell-tale heart

Source: Lesson plans
Author: Jijón, C. (2021)

		LESSON PLANNING N-1			

Time: 50min **Subject:** English **Class:** 3rd Semester
Language use: Reading **Topic:** Mystery Stories
Objectives:
To teach students how to skim through a text in order to get a general idea about it
To teach students about scanning and how to use it to get specific information
Prior Knowledge:
Materials:
1. Slides
2. Worksheets
3. Reading text

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	5-10min	**Opening:** -T explains both Skimming and Scanning strategies for reading and show a couple of examples by using a PPP	Listen	T ⟷ Ss	Focus students' attention on how to use skimming and scanning strategies
Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
2	10 min	-T shows students a job advertisement and they have to skim through it -Then, read carefully and scan the passage	-Ss read the ad and then answer a couple of questions choose the correct alternative	T ⟷ Ss	To get Ss use skimming and scanning strategies in order to comprehend the text as a whole and take out specific data.
3		-T shares the reading text with the students	Ss read the title and look around the text	Ss ⟷ T	
	25min	-T asks students to skim through it in order to get the main idea of each. T also provides Ss with multiple choice questions -Furthermore, T provides another set of multiple choice questions which are related to scan information from the text	Ss respond and then tell T their answers. Ss check their answers	Ss ⟷ T	To make students use reading strategies effectively in longer reading texts
4	5min	-T assigns homework. T shares a PDF where they have to answer a few questions in order to practice Skimming and Scanning	Ss listen	T ⟷ Ss	To get students be aware of the use of these strategies
		Follow up: -T introduces new strategies about reading comprehension			

Skim the following job advertisement

> Needed: Full time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street.

The main idea of the ad is:

A) It is needed a secretary with no experience but with computer skills

B) A secretary with two years of experience and be able to type 60 words a minute.

C) A person able to write 60 words a minute and with five years of experience

Scan the ad and answer the following questions

> Needed: Full time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street.

What is the name of the company?

United Business

Where is the company located?

17 Browning Street

Skim the text and choose the correct option

1.- The main idea of paragraph one is:
   A. People are not afraid of the mystery related to "Ghost Train".
   B. Peter and Claire think the "Ghost Train" mystery is totally true.
   C. Claire do not believe in the mystery around the "Ghost Train".
   D. Peter bought a ticket.

2.- The main idea of paragraph two is
   A. Claire bought a candyfloss but it was very difficult to eat it.
   B. She decided to walk home by the train tracks.
   C. Candyflosses is too big and too sweet.
   D. She bought a big one.

3.- The main idea of paragraph three is
   A. There were several trains in Fellside.
   B. The day was not very dark.
   C. Fellside did not have a train station.
   D. Claire knew not to walk on train tracks – it was dangerous.

4.- The main idea of paragraph four is
   A. Candyfloss disappears in her mouth so fast.
   B. The mystery about the boys was totally forgotten.
   C. Claire was walking fast to go home.
   D. She was walking slowly because she was scared.

5.- The main idea of paragraph five is
   A. Claire felt a round light, small but getting bigger, that was coming.
   B. The train tracks vibrated too much.
   C. Claire run away when the tracks vibrated.
   D. She felt fear of the tracks vibration.

6.- The main idea of paragraph six is
   A. The driver was mat at Claire.
   B. The driver shouted and she fell down.
   C. An empty train passed, and Claire saw only the driver through the window.
   D. Claire fell down to right, off the track.

7.- The main idea of paragraph seven is
   A. She was totally scared about the situation.
   B. Claire climbed the stairs of the train, but she did not want to.
   C. Claire decided to climb the stairs of the train voluntarily.
   D. The driver did not let Claire to climb the stairs.

8.- The main idea of paragraph eight is
   A. The driver turned his face and Claire realized that he did not have face.
   B. She didn't want the candyfloss because it takes forever to it completely.
   C. The tracks never ends.
   D. Claire and the driver talked about the tracks

ACTIVITY N-2

Scan the text for specific information and select the correct alternative

1.- What is the name of Claire's friend?
A. John
B. Carl
C. Peter
D. Sam

2.- What did Claire's friend buy in order to try The ghost train?
A. Her friend bought a ticket for himself
B. He bought a candyfloss
C. Her friend bought some tickets for people there
D. He paid for a ticket for Claire

3.- What is the name of city where some boy died playing on the tracks?
A. Fellwood
B. The World's Best Ghost Train
C. Candyfloss
D. Fellside

4.- What did Claire see when the tracks vibrated and she looked back?
A. Claire looked back and saw her friend running to her
B. She saw a round light which was coming and getting bigger
C. She saw a driver coming
D. Claire realized that a car was behind.

5.- What did driver shout when he puts his head out of the window and saw the girl?
A. He said: 'What are you doing? It's dangerous on the tracks!'
B: He said: 'Are you lost, girl? It's too late!'
C: He said: 'Be careful at night'
D: He said: 'Are you insane? I almost kill you!'

6.- What was the destiny of the train?
A. It was the fair
B. Its destiny was the village next to the fair
C. It was end of the line
D. The destiny was go to the The World's Best Ghost Train

7. What did she realize of when the driver of the ghost train turned his face?
A. She realized that there was too much noise in the train
B. She realized that the driver was wearing a cap
C. She realized that the driver had no face.
D. Claire realized that it would take forever eat all the candyfloss

8. What were Claire last words?
A. The story is real
B. Ghosts are real
C. People from the fair were right
D. No information

HOMEWORK

Look at the Frimsborough County library text to answer this question.

1. Information is given about borrowing CDs.
A) True
 B) False

2. Which category of video isn't listed?
A) educational
B) exercise
C) film
D) travel

3. A telephone number is provided.
A) True
B) False

4. This text tells you where to get more information about how many items you can borrow from the library.
 A) True
B) False

5. Members can also borrow CD-ROMs.
A) True
B) False
C) The text doesn't say

6. Which month is 'library month'?
A) November
B) August
C) September
D) April

7. What is the name of the library?
A) Frimsborough Town Library
B) Frimsborough County Library
C) Frimsborough Village Library
D) Framborough District Library

FRIMSBOROUGH COUNTY LIBRARY.

INTRODUCTION
Welcome to Frimsborough County Library!
This information leaflet will tell you about some of the types of books and other resources that you can borrow. Information about other items you can borrow and how many items can be borrowed can be found at the Enquiry Desk.

CDS AND CASSETTES:
Music: pop, classical, rock, jazz, blues, street, reggae and operatic.
Stories: famous works, modern literature, children's stories.

VIDEOS
Educational: pre-school, primary and secondary, degree-level, adult.
Film: recent releases, favourite classics, children's.
Exercise: for all abilities, pre- and post-natal

BOOKS:
Fiction: romantic, horror, science-fiction, adventure.
Non-fiction: biographies, geography, history, science, travel, languages.

REMEMBER: APRIL IS LIBRARY MONTH!
Find out more on 01997 179179

LESSON PLANNING N-2

Time: 50min   **Subject:** English   **Class:** 3rd Semester
Language use: Reading   **Topic:** Mystery Stories
Objectives:
To teach students about predicting strategy in order to improve their reading skill
To teach students deducing meaning from context strategy in order to read effectively
Prior Knowledge:
Students already know how to skim and scan information from a reading text
Materials:
1. Video links
2. Worksheets
3. Reading text

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	5-10min	**Opening:** -T introduces two new strategies for reading comprehension by using videos. Predicting and deducing meaning from context and provides examples.	Listen	T ⟷ Ss	To get students learn how to use these strategies for reading properly

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
2	5-7 min	-T presents Ss a few flashcards related to the story as well as its title that they are going to read later	-Ss provide several ideas in order to make predictions of what the text might be about	Ss ⟷ T	To make students relate flashcards with their current knowledge
3	30min	-T then shows the reading text but only the first paragraph and then a question is presented -Teacher repeats the process until the paragraph number 3 -After, T provides students with the PDF of the story. Now, T asks students to join in groups of 5 to work out the meaning of words in bold. To do so Ss are given a worksheet to be completed -Answers are checked	-Ss read the paragraph and then answer a question. They use ideas from the paragraph to select the correct choice about what will happen then. -Ss read the story and by using deducing meaning from context strategy they find out the meaning of the words in bold. After, they complete the activity by selecting the right choice. -Students read the answers	Ss ⟷ T Ss ⟷ Ss T ⟷ Ss	To get students reflect about the paragraph by using their knowledge and predicting next events. Besides, they work in groups to figure out meaning of unknown words
4	5 min	-T assigns homework. Ss have to answer the question at the end of the reading text: *Why isn't Inspector Coderre satisfied with Ms. Webb's version of the event?*	-Ss listen	T ⟷ Ss	
		Follow up: -T introduces the last strategy for reading			

Examples:

Her **atrocious** day included getting a speeding ticket, failing a test and losing her keys

After facing the **tumult** of Black Friday sales, the shopper longed for a calm lunch

ACTIVITY: CHOOSE THE CORRECT ALTERNATIVE FOR EACH QUESTION

Mystery Story

PARAGRAPH N-1

At 11:22 p.m. on January 7, 1999, Ms. Jane Webb called the Toronto police to report a suicide. At 11:34 a police car **pulled up** in front of her house, a small bungalow on a very quiet street, and two policemen got out of the car. Ms. Webb was waiting for them at the door, dressed in a warm coat to protect herself against the cold. She pointed to the house next door, on her right, and accompanied the policemen to the front door of this house.

Considering the events from the 1st paragraph, predict what could happen in the next paragraph

- A) The woman will take the man's body to the morgue
- B) Ms. Webb stayed at her home waiting for news
- C) Policemen and Ms. Webb will find the man's body on the floor
- D) Ms. Webb will take her car and will run away from that place
- E) Police officers will decide to do nothing and will get back to the police station

Source: Power Point Presentation
Author: Jijón, C. (2021)

ACTIVITY: choose the best definition of these words according to the story

1.- The meaning of pulled up is:
A. to attract something that is far to you
B. a driver that stopped the car
C. to attract something that comes from the sky
D. to stop doing something

2.- The meaning of witness is:
A. a person who committed a crime
B. someone who took responsibility for the crime
C. someone who saw the crime
D. a person who stopped a robbery

3.- At once means:
A. do something for first time
B. at the same time
C. immediately
D. counting something

4.- Gratefully means:
A. be honest
B. with hidden intentions
C. have good values
D. with gratitude

5.- According to the story came on means:
A. to start to happen or work
B. to encourage someone to do something
C. used for telling someone to move or act quickly
D. a light comes on when you switch it on

6.- The meaning of stare is:
A. yelling at someone
B. whisper something
C. look with intensity
D. walk around

7.- According to the story upset means:
A. distressed
B. angry
C. mad at the detective
D. tired

8.- The meaning of rush is:
A. a time when a lot of things are happening
B. a sudden strong emotion or physical feeling
C. went urgently
D. an attempt to run forwards carrying the ball,

9.- The meaning of drawer is:
A. the person who writes a cheque telling their bank
B. a person who makes drawings
C. a box-shaped container, without a top, that is part of a piece of furniture
D. none of the above

10.- The meaning of going bankrupt is:
A. a company fails and often closes down
B. to visit an unknown place
C. to reject an offer
D. to start doing business

LESSON PLANNING N-3

Time: 50min   **Subject:** English   **Class:** 3rd Semester
Language use: Reading   **Topic:** Mystery Stories
Objectives:
To teach students how to get the meaning of everything they are reading by introducing reading for detail strategy
Prior Knowledge:
Students already know strategies such as skimming, scanning, predicting and deducing meaning from context.
Materials:
1. Worksheets
2. Reading text

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	5-10 min	**Opening:** -T presents the last reading strategy and explain how it works.	- Ss pay attention and learn how to use this strategy	T ⟷ Ss	To get students learn how to read and understand a passage in detail
Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
2	5-7 min	-T provides students with the PDF of the reading text. Before starting reading T shows an illustration that summarizes the whole story in order to Ss provide their ideas about it	-Ss see the illustration and provides ideas	Ss ⟷ T	To obtain Ss develop a previous idea about the story
3	30min	-T asks Ss to start reading the story (They may use the previous reading strategies for a better comprehension), and then they are provided a worksheet with activities (Ss work in groups of 5)	-Ss read in detail the story and then work in the activities	Ss ⟷ Ss	To get students work in different activities based on a deeper comprehension of the reading text
		-T checks students' answers and provide some feedback -T asks the opinion of Ss about the story	-Ss give their answers and give comments of the reading text	Ss ⟷ T	
4	5 min	-T gives a summarize of the all reading strategies and asks students to review each strategy	-Ss listen	T ⟷ Ss	To make students use the all strategies for reading comprehension
		Follow up: - T makes a review of everything covered during classes by using Kahoot			

Source: Power Point Presentation
Author: Jijón, C. (2021)

READING FOR DETAIL ACTIVITIES

1.- What was the narrator and his wife had in common

2.- What is the major characteristic that the narrator describe about pets?

3.- According to the story, what kind of animal did the narrator and his wife NOT have?
A. a horse
B. a cat
C. goldfish
D. a dog

4.- Pluto was the name of his favorite pet?
True
False

5.- What animal did the narrator cut the eye out?
A. rabbit
B. dog
C. cat
D. bird

6.- Why did the narrator's character change radically?

7.- How did the narrator kill his poor cat?

8.- Match the phrases properly according to the story
a. The narrator   1.-loved the new cat her husband brought
b. The narrator's wife   2.-used to run under the narrator's feet
c. The police men   3.-argued that he had never seen that animal before
d. The innkeeper   4.-got to the house to find some clues
e. Pluto   5.-felt that won the battle against the animal

A. a4-b1-c3-d5-e2
B. a5-b1-c5-d4-e2
C. a1-b2-c3-d4-e5
D. a5-b1-c4-d3-e2

9.- Complete the following extract based on the reading
In sudden anger, I took a knife and _____ wildly at the cat. Quickly my wife put out her hand and _____ my arm. This only increased my _____ and, without thinking, I turned and put the knife's point deep into her _____! She fell to the floor and died without a _____.

10.- What did the narrator do after killing his wife?

11.- Where did the narrator put his wife's body in?
A. The well
B. The wall in the bedroom
C. The wall in the cellar
D. The garden

12.- Who did the narrator have his main conflict with and why?

13.- Number the following events in the order they occur in the story

( )I took the body and put it behind the wall of the cellar whose stones I removed.
( )I got a new cat from the inn I used to visit to drink alcohol but the innkeeper told me he had never seen that cat.
( )I was totally mad and I took the cat by its neck and I cut out one of its eyes.
( )When I was a child I used to love pets because of the love of these animals which speaks directly to the heart of the man.
( )Police officers came to find out clues and without intention I struck with my stick the wall behind the body was.
( )The body was discovered and the cat sat crying out for its revenge.
( )The same night the house started to burin in flames however my wife and I could escape.
( )One night when I got home, Pluto seemed to avoid me as if it no longer loved me.
( )As Pluto this cat had no eye and my wife loved it to mucho because of it.
( )My wife and I share the same love for animals which was a totally joy.
( )One day the cat almost throw me and I wanted to kill it however my wife stopped me and I turned and killed her.
( )I started drinking too much and my character became difficult for all.
( )After, I tied a rope around the cat's neck and hung it from one wood beams down in the cellar.

14.- According to the story how could you define the narrator?
A. a person who was kind and humble since he was a child
B. the perfect husband who was responsible with his job
C. a person who goes crazy because his wife was killed by the cat
D. a disturbed man who got an obsession related to the conflict with his cat

15.- Complete the paragraph with the words in the box

LITERATURE. "THE BLACK CAT". VOCABULARY.

VOCABULARY. COMPLETE WITH A WORD FROM THE BOX.

1. The narrator was happy _____his wife and his animals. But things _____ _____he started _____. He became _____ and _____. He _____ his animals and started _____ them. Sometimes, he _____his wife, too.
(HITTING-HIT-CRUEL-WHEN-WITH-CHANGED-HATED-DRINKING-VIOLENT).

The Great English Pub

Whenever you find yourself **(1)** ... England there will be a pub nearby. Some will be old-style, with indoor games of darts and dark wooden beams – just the right place for a pint of beer with fish and chips. **(2)** ... pubs are **(3)** ... modern and also offer great British food at reasonable prices.

Pubs are open every day from 11.00 a.m. You can buy alcoholic drinks or soft **(4)** .... Most pubs also serve coffee **(5)** ... tea, too. To enter a pub you **(6)** ... be over fourteen and to buy any alcoholic drinks – eighteen or older. Pubs are good places for socialising. Some people can spend hours over **(7)** ... ginger ale or beer, talking **(8)** ... friends or complete strangers.

1. A) in   B) on   C) at

2. A) Another   B) Others   C) Other

3. A) more   B) most   C) as

4. A) one   B) some   C) ones

5. A) so   B) or   C) but

6. A) have   B) must   C) need

7. A) they   B) them   C) their

8. A) to   B) for   C) over

LESSON PLANNING N-4

Time: 30 min   **Subject:** English   **Class:** 3rd Semester
Language use: Reading   **Topic:** Kahoot
Objectives:
To make a review about the all contexts covered in previous classes by using Kahoot platform
Prior Knowledge:
Students know about reading strategies and how to use them properly in order to read effectively
**Materials:**
1. Kahoot Platform

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	5-7 min	**Opening:** -T reminds Ss the strategies that were taught	Listen	T ⟷ Ss	To get students learn how to read and understand in detail a passage

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
2	5 min	-T asks Ss to tell if the strategies were useful to improve their reading skill. Also, about the mystery stories.	- Ss tell how the strategies helped them to comprehend better reading texts	Ss ⟷ T	To know how students feel about using the all strategies
3	15 min	-T uses Kahoot platform in which several questions are stated. This way review the reading strategies that were taught in previous classes	-Ss enter Kahoot room and start the review. They respond the all questions there	Ss ⟷ T	To get students recall the reading strategies and how to use them correctly
4	3 min	-T as students to be prepared to work in reading text in which Ss will have to use the all strategies and do different activities	-Ss listen	T ⟷ Ss	To prepare students to work by themselves in reading text a little bit complex
		Follow up: - T share the PDF of a mystery story, Ss have to read it and complete several activities			

Source: Thomas S. C. Farrell (2002)
Author: Jijón, C. (2021)

https://create.kahoot.it/share/review/6dc76eea-f12d-40a1-bc75-a08dc1dca812
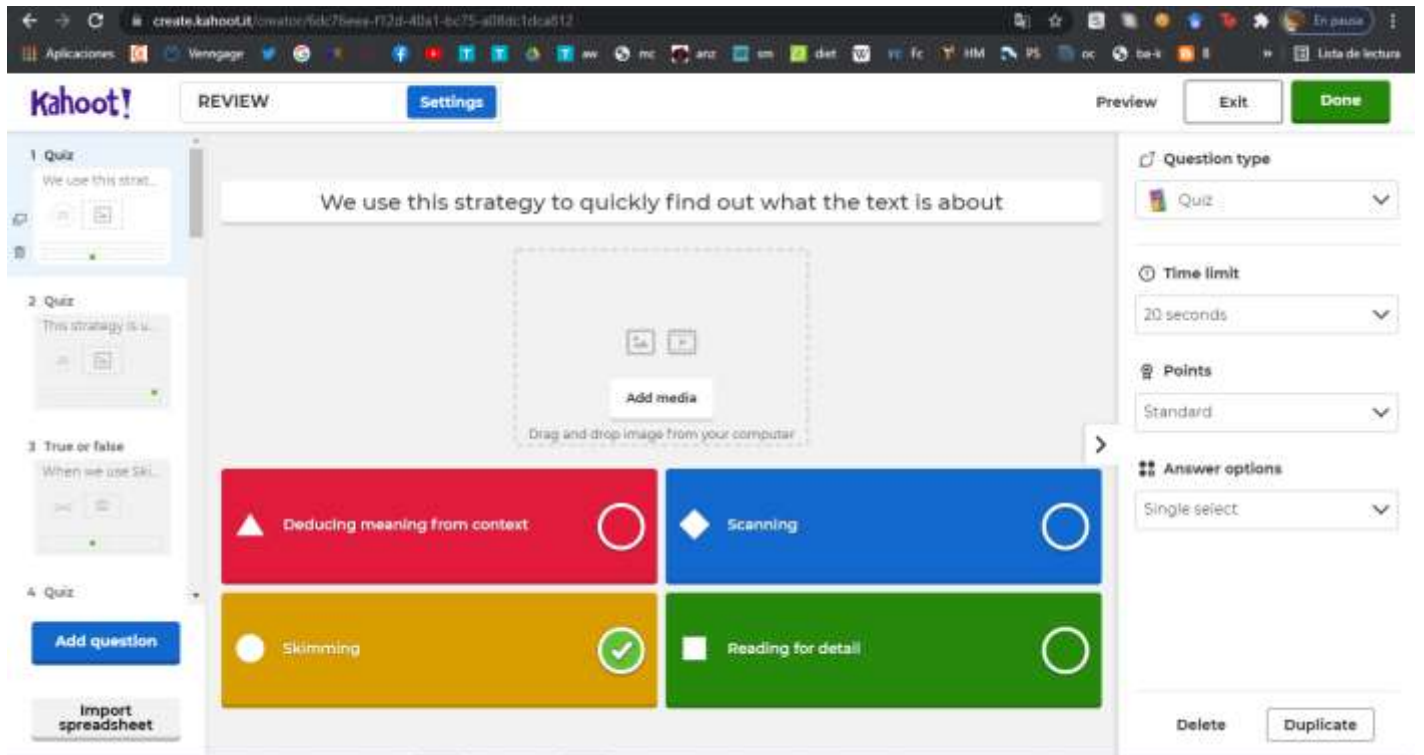
Source: Kahoot
Author: Jijón, C. (2021)

LESSON PLANNING N-5

Time: 30 min   **Subject:** English   **Class:** 3rd Semester

Language use: Reading   **Topic:** Mystery Stories

Objectives:

To get students use the 5 strategies presented in order to read a mystery story and complete a worksheet with different activities.

Prior Knowledge:

Students know the 5 reading strategies and how to apply them to get a better understanding of the text

Materials:

1. Worksheets
2. Reading text

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
1	5 min	**Opening:** -T gives a short summary of the 5 strategies	Listen	T ⟷ Ss	To get Ss remind the strategies

Step	Time	Tasks (teacher)	Tasks (students)	Interaction	Purpose
2	5 min	-T makes instructions of how Ss are going to work in this class.	- Ss listen teacher's directions in order to work effectively	Ss ⟷ T	To make students know what they are going to do
3	40 min	-T gives Ss a reading text titled "The tell-tale heart" as well as a google form link where they will have different tasks to complete.	-Ss read the text by using the strategies as a whole due to they have to do different activities based on each strategy	T ⟷ Ss	To get students apply all strategies they learnt in reading a mystery story
4	5 min	-T asks Ss how they did and if the strategies were useful to get a better comprehension. Also they give their opinion about the stories read in the sessions.	-Ss respond	Ss ⟷ T	To know if students improve their reading ability
		Follow up: - Application of Standardized Test.			

Source: Thomas S. C. Farrell (2002)

Author: Jijón, C. (2021)

READING ACTIVITIES

Description: The following activities are based on the story you read "The Tell-Tale Heart". There you will deal with a series of activities such as True or False, completition, matching, choosing the correct option and so more.

Objective: To get students students use the reading strategies that they have learnt in previous classes in order to get a clear understanding of the story and be able to complete each activity succesfully

Please read each task carefully in order to answer only what is asked in the question
GOOD LUCK!!!

Correo *

Correo válido

Este formulario registra los correos. Cambiar configuración

Source: Google forms
Author: Jijón, C. (2021)

Do you consider the Mystery Stories (Fictional Stories) used during the classes were useful to develop Reading Skill?

38 respuestas

Yes

Yes, this type of stories help me to develop reading skill

They were quite useful , due to apart from getting us thinking about the plot itself , it also created a sense of curiosity which is great when improving reading skills .

Yes, because are interesting.

Yes, the mistery stories was a lot of fun. I was able to learn new vocabulary.

yes, This exercises helped to me to get new vocabulary and a little bit more fluency.

Absolutely

Yes, it was interesting and helped me.

Yes, because there were interesting and the vocabulary used in those helped me to improve my English

Source: Google forms
Author: Jijón, C. (2021)