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Tema:

Narrow Reading Technique and the Reading Skill

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DEDICATION

Dedicated to the ONE who
taught me to open my wings
and fly freely in order
to pursue my dreams.

I also dedicate this dissertation
to those little ONES who I have
sacrificed time with for
having devoted so many
hours to develop this work.

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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TEMA:
TÉCNICA DE LECTURA ENFOCADA Y LA DESTREZA DE LECTURA

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- Métodos y medios para la enseñanza

FECHA: 13 de enero del 2021

RESUMEN EJECUTIVO

La lectura es una destreza difícil de desarrollar porque esta necesita mucha información de entrada, especialmente en escenarios de EFL. Es muy importante enseñar a leer, leyendo. En la mayoría de escuelas ecuatorianas aquello es muy difícil ya que desafortunadamente la lectura no es parte de nuestra cultura. La práctica de la lectura está limitada únicamente dentro de las aulas y los profesores tienen que buscar formas para atraer la atención de los estudiantes para enseñarles a leer en inglés. El presente proyecto de investigación busca determinar la eficacia de la técnica de Lectura Enfocada (LE) en el desarrollo de la destreza de lectura en los estudiantes de Octavo año EGB en la U. E. “Luis Fernando Ruiz”. Se usó un diseño non-experimental para determinar la incidencia de la variable independiente sobre la variable dependiente. Un test Movers modificado de los YLT exámenes de Cambridge fue usado para comparar el nivel de competencia lectora antes y después del tratamiento de Lectura Enfocada. Un total de 30 estudiantes con nivel bajo de inglés fueron parte del estudio. El grupo abordó un tipo de lectura enfocada: mismo autor. Un kit de historietas Manga online fue usado. Los textos usados fueron ocho historietas de manga de la serie Doremon. El estudio se realizó en un periodo de 4 semanas. Dos pruebas (pre y pos) fueron usadas para medir la comprensión lectora.

Además, pequeñas pruebas de comprensión lectora al final de cada sesión para medir si la comprensión lectora de los participantes difería después de cada práctica. Análisis estadísticos fueron usados para interpretar datos cuantitativos obtenidos de las pruebas de comprensión lectora y en el test de diagnóstico y posprueba. Los resultados demostraron respuestas positivas para LE ya que esta contribuyó al mejoramiento de la destreza de lectura de los participantes, particularmente en aquellos con menos conocimientos en inglés. El hallazgo más significativo de este estudio fue que los estudiantes comprendieron más cuando experimentaron Manga. Después de esta aseveración, Manga debería ser aplicada para desarrollar la destreza de lectura. Al final se incluye un manual para ayudar a utilizar las historietas de Manga.

Descriptores: lectura, EFL escenarios, lectura enfocada, destreza de lectura, comprensión lectora, examen Movers, pruebas de comprensión lectora, historietas de manga, mejora en la lectura, manual

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

TITTLE:

NARROW READING TECHNIQUE AND THE READING SKILL

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ABSTRACT

Reading is a tough skill to develop because it needs lot of input, especially in EFL settings. It's very important to learn to read by reading. In most Ecuadorian schools that is the most difficult part since unfortunately, reading is not part of our culture. Reading practice is limited to only inside of classes and teachers must look for ways to catch students' attention in order to teach reading in English. The present research project aims to determine the effectiveness of Narrow Reading Technique in the development of the reading skill in students of eight-year E.G.B at U.E. "Luis Fernando Ruiz". This study used a non-experimental design to determine the incidence of the independent variable on the dependent variable. A modified YLT Movers test from Cambridge was used to compare the reading proficiency level before and after the NR treatment. A total of 30 students with low English proficiency were part of the study. The group addressed one type of narrow reading: same author. A set of online Manga stories was used. The texts were eight stories in the Doremon Manga series. The study was conducted over a 4-week period. Two tests (pretest and posttest) were used to measure the reading ability. Reading comprehension quizzes at the end of each session to measure whether the participants' reading comprehension differed in reading after each trial. Statistical analyses were used

to interpret the quantitative data obtained from reading comprehension quizzes, the pretest and posttest. The results showed positive responses to NR since it contributed to the improvement of participants' reading skill, particularly those with less English knowledge. The most significant finding in this research was that students comprehended more with the use of Manga. After that assertion, Manga should be applied to develop reading skill. At the end, a handbook is included to help how to use Manga stories.

Keywords: reading, EFL settings, narrow reading, reading skill, reading comprehension, Movers exam, reading comprehension quizzes, manga stories, reading improvement, handbook.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

The present investigation will refer to the study Narrow Reading technique and its implications for developing reading skill on eight grade students from “Luis Fernando Ruiz” high school. There are some researches that have proved this technique is a great educational aid into EFL sceneries. Instead of educators provide learners with short texts of different topics, they narrow students’ possibilities to one topic, author or genre. They will see the same lexical items over and over again and have the opportunity to store them.

Reading is one of the difficult skills to achieve in the SLA because of the lack of motivation of learners, so the material to be used is very crucial since it must engage students and provides learners with plenty of comprehensible input at the same time. That is the reason for presenting Manga as a tool for applying Narrow Reading that will encourage students to be involved into the reading practice. Manga has attractive features that attract students and motivate them to read since they are greatly impacted by the Japanese culture.

The methodological process for the investigation is based on a mixed research approach which proposes the combination of qualitative and quantitative methods and the experimental investigation that will be conducted with a pre and posttest. This research work is dived in five chapters. The first chapter describes the problem and the purpose of the investigation. Chapter 2 contrasts previous studies of the topic. Chapter 3 outlines the concepts and implications of the two variables, materials and procedure. Chapter 4 contains results of the investigation. Chapter 5 has the conclusions and recommendations of the study.

It is necessary to address the limitations of this study. First of all, it cannot be conducted face to face because of the pandemic which does not allow to identify the benefits when real interaction occurs. Secondly, all the population cannot participate in the experiment since some of them don’t have the resources to attend online classes. Finally, the research

lasts a short period of time which means that some aspects are missed in order to achieve more reliable outcomes.

1.2. Justification

Nowadays, it is a must to know reading strategies since teachers have a difficult task when developing reading competence on students. They should find a pathway to hook learners into the journey of the reading and gain proficiency in their reading skills. It is very important to carry out this research in U.E “Luis Fernando Ruiz” because the last two years of teaching here has revealed the researcher the poor performance of students in reading and that is the strong reason that motivates an investigation of Narrow reading (NR) as a tool to broaden their reading abilities. NR can focus on a single author and that is why series books are great materials to develop Narrow Reading. In this way, Manga is used in this research as NR material since it covers all the implications of this technique.

This seems to be an original study that takes advantage of the Japanese culture which has sparked great interest among teenagers and that is the case of Ecuadorian teens too. They like anime, video games, doramas, BTS band and Manga. You can find students talking about these things all the time; their notebooks, books, backpacks are decorated with those themes. Learners are growing up under this influence and educators must consider this into their teaching practice like an opportunity to encourage students to the reading practice. Introducing Manga as a reading material helps to determine if the NR technique results in increasing students reading comprehension. Once the study is conducted, it benefits both English teachers and students of the high school. The findings of the study are used to correct the reading weakness. Then, students will also benefit for developing their reading skills by a funny and attractive way.

1.3. Objectives

1.3.1. General

Determine the effectiveness of Narrow Reading Technique in the development of the reading skill in students of eight-year E.G.B at U.E. “Luis Fernando Ruiz”.

1.3.2. Specific

- To diagnose the students' English reading skill level through the application of a research tool.
- Analyze to what extent Narrow Reading Technique improves English language learners' reading skill.
- To propose a handbook that contains several Manga stories based on Narrow Reading Technique to foster students' English reading skills

The general objective that was settle for this study was achieved since it was proved the effectiveness of Narrow Reading Technique to improve the reading skill in eighth graders at U.E "Luis Fernando Ruiz"

It was reached following the next procedure:

- It was necessary to know students' reading ability at the beginning of the study, a Young Learners Exam from Cambridge was the tool to measure it.
- The results obtained were analyzed and revealed that students improved on their reading ability after 8 sessions with the NR treatment. The same pretest, Movers Test (YLE), was applied at the end of the study and it showed the students' improvement.
- Manga has proved to be helpful material to develop NR. For this reason, a compilation of Manga Doremon stories is given to be used in the classroom. Teachers should exploit them and help students in their reading practice.

CHAPTER II

RESEARCH BACKGROUND

It was the 80s when Narrow Reading (NR) was proposed by Stephen Krashen as a means to develop reading skill. It placed emphasis on register and context to comprehend messages and structures in a text. The theory behind NR was Krashen's Input Hypothesis, where comprehensible input plays an important role to improve acquisition of reading ability.

According to Krashen (1981), narrow reading is a reading of several texts from "one author or about a single topic of interest". It means reading in one genre, one subject or the work of only one author provides the reader with familiar background knowledge which makes the text more comprehensible since they are familiar with characters and settings. Also, the exposure to the same vocabulary over and over again helps to recycle and internalize it.

Studies have provided evidences that support that the benefit of NR on teaching and learning of L2 reading. In the followings summaries and discussions about NR are particularly emphasized on the reading comprehension development.

To begin, Kang 강소진 (2015), conducted a thesis to take a look at the effect of extensive reading (ER) and narrow reading (NR) on Korean middle school English students regarding their reading comprehension and attitudes closer to L2 reading. 90 female eighth graders from a laboratory school in Seoul were involved in the study. They were divided randomly into three groups. Each of them had 14 high English level students and 16 low English level students. Two groups were exposed to online reading programs (EdSphere and Raz-Kids) for 14 weeks while the other one was not. The ER group read a lot of texts about different topics and the NR group read lot of texts with a single topic that they chose. According to the researcher the method applied in this study was a quasi-experimental investigation where ER and NR approaches were adopted. It was necessary to set a reading comprehension test and a survey at the beginning and at the end of the research to measure

learners' reading production. The researcher concluded that both ER and NR greatly enhanced learners' reading ability. But it was shown that beginner students were significantly benefited rather than the advanced students. The test findings suggested that NR can improve the reading comprehension better than ER. The study showed the benefits of NR treatment in terms of reading comprehension since it promoted familiar vocabulary acquisition better than other techniques. This is the key when talking about reading skill. Also, it will keep learners away from frustration.

Another dissertation, as well as the previous one, focusing on narrow reading and reading comprehension was the one carried by Kim (2015), who in this dissertation, as well as the previous one, the researcher sought to examine the outcome of repeated reading (RR) and theme-based narrow reading (TBNR) on Korean EFL students' vocabulary knowledge and reading performance. The study additionally investigated how EFL pupils view the application of RR and NR. Ninety-nine 9th graders at D-middle school from Seoul participated in this investigation. They were divided into two groups; one class used the RR strategy and the other used the TBNR strategy. Both groups read online news. The TBNR group examined thematically associated texts. Contrarily, the others worked with an identical text again and again. The study was carried out over 15 weeks, one of these was assigned to give pupils instructions and explain procedures. Each session, they took a pre and posttest about vocabulary and reading comprehension. The information was analyzed through the usage of repeated measures MANOVA accompanied by the aid of using univariate mixed ANOVAs. According to the results, TBNR became considerably more effective than RR in improving students' vocabulary gaining along with reading comprehension, particularly if the level of the text is inside learners' reading ability. EFL instructors must look for authentic material which contains abundant comprehensible input in their reading classes. It will help readers to overcome the unknown vocabulary burden and comprehension problems. NR seems to avoid those challenges and facilitate L2 reading ability because it enables faster word recognition and good reading comprehension.

Chang and Millet (2017), explored the influence of Narrow Reading (NR) to develop reading velocity, comprehension, and perceptions. The population in this research was 53

senior students from a Taiwanese school. Learners were divided randomly into two groups which were categorized into a same genre group and a same title group. The equal style texts had been 3 graded readers within the Sherlock Holmes series, and the equal name texts had been *The Railway Children*. This was achieved since the books shared story scenarios and repeated vocabulary words. The investigation was carried out over a 3-week period with 4 reading sessions of 45 minutes each one. The participants took a pretest and a posttest to measure their level at the beginning and at the end of the study. The results were very positive since they confirmed that each one of the individuals studied comprehended greater with the associated textual content than the unrelated textual content. Plus, the researcher concluded that the results obtained could derive pedagogical implications in teaching learners to develop reading skills in their L2. Talking about reading ability on L2 learners, reading rate and comprehension are the components that are very difficult to process. There were researchers' suggestions that NR provides optimal conditions to make this process automatic.

Another study by Lestari (2017) was conducted to discover if the usage of Narrow Reading method within the teaching practice had a great impact on the students' capacity in reading comprehension. A pre-experimental investigation was conducted and were the participants in the research. The group worked on four reading sessions making use of Narrow Reading strategy. The method of gathering information were multiple choice pretest and posttest. Based on the outcomes of the study, Narrow Reading resulted effective to improve students' reading comprehension. In the end, the investigator suggested further researches for confirming the results. NR is seemed as a means to attain reading ability through the exposure of repeated words, background knowledge and story structures.

Some other studies focus on narrow reading to help English Language Learners. Comparing ELL to their non-ELL peers, the first ones present some difficulties to improve their literacy because of the vocabulary barriers and comprehension. Researchers suggest NR has a strong and positive influence on ELLs' reading achievement and their English proficiency. Hansen and Collins (2015), wanted to see whether narrow independent reading involves on ELL and non-ELL children's growth in reading comprehension and

vocabulary understanding, taking into account the children's access to books and therefore the volume and quality of their reading. The participants of this study were 220 kids (113 ELLs and 107 non-ELLs) at fourth grade from 5 schools among a similar town of a residential area in southern California. Children were asked to read as several books as possible that were written by a similar author or on the same topics throughout the study time. In the end, the quantity of narrow reading that kids engaged was up to them. Digital reading management programs were used to track children's reading. Children read books and after that they took tests on computers. The software system tracked for every quiz taken: the title and variety of pages of each book, the number of proper answers and book difficulty level. The conclusions that the researcher arose were that there was a tentative proof in support of narrow independent reading as a method to facilitate ELL children's receptive vocabulary acquisition.

Talking about the benefits of NR, creating reading habits is another. There is extensive interest in assisting young EFL learners to become long-time period readers. A factor in favor of the development of a long-time reading habit encompasses having a satisfaction reading experience. Cho (2017), developed a study, which was an attempt to establish a reading habit on learners through the usage of narrow reading. The subjects of the study were 26 students in their third year of Elementary Education at a university in Korea. There was a pre and a post questionnaire to see their perceptions about themselves as readers. Students experienced the impact of narrow reading for pleasure. They read series books from the Sweet Valley collection. Students participated in one reading session per week over 5 weeks. They had to preserve a report of every book they examine to tell if it was interesting. They had been cautioned to keep away from searching up unknown phrases except when the phrase seemed to be crucial for understanding the story. The results showed that presenting exciting and understandable books ended in a clear increase of the reading habit. But it needed more research to see if continues for a long term. It feels very enthusiastic about doing narrow reading for pleasure geared to EFL students that will lead to reading habits.

Knowing all the benefits in favor of NR, Redmer (2019), made use of it as a complement in an undergraduate EFL course. The participants were asked to report their reading speed

and to answer comprehension questions. The investigator used running news in both formats, printed and virtual. NR focused on a single news story that were in different media outlets. The procedure of this study involved 3 phases: 1) determine theme and materials. Interesting topic are essential in order to ensure the maintenance of NR during the whole experiment. 2) check vocabulary load manually or with software program to determine the vocabulary load 3) choose comprehension questions to verify that reading for understanding is taking place. The results of the study yielded positive effects since the whole class obtained good scores in the reading-comprehension questions. But what was more significant was the increase on their reading speed. These considerations must be taking into account in the EFL settings, specially, instructors who use textbooks in their reading classes since they understand that texts contain vocabulary that jumps from one topic to another without recycling vocabulary. The solution to avoid this issue can be narrow reading since it really expands reading fluency in terms of word recognition which is the aid of language acquisition. NR is the solution because of the reduced vocabulary stuff in the texts facilitating that items are recycled.

Another field where NR takes an important role is in the mental representation of the discourse. The discourse comprehension model by van Dijk and Kintsch was employed to see how learners constructed the three levels of representations: surface, text base and situation model, the first level referred on what readers could see like individual letters and words, the second level derived the meaning of the words in the long-term memory and finally the third level where the reader formed a coherent situation model. Ryu 류지수 (2020), aimed to compare process in building mental representation while receiving narrow reading (NR) and repeated reading (RR) treatments. 91 Korean EFL students from seven different universities in Seoul participated in the study. Students were divided into two groups, one group worked under the NR reading condition while the other group on the RR reading condition. The participants had to read on a computer 3 texts along with one written recall on each reading during four sessions. Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA) were used to examine changes in the process of the three levels as a function of the reading. The results evidenced that there was not a notable change in the first level with the two methods applied but, the two

remaining levels had a big impact under the NR condition rather than with the RR condition. The main purpose of reading is the comprehension ability that seems to be the result of a situation model process. Due to its importance, is very essential to help L2 beginner readers to go by this process in order improve their reading proficiency.

Studies indicate that lexical troubles have an effect on conversation, in fact, communication breaks down since humans do not know how to use the proper words. Khatib and Baqerzadeh Hosseini (2015), focused on two primary techniques of mastering vocabulary: teaching explicit vocabulary through vocabulary definition and implicit vocabulary through narrow reading in order to analyze which kind of education (implicit or specific) was greater advantageous. The individuals of this research consisted of 30 EFL students attending in ESP classes in Applied-Sciences University in Bandar Abass in Iran. The students were exposed to two methods during 63 days with 9 reading sessions. At the end, it was revealed the effectiveness of the both treatments. But the implicit vocabulary seemed to be more effective. Researchers created a distinction between incidental and intentional vocabulary learning and they emphasized that incidental vocabulary learning incorporated an important role in vocabulary learning since it gave learners a way of using words in real things that permitted vocabulary acquisition and reading occurs simultaneously. This study is significant evidence to the present study as it demonstrated that NR promoted implicit vocabulary acquisition and eliminated confusion since this technique compiled higher percentages of vocabulary repeated.

Furthermore, there is a great deal of research concerning the acquisition of vocabulary with regard of the usage of NR. An example of this is the thesis conducted by Yousefieh and Bizhani (2017), in which they examined if the narrow reading facilitated Iranian EFL learners to resolve their troubles in their reading ability and vocabulary knowledge. The design used in this research was a quasi-experimental method. Seventy-five male students who were recognized as intermediate according to the results Oxford placement test participated in this research. They were put in three groups of twenty-five. Two groups were called the experimental ones and the remaining one was the control group. Four instruments were applied in this study: The Oxford placement test, the first and the second test, the treatment and the on- line vocabulary profiler software. The comparisons

confirmed that the groups exposed to NR evolved their vocabulary knowledge better than the participants in the control group. EFL teachers are caught in a dilemma that which approach can be effective for teaching and learning vocabulary. NR has been proposed as an influential technique in enhancing L2 learners' vocabulary learning.

Vocabulary is very crucial into the SLA. Students need to read in their areas of specialization if they want to get precise vocabulary. They boost their reading comprehension skills and succeed in their communicative ability in English. Short reading texts in students' textbooks have words that don't seem to be common or frequent in English and learners do not have the opportunity to widen their vocabulary knowledge. On the other hand, there are some researchers that suggest that narrow reading which encompasses texts regarding identical topic, identical author, or identical genre identical implies being exposed to recurrent specific vocabulary across the various texts that results in vocabulary increase and it derives to a reading fluency. Fondo and Gamba (2017), examined the incidentally contribution of narrow reading to the acquisition of second language vocabulary. Students from third year of Tourism at Universidad Autónoma de Madrid were involved in this investigation. Only 14 of the 80 students attended to all the 18 sessions of the experiment, these fourteen students became the focus of this study. They were exposed to narrow reading through Ecotourism texts, specifically, the subtopic of Agritourism and then answered 2 comprehension questions. They weren't given any definitions of the words they did only grasp the main idea of the texts in order to answer the comprehension questions. These texts were taken from on-line newspapers and specialized blogs that allowed the repetition of the words. They took the Proficiency check and a pre-test that contained the target words that later were evaluated in the post-test after the treatment. As a result, students got higher scores in the posttest rather than in the pretest. It demonstrated that narrow reading was an effective methodology for vocabulary acquisition within the university context. Students ought to be aware of the importance of this sort of reading to acquire new words and maximize the positive effect on their reading.

Kiliçkaya (2017) carried out a study to present an ambitious strategy that combined narrow studying and hyperglossing to enhance L2 vocabulary knowledge. Hyperglossing was essentially offering the meaning of a word in a textual content in a digital

environment. It also investigated the perceptions of learners of English towards gaining knowledge of English vocabulary through narrow reading on Readlang, a Web 2.0 tool that permitted students to translate phrases and terms into their native language. The participants of this study were 55 Turkish pupils who were enrolled in 'English II' class at the department of Public Administration at Mehmet Akif Ersoy University. A qualitative approach was used in the investigation that lasted for 12 weeks. The information was collected making use of the semi-structured interviews that sought the learners' perspectives on integrating narrow reading and hyperglossing through Readlang. The basic findings derived from the study assisted the idea that using on-line glossing website, creating flashcards and doing narrow reading helped to progress on vocabulary knowledge. It is crucial to encourage students to read on similar topics, particularly their area or interest, in this way, they may be exposed to more often used systems and phrases, which can enhance their reading comprehension. NR allows the growing of vocabulary related to the same topic and recycling the previous lexical items.

Payá-Guerrero and Esteban-Segura (2015), conducted a study that had the essential intention of analyzing which methodological approach: NR or RV (reading plus vocabulary-enhancement activities) allowed higher vocabulary acquisition for EFL learners. The effectiveness of each approach was analyzed in detail, supplying proof from the groups studied. The subjects of this research were students in their 4th year of secondary school in Mariano Baquero Goyanes school in Murcia that were distributed into 2 groups, 21 learners in one group and 14 students on the second one. They joined 3 days during the week with 55 minutes sessions along 6 weeks. Despite their 9 years of studying English, their language proficiency was low. Paribakht & Wesche Vocabulary Knowledge Scale (VKS) was the mean to reveal the students' vocabulary profits of 20 target words. They used descriptive quantitative static to analyze the data from the pretest and posttest. The gear used to calculate and examine the results for the NR and the RV groups were the Pearson's chi-square test, Wilcoxon signed-rank test, Mann-Whitney U test. The conclusion regarding the effectiveness of the two methods was both have advantageous outcomes on learners' vocabulary development. The quantitative profits of each were statistically significant. There are many studies concerning about vocabulary acquisition and reading in EFL settings. The most effective method that teachers should hold is

directly related to NR because of all the benefits that have proved it for attaining words knowledge.

Abdollahi and Farvardin (2016), analyzed the effect of NR on L2 learners' vocabulary recall and retention. Sixty female students at Tarbiyat High School in Mahshahr, Iran, were selected and divided into 2 groups (a control and an experimental group) for this study. The experimental group employed topic related passages (texts about cellphones) while the control group employed different topic passages (smoking, global warming, and money) during four weeks with one session each one. Participants took the Oxford Placement Test to measure their English proficiency. An experimental research was used accompanied by a pretest and 3 posttests. The pretest was administrated to locate to know the learners previous knowledge. Right after the reading conditions, the scholars took an immediate posttest and two delayed posttest the last ones used to measure the vocabulary retention ability. The researchers organized 15 questions for receptive vocabulary and 15 sentences for productive vocabulary. To examine the groups' rankings on all 3 posttests, the researcher used ANOVA. The contributors supplied with NR showed more ability in receptive vocabulary knowledge and retention that the other group. This could be the result of NR condition that gives the possibility of combining the target words repeatedly with content .NR inside the EFL classrooms offers a path to help language teachers to build students vocabulary.

Another study worth mentioning is the one by Karimpour Ameri-Golestan and Salehi (2015), that investigated the impact of two different forms of reading texts (narrow and wide reading) on the learners' incidental vocabulary acquisition. 30 female eighteen years old EFL learners at a high school in Esfahan participated in this study. There were two pretests that checked students' knowledge and their proficiency level, and the post vocabulary tests were for data collection. The study lasted 5 classes and the contributors were given 10 distinctive passages, 5 few articles (wide reading) and 5 brief stories (narrow reading). After reading the passages the students were immediately tested and the results of them showed a great after the pupils were treated with the two methods. But the researcher concluded that the narrow tests were more effective for Iranian EFL learners to gain vocabulary knowledge. The contribution of this study is a hit for EFL instructors

who seek appealing reading appropriate texts that can support language learners. It is the most important thing to consider at the moment of providing enough and appropriate comprehensible input.

Fikria (2018), performed a study to identify the differences in gaining vocabulary between two groups, one of them was under the treatment of narrow reading on narrative text which was integrated to West` General Service List (GSL). Two 8th grade classes of 23 and 22 students in SMP IT Huda Madiun were part of this study where the 8th “A” was the control group and 8 “B” was the experimental group. A quasi-experimental research was used with a pretest and posttest design to measure the learners’ vocabulary scores. Learners from the experimental group worked on a five-meeting narrow reading, fable, while the control group on a general English course. The conclusion found that the experimental group evidenced a better reading comprehension, and vocabulary gaining that the control one. Furthermore, the conclusion showed that incorporating West`s GSL on EFL classrooms helped learners to gain word knowledge like being able to identify meaning, parts of the speech and form a sentence. The researcher suggested that the improvement on students with a low level of English was clearly evidenced. Also, narrow reading could be applied inside and outside of the EFL classroom. As it was mentioned, NR can be adapted according with the necessities and realities of the EFL learners. Same like NR was incorporated with the GSL, instructors of L2 could adapt the materials to be used.

Another interesting study incorporated narrow reading and listening to develop speaking skill since working with a single author or topic will help learners to internalize the vocabulary and structures repeated in order to convey their ideas orally. It was conducted to discover the student’s belief about narrow reading and narrow listening and to see if these techniques assist learners in enhancing their speaking capacity. The subjects of the study were 40 students from 3rd semester of English Department Universitas Bandar Lampung. A case study research design was used in order to know students’ perception. The instruments used for gathering the information were observation, questionnaire, and interview. The analysis of this study became qualitative. The end result of these studies displayed that the scholars showed a positive attitude about the methods applied in their classes. Also, it showed that techniques could broadly assist them to talk, they informed

that those methods helped in the matter of understand what they should say about a topic. Based on the study, it is observed that using narrow reading and narrow listening in speaking class became very fruitful to assist the scholars in enhancing their speaking ability. Consequently, it was recommended to apply narrow reading and narrow reading to teach English in general (Putri, R.A., & Dharmawan, Y.Y, 2019)

There is a famous quote that says: “Everyone is a reader. Some just haven’t found their favorite book yet”. It points out the necessity that instructors must look for material that engage readers in the reading journey. Renandya, Krashen and Jacobs (2018), gave some advice about series reading and why it could be used to set reading habit. The investigators described series reading as a special sort of narrow reading where the beginner readers were exposed to collection books that included familiar language, tale traces and relatable characters. They mentioned that instructors used to select wide reading instead of narrow reading to develop reading skill because they were not familiarized with it, and they thought that series books, could be ‘fluffy’ and missing in substance. Researchers showed that the narrow reading through series books and pointed out that readers gain prior knowledge that was notable facilitator of comprehension while reading the books encountered in the series. As a result of that they could read fluently and confidently. Studies carried out during a long time suggests that scholars became confident readers with the aid of books that are interesting for them and at their language proficiency level. Research additionally suggests that once college students study understandable and compelling books, they may be at the manner to turning into fluent and assured readers. Series books are popular and have a famous manner to assist beginner readers to improve in literacy. It is time the EFL instructors begin to take benefit of this resource.

Some other studies suggest that graded books were usually used as a primary material by the practitioners of the narrow reading. A study analyzed 3 principal materials used in Taiwan to have a look at whether or not they were suitable for narrow reading/listening, Cambridge English Readers (CER), Macmillan English Readers (MER) and Oxford Bookworms (OBW). The findings of the study were the following: a) There were 20 writers who wrote 5 or more texts; b) Most of the writers wrote combined genres; c) Cambridge distributed most evenly the quantity for each level; d) The most popular genres

throughout the 3 publishers were thriller, crime, mystery, human interest, and romance. The results of the study showed that graded books have a limitation to do narrow reading due to the fact that not many writers wrote enough variety of texts at every level. Based on those results, Manga seems to be most suitable possibility to address narrow reading (Chang & Pang, 2020).

Finally, Carina Fernanda Vallejo Barreno, a student from Universidad Central del Ecuador in 2017, conducted an investigation to analyze the incidence of Manga on learners' reading comprehension. To this end, 65 students from 10th grader in Unidad Educativa Edmundo Chiriboga participated in the study. Students were divided in two groups, 10th "F" was the control group and 10th "G" the experimental group. A qualitative-quantitative approach and a quasi-experimental research designs were applied. A pretest and a posttest were used in order to measure the reading comprehension that was taken from the Cambridge International exam (PET). The result of the study was that after the use of 7 Manga stories, the level of reading comprehension increased within the experimental group. The researcher suggested the application of Manga into the English teaching-learning process. For this encouraging learning outcome, this study focused on the Manga to provide learners with Narrow Reading treatment.

Katsushica Hokusai was the first person to introduce the term Manga referring to a series of his sketchbooks in the 19s. Then, its popularity spread worldwide than it was soon incorporated in the education field. It is a highly visual material among EFL classrooms that allows students to understand meaning through images and get engaged to research the meaning. Manga promotes negotiation environments to get the meaning of the words and content understanding. In this research, Manga tries to help the readers to process and interpret meaning in an incidental way. They can recruit chunks of language represented in a comic manner.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design and methodology used to carry out the investigation. It also provides detailed information of the participants, materials, data collection and an overview of data analysis. Finally, the results of the present study.

3.1 Location

The study was conducted at Unidad Educativa “Luis Fernando Ruiz”. It is a public institution that’s nestled in a highland – friendly location in the City of Latacunga. The institution is located in Cotopaxi province. The school was established in 1980 by founder Lic. Inés Moreno. It is ranked as one of the emblematic schools downtown in Latacunga.

It is a public K-12 institution. It has around 2000 students. Because of the huge number of students, the institution is divided into two sections: the morning section that works from 7:00 to 12:50 and the afternoon section from 13:00 to 18:40. The school in particular identifies that most of the students come from the countryside.

Because of the low socio-economic feature of the families whose students belong to, the majority are just able to finish high school. That’s the reason why the institution offers the school community with short-term occupation that nurture and develop students minds with technical tracks such as Gastronomy, Hotels Services, Tourism and Accounting.

3.2 Materials and equipment

3.2.1 Readings

Narrow reading was implemented by means of Manga stories, more specifically, Manga Doremon. These stories were taken from an online blog at <http://englishmangakid.blogspot.com>. These stories allowed the repetition of vocabulary. Eight stories were used in total. At the end, a guide to explain how to work with Manga stories in order to improve the reading skill was included.

3.2.2 Technology

Given the pandemic that the complete world is facing nowadays, this study employed technology as a potential solution because of the feasibility and applicability. The main priority was to provide an accessible platform where the students could read and the teacher monitors reading progress and provide feedback. The present study chose Zoom as a means of establishing a synchronous connection between the participants and the researcher. The computer and the internet were used to set the reading environment.

3.3 Research method

A non-experimental design was conducted to investigate the role of NR in eight graders' reading skills. The complete process lasted 7 months from May to December, 2020 which included research planning, reviewing literature, research implementation, and final informs. But the actual experiment of NR practice took place during the adaptation process at the beginning of the school period 2020 – 2021 and lasted for 4 weeks from the second week of September to the second week of October, 2020.

Participants followed the school's regular English curriculum and additionally they were engaged with NR treatment using online Manga stories. Before the implementation of the treatment, students had the pretest during the first week of September which contained the target skills that would later appear in the stories and on the posttest after. They used Google forms to take the pretest. The next day, they did a general session in order to get familiarized with the material (Doremon Manga), specifically how to read it.

During the next 8 trial sessions, students had around 20 minutes to read a story in class and answer 3 comprehension questions. Within the 3 first sessions, students were provided with some vocabulary before the readings, then it was not more part of the sessions since the incidental vocabulary acquisition was the aim. The experiment process is explained on table 1.

Table 1: EXPERIMENT PROCEDURE

SEPTEMBER		
September 3 rd	Pre-test	
September 4 th	Induction about Manga	
Week 07 – 11	5 days	Story 1 + Story 2+ Story 3 Story 4 + Story 5 + Comprehension questions for each one.
Week 14 – 18	1 day	Story 6 + Comprehension questions
Week 21 – 25	1 day	Story 7 + Comprehension questions
Week 28 – 30	1 day	Story 8 + Comprehension questions
OCTOBER		
Week 05 – 06	1 day	Post – test

The reading comprehension level of the participants were measured at the beginning and at the end of the study.

3.4 Hypothesis – Research question – Idea to defend

3.4.1 Research question

This study poses the following research question to achieve an understanding what are the effects of NR on developing reading comprehension.

- What are the effects of NR technique on developing the reading skill among 8th graders?

3.4.2 Hypothesis:

The use of narrow reading technique improves the reading skill among 8th graders.

3.5 Population or Sample

The participants in this study was a group of 41 eighth graders (25 girls and 16 boys) who attended classes in the morning in Unidad Educativa “Luis Fernando Ruiz” during the 2020 -2021 school year. 41 students were enrolled in this course, but only 30 of them attended all the sessions of the experiment because of connectivity issues. Their average age is 12 years old. Participants study English as a foreign language as part of a regular school curriculum. Few of them started to learn English from second grade and some of them experience the language when they came to eighth grade.

They have different English levels: high intermediate level, low intermediate level and beginner level based on their score from diagnostic regular school test scores at the beginning of the school year. In Ecuadorian schools, English class typically is held five days a week with 40 minutes per class period. The research study was carried out during the English class in the adaptation period from September 7th to October 6th. The first week , the sessions were from Monday to Friday (08:30 – 09:00). From the second week onward students met once a week for one hour of English class due to a change in schedule. The general information about the participants’ English level is presented in figure 1.

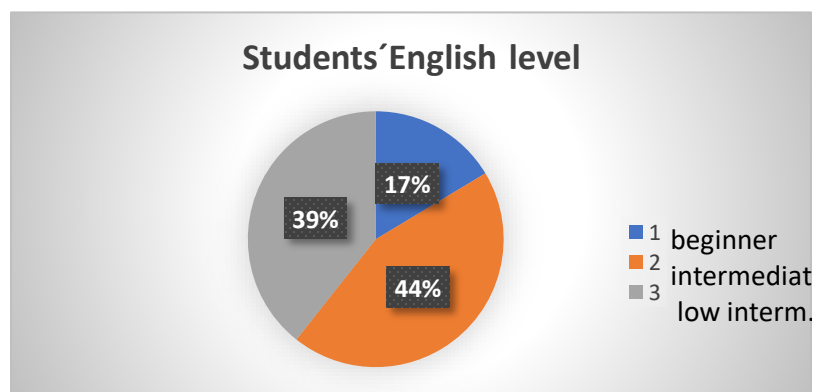


Figure 1: Groups of Students by their Level

3.6 Data Collection

3.6.1 Pre-test

A pretest was given before the treatment. It was a modified A1 Movers exam of Cambridge English Qualification designed for young learners (YLE) in order to check the level of students' reading skill. It was used since it was aligned with the A1 level of Common European Framework of Reference (CEFR) and the Ecuadorian Curriculum is geared to fulfil the CEFR requirements. The test was divided into 3 sections.

Section 1: understand easy signs or pictures.

Section 2: read and understand different sentences with the aid of pictures

Section 3: read and follow short stories about daily events with the aid of pictures. See *appendix 1* for the complete test.

3.6.2 Readings Comprehension Quizzes

The researcher created and administered a reading comprehension quiz after each trial with the aim of checking students' comprehension of the stories. The test consisted of 3 questions asking the subjects of the study to read the story and then answer essential reading comprehension skills such as multiple choice, making generalizations and comparisons, details in the story, drawing conclusions and inferencing. (see Figure 2). The reading comprehension quizzes were scored with 10 marks, all of them were distributed for each corrected answer.

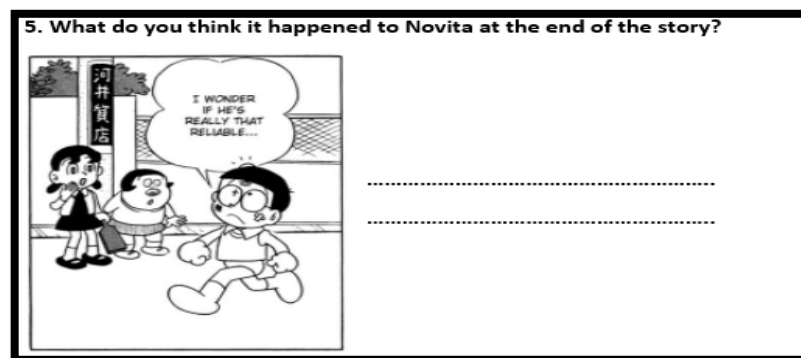


Figure 2: Example of Inferencing Question.

3.6.3 Post – test

The investigator used the same A1 Movers (YLE) test with the purpose of measuring students' reading skill at the end of the study. It was taken immediately following the 8 sessions of NR.

The pretest and posttest applied were validated by three different teachers including the tutor of the present investigation that have expertise on that. The instruments and techniques used in this investigation are presented in Table 2.

Table 2: TECHNIQUES AND INSTRUMENTS

Variables	Techniques	Instruments
Narrow reading (independent)	Survey	Questionnaire
Reading skill (dependent)	Survey	Reading Test Pretest – Post Test

3.7 Data Processing and analysis

The data of the 30 participants collected were analyzed and interpreted using statistical techniques and software programs in an effort to investigate the effectiveness of the NR on the improvement of the reading comprehension of students from eight grade. For example, EXCEL helps to make mathematical operations and graphics in order to do statistical analyses of the scores of the tests that were conducted.

Once the tests were applied, the results were tabulated and organized in order to develop percentages, arithmetic means and averages.

The other data used was the reading comprehension trial tests that provide an insightful analysis of the improvement of the reading skill. After the readings were done, data was

collected during the weeks of the experiment process by the use of Google forms and the researcher herself. The data were organized and compiled in an Excel file in order to show a general picture of the results and statistical trends. The growth of their reading comprehension skill was examined during each session. The gain in each trial can be seen in Table 3.

Table 3: AVERAGE IN EACH TRIAL

Trials	Gains (Scores out of 10)
Story 1	5
Story 2	7
Story 3	9
Story 4	7
Story 5	7
Story 6	9
Story 7	9
Story 8	9

Once students covered all the reading sessions, they took a posttest in order to test aspects concerning their possible reading skill improvement. Finally, the teacher analyzed the collected data and finalized the experiment.

3.8 Response Variables or Results

After the application of the pre and posttest, the following process was carried out:

- The grades were determined
- The grades were organized in information tables.
- The information tables were processed in Excel to determine the averages, the percentages and means.
- The data were analyzed and interpreted in order to respond the objectives of the investigation
- The findings were confronted with theory.

3.8.1 Pre- Test

Figure 3 presents the results obtained in the pretest application

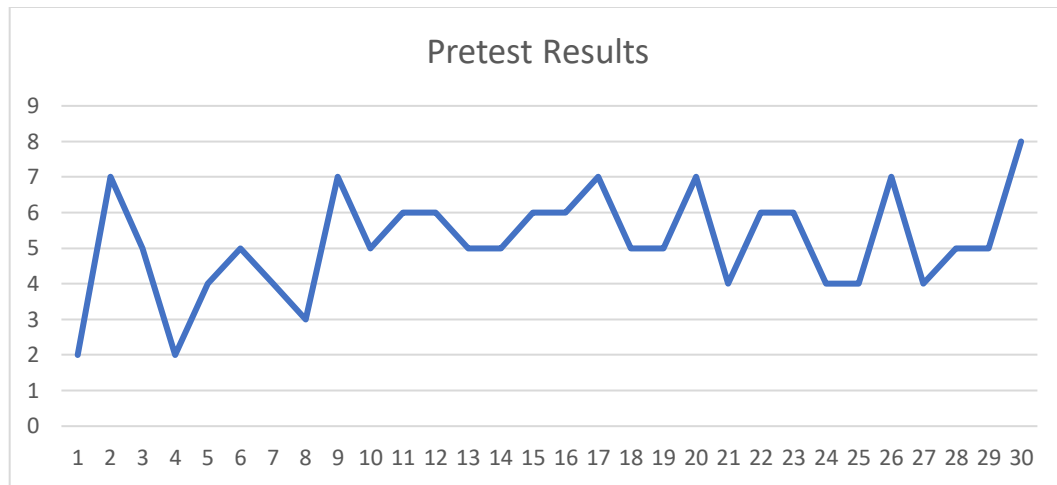


Figure 3: Scores of the pretest

The average obtained in the pretest was 5,2/10 which corresponds to the 50,2 %. It means that the group has the conditions to start the study.

3.8.2 Post test.

Figure 4 presents the results obtained in the posttest

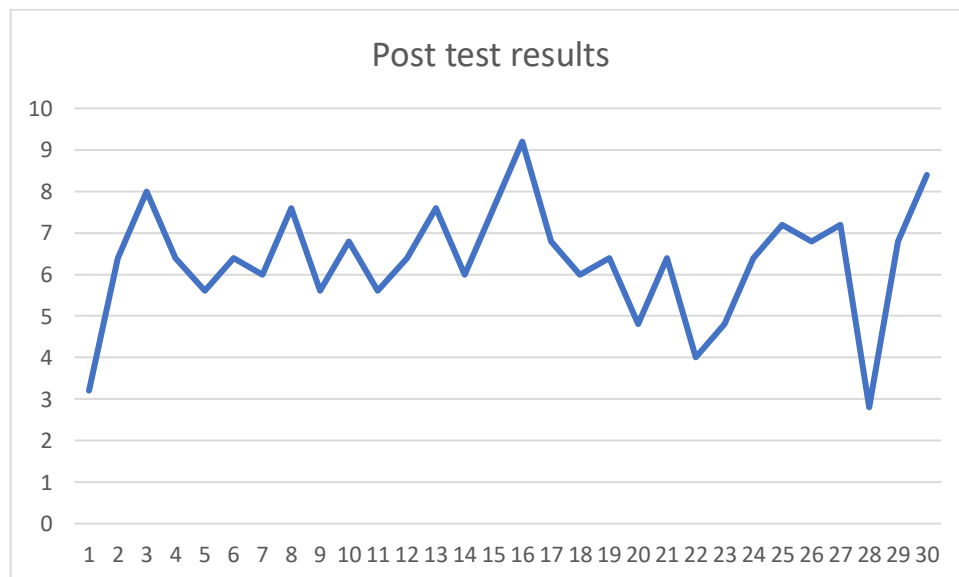


Figure 4: Scores of the post test

The average obtained in the post test es de 6,3 which corresponds to 60, 3%. It is show that after the NR treatment, the students got better results in the reading comprehension test. The explanation for that finding could be that participants grow in their reading ability since they had repeated encounters with the recycled words that contributed to understand the words easily which means the text presented in the stories were understood for them.

The findings of this investigation are consisted with the studies that support Krashen`s input hypothesis that language learning occurs when learners are exposed to great amount of comprehensible input and NR promotes this kind of encounters.

3.8.3 Pretest - Post test.

The scores on the pre- and post-test were organized into two types of analysis: one based on means to show a general picture of the results and other using the SPSS in order to see the statistical trends.

In Figure 5, we can observe the mean in the scores in the pretest and in the posttest.

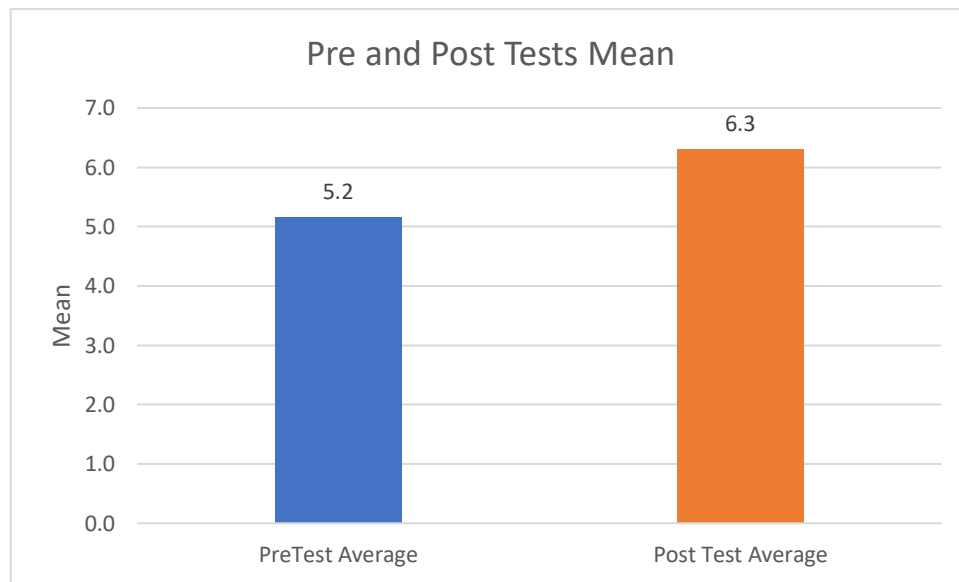


Figure 5: Averages in the pre- and post-test.

With the aim to prove the reliability for the two tests a Paired-Samples T-Test was conducted to compare students' reading ability before and after the treatment. Table 4 and Table 5 showed they discriminate among each other since there was a significant

difference in the scores for the pretest ($M = 5,1667$ 3, $SD = 1,40023$) and the posttest ($M = 6,3067$, $SD = 1,46413$); $t(29) = -2,921$, $p = ,007$. In other words, narrow reading appears to have a positive effect on improving students' reading ability.

Table 4: PAIRED SAMPLES STATISTICS PRETEST – POSTTEST

Paired Sample Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	5,1667	30	1,40023	,26731
Posttest	6,3067	30	1,46413	,25565

Table 5: PAIRED SAMPLES TEST PRETEST – POSTTEST

	Paired Differences					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Std. error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 VAR00001 VAR00002	-1,14000	2,13745	,39024	-1,93814	-,34186	-2,921	29	,007

3.8.3 Hypothesis proved.

In order to prove the hypothesis, Chi square was chosen because it allowed to contrast the observed data and the expected data of the two variables (dependent and independent). It also worked with two options H_0 and H_a to prove the theory. All the analyses were conducted using the IBM Statistical Package for the social Science (SPSS). The students' responses in the pre- and post-tests provided data to relate the independent (Narrow reading) and dependent (Reading skill) variables.

Table 6:RELATION BETWEEN THE INDEPENDENT AND DEPENDENT VARIABLES

			POSTEST				Total
			ALCANZA	NO ALCANZA	PROXIMO	SUPERA	
PRETEST	ALCANZA	Recuento	3	1	2	0	6
		Recuento esperado	2,2	,6	3,0	,2	6,0
	NO ALCANZA	Recuento	3	0	6	0	9
		Recuento esperado	3,3	,9	4,5	,3	9,0
	PROXIMO	Recuento	5	2	7	1	15
		Recuento esperado	5,5	1,5	7,5	,5	15,0
Total		Recuento	11	3	15	1	30
		Recuento esperado	11,0	3,0	15,0	1,0	30,0

Table 7:CHI SQUARE TEST

Chi-Square Test			
	Value	Gl	Asymptomatic Significance (2 sided)
Pearson Chi Square	3,564 ^a	6	,735
Razón de verosimilitud	4,759	6	,575
N de valid casess	30		

a. 10 cells (83,3%) have expected count less than 5. The minimum expected count is ,020.

H₀ The use of narrow reading technique **is independent** to improve the reading skill among 8th graders.

H_a The use of narrow reading technique **is dependent** to improve the reading skill among 8th graders

Comparing the values on Chi2 test, it is observed that the asymptotic (bilateral) significance is $0,735 > 0.05$ which leads to reject the Null Hypothesis (H₀) and accept the research hypothesis (H_a) that is:

H_a: The use of narrow reading technique improves the reading skill among 8th graders

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the results of the study and discusses the findings. Section 4.1 addresses how NR affects reading skill. In section 4.2 the findings regarding the growth in terms of reading comprehension in each trial.

4.1 Effects on Reading Skill.

Before the subjects of the study received any instruction, a pre reading comprehension test was conducted in order to know their level of reading skill. Also, this test was used to determine the growths of the participants when comparing with a post reading comprehension test.

Figure 6 shows the relationship between the pretest results and the outcome at the end of the study.

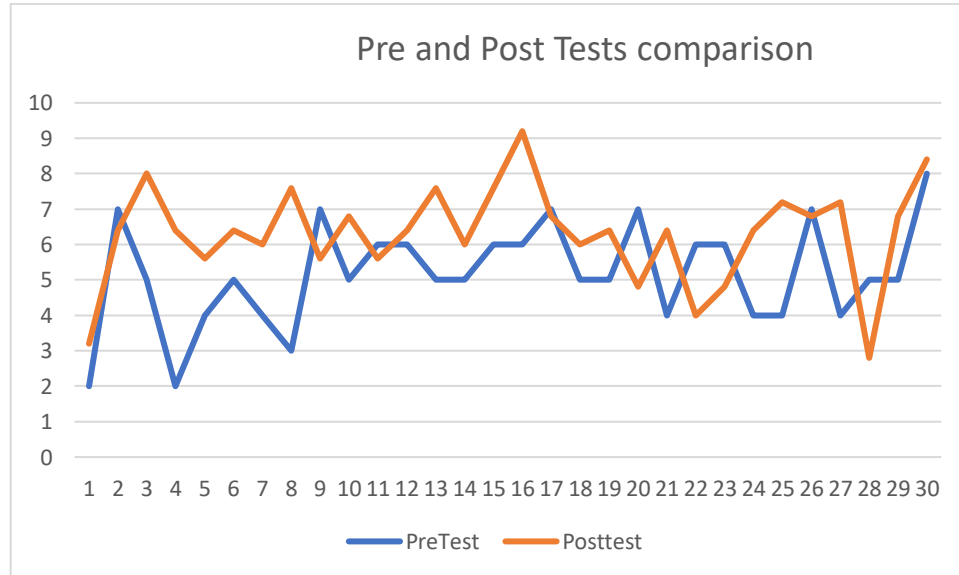


Figure 6: Pre and Posttest comparisons

These results illustrate the outcome of this study and determines that there was a statically significant effect the use of NR technique on the participants' reading skill after taking part in eight sessions of NR practice.

To examine whether the differences in the pre - and post - test scores progress, Chi Square test was used as a statistical analysis tool.

4.1 Developing on Reading Comprehension.

Besides, receptive knowledge of the participants was analyzed in order to demonstrate different developments in each story session.

Figure 7 displays that the students increase their reading comprehension skill during the performance of each trial since they were provided with authentic L2 texts (Manga stories) according to their level and age.

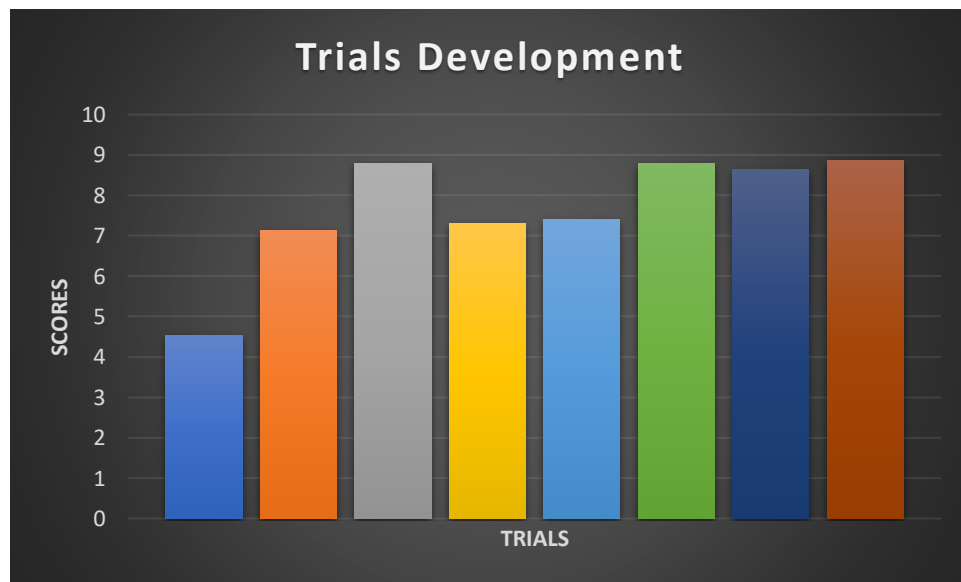


Figure 7: Reading Comprehension Development after each Trial

Among reading materials for NR, this investigation recognizes Manga stories as suitable and enjoyable material to engage students and develop L2 reading comprehension.

Chapter II mentions that NR allows readers to develop reading skills in terms of reading comprehension since there is a growth in vocabulary and it is recycled after each treatment. It also promotes reading habit by pleasure because learners already have background knowledge that avoids confusion. Recalling the words of (Kang, 2015), NR creates “reading habit and competency development but through pleasure and comprehensible reading of narrowed reading resources merely to either a single theme or

an author of a reader's interest". With that theory in mind and the statistical results that showed a mean of 5,2 at the beginning of the study and 6,3 after the NR treatment is clearly demonstrated that learners improve their reading skill and they have significant learning.

The Chi Square Test results reveal a value of $0,735 > 0.05$ that allows us to accept the research hypothesis. It concludes that NR technique has strong influence in the reading skill among the eight graders from Unidad Educativa "Luis Fernando Ruiz" in Latacunga during the school year 2020 2021.

Moreover, another important aspect to point out is the material used as a means of NR that facilitate reading comprehension since the input provided is from a narrower resource and it contains verbal and visual aid.

CHAPTER V

5.1 Conclusions

The following conclusions are drawn from the results of the study:

- Once the results from the Chi Square Test were provided, the research hypothesis is accepted. It means that NR has a positive influence on improving the reading skills among eight graders in Unidad Educativa “Luis Fernando Ruiz”. It is demonstrated with a value of $0,735 > 0.05$ that represents the influence of the independent variable (Narrow reading technique) over the dependent variable (Reading Skill)
- Before the NR implementation, students’ reading skill level was evidenced by the results of the pretest. Students got 5,2 out of 10. However, after the treatment, they got better scores which showed NR technique influenced positively not on reading comprehension but also on their vocabulary recall and retention.
- After the treatment, the average of the group raised to 6,3 out of 10, it passed the 5,2 average that was obtained at the beginning of the study. It shows the significant change after the treatment.
- Regardless of NR via the eight interventions of the Manga stories, it is demonstrated that this material was very fruitful since it contributed to understanding the texts, promotes vocabulary acquisition by providing funny stories, all the factors that are involved in the development of reading skill. These stories are established as a didactic resource because of the results.

5.2 Recommendations

Once the study finished and because of the main findings, there are some recommendations:

- Implement reading practice of NR since it helps not only improve the reading proficiency but also the vocabulary acquisition.
- Look for innovative resources when developing reading skills such as Manga stories because they promote students' curiosity that promotes reading habits at the same time.
- Encourage teachers to investigate and propose those materials and resources that are in the boom and catch student's attention, those that facilitate the teaching – learning process because of their popularity among teenagers.
- Choose reading material based on learners' preferences and the education goals of L2 reading learning. Comprehensible material assists learners to develop their reading skill and literacy.

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5.4 Annexes

Annex 1. PRE AND POST TEST
UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADO
PROGRAMA DE MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

UNIDAD EDUCATIVA “LUIS FERNANDO RUIZ”
GENERAL INFORMATION



TEACHER:	Lic. Mónica Ushiña	GRADE:		SCORE
STUDENT:		SECTION:		
DATE:		SCHOOL YEAR:	2020-2021	

Objective: to diagnose the students' English reading skill level.




Instructions: Students must take into account the following recommendations:

- Pay attention to the teacher's instructions.
- The test must be developed with pen.
- The test will take 15 minutes.
- Check the answers before giving the test back to the teacher.




This test will be divided in 3 sections: signs, pictures and sentences and following a conversation.

1. Read the word and choose the correct picture that describes it a, b or c.




1. grandparents

A  b  c 




2. socks

A  b  c 




3. lamps

A  b  c 

4. bedroom

A  b  c 

5. juice

a  b  c 

2. Look at the picture and chose the correct sentence.



- A The first month of the year is JANUARY.
- b The first month of the year is July.
- c The first month of the year is June.



- A It's HALF PAST two.
- b It's QUARTER PAST two.
- c It's QUARTER TO two.



- A She's exciting.
- b She's difficult.
- c She's busy.



- A He's running quick.
- b He's running well.
- c He's running



- A Giraffes Are the taller ANIMALS in the world.
- b Giraffes Are the tallest ANIMALS in the world.
- c Giraffes Are tallest THAN ANIMALS in the world.

- | | | |
|-------|---|---|
| 6. a | b | c |
| 7. a | b | c |
| 8. a | b | c |
| 9. a | b | c |
| 10. a | b | c |

3. Read the dialogue and chose the best answer.



- **Hello, are you new in the class?**
 - * No, I'm not. My name is José.
 - * Yes, I am. My name is José. What's your name?
 - * Yes, I do. My name is José. What's your name?

- **My name is Alicia. Where are from?**
 - * I'm from U.S.A. What about you?
 - * I'm U.S.A. What about you?
 - * I'm from American. What about you?

- **I'm Italian. Nice to meet you.**
 - * Nice to meet you!
 - * It's ok!
 - * Nice to meet you, too!

GOOD LUCK!!!

ANNEX 2: READING COMPREHENSION QUIZ

MANGA N°1

1. Read the word and choose the correct picture that describes it a, b or c. (1 mark)

scold

a



b



c



2. Look at the picture and underline the correct sentence. (1 mark)



- He is playing the flute.
He is cleaning the flute
He is paying with badges

3. Number the dialogue from 1 to 4. (8 marks – 2 each one)

- ___ You always say that, but you never clean up
___ I told you to clean your room
___ But I have to go to Shizu-Chan's house.
___ You never listen to what I say.

ANNEX 3: TEST VALIDATIONS



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

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE - TEST" PERTENECIENTE A LA INVESTIGACIÓN:
NARROW READING TECHNIQUE AND THE READING SKILL

AUTORA: Mónica Ushiña

Señale mediante un ✓, según la validación para cada pregunta:

PARÁMETROS PREGUNTAS	2R- REGULAR				3B- BUENO				4O- ÓPTIMO				Redacción y lenguaje de las preguntas			
	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad							
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1				✓				✓				✓				✓
Pregunta 2				✓				✓				✓				✓
Pregunta 3				✓				✓				✓				✓

Observaciones:

Realizada por:
Esc. Mónica Ushiña

Validada por:
Mg. Cristina Jordán Buzano



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

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE - TEST" PERTENECIENTE A LA INVESTIGACIÓN:
NARROW READING TECHNIQUE AND THE READING SKILL

AUTORA: Mónica Ushiña

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O- ÓPTIMO

PARAMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1				✓				✓				✓				✓
Pregunta 2				✓				✓				✓				✓
Pregunta 3				✓				✓				✓				✓

Observaciones: El instrumento está bien diseñado de acuerdo a lo que se pretende investigar puesto que tiene pertinencia con los objetivos, con las variables y enunciados, la calidad técnica y representatividad son optimas al igual que la redacción y el lenguaje de las preguntas.

Realizado por:
 Lic. Monica Ushiña

Validado por:
 MSc. Edgar Encalada Frujillo

CJ: 0501824171



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

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE - TEST" PERTENECIENTE A LA INVESTIGACIÓN:

NARROW READING TECHNIQUE AND THE READING SKILL

AUTORA: Mónica Ushiña

Señale mediante un ✓, según la validación para cada pregunta:

PARÁMETRO 8 PREGUNTA 8	1D- DEFICIENTE				2R- REGULAR				3B- BUENO				4O- ÓPTIMO			
	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1				✓				✓				✓				✓
Pregunta 2				✓				✓				✓				✓
Pregunta 3				✓				✓				✓				✓

Observaciones:

Realizado por:
Lic. Monica Ushiña

Validado por:
Mg. Lina Mariela Sánchez Sailema
CJ: 180333879-5

ANNEX 4: SCHOOL AUTHORIZATION

UNIDAD EDUCATIVA "LUIS FERNANDO RUIZ"



CARTA DE COMPROMISO

Ambato, 05 de mayo de 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE
TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS
Y DE LA EDUCACIÓN UNIVERSIDAD
TÉCNICA DE AMBATO
Presente.-

Yo, Lorena de las Mercedes Recalde Cevallos en mi calidad de **Rectora de la Unidad Educativa "Luis Fernando Ruiz"**, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Narrow Reading Technique and the Reading Skill " propuesto por la estudiante Mónica Natalí Ushiña Tixe, portadora de la Cédula de Ciudadanía 1803968781, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Ingles Cohorte 2019, de la 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.



.....
Lorena Recalde Cevallos.
Cédula de Ciudadanía:
0501797443 No
teléfono convencional:
032233907 No
teléfono celular:
0984467828
Correo electrónico: lrecalde01@gmail.com

ANNEX 5: PERMISSION TO PARTICIPATE IN RESEARCH STUDY



UNIDAD EDUCATIVA LUIS FERNANDO RUIZ



AUTORIZACIÓN DE PARTICIPACIÓN EN ESTUDIO DE TESIS

Latacunga, 08 de septiembre 2020.

Previa aceptación, respaldo y compromiso por parte de la señora Rectora Mg. Lorena Recalde para el desarrollo del Trabajo de Titulación con el Tema: "**Narrow Rearning Strategy and the Reading Skill**" propuesto por la Lic. MONICA NATALI USHIÑA TIXE, portadora de la Cédula de Ciudadanía N° 1803968781, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato, yo, _____ con cédula de identidad/ciudadanía N° _____ como representante legal, madre o padre de familia del estudiante _____ con cédula de identidad/ciudadanía N° _____, **AUTORIZO** que mi hijo (a) participe en el estudio de lectura enfocada y la destreza de lectura en Inglés como lengua extranjera, cuyo objetivo es determinar la relación entre la lectura enfocada en el desarrollo de la destreza de lectura. Además, AUTORIZO que mi hijo/a pueda ser grabado y/o fotografiado durante el desarrollo del estudio de investigación; siempre y cuando se respete la privacidad y el pudor de mi representado/a.

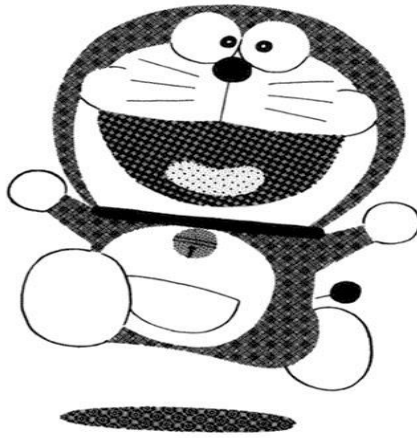
Atentamente,

Sr(a).
C.I. N°
Representante legal/madre o padre de familia

ANNEX 6: MANGA STORIES HANDBOOK

ドラえもん

Scanned by ocean
Translated by ocean
Proofread by Yuta
Edited by HolyWoo
QCed by Crispy
www.aku-tenshi.com



READING WITH MANGA GUIDE

https://drive.google.com/file/d/1iItfbqIVLiA8qrIJS_cObAq7d08J1AdKD/view?usp=sharing

Here you can find the guide that will help you how to work with Manga stories.

ANNEX 7: PHOTOS READING MANGA

The image shows a Zoom meeting interface with a grid of 20 participants. The participants' names are: Pavelin Santiago..., MONICA USHÑA, NICOL AMAYA, Genesis Iza, Ingrid Mireya Pu..., Fatima de la cruz..., Genesis Esthefan..., ANTHONY JAIR..., Danny Jaque T..., Lisbeth Santo, Cristian Ninasunta, JOSUE CHACON..., Emily Castillo, Shirley Anahi M..., Lady Jamilex Pil..., Wellington Guano..., Guadalupe Burb..., Ariel Chimbolema, Marilyn Chango, Dennisse Sopalo, ZOILA ROJA..., Nataly Vasquez, Sorayda Vargas, YARELIS BORJA, and Nayeli Toapanta.

Below the Zoom grid, a browser window is open to the URL: <http://englishmangakid.blogspot.com/2016/01/doraemon-11-all-way-from-future-word.html>. The browser displays a manga page with several panels. The text in the panels is as follows:

- Panel 1: "TRUST ME, YOU WON'T BE GETTIN' ANYTHING GOOD."
- Panel 2: "NOBI NOBITA WILL WANG HIMSELF IN 30 MINUTES."
- Panel 3: "SHOW YOURSELF!"
- Panel 4: "MAYBE THIS YEAR WILL BE BETTER THAN THE LAST."
- Panel 5: "SUCH A PEACEFUL NEW YEAR'S DAY."
- Panel 6: "WHO'S THERE? WHO'S SAYING THOSE WEIRD THINGS?!"
- Panel 7: "AND BURN AT THE STAKE IN 40."

On the right side of the Zoom window, the 'Participantes (30)' list shows MONICA USHÑA as the host, and other participants like ZOILA ROJAS, Anthony Baño, ANTHONY JAIR CULQUI HERRE..., and Ariel Chimbolema. The 'Chat' section shows messages such as "De mí para Todos (en sala de espera): EAT" and "De mí para Todos: EAT, ATE, DRINK, DRANK".

ANNEX 8: LINKS USED

Manga Doremon stories: <http://englishmangakid.blogspot.com/>

Story1: <http://englishmangakid.blogspot.com/2016/01/doremon-15-kobe-abe.html>

Story2: <http://englishmangakid.blogspot.com/2016/01/doremon-114-hot-hot-in-snow.html>

Story3: <http://englishmangakid.blogspot.com/2016/01/doraemon-47-miniature-city.html>

Story4: <http://englishmangakid.blogspot.com/2016/01/doraemon-67-kettle-recorder.html>

Story5: <http://englishmangakid.blogspot.com/2016/01/doraemon-68-pebble-hat.html>

Story6: <http://englishmangakid.blogspot.com/2016/01/doraemon-80-cape-of-evasion.html>

Story7: <http://englishmangakid.blogspot.com/2016/01/doraemon-81-lets-make-badges.html>

Story8: <http://englishmangakid.blogspot.com/2016/01/doraemon-82-lets-swim-in-pacific-ocean.html>

vocabulary: <https://docs.google.com/document/d/11D8gyQRjpM5N6vPo87L4zCXxwnEO1T5Co-W0E1Tqv1o/edit?usp=sharing>

Post reading activities:

<https://docs.google.com/document/d/1sY7befsvz46gmzYCLYVXOhsqkXUYIGmSaXds-CwTLnA/edit?usp=sharing>