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**Theme:** “SHORT STORIES AND EFL READING COMPREHENSION”

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Ambato – Ecuador

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## **TUTOR APPROVAL**

### **CERTIFY:**

I, Mg. Wilma Elizabeth Suárez Mosquera, holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: “SHORT STORIES AND EFL READING COMPREHENSION” investigated by María Carmen Pilaguano Pullopaxi with I.D No. 0503800260, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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## DECLARATION PAGE

I declare this undergraduate dissertation entitled "**SHORT STORIES AND EFL READING COMPREHENSION**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in blue ink, appearing to read 'María Carmen Pilaguano Pullopaxi', written over a horizontal dotted line.

María Carmen Pilaguano Pullopaxi  
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**AUTHOR**

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## **DEDICATION**

### **TO:**

First of all, to God for giving me life and health throughout the study. To my dear parents, Gavino Pilaguano and Elvia Pullopaxi, who have always supported me unconditionally, both morally and financially, during my studies, and they have been my inspiration to continue in my pursuits.

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TOPIC: "SHORT STORIES AND EFL READING COMPREHENSION"

AUTHOR: María Carmen Pilaguano Pullopaxi

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**ABSTRACT**

Short stories are important materials that refer to the narrative text which is shorter than a novel and usually deals with only a few characters. The use of short stories helps students to understand effectively and improve reading comprehension in the English language. In addition, it has been one of the materials that make students feel motivated to read. In this way, through short stories, students become critical and reflective within the teaching-learning process. The main objective of this research is to analyze if the use of short stories improves EFL reading comprehension in 1st B.G.U students at Unidad Educativa "Vicente León". The study was carried out under a quantitative method and with a pre-experimental design, in which it focused on a single group of 36 students who were evaluated through the pre-posttest taken from the KET exam (Key English Test) designed by Cambridge English. The treatment of this research lasted approximately 7 weeks with a total of 12 interventions. After the treatment, the result showed an improvement of 3.1 points. Therefore, the null hypothesis was rejected. To conclude, the use of short stories improved students' reading comprehension.

**Keywords:** Short stories, reading comprehension, teaching-learning process

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**RESUMEN**

Las historias cortas son materiales importantes que se refieren al texto narrativo lo cual es más corto que una novela y que generalmente trata solo de unos pocos personajes. El uso de las historias cortas ayuda a los estudiantes a comprender de manera efectiva y mejorar la comprensión lectora en el idioma inglés. Además, ha sido uno de los materiales que hace a los estudiantes se sientan motivados a la lectura. De esta manera, a través del uso de las historias cortas los estudiantes se convierten a ser críticos y reflexivos dentro del proceso de enseñanza-aprendizaje. El objetivo principal de esta investigación es analizar si el uso de las historias cortas mejora la comprensión lectora de inglés como lengua extranjera en estudiantes de primer año de secundaria de la Unidad Educativa "Vicente León". El estudio se realizó bajo un método cuantitativo y con el diseño pre-experimental, en la cual se enfocó en un solo grupo de 36 estudiantes quienes fueron evaluados a través del pre-post test tomados del examen KET diseñado por Cambridge English. El tratamiento de esta investigación duró aproximadamente 7 semanas con un total de 12 intervenciones. Después del tratamiento, el resultado mostró una mejora de 3,1 puntos. Por lo tanto, la hipótesis nula fue rechazada. Para concluir, el uso de las historias cortas mejoró la comprensión lectora en los estudiantes.

**Palabras clave:** Historias cortas, comprensión lectora, proceso enseñanza-aprendizaje

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Research background

In order to develop this research about short stories in EFL reading comprehension, some academic papers about short stories in reading comprehension were considered. In this way, each of the articles helps to know if the use of short stories is effective or not in EFL reading comprehension. In addition, those different articles let to identify how the researcher carried and the study and applied short stories to the foreign language students to develop EFL reading comprehension.

Ginting et al. (2020) conducted this research work to analyze the effectiveness of the short story to improve students' reading comprehension. The design of the study was quasi-experimental and consisted of two groups; an experiment and a control group. The population was 60 and the sample was 40 students divided into two classes. Therefore, the researcher applied the pre-test and post-test. In this case, the researcher used simple random sampling to determine the sample of the study. The result of this research indicated that there was a great difference of 4 points in data of the pre-test between the experiment and control group. In the same way, in post-test data, the mean score of the experimental class is 86.90, and the mean score of the control class was 62,25. Therefore, the statistical data showed a higher score because the experimental groups were applied the use of short stories by the researcher. To conclude, the use of the short story as the material was effective to improve the student's reading comprehension of the English language students.

Pratiwi et al. (2020) led a study to motivate students with the use of stories as a media to improve reading. It was in the third semester at the Muhammadiyah University of Bengkulu. The method used was experimental, based on the research conducted. In this sense, in this study, the population was 17 in total. The result

indicated there was an improvement in students' motivation in reading. In this case, the mean score of the pre-test was 67,64 while the mean score of the post-test is 94,11. Thus, there was an improvement in students' scores between the pre-test and post-test, which means it was improved by 39,13%. Therefore, the result of the test was satisfactory and showed the best achievement. This study concluded that there was an improvement in the motivation of students in reading through the use of stories as a medium.

Burae et al. (2020) carried out this research study to investigate the use of short stories in improving students' reading comprehension. The researchers used a descriptive-analytical method. In this case, a questionnaire was used as a primary tool for collecting the data for the study. The sample of the questionnaire consisted of 70 students in total at the university level. Therefore, the researchers applied a chi-square test to analyze and verify the hypotheses. The results of the questionnaire showed that short stories improve students' reading comprehension. Finally, this study recommended that students should be provided with short stories in the process of reading comprehension due the use of short stories would enhance reading comprehension in the students.

Ramos (2019) led a research study to analyze the individual reading report in the development of reading comprehension skills and vocabulary study through stories. In this study, the research design was descriptive, the researcher used the self-constructed questionnaire and the individual reading inventory as a tool to find the answer to the level of reading comprehension of stories and the problems encountered by 7th-grade students. Regarding the individual reading inventory and comprehension test report, 68 out of 165 students with a percentage of 41 passed the comprehension level, which means that 59% of the total population of grade 7 learners enrolled at Santiago National High School for the school year 2016-2017 had reading comprehension problems. Finally, the proposed-thirty-minutes reading literacy scheme was a helpful tool in improving the reading comprehension skills of grade 7 learners.

Qabaja et al. (2018) conducted a research study in which the aim was to investigate the effect of using short stories on the development of 5th graders' reading comprehension skills. The method used was an experimental approach and quasi-experimental design, so students were assigned to an experimental group and a control group. So, both groups were taken pre-test and post-test. In this case, the experimental group received the treatment in which the researcher used teaching material such as short stories, instructions for the teacher, posters, flashcards, pictures so on and the experiment lasted 4 weeks. Whereas, the control group was taught by the ordinary method. The population was (6738) students with 87 participants. Therefore, the results showed that there were statistically significant differences in students' reading skills due to the method of teaching in favor of the experimental group. Finally, in this study, the researchers concluded that there were statistically significant differences in the mean scores of fifth graders' reading comprehension skills due to the teaching method between the two groups. so, this was in favor of the experimental group.

Barzani (2020) conducted a research study to investigate whether the use of stories enhances reading comprehension achievement in students of different age groups. It was qualitative research and the data were collected using semi-structured interviews. In this case, the control group was taught through traditional methods while the experimental group was introduced to short stories during the treatment. The data was analyzed statistically from data collected from a test and a questionnaire which showed that using short stories developed and increase students' reading comprehension. In this regard, 20 participants both teachers and students were interviewed. The results indicated that both participant groups considered short stories as an effective and essential tool for developing reading comprehension as well as other language mastery skills. To conclude, in this research study the use of short stories was an effective material that enhanced the reading comprehension of the students.

Sagita et al. (2019) performed a study to examine if the application of short stories can develop students' reading comprehension. So, the quasi-experimental

design was used by the researcher, specifically the non-equivalent control group design. The experimental and control group were tested on the pre-test and post-test, however, just the experimental group applied the treatment, and they received 12 classes. In addition, the researcher used different topics of short stories to motivate and to get students' interest. Therefore, 406 students participated in this research study. As a result, the use of short stories is a great technique that encouraged students to increase their reading. Finally, using the short stories strategy was effective to develop the reading comprehension of grade eight learners of SMP Negeri 3 Palu.

Manan (2017) carried out a research study to investigate whether the students in the experimental group taught by using short stories would produce a higher achievement than those of the control group taught by using conventional study. The method used was experimental in which both the experimental and control group were taken the pre-test and post-test. In this sense, they were taught by using different teaching techniques, for instance; the researcher applied short stories to the experimental group while the control group received long texts. A total of 82 Tarbiyah first-semester students of Aceh Muhammadiyah University participated in this research study. As a result, there was a significant difference in students' achievement from both groups proved by the average of the post-test score. It means the score of the post-test of the experimental group was higher than that of the control group.

Frimasary (2018) led a study to analyze the differences in students' scores and to know whether the student's interest was improved through the use of a short story. The method used was a quasi-experiment with the experimental and control group, therefore, they were taken the pre-test and post-test. In addition, the researcher used the questionnaire to collect the data. In this research study, the population was 80 students from the second year of Junior High School number 2. Therefore, in this study, the result was satisfactory, in which the mean score from the pre-test was 45.1 for the experimental class and 45.25 for the control class. It means there was a difference between both classes was 0.15 points. Furthermore,



the result of the post-test was 55.9 for the experimental group, and 51.8 for the control group. Thus, the difference in both classes was 4.1. Based on this research study, it can be concluded that the use of short stories was a success because it made students have the willingness to be eager to read the English text as well as to improve reading comprehension.

Puri et al. (2019) conducted this research study to know if there is a significant direct effect of using short stories on improving students' reading comprehension. The approach used was a quantitative and quasi-experimental design with the experimental and control groups. The pre-posttest and questionnaire were used as instruments to collect the data before and after the treatment. In this research study, 60 students participated from two classes A1-A2 of the first grade of SMAN 1 Punggur. The questionnaire and reading test were used as the instruments in this research. The results show that H0 was rejected, which means that H1 was accepted that there was a significant direct effect of using short stories on the students to improve reading comprehension. Finally, the use of the short stories helped to improve the reading comprehension and interesting in reading to the students.

### **Theoretical framework**

**Independent variable:** Short stories

### **Language learning**

According to Chomsky (2002), language refers to a natural object, which is one of the components of the human mind. So, physically is represented in the brain of people and is part of the biological endowment of the human species. Moreover, many of the properties of language are innate and to be found in deep structures of language. Therefore, language learning involves an active process. In this case, children acquire their first language from birth through their environment. However, people may learn many other languages in school, which

led to establishing a relationship with friends, family, and above with worldwide.

In addition, Krashen (1981) pointed out that there are two differences to develop competence in a foreign language. The first way is one of the processes which involves a conscious rule about a language that is developed. So, it has explicit knowledge about the forms of a language and its ability, that means, there is a rule to teach the English language and also occur errors that could be corrected. While the acquisition is a natural way, which is based on first language development in children. We know that it is an unconscious process involving the naturalistic development of language proficiency through understanding language for meaningful communication.

### **Teaching strategies**

According to Islam and Pandey (2019) pointed out that the teaching strategy implies the choice of training procedures concerning the trained subject. In other words, it is considered as the key tool in instructional design in the teaching and learning process. In the same way, Iurea et al. (2011) stated that each teacher has the freedom to design their work, in which graphs, charts, tables, and mental schemes can be used according to the needs of the pupils that can help them to have effective learning. On the other hand, Rajendran et al. (2002) affirmed that the teaching strategy is a general plan for a lesson that includes structure, instructional objectives and an outline of planned tactics mainly to implement the strategies. That means, the didactic tactic refers to the teacher's behavior that is manifested during the class, which is involved in the development of the didactic strategies, giving adequate stimulus for the opportune answers, exercising the learned answers, and increasing the answers through extra activities.

### **Learning strategies**

Donald and Schumaker (2006) affirmed that learning strategy refers to a specific action taken by the learners in order to they have their learning enjoyable, easier, faster, more self-directed, and more transferable. In the same way, it helps

the students to develop English skills in the second language learning. Therefore, it is very important to apply teaching strategies to all subjects not just in foreign language classes. Furthermore, Rigney (1978) stated that language learning strategy is based on behaviors, steps, or techniques that language learners apply to facilitate language learning. In the same way, according to Jalo (2005), language learning strategies are defined from the aspect of language learning behaviors, such as learning and regulating the meaning of a second language, and cognitive theory, such as strategic knowledge of language learning of the students, and the affective point of view, such as the motivation of the students and the attitude.

### **English learning resources**

The resources are considered as teaching and learning materials, which are used within the educational field. Generally, course books and textbooks are used by some teachers; however, it is not enough to support the teaching-learning process effectively. Especially, for foreign language learning, teachers should not only use a single resource such as a textbook, but it is very necessary to have other resources such as materials from the internet and any other resources. When the teacher uses different resources, students are motivated to learn and can become more involved in the teaching-learning process (Baihaqi et al., 2019). Nowadays, the growing number of learning resources is a double-edged sword, as it provides a great opportunity for students to learn anything they wish in different styles and ways of exploration, especially in Foreign Language Learning. Furthermore, it also represents a challenge for students to find and select the required one among this growing ocean of resources. Thus, learners would benefit from having new tools and techniques for exploring, browsing, and searching learning resources. Those tools would not only save learner's time and effort but also protect them from boredom. Thanks to the new technology, the learners may get a major of motivating material. All these resources might be used in the language class either by the teacher or students (Maier et al., 2005).

According to Ahmar and Rahman (2017), learning resources refer to the component of the teaching system. Teachers should take into account the students' level before choosing some materials. In this case, through the curriculum teachers can easily choose their learning resource material. In this way, when teachers use a variety of exciting tools during the learning process, teaching becomes fun, engaging, and interactive. Therefore, the resources can be used by both teachers and students. In the same way, according to Padmanabhan (2001), it is necessary to get some resources such as textbooks and resource materials are basic tools for effective English teaching and learning. It is also important to have an appropriate personnel plan for adequate instructional materials and physical facilities to support the educational effort. Education resources are all the elements that are involved in the teaching-learning process that includes materials such as books, YouTube, Blogs, and so on. Nowadays, those resources can be found on the website by the teacher and students to enhance the effective English language teaching and learning.

### **Short stories**

Ceylan (2016) states that short stories are one of the important materials that the teacher can choose to develop and improve reading comprehension in English language learners. Since the length of short stories varies quite a bit, select a short enough to handle within the class hours. Using short stories with simple language can make students feel more comfortable understanding. Also, it is useful and suitable for the student to improve their reading comprehension since it provides an exciting story to read. Besides, Ghasemi (2011) defined that short stories refer to a prose narrative of limited length that is shorter than a novel and that usually deals with only a few characters, which can be read in a short time. So, it can be classified into different categories such as action, science fiction, comedy, drama, fantasy, adventure, etc. Thus, short stories are used to improve four skills, especially for beginner levels to develop the reading comprehension of the EFL students.

According to Wa and Suhartini ( 2017), short stories are used in English language learning classes because they are effective, educational, and fun. It makes classes fun and interesting. In addition, they allow students to imagine and engage students in an emotional learning process. The short stories should be chosen according to the level of the students, and that it be interesting. Generally, Pardede (2011) stated that short stories include some basic elements which are a few characters, setting, plot, theme, tone, mood, and so on. The characters refer to people or sometimes an animal that participates in the story. As for the setting, it refers to the environment in which a story takes place and time. Another element is the plot which is the sequence of events in a story, usually, this contains a beginning, a middle, and an end, so each story has a conflict to resolve. Then, the theme is the main idea of a story that can be told directly or indirectly. Also, it includes the mood in which the reader or author feels at a certain moment. Therefore, according to Smith (2001), short stories can help students become better readers, writers, and better human beings. However, the use of short stories would not only make students become better readers but also to understand, give their ideas and reflect. In addition, it mainly helps English learners to develop their critical thinking as well as motivates them to encourage more reading.

Furthermore, the basic elements of short stories are characters which refers to people or sometimes an animal that participates in the story. As for the setting, it refers to the environment in which a story takes place and time. Another element is the plot which is the sequence of events in a story, usually, this contains a beginning, a middle, and an end, so each story has a conflict to resolve. Besides, the theme is the main idea of a story that can be told directly or indirectly. Also, it includes the mood in which the reader or author feels at a certain moment (Kirgkoz, 2012).

Therefore, anchor charts, predict-o-gram, story map, graphic organizers, role-playing, storytelling, discussions, summary comprehension, and so on are usually learning activities that focus on a short story, which would help to develop reading skills as well as to improve reading comprehension (Walter, 2019). One of the great activities that can be done in class using stories is information transfer activity through an anchor chart that makes it easier for students to infer while reading the text. Generally, by using this chart, students use evidence from the text, either a few phrases or sentences from the story, then prior knowledge to make an inference. Through this activity, each student tends to give different ideas and conclusions implicitly and thus they develop their reading comprehension. This activity can be done during or after the reading (Moses & Lee, 2014).

Another activity that can be done using short stories is sequencing event through predict-o-gram, in which students have the opportunity to quickly recognize the text through the combination of vocabulary and phrases. In this case, Firstly, students only check the title or image of the story to predict what the reading will be about using their prior knowledge. Then, they can read along the lines or by paragraphs to predict what might happen in the next scenario of the story. In this way students develop their ability to understand reading. Additionally, by making the prediction before and during the reading they may compare their predictions of the story in pair or groups. Above all, this activity also helps to improve their vocabulary apart from increasing reading comprehension skills (Duguay & Artzi, 2012).

Moreover, the story map is used to fill in the gaps that helps get students' attention when they read the story. It gives learners a visualization of essential information about the narrative text. So, it prompts students to identify story elements such as character, setting, plot, conflict, and solution and provides space to record information. In this way, it can be used before reading the story to gain background knowledge and record necessary information about the story. Additionally, it has been used to improve reading comprehension in which student

can interpret, organize, and understand new information, during, and after reading the story (Sorrell, 1990).

In addition, through the graphic organizer students can summarize key points, analyze problems from the text, and evaluate the author's opinions of the story. Similarly, it can be used to identify the basic elements of the short such as character, setting, plot, theme, conflict and solution. In this way, students develop their reading comprehension better (Campoverde & Ramírez, 2020). Furthermore, graphic organizers are used to do the activities with short stories to develop reading comprehension in EFL students. This type of activity can be done in groups, pairs or individually. This visual tool allows capturing from the general idea to the specific ones about complex reading. For example, when learners read any type of short stories, students explain what they have understood about it by summarizing with keywords and using their own words. So, this can be used to identify characters, settings, plot, conflict and theme, which helps students better develop and explain what they read (Duke, 1999).

Furthermore, the open-ended comprehension question is a great activity that allows students to skip the yes and no answers. It means that the learners have the opportunity to give more detailed information. It also helps students to express their ideas and opinions according to the text read (Debby, 2018). Besides, the reading comprehension checking would help students to get literal understanding of a text, since these questions do not have simple yes or no answers, but instead they lead to a long answer where students have to find exactly the specific information of the story. Furthermore, students are exposed to thinking and giving their personal opinions if the author does not mention any idea in the text. Therefore, both questions can be asked before, during, and after reading (Park, 2004).

On the other hand, another activity that can be done after reading the story is the role play. Students take on specific roles of reading or something similar to act out in a case-based scenario to understand complex texts. This activity allows

students to interact with peers or groups by responding to the text from the perspective of the assigned role. In addition, it helps students to develop the speaking and speaking skills (Budden, 2006).

Additionally, according to Dunkey and Pearson (2009), summary writing activity helps students to develop and better understand the text. Generally, it requires readers to use the main idea and keyword to begin writing their summary of what they have understood. In other words, it is one of the ways that readers put into practice to become good readers. In this way, they also practice writing, in addition to developing reading comprehension. This activity can usually be done in post reading.

### **Strategies used with short stories**

Rodríguez (2021) stated that there are some strategies that can be used with short stories such as **questioning**, in which readers ask some questions related to the text; for instance, they can ask questions based on the titles and images. In addition, the student can do a visualization to build mental images to extract the meaning of the text. In addition, **answering questions** refers to students answering questions to check if they understood the text. These strategies are effective for developing easy reading when using stories. Furthermore, Álvarez (2021) affirmed that there are other strategies that are used to read and identify different elements of the story. One of the strategies is **predicting**, in which students try to guess or speculate what will happen in the story, or what will come in the next event of the text. The second one is to **inferring** by using the text clue and prior knowledge to conclude the writer's opinion. The third strategy is **monitoring**, which is based on self-monitoring when students use the meaning of the story or the structure of the language to check their reading.



### **Advantage and disadvantage of short stories**

Odilea (2004) stated some of the advantages of short stories for EFL language teaching such as the reinforcement of four linguistic skills, the motivation to read, the introduction of literary elements and teaching higher- order thinking.

Murdoch (2002) affirmed that short stories help reinforcing four linguistic language skills since when student read short stories in class carry out activities in different ways, for example, they write summaries and dialogues. Secondly, the short stories motivate reading at all levels of language proficiency as it contains a short extension that is written to be read in a short time. In addition, it usually has a beginning, middle, and end, which engages students in reading to find out what happens at the end of the story (Vandrick, 1997). Third, to introduce literary elements focuses on the students have the opportunity to learn literary elements at a medium-low-low level. In this case, teachers can teach about basic elements such as character, setting and plot, conflict, and theme. Then by learning the culture the students learn about the past and present what are customs and traditions. Lastly, teaching higher-order thinking in which intermediate and advanced students tend to critically analyze what they read. To conclude, through the stories, learners can develop an understanding from a low to a high level.

Specifically, according to Nazara (2019), the use of short stories implies some advantages for foreign language students in the development of reading comprehension skills. By acquiring many vocabularies through the short story, students have the ease of developing to write what they understood from the story. Further, according to Mubarak (2013), it facilitates the use of some of the strategies such as prediction to speculate what will happen in the course of the story, as well as inferring to give the author's opinion and give a conclusion. Moreover, the short stories also encourage students to express their own opinions and feelings. In addition, it helps to be a critical thinker, so the student must analyze and reflect on different genres of the story read. Therefore, Mubarak (2012) mentioned that when students develop reading comprehension through

short stories, they could develop the rest of the student's language skills effectively.

On the other hand, Coconi (2017) asserted that most of the short stories lack exposition and begin to narrate from the middle of the story, going straight to the point or directly reaching the main point of the story. Few short stories will have a sudden beginning and an abrupt ending instead of a meaningful resolution. Furthermore, according to Bland (2015), short stories have weaknesses in the plot of the story which can be confusing for readers. In this case, the short stories tend to be repetitive when written by the same author. Additionally, Pardede (2011) stated that the use of short stories apart from offering some advantages for students to develop reading comprehension, sometimes can be boring, or difficult if they are not chosen according to their levels, ages or provided some strategies to read effectively.

**Dependent variable:** EFL Reading comprehension

### **English language**

According to Fromkin et al. (2003), language is considered one of the systems that humans use to communicate. Nowadays there is much interest among biologists as well as linguistics in the relationship between the development of the human species. In this way, there are those who view language ability as a difference in degree between humans and other primates. Meanwhile, Pinker (1999) affirmed that language comes to us in such a natural way that it allows to communicate through signs, sounds, or gestures. People are endowed with a medium for sharing ideas. In this way, when listening to a speech, people would come to get thoughts that had never occurred to them. Furthermore, Collie and Slater (2005) defined that English language as we all know is the Lingua Franca of the world and because of its widely spoken status, the world seems to have become a small village. That's way, English teachers in different places around the world have constantly modified the models that are adaptable according to the

student's needs. This shift has mainly aroused from teachers looking for more natural ways for their students to be able to achieve near-native language competence or acquisition on all levels. As a result, the use of literature in the EFL classroom has gained popularity again.

### **English language skills**

The English language involves four skills which are reading, speaking, listening, and writing. According to Husain (2015), language generally refers to a complex skill that involves four sub-skills, which must be developed in second language learning. Those are classified as productive skills that are based on producing sounds when speaking and symbols when writing. Instead, in receptive skills learners receive the information both by listening and reading. It is crucial to identify that both skills are closely connected. In this way, reading skills can contribute to writing development. However, by applying a single skill throughout the learning process, students will not be able to develop all skills properly (Tavakoli, 2014).

Moreover, language might be divided into aural-oral which are listening and speaking skills, and graphic-motor which are reading and writing. Listening and speaking skills have an important connection in which the learner listens cognitively to speak in the second language. Otherwise, graphic motor skills are dependent on aural language skills. So, the transfer of linguistic knowledge from receptive to productive skills can be relatively slow in language learning. Thus, for the acquisition of the language, good exposure to listening is necessary for a successful command of the English language (Watzinger & Paesani, 2018).

### **Receptive skills**

Reading and listening belong to receptive skills, which are involved in English language teaching and learning. Tabibian and Heidari-Shahreza (2016) affirmed that receptive or passive skills are reading and listening. In this sense,

these are considered as the first skills to be understood in learning a foreign language. In this case, most foreign language learners start learning a new language through reading and gathering linguistic experiences. In addition, according to Moghadam and Rad (2015), listening and reading are considered receptive skills, in which to learn new language learners do not need to consciously use direct language, but rather receive the language by listening to some speech or conversation and reading. of any written text. Specifically, in reading skills, students extract information from the text. In other words, they read the text to identify the keywords, obtain the main idea, and the specific information, and build new knowledge. Therefore, when the learner reads a story or a newspaper, listens to the news, or participates in a conversation, it is necessary to use their prior knowledge to develop the comprehension process and make sense of any short or long text read (Cook, 1989).

### **Reading subskills**

According to Banditvilai (2020), there are some reading sub-skills such as skimming, scanning, making predictions, and inferring which are important that help readers to carry out effective reading, readers who read different types of texts and have difficult in reading, they can use these skills to solve their problem. Furthermore, readers who learn these skills know how, when, what and why to use them in their reading comprehension process. Therefore, students must be involved in the reading phases to provide comprehension of the text. Besides, Spratt et al. (2011) pointed out other reading subskills that help learners to read in different ways depending on their purpose for reading. In this sense, it is not always necessary that learners read everything in a text. Thus, sometimes reading can be to find a single piece of information, specific information among others. That is why the author listed various reading subskills for EFL students.

**Skimming:** It refers to read quickly the entire text to get a global understanding of what it is about. That is, students do not need to read every line when skimming

a text. Students must walk through a text, identifying key words and phrases for a general understanding of the content of the text.

**Scanning:** In this subskill, the reader has to glance over most of it to get specific information and it is not necessary to read the whole text. It is the opposite of skimming in which students need to read every line. However, they must read each line to choose keywords and phrases that identify relevant facts and information.

**Reading for detail:** It is also known as intensive reading which refers to getting the meaning of each word as well as the relations between words and sentences. It is used when the reader needs to understand every word in a part of a text. In other words, this means connecting the details of the text with the main ideas that are already identified.

**Inferring:** This skill is used to get the meaning of a text, so the reader finds out about the writer's opinion, topic, and feelings. So, in this part, it is not necessary to fix on words, register, grammar, or style of what the writer has used to refer to something. Therefore, this skill or strategy requires readers to use prior knowledge and information contained in a text to draw conclusions.

**Deducing meaning from context:** It means that the student must read the words around an unknown word and be able to think about the situation using the unknown word to find out its meaning. Therefore, it helps students to understand unknown words without using any reference resources.

**Predicting:** This skill is based on giving a clue before starting to read the text to guess what the text will be about. In this case, it is necessary to look at the headlines of a newspaper, and the title of a chapter or unit, to make an educated guess about the overall content of the text.

### **Reading stages**

Nuttall (1996) stated that there are three reading stages that help students to understand any text effectively in the English language.

The first stage is pre-reading or known as “before reading” which begins with activity by presenting unknown vocabulary, and grammar, to introduce the topic and background to understand the text. In addition, teachers also can assign the students to discuss some keywords extracted from the text in pairs or small groups. Therefore, guidance before reading provides a reason for reading and it allows the students to gain interest and motivate them to read the text.

The second one is while- reading which refers to reading the text with a purpose as well as interest in mind. So, in this phase, the teacher is who models good strategies such as skimming, scanning, predicting, relating one idea with another, and guessing the meaning of unfamiliar words in context. Thereby, this stage involves the discussion and activities that match the learners ‘interest as well as help the teacher to guide the activities towards the achievement of the purpose.

The last stage is post-reading, which is involved checking the understanding of the text read. In this sense, the students are expected to get new information from the text. Moreover, the learners should check their understanding of the text. Also, they are asked some comprehension questions in pairs, and groups and check them as a whole class. Furthermore, the learners can discuss the author, and characters; relate the content to their own experience of the text. In addition, the students must discuss characters, incidents, and ideas or predict the text. Finally, in this stage, it is very important to apply different activities such as summarizing stories, making posters, complete the chart, reconstructing texts, and so on, so that the learners produce the language.

### **Reading strategies**

Generally, when readers do not use some reading strategies to read the text they have difficulty with their reading development. Therefore, readers must use strategies to easily and effectively understand the literary text or story.

Patterson (2000) pointed out that before reading it is important previewing the text using the text features; for example, images, headings, titles, or subtitles which makes it easy to predict the stories. In addition, readers may consider the beginning and the end of the stories as important parts of the text. In this case, readers have to decipher the basic elements of the story. In this way, they activate their prior knowledge by identifying the theme related to their experiences.

Gildroy and Delsher (2006) stated that during reading, reader makes comprehension monitoring is used to ask and answer peer comprehension questions. Also, at this stage, inferring the text or paragraph helps to conclude what the author is trying to say in the story through clues in the text and using prior knowledge. On the contrary, Aebersold and Field (1997) mentioned that skimming and scanning seem to be a strategy, which is used to obtain clues about the main ideas.

Finally, the post-reading phase includes some of the strategies such as summarizing in their own words the mental message, the main characters, the conflict, and the sequence of events in the context of the story. And, reflecting is based on the students to reflect on what they have just understood, by answering a question, in which students are expected to give their answer using their own opinion and ideas (Pressley, 2002).

### **Reading components**

Generally, according to Meneghetti et al. (2006), there are five components of reading such as phonemic awareness, phonetics, fluency, vocabulary, and comprehension.

**Phonemic awareness:** It means that the English language is made up of a combination of individual units called sounds called phonemes. This phonemic awareness refers to listening, identifying, and manipulating the individual units of sound. It is considered one of the most important skills that children need to acquire to learn to read.

**Phonetics:** It involves the combination of the letters in the written language and the individual sounds in the spoken language. Through this, students can use the relationships for reading and erase the words.

**Fluency:** It means that when the reader read fluently and they can read orally with high precision speed. In other words, reading is based on reading effectively to make sense of the text without stopping each word.

**Vocabulary:** It has a close connection with comprehension, in which while the reader knows many vocabularies they will have the facility to understand and give the meaning of the words to make sense of the text. In addition, it refers to actively participating in the instructions that include the learning of words before reading.

**Comprehension:** This last component is the most difficult cognitive process, in which readers must understand any type of reading they have read. For this stage, the vocabulary development and also instruction are extremely important. Therefore, some of the strategies would help to develop reading effectively.

Therefore, Suyitno (2017) highlighted that reading comprehension is the most complex process in which the reader develops through four components. First, the reader must understand the vocabulary that provides meaning from the context of a text. In this way, by recognizing the meaning of words, sentences, and phrases, the reader would be able to make a connection between what is being read in the text and the outline or background knowledge. Through this process, the reader has a deep understanding that allows a reflection on the text read. On the other hand, Perfetti (2010) stated that three components of reading comprehension which made up of decoding, vocabulary recognition, and comprehension. Firstly, decoding directly affects the vocabulary in which two aspects are involved, which are the meaning of familiar words and establishing the contexts. Secondly, vocabulary understanding which means that reader learns about unknown words in the text and gives them meaning. Thirdly, comprehension involves enough recognition of the vocabulary of the text to lead to an



understanding to identify sentences, and phrases, organize ideas and recognize the author's purpose, among others. To conclude, the comprehension processes involve both the interactive and the strategic.

### **Reading comprehension**

Reading is not just based on reading some texts, books, articles, and stories and extracting information, but also is to understand the meaning to construct own ideas, infer, argue, analyze, give own opinion, and so on. Allen et al. (2014) classified four knowledge bases as common factors across both reading comprehension and writing: meta-knowledge, domain knowledge, knowledge about universal text attributes, and procedural knowledge. “Meta-knowledge” involves knowing about the purpose of reading comprehension and writing, understanding the interaction between readers and writers, and monitoring one’s comprehension and knowledge. Moreover, Harmer (2001) confirmed that reading is involved in an integrated skills sequence that includes both discussion and language work. In this sense, the students should acquire certain reading skills, they need to be able to skim the text to get a general idea and scan to find the specific information about the texts. In addition, reading for detailed comprehension is based on that the students must concentrate on the minutiae of what they are reading. Besides, Krashen (2004) affirmed that reading is not just about becoming a good reader, developing a good writing style, adequate vocabulary, and advanced grammatical competence, but that reading is a powerful means of developing reading comprehension skills. Above all, it promotes cognitive development.

According to Kirby (2007), reading comprehension is based on two interconnected skills, such as word reading, where the student must decode the symbols on the page, and language comprehension to understand the meaning of words and sentences. Through the use of stories, and at the same time applying

reading strategies, students can predict, activate their prior knowledge, infer, question, and summarize the reading text so that they can develop their reading comprehension effectively. Otherwise, Ahmad et al. (2013) stated reading comprehension is one of the processes in which the reader constructs meaning through the construction materials of the information in the text. Therefore, it is an intentional thought, in which meaning is constructed through interactions between the text and the reader. In other words, reading comprehension is reading any text and understanding what it is about, giving an opinion in one's own words, and recognizing the main idea and specific information and son on.

### **Reading comprehension levels**

According to Peña and Luque (2021), the reading comprehension level is based on the mental representation which is made of the written text. In this case, the student can build a mental model, in which the reader can first develop explicit information from the text. In other words, this is the first and most basic level of reading comprehension. For example, at this level of comprehension, students can underline keywords, and use strategies such as skimming and scanning. Once students can explicitly understand the text, they can integrate explicit and implicit data from the text, prior knowledge, and experience. At this level of processing, different cognitive strategies are used, such as inferring and predicting, using real-life experiences to effectively facilitate understanding. In this way, through this comprehension process, students come to develop a critical level that forces them to use criteria external to their own experiences to evaluate the quality and reasoning of the author.

Herber (1970) proposed three levels of comprehension such as **literal** which means reading the text and being able to understand the words, reading the lines, and looking up the literal words. In other words, it refers to the basic understanding of a text, where the reader can easily find the answers directly from the text. Another type of reading comprehension is **interpretive or inferential**, in

which it is important to read between the lines and identify relationships between information to understand the author's intended meaning. In the same way, van den Brock et. (2005) asserted that to gain inferential understanding, the reader must draw on their prior knowledge of a topic and be able to identify clues in the important text as words, and pictures and read between the lines or think and search. Finally, the **critical or evaluative** level is involved in a deep understanding of the text, that is, beyond the text, involving extensive prior knowledge and evaluating information. In this case, readers juxtapose what they have read in the text through their prior knowledge and experiences. In this way, it implies in the justification of opinions, a critical analysis that the reader must make an inference of the text to determine the author's position.

Thus, the three levels of reading comprehension could be operational from both top-down and bottom-up, which is low to a high level of reading comprehension (Herber, 1970). Furthermore, the three levels of reading comprehension are named as a reference to a notion similar to Herber's, which is the taxonomy proposed by the following author (Pearson & Johnson 1978). In this sense, the taxonomy places readers' responses into three categories, which are textually explicit where the reader finds the answer directly from the text. So, textually implicit, in this part, the reader needs to make the logical inference for the justification of the answers and scripturally implicit refers to the readers activate their prior knowledge because they can only find the question in the text.

## **1.2 OBJECTIVES**

### **General Objective**

To analyze if the use of short stories improves EFL reading comprehension in 1<sup>st</sup> B.G.U students at Unidad Educativa "Vicente León".

### **Specific Objectives**

- To evaluate the students' reading comprehension level before and after the implementation of short stories.
- To identify different activities that can be done using short stories to improve reading comprehension in the class.
- To describe the benefits of short stories in the learning process.

### **Description of the fulfillment of the objectives**

To achieve the first objective, the pre-test and post-test were applied at the beginning and the end of the class to the students of the first BGU at Unidad Educativa "Vicente León" school. In this case, 4 sections of the reading test designed by Cambridge KET were taken to identify reading comprehension level.

The second objective was achieved by analyzing several methodology books to find different activities such as hedbanz and hot seat games, open comprehension questions, sequencing events through a predict-o-gram, anchor chart, role playing, discussions, summary writing, and so on. Therefore, these activities were applied individually, in pairs, and in groups to improve reading comprehension in the class during three reading stages.

Finally, the third objective was achieved by obtaining the data from the post-test, which helped to identify whether or not the application of the use of stories in the classroom provides some benefits such as improvement in reading comprehension, vocabulary growth, motivation in reading and critical thinking development in English learners.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1. Materials**

In the current research, different types of resources were used such as human and physical materials. As for the human resources were the students of the first baccalaureate at Unidad Educativa “Vicente León”. Moreover, the physical materials such as sheets of paper, flashcards, pictures, markers, pencil, adhesive tape, pens, cardboard and even the cellphone were used.

#### **2.2 Methods**

##### **Research approach**

The present investigation used a quantitative approach which is focused on the numerical and statistical results through tables and figures, this depends on the instrument used by the researcher. Generally, it allows to test or prove the hypothesis to establish cause-effect relationships (Lodico et al., 2006). In this case, the researcher used the pre-posttest to collect the necessary data, which made it possible to analyze, interpret and compare the results obtained to verify if the short stories applied in the class had an impact on EFL Reading comprehension in the students from first BGU "A" at Unidad Educativa "Vicente León".

##### **Research modality**

##### **Field research**

Field research was based on researchers carrying out actions and activities through direct observation of the natural environment. In this case, this study was developed at Unidad Educativa "Vicente León". The purpose of the researcher is to participate in activities over a period to conduct the study (Burguess, 2003).

## **Bibliographic research**

The present study was based on bibliographic research, in which various academic papers such as scientific articles, journals, e-books and websites with their respective authors were used to support the research study. Through these papers, the researcher could develop and analyze different concepts, features, theories or arguments about two variables that are short stories and EFL reading comprehension (Allen, 2017).

## **Level or type of research**

### **Exploratory research**

According to Swedberg (2020) exploratory research refers to a methodological approach which is based on the research questions to investigate a topic that has not been studied before. Furthermore, it focuses on a research problem, in which the researcher does not have prior data. In addition, it is based on an already existing topic is explored to obtain new ideas. In this way, it helped to establish the hypothesis through the data obtained about the study.

## **Design**

### **Pre-experimental**

This research study was developed through the pre-experimental design. According to Hernández and Mendoza (2018) a pre-experimental design involves the manipulation and intervention of the independent variable to observe the effect on the dependent variable. In this case, the researcher used short stories in the interventions to see if it influences EFL reading comprehension. In addition, Campbell and Stanley (1966) affirmed that the pre-experimental design is based on a single group that is studied only once, in which the first BGU "A" students of the Unidad Educativa "Vicente León" were chosen to take the pre-test and posttest before and after the treatment.

## **Techniques and instruments**

To carry out this research study, the instrument chosen was the standardized A2 KET (Key English Test) for schools designed by Cambridge English to assess students' reading comprehension level. In this case, this test was assessed by skimming, scanning, and reading for details. Therefore, it was taken before and after the intervention to collect the data and analyze the results.

This instrument includes five sections however; for this research study, the researcher took four parts of the reading section with a total of 24 questions. Part 1 had six 3-choice multiple-choice questions, in which students read actual short texts for the main message. In the second part, there was multiple matching of 3 options, focused on reading seven questions and three short texts on the same topic to match the questions with the texts. Part 3 had five questions with three multiple-choice options. In this part, participants read long texts for detailed understanding and main ideas. The last part had six questions that were based on reading a factual text to choose the correct vocabulary items to fill in the blanks.

The KET (Key English Test) reading test assessed the participant on specific information, identifying the main idea, and understanding words within a context. The pre-test was taken before the treatment to verify the student's reading comprehension level while the post-test was applied after the treatment to find out if the students improved their EFL reading comprehension (Cambridge Assessment English, 2020). (Annex 3)

## **Data collection procedure**

This investigation was carried out during 7 weeks with 12 interventions in total. The researcher took pre and posttests before and after the treatment to evaluate the reading comprehension level and to compare the score after the treatment. Each treatment was approximately 40 minutes and it was in face to face



modality. So, different short stories taken from some books such as Bradbury, Mike Gordon, Ann Gianola, John Milne and some English websites pages were used for the classes.

In the first session, the researcher introduced briefly herself and presented about the topic. Next, she explained the general instruction about the test, and then the test was showed to explain what student had to do in each section. The test contained four sections that lasted approximately 40 minutes.

In the first treatment, the researcher started with lesson plan 1, in which the teacher started explaining the definition of the skimming strategy and how to use it. Then, some flashcards were presented to the students in order to familiarize them with the reading topic, it was as a pre-reading activity. After that, in while reading stages, the teacher presented the students the “All summer in a Day” story. Then, they read it quickly to get the main idea. Next, the comprehension questions were checked in pairs and with the whole class, and finally they made a short summary of the short story as a post -reading activity.

In the second intervention, the lesson plan 2 was presented, the students used skimming and scanning strategies in reading. Moreover, the basic story elements were briefly explained. Then the teacher presented some words on the flashcard related to the story to the students. Afterwards, the students read the story about “Save Water”. In this part of the reading, after reading they checked some questions in pairs and as a whole class. Finally, they identified about some story elements and filled out the graphic organizer.

In the third application, lesson plan 3 was presented focused on inferring strategy, in which the teacher explained what it means and how to use it in reading. After that, an image related to inferring questions was presented, as well as the keywords of the text. Afterwards, the story of “An Apple Pie” was presented to the students, while they read some questions that were checked among themselves

and the whole class. In addition, the learners completed an activity about making inferences of the story in the chart.

In the fourth intervention, the teacher focused on lesson plan 4, in which the same inferring strategy was used for the reading. At the beginning, the teacher presented some images through a "Hot set" game to familiarize the topic. After that, the students read the story "The Mayan People". In addition, some questions were reviewed and finally they completed an activity about making inferences about the story read.

In the fifth treatment, the lesson plan 5 was used in the class. So, the making inference strategy was used in the reading. The teacher started explaining the students how to use it. Then, the Headdbanz game was presented to familiarize with the topic. Next, "The Miser and his Gold" short story was presented to the students and then they read it. While they read the text, they made a prediction for each paragraph on a predict-o-gram. Finally, the learners compared and had a discussion about their prediction from the text.

In the sixth intervention was the application of lesson plan 6. It was focused on reading the story and make a role play. Firstly, the teacher gave the meaning of the deducing meaning strategy with an example. Then, a picture related to the topic was presented to the students. Second, the learners were given the "Holiday Plans" story and they read it and reviewed about reading comprehension questions. Additionally, they also completed about deducing meaning strategy activity and finally the students made a role play activity.

In the seventh treatment, the lesson plan 7 was presented in the class. The predicting strategy was used in the reading by the learners. Firstly, some flashcards as well as an illustration were presented to the students in order to they familiarize with them. Then, "The Fire" short story was presented to the learners. While the students read the story they made the predictions about some comprehension

questions for each paragraph. Finally, the answers were checked in pairs and then as whole class.

In the eighth intervention, the lesson plan 8 was used in the class. First of all, teachers start explaining the meaning of the reading for detail strategy and how to use it. Then, the teacher presented some vocabulary on the flashcard to familiarize the topic. After, the “Vaccination” story was provided to the students. Later, the learners read the story in detail, and they completed some comprehension questions. Additionally, the students summarized the text in a mind map.

In the ninth treatment, the lesson plan 9 was present. In this class, the inferring strategy was used by the students. In pre reading stage, the teacher presented some words and the learners matched according to their meanings, as well as a picture were presented to the students in order to get familiarize with the topic. Next, the students read the “A New Telescope” story. In addition, they answered about inference questions as a while reading activity. Finally, the students completed other activity in a story map in a groups of 5 students and then it was given feedback by the teacher.

In the tenth intervention, the teacher used the lesson plan 10. The students used the reading for detail strategy to read the short story. First, the teacher started presenting some words with their meanings on the flashcards. Also, an image was showed to the students so that they give their ideas about it in order to familiarize with the topic. Second, the “Laika” story was provided to the students by the teacher, then they read it and gave the main idea. Then, the learners answered some questions according to the reading, it was as a while reading activity. Next, it was checked as a whole class. Finally, some wh questions were discussed in a groups of 4 students.

After the ten treatment, the participants were given the post-test which was the same pre-test questions, to know whether there was an improvement of the

reading comprehension level and to compare with the pre-test results. This test lasted 40 minutes.

## **Population**

This research was carried out with 36 participants from 1st BGU “A” group from morning section. There were 14 men and 22 women, whose ages are between 14 to 16 years old from Unidad Educativa “Vicente León” located in Latacunga city in the province of Cotopaxi. Therefore, they were intervened with short stories to improve reading comprehension.

**Table 1**

Population

<b>Population</b>	<b>Sample</b>	<b>Percentage</b>
<b>Male</b>	14	39%
<b>Female</b>	22	61%
<b>Total</b>	36	100%

Note: Information taken from students of 1st year EGB at Unidad Educativa “Vicente León” elaborated by Pilaguano, M. (2022)

It is necessary to define the subjects to be measured, delimit the population and choose the type of sampling which are probabilistic and non-probabilistic to select the appropriate sample. Non-probability sampling focuses on small samples and is intended for a real-life phenomenon, not for making statistical inferences regarding the larger population (Hamed, 2020). Therefore, the selection of the sample for the present research study was first analyzed by who was going to be measured, that is, the objects of study. Furthermore, this depended on the initial statement of the problem, the objective, and even the design of the research study. In this case, the type of selection was non-probabilistic sampling, since it focuses on experimenting and even the data of the participants were easily collected without the need for any economic cost. In this case, this type of sampling is

considered less expensive and easy to apply within field study (Nayeem & Huma, 2017).

**Hypothesis**

**Alternative**

H1: Short stories improve the EFL reading comprehension.

**Null**

H0: Short stories don't improve the EFL reading comprehension.

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and discussion of the method**

This chapter presents the results obtained after 7 weeks of treatment. The treatment was applied to 36 participants from the morning section 1st BGU "A" at Unidad Educativa "Vicente León" located in the Latacunga city in the province of Cotopaxi.

The scores obtained from the students on the KET (Cambridge English Test) pre and posttest were analyzed by Normality-test and Wilcoxon Hypothesis Test Summary using the SPSS software program to see the improvement of EFL reading comprehension.

The 4 parts of the reading test with a total of 24 questions taken by the students were scored using the answer key, in which the first and second parts are readings of short texts, the third section was reading long texts to get the main ideas and the last section was about reading a factual text. The number of points was 24 points in total.

### 3.2 Data interpretation

**Table 2**

*Pre –test frequency table*

<b>Grade over 10</b>	<b>Frequency Number of students</b>	<b>Percent</b>
2,0	2	5,6%
2,5	4	11,1%
2,9	6	16,7%
3,3	3	8,3%
3,7	4	11,1%
4,1	3	8,3%
4,5	6	16,7%
5,0	3	8,3%
5,4	1	2,8%
6,2	2	5,6%
6,6	1	2,8%
7,0	1	2,8%
<b>Total</b>	<b>36</b>	<b>100%</b>

*Note:* Pre-test frequency table taken from SPSS software program.

### **Analysis and interpretation**

Table 2 shows the scores obtained from the pretest carried out by 36 students of the first BGU in each part of the reading test. This table presents the grade out of 10 points and repeated frequency of numbers of students with their respective percentages. According to the data obtained, the lowest grade is 2.0 with a frequency of 2 students, which corresponds to a 5.6% of the total percentage. Then, the result 6, 2 belongs to a frequency of one student that belongs to 2.8%, who almost reaches the score of seven. The highest score is 7 with a frequency of one student. Therefore, the highest score was 7 out of 10 and 17 out of 24.

Based on the results, most of the students of the at Unidad Educativa “Vicente León” obtained low grades in the pre-test since they had difficulty reading the text. They had to read and understand various types of short texts, locate specific information by skimming, identify the main idea of longer texts, and also understand vocabulary to fill the gap. Clearly, they had a hard time reading the text better. Therefore, it is evident that they must use some of the strategies to identify the main idea, specific information and reading for details to understand much better the text.

**Table 3**

*Post - test frequency table*

<b>Grade over 10</b>	<b>Frequency Number of students</b>	<b>Percent</b>
4,5	1	2,8%
5,0	1	2,8%
5,4	3	8,3%
5,8	1	2,8%
6,2	5	13,9%
6,6	1	2,8%
7,0	9	25,0%
7,5	4	11,1%
7,9	4	11,1%
8,3	3	8,3%
8,7	3	8,3%
9,1	1	2,8%
<b>Total</b>	<b>36</b>	<b>100%</b>

*Note:* Post-test frequency table taken from SPSS software program.



## Analysis and interpretation

Table 3 shows the grade of the post-test taken by the participants after the treatment through a table of frequency. From 36 participants in total, the score 4, 5 to 6,6 were low points with different numbers of frequency of the participant, which is a negative grade. The rest of the students obtained a grade of 7 and up, which presents different numbers of frequencies with their respective percentages. Therefore, the highest grade is 9, 1 which belong a 2,8%.

Based on the data obtained, most of the students got better grades in the post-test after the treatment. During the experiment, the students used different skills and strategies to read the text. So, the interventions carried out helped them to skimming for getting global understanding, scanning for identifying the specific information and also to understanding the word within the context. Therefore, the result shows that the implementation of short of stories was useful to develop the reading comprehension. Moreover, it was effective to improve the EFL reading comprehension in students.

## Pre-test and Post-test average

**Table 4**

*Pre-test and Post-test average and difference*

<b>Results</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Difference</b>
<b>Average</b>	3,94	7,05	3,11
<b>Percentage</b>	39,40 %	70, 50%	31,10%

*Note:* Pre-test and Post-test average

## Analysis and interpretation

Table 4 shows a comparison of the average range between the pre-test and the post-test, and the difference between both results are shown. In the pre-test, the average obtained from the 36 students in the first year of the baccalaureate

obtained 3.94 over 10 points which represent a 39.40%. Whereas, after the treatment, in the post-test, the students got 7.05 that represent to 70.50% and the difference between the pre-test and post-test was 3,1 points.

Based on this, it is inferred that the application of short stories significantly influenced and helped to improve the EFL reading comprehension of the participants, in which they also had the opportunity to learn new vocabulary, and develop their new knowledge.

### 3.3 Hypothesis verification

#### Hypothesis statement

The verification of the hypothesis was developed through normality test and the Wilcoxon Hypothesis test in the statistical program SPSS.

#### Null hypothesis

**H0:** Short stories don't improve the EFL reading comprehension.

#### Alternative hypothesis

**H1:** Short stories improve the EFL reading comprehension.

#### 3.3.2 Shapiro wilk – Normality test

**Table 5**

*Shapiro wilk – Normality test*

	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
<b>Pre-test</b>	,945	36	,075
<b>Post-test</b>	,969	36	,401

*Note:* Shapiro Wilk- Normality test taken from SPSS software program.

### Analysis and interpretation

Table 5 presents the normality test of the pre-test and post-test. For this case, the Shapiro Wilk statistic was obtained, due to the study sample in less than 50 participants. Therefore, it shows that the pre-test has a significance level of 0.075, while the post-test is 0.401. In this part it is clear to say that the results are scattered, so it is advisable to use a non-parametric test to verify the hypothesis.

### Wilcoxon hypothesis test summary

**Table 6**

Wilcoxon Hypothesis Test Summary

Null Hypothesis	Test	Sig.	Decision
<b>The median of differences between Pre-test and Post-test equals 0.</b>	Related-Samples Wilcoxon Signed Rank Test	,000	Rejected the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

*Note:* Wilcoxon hypothesis test summary taken from SPSS program.

### Analysis and interpretation

Table 6 shows the level of significance after applying the non-parametric test, in this part, it is observed that the level of significance that this test produced is 0.000, which is less than 0.05. At this point, the study demonstrated that the application of the short stories influenced on the EFL reading comprehension of the study group, therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

### 3.4 Discussion

The result of this current study agreed with Sagita et al. (2019) in relation to an experimental group, in which the short stories material was applied in the class to encourage and develop their reading comprehension skills through

different types of short stories. In addition, they were familiarized with the various vocabularies and topics. In the treatment process, the researcher carried out different individual and group activities to decipher the genres of structure. As a result, in the current study, to develop EFL reading comprehension the use of short stories was used through some strategies and activities during the treatment process. Thus, they did hedbanz and hot seat games to familiarize the topic. In addition, by doing activities such as story mapping were able to identify the basic elements of the story. Therefore, as mentioned in the previous study, the use of stories through different activities facilitated the development of comprehension in the students in the present study.

The influence of short stories on EFL reading comprehension through the post-test results. Guiting et al. (2019) revealed that the use of stories was effective to improve students' reading comprehension, in which it was applied with short length with simple language. In this way, the participants were able to read in an easier way to understand the text. In the same way, the stories used in the class in the present study were according to the needs of the students and the time of the lesson. In addition, different types of stories were chosen according to the theme of the school content. The genre of the short stories was fiction, non-fiction, and historical. By using different types of stories, students were able to recognize different characters, settings, plots, themes, etc. In addition, they made a connection to their prior knowledge. To conclude, all these processes helped to develop their reading comprehension.

The previous study revealed the use of short was effective to develop reading comprehension in students, which was a material used during the treatment. In addition, the stories bring up the assumption that literature, that is why it was recommended the short stories should be included more in EFL curricula as a new and innovative teaching method that helps students achieve more desirable results in four language skills, not just reading comprehension (Barzani, 2020). Therefore, in the present research study, the use of stories not only helped to develop in reading comprehension but also by reading the stories, the students reinforced and

practiced writing in which they put the productive skills into practice. In addition, they were able to interact with their classmates and the teacher using the English language by carrying out activities such as role-playing with a group of students. It can be concluded, the implementation of the stories in the classes helps to reinforce the rest of the language skill apart from developing reading comprehension.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After finishing the research study, the following conclusions are presented according to the specific objectives stated.

The level of reading comprehension of the students of the first BGU of the Unidad Educativa "Vicente León" has been evaluated through the pre-test before the treatment. Based on this, the researcher identified that the students achieved a low level of reading comprehension because they did not know some reading skills or for the lack of recognition of vocabulary to read the text. Therefore, the total score for the course was 3.9 out of 10 points. On the other hand, after the treatment, the students scored 7.0, because they used skimming, scanning, and reading for details reading skills to read the post-test reading question due they practiced those skills and some strategies using short stories during the treatment. So, they could identify the main ideas, information specific, and detailed understanding. In addition, they can recognize the meaning of new words from a context to understand the text. Therefore, they improved their level of comprehension thanks to the use of story material.

During the interventions carried out for approximately 7 weeks, different types of activities were carried out using the stories by the students of the classes to improve reading comprehension. In this case, the hedbanz and hot seat games, also the vocabulary matching activities were done by the students before reading the text to become familiar with the theme of the story. In the while reading stage, open comprehension questions, and sequencing events through a predict-o-gram and anchor chart were used in the classes. The first activity allowed the students to find their literal and inferential answers from the story. The second one made it easier for students to predict the story event in a sequence. Also, the students made inferring the story using clues from the text and their background knowledge through anchor chart. In addition, writing the summary, discussion, and role-

playing were done as post-reading activities. Finally, all these activities were carried out in different phases of reading, either individually or in groups, which allowed students to develop their reading comprehension process, as well as develop other language skills.

The use of short stories provided some benefits to the learning process of the students. Short stories allowed students to be motivated and gain interest in reading the text since each story was chosen according to their levels and needs. Additionally, students increased their vocabulary by taking notes on unfamiliar words from different types of short stories used in the class. Moreover, the short stories facilitated the development of other language skills in addition to reading comprehension. Finally, another advantage that the students obtained was that they became critical thinkers and builders of new knowledge.

## **4.2 Recommendations**

At the end of the research study carried out on short stories and EFL reading comprehension, some recommendations are taken into account to carry out good teaching and learning of the English language.

It is recommended that teachers employ some reading skills such as skimming, scanning and reading for detail to read easier the text. In the same way, some reading strategies like predicting, inferring, questioning, answer question would help the learners to develop their reading comprehension successful. In this way, students were able to identify main ideas, specific information, and detailed understanding better. In addition, teachers must use short stories or any type of text in class to the students learn and enrich many unknown words. Therefore, this would allow students to more easily understand the meaning of the new words when reading the text. In this way, the students will be able to develop their reading comprehension significantly.

It is recommended that teachers apply different types of activities using stories to develop reading comprehension in class. In this case, some of the activities that students must carry out through the three stages of reading are hedbanz, hot seat games which are interactive and fun. They allow students to become interested and motivated in leaning the new words and even reading. In addition, open-ended comprehension questions, event sequencing using the predict-o-gram, and anchor graph activities are effective with the use of stories. By identify story elements, the best activity is story mapping, as well as summary writing to check what the students have understood from the text and. Besides the role-play and discussion activities should be done after reading the text so that the class becomes communicative.

It is recommended that the teacher apply the use of stories in class as it benefits the English learning language process. The short stories motivate students to read so that it is fun and interesting. Therefore, when the students learn new words they could become improve other language skills. Through this, students would become critics and builders of new knowledge.



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## ANNEXES

### Annex 1: Approval

## CARTA DE COMPROMISO

Latacunga, 27 de septiembre de 2022

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

Yo Dr. Sixto Hernán Chanatasig Loma en mi calidad de rector de la Unidad Educativa "Vicente León", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Short stories and EFL reading comprehension" propuesto por la estudiante María Carmen Pilaguano Pullopaxi, portadora de la Cédula de Ciudadanía 0503800260, 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



Dr. Sixto Hernán Chanatasig Loma  
Rector de la Unidad Educativa "Vicente León"  
0501441863  
02101098  
0992765393  
schanatasig@yahoo.es

**Annex 2: Lesson plans**

**LESSON PLAN 1**

**UNIDAD EDUCATIVA “VICENTE LEÓN”**

<b>CLASS:</b> 1 <sup>st</sup> BGU “A”		<b>TOPIC:</b> “All Summer in a Day”	
<b>TEACHER’S NAME:</b> María Pilaguano		<b>NUMBER OF STUDENTS:</b> 36	
		<b>TIME:</b> 40 minutes	
<b>LESSON OBJECTIVES</b>			
<b>MAIN AIM:</b>			
<ul style="list-style-type: none"> <li>Students will be able to read the story “All Summer in a Day” and summarize it.</li> </ul>			
<b>SUBSIDIARY AIM</b>			
<ul style="list-style-type: none"> <li>Students will be able to use the skimming strategy to comprehend the text.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b>		<b>POSSIBLE SOLUTION:</b>	
Students could have problems to identify the vocabulary used in the topic of the lesson.		The teacher can provide students with short explanations about the vocabulary and its meaning.	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER’S ACTIVITIES</b>	<b>STUDENTS’ ACTIVITIES</b>	<b>MATERIALS</b>
10 minutes	<p><b>Pre-reading task</b></p> <p>Teacher shows a picture and asks students to guess what is it? <b>Annex # 1</b></p> <p>Then teacher presents some flashcards with some words about the topic. <b>Annex # 2</b></p> <p>-Then the teacher asks students to give a short meaning of the words.</p> <p>-The teacher gives the meaning of each word.</p>	<p>Students look at the picture and guess what it is about.</p> <p>Students give the meaning of the vocabulary using their own words.</p>	<p>-Short story</p> <p>-Picture</p> <p>-Flashcard</p> <p>-Sheet of paper</p> <p>-Markers</p> <p>- Pencil</p>

<p>15 minutes</p> <p>15 minutes</p>	<p>-Teacher explains briefly about skimming strategy for reading.</p> <p>Next, teacher asks students to skim quickly to give the main idea of the text.</p> <p><b>While - reading task</b></p> <p>-The teacher provides the short story to the students and they read it silently.</p> <p>-Teacher monitors the students.</p> <p><b>Post reading</b> The teacher asks students to work in pairs to check the main idea of the text.</p> <p>Then the teacher checks the answer with all class.</p> <p>Then teacher asks students to read the text again to answer 5 reading comprehension questions.</p> <p>Teacher asks students to check the answers in pairs about the questions then as a whole class.</p>	<p>-Students skim the text and get the general idea.</p>	
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	<p>1.Where did Margot travel from Earth?</p> <p>2.How often does the sun shine on Venus?</p> <p>3.Why did children not remember how the sun shone on them?</p> <p>4.Why did children show their resentment towards Margot?</p> <p>5.What did children do to Margot when she said that the sun is round and hot?</p> <p><b>Follow up activity</b> -Teacher asks students to make groups of 4 students and write a summary of the story using the expression given. <b>Annex #3</b></p>	<p>Students check the answers in pairs about the questions then as a whole class.</p> <p>-Students summarize the story using the expression given.</p>	
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## ANNEXES

### Annex # 1

#### Picture



### Annex # 2

#### Vocabulary

1. recalls 2. resentment 3. shone 4. warmth 5. Jungle

### Annex #3

#### Expressions

The girl Margot remembers how the sun children were too young  
sun is round and hot in the closet

### Annex # 4

#### Short story

##### All Summer in a Day

Margot and the other children in her school on Venus are nine years old. Margot came from Earth to Venus five years ago where the sun shines for only two hours once every seven years. Therefore, she accurately recalls the sun and the way it looked and felt as it shone on her when she was back in Ohio. However, this is not the case with the other children. They were far too young to remember what the sun was like when last it shone upon them. They can only imagine the warmness of that sun upon their arms and legs. Margot tells the others that the sun is round like a penny and hot like a fire in the stove. The other children accuse her of lying, and they show their resentment of her seeming superiority by locking her in a closet. When the Venus rains finally stop and the sun comes out, it sends a flaming bronze color throughout the jungle growth. The children soak up the life-giving sunshine until the rains start to fall again. The children now know that Margot was telling the truth about the sun. Then and only then do they remember that Margot is still locked in the closet.

Source: <https://www.cliffsnotes.com/literature/b/bradburys-short-stories/summary-and-analysis-medicine-for-melancholy/all-summer-in-a-day>

UNIDAD EDUCATIVA VICENTE LEÓN

#### LESSON PLAN 2

<b>CLASS:</b> 1 <sup>st</sup> BGU “A” <b>TEACHER’S NAME:</b> María Pilaguano	<b>TOPIC:</b> “Save water”
	<b>NUMBER OF STUDENTS:</b> 36
	<b>TIME:</b> 40 minutes

<p><b>LESSON OBJECTIVES</b></p> <p><b>MAIN AIM:</b></p> <ul style="list-style-type: none"> <li>Students will be able to read the story “Save water” and complete the graphic organizer.</li> </ul> <p><b>SUBSIDIARY AIM</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the story elements to comprehend the text.</li> </ul>			
<p><b>ANTICIPATED PROBLEMS:</b> Students could have problems to identify the vocabulary used in the topic of the lesson.</p>		<p><b>POSSIBLE SOLUTION:</b> The teacher can provide students with short explanations about the vocabulary and its meaning.</p>	
<b>PROCEDURE</b>			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIALS
5 minutes	<p><b>Pre-reading task</b></p> <p>The teacher places the images on the board with different meaning. Then asks students to match each image with respective words.</p> <p><b>Annex # 1</b></p>	<p>Students match each images with respective words.</p>	<p>-Short story</p> <p>-Picture</p> <p>-Flashcard</p> <p>-Sheet of paper</p> <p>-Markers</p>
20 minutes	<p>Teacher explains briefly about elements of story.</p> <p>Plot</p> <p>Setting</p> <p>Characters</p> <p>Conflict</p> <p>Theme</p> <p><b>Annex # 2</b></p> <p><b>While - reading task</b></p> <p>-The teacher provides the short story to the students and they read it silently.</p> <p>-Teacher monitors the students.</p> <p><b>Post reading</b></p>		<p>- Board</p> <p>- Pencil</p>

<p>15 minutes</p>	<p>The teacher asks students to work in pairs to check the main idea and characters of the text</p> <p>Then the teacher checks the answer with all class.</p> <p>Then teacher asks students to read the text again to answer 5 reading comprehension questions.</p> <p>Teacher asks students to check the answers in pairs about the questions then as a whole class.</p> <p>1 Who is the main character in the story?</p> <p>2. What did the kid show the people?</p> <p>3. Why were people very worried?</p> <p>4. Why did people shout for joy?</p> <p><b>Follow up activity</b> -Teacher asks students to make groups of 5 students and complete the story elements in the graphic organizer. <b>Annex #3</b></p>	<p>Students skim the text and get the main idea. Also, they give the characters of the text.</p> <p>Students check the answers in pairs about the questions then as a whole class.</p> <p>-Students complete the story elements in the graphic organizer.</p>	
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ANNEXES  
Annex # 1  
Vocabulary



1.village

2. water

3. worried

4.joy

5. travelers

## Annex #2

### Definition

**Plot:** Series of events (beginning, middle, end) of the story.

**Setting:** The place and time of the story (where and when).

**Characters:** People, animals and things in the story.

**Conflict:** A problem between two people or things in a short story.

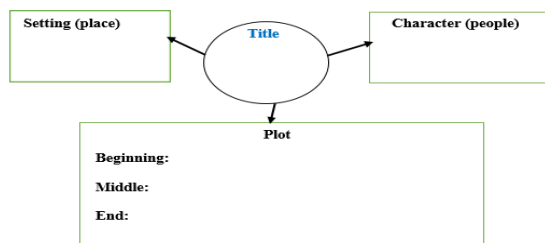
**Theme:** The central idea in a story.

## Annex #3

### Graphic organizer

#### Graphic organizer

Read the story and complete the graphic organizer below.



### Short story

#### “Save water”

In a village, a kid lived who always said “Water is very important”. He saved lots of water when he was using it. Many years later, people started to waste water but the kid didn’t. He tried to tell everyone to take care of water but they didn’t care.

Then he had an idea. He showed people responsible ways of saving water like turning the tap off when brushing teeth. A month later, on a cold morning, people of the village woke up and discovered that there was no water! They had nothing to drink, to wash and clean. People were very scared and worried so they approached that kid again. The kid reminded them that water was so important that people needed to look after it.

Having no water for their daily activities convinced people on what the kid has always tried to teach them. The next day little water appeared and then, the volume of water in the village also increased. Then everyone shouted in joy “That’s why water is so important and we should save water”. Travelers passing by the village were also convinced on the importance of water.



Source: [MORAL SCIENCE \(2\) SAVE WATER -SHORT STORY.pdf](#)

**LESSON PLAN 3**

<b>CLASS:</b> 1 <sup>st</sup> BGU “A”  <b>TEACHER’S NAME:</b> María Pilaguano		<b>TOPIC:</b> “An Apple Pie”	
		<b>NUMBER OF STUDENTS:</b> 36	
		<b>TIME:</b> 40 minutes	
<b>LESSON OBJECTIVES</b> <b>MAIN AIM:</b> <ul style="list-style-type: none"> <li>Students will be able to read the story “An Apple Pie” and complete the chart.</li> </ul> <b>SUBSIDIARY AIM</b> <ul style="list-style-type: none"> <li>Students will be able to use inferring strategy to comprehend the text.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b> Students could have problems to identify the vocabulary used in the topic of the lesson.		<b>POSSIBLE SOLUTION:</b> The teacher can provide students with short explanations about the vocabulary and its meaning.	
<b>PROCEDURE</b>			
STAGES AND TIME	TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	MATERIALS
5 minutes	<b>Pre-reading task</b> The teacher presents an image related to the topic and asks students two questions. How is the person feeling in this picture? Why do you think the man is giving the apple to the horse? <b>Annex # 1:</b> image  Teacher explains briefly about meaning of inferring strategy. Also, teacher gives a	Students answer the questions using their own knowledge.	-Short story  -Picture -Flashcard -Sheet of paper -Markers  - Board - Pencil

<p>20 minutes</p>	<p>short meaning of mood (story element) <b>Annex # 2</b></p> <p><b>While - reading task</b></p> <p>-The teacher provides the short story to the students and asks students to read independently.</p> <p>-Teacher monitors the students.</p> <p>-While students read the story, teacher uses prompts to help students understand what the author is implying in the story. Some examples of prompts teacher use during reading are:</p> <p>-Teacher ask student check the answer in pairs and as a whole class.</p> <p>What is the message of this story?</p> <p>What is the tone of the story?</p> <p>Why did the character ride the horse out into the street?</p>	<p>Students read the story independently.</p>	
<p>15 minutes</p>	<p><b>Post reading</b></p> <p>-Teacher asks students to make groups of 5 and complete the chart. <b>Annex #3</b></p>	<p>Students check the answers in pairs and as a whole class.</p> <p>Students complete the chart in groups of 5 students.</p>	

## ANNEXES

### Annex # 1

#### Picture



1. How is the man feeling in this picture?
2. Why do you think the man is giving the apple to the horse?

#### Annex #2

**Inferring:** To discover something that the author does not actually say.  
Clues in the text + prior knowledge = making an inference.

#### Story element

**Mood:** Feeling that the reader gets when he is reading the story.

**Example:** happy, sad.....

#### Annex 3

#### Chart

Making an Inference chart		
Text Clues What I read	Background knowledge What I already know	Inference
<b>The text says.....</b>	<b>I know that.....</b>	<b>I infer...because.....</b>

**Short story**

▲ **“An Apple Pie”**

The tree was full of red apples. The farmer was riding his brown horse. He stopped under the tree. He reached out and picked an apple off a branch. He bit into the raw apple. He enjoyed the apple. His horse turned its head to look at him. The farmer picked another apple off the tree. He gave it to the horse. The horse ate the raw apple. The horse enjoyed the apple.

The farmer put a dozen apples into a bag. He rode the horse back home. He put the horse in the barn. He walked into his house. The cat rubbed up against his leg. He gave the cat a bowl of warm milk. He sat down on the sofa. He opened a book to read. His wife came home. She cooked the raw apples. She made an apple pie. They ate bread and hot soup for dinner. They enjoyed the bread and soup. They had hot apple pie for

**Source:** <https://helenadailyenglish.com/short-stories-in-english-an-apple-pie.html>

**LESSON PLAN 4**

<b>CLASS:</b> 1 <sup>st</sup> BGU “A”  <b>TEACHER’S NAME:</b> María Pilaguano		<b>TOPIC:</b> “The Maya people”	
		<b>NUMBER OF STUDENTS:</b> 36	
		<b>TIME:</b> 40 minutes	
<b>LESSON OBJECTIVES</b> <b>MAIN AIM:</b> <ul style="list-style-type: none"> <li>• Students will be able to read the story “The Maya people” and make inference in the chart</li> </ul> <b>SUBSIDIARY AIM</b> <ul style="list-style-type: none"> <li>• Students will be able to use inferring strategy to comprehend the text.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b> Students could have problems to identify the vocabulary used in the topic of the lesson.		<b>POSSIBLE SOLUTION:</b> The teacher can provide students with short explanations about the vocabulary and its meaning.	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER’S ACTIVITIES</b>	<b>STUDENTS’ ACTIVITIES</b>	<b>MATERIALS</b>

5 minutes	<p><b>Pre-reading task</b></p> <p>-The teacher starts with a “Hot Set” game. Teacher asks four students to participate.</p> <p>-Teacher ask one student to sit in the ‘Hot Seat’, at the front of the class facing the other students. Teacher places on the board the vocabulary card with the image showing the rest of the students. <b>Annex #1</b></p>	<p>Rest of the students try to describe what the word is without saying the actual word. The, the student in the hot seat must guess.</p>	<p>-Short story -Picture -Flashcard -Sheet of paper -Markers -Tape roll - Board - Pencil</p>
20 minutes	<p><b>While - reading task</b></p> <p>-The teacher provides the short story to the students and asks students to read independently to get the main idea and character.</p> <p>-Teacher monitors the students.</p>	<p>Students read the story independently.</p>	
15 minutes	<p><b>Post reading</b></p> <p>Teacher ask students to check the main idea and the characters of the story in pairs. Then, the answers are checked as a whole class.</p> <p>What is the main idea of the text?</p>	<p>-Students check the answers in pairs and then as a whole class.</p>	

	<p>What are the main character of the story?</p> <p><b>Follow up activity</b> Teacher ask students read each short passages below and make inference in the chart in pairs. <b>Annex 2</b></p>	<p>Students read each short passages below and make inference in the chart in pairs.</p>	
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**ANNEXES**

**Annex # 1**

**Flashcard**



**Annex 2**

**Chart**

**Annex 3**

	<p><b>Example:</b></p> <table border="0" style="width: 100%;"> <tr> <td data-bbox="722 1207 857 1302">Clues (text)</td> <td data-bbox="971 1176 1141 1260">What you know</td> <td data-bbox="1331 1176 1485 1249">Inferenc</td> </tr> <tr> <td data-bbox="685 1344 998 1417">Gods could create anything</td> <td data-bbox="1031 1344 1214 1417">God is powerful</td> <td data-bbox="1250 1323 1575 1417">I infer that God is very powerful that he can create different things.</td> </tr> </table>	Clues (text)	What you know	Inferenc	Gods could create anything	God is powerful	I infer that God is very powerful that he can create different things.
Clues (text)	What you know	Inferenc					
Gods could create anything	God is powerful	I infer that God is very powerful that he can create different things.					
<p><b>1</b> Two <u>Gods</u> Tepew and Quetzal Serpent who sparkled with beautiful feathers <u>could create anything</u> they wanted just by thinking about it.</p>							
<p><b>2</b> The two Gods began to create beings, the first were made of clay.</p>							
<p><b>3</b> The second were carved from wood, but they were still not what the Gods intended.</p>							
<p><b>4.</b> The third beings were made from white and yellow corn, but they could see as well as the Gods.</p>							

**Short story**

**“The Maya people”**

Two Gods Tepew and Quetzal Serpent who sparkled with beautiful feathers in the darkness of the world around them. They could create anything they wanted just by thinking about it, they thought of animals and the natural environment. However, these things could not praise their creators. The two Gods began to create beings, the first were made of clay and the second were carved from wood, but they were still not what the Gods intended. The third beings were made from white and yellow corn. Finally, the humans were still thankful for their creation and continued to praise the Gods.

Source: <https://www.twinkl.com.au/resource/mayan-creation-myth-short-story-au-t2-p-413>

**LESSON PLAN 5**

<b>CLASS:</b> 1 <sup>st</sup> BGU “A”  <b>TEACHER’S NAME:</b> María Pilaguano	<b>TOPIC:</b> “The Miser and his Gold”
	<b>NUMBER OF STUDENTS:</b> 36
	<b>TIME:</b> 40 minutes
<b>LESSON OBJECTIVES</b> <b>MAIN AIM:</b> <ul style="list-style-type: none"><li>• Students will be able to read the story “The Miser and his Gold” and discuss about their use of the prediction strategy.</li></ul> <b>SUBSIDIARY AIM</b> <ul style="list-style-type: none"><li>• Students will be able to use the making prediction strategy to comprehend the text.</li></ul>	
<b>ANTICIPATED PROBLEMS:</b> Students could have problems to identify the vocabulary used in the topic of the lesson.	<b>POSSIBLE SOLUTION:</b> The teacher can provide students with short explanations about the vocabulary and its meaning.

PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIALS
5 minutes	<p><b>Pre-reading task</b></p> <p>-The teacher explains the definition of the making prediction strategy with an example (picture) <b>Annex #1</b></p> <p>The teacher starts with a Hedbanz game to introduce new word of the story. The teacher asks 4 students to come to the front. Then, each student takes a card and places it on his/her forehead to guess the word using the card given by the teacher. <b>Annex #2</b></p>	<p>Each participant asks questions like Am I person? Am I a plant? using card given by the teacher until guess what is on the card. The rest of the students should only answer yes or no.</p>	<p>-Short story -Hand out -Picture -Flashcard -Sheet of paper -Markers -Tape roll - Board - Pencil</p>
20 minutes	<p><b>While - reading task</b></p> <p>-The teacher presents the short story and asks students to look at the title and asks them questions such as What can you predict about this story?</p> <p>Who do you think is the main character?</p> <p>What do you think this character will be like?</p>	<p>-Students look at the title and make a prediction what will be the story about.</p> <p>-Students make prediction and they are going to write on a predict-o-gram.</p>	



<p>15 minutes</p>	<p>What might be the setting or settings? How do you know?</p> <p>-The, the teacher asks students to read the first part of the paragraph and stop it. Teacher asks questions again.</p> <p>What will happen in the next event?</p> <p>How will a character respond to the problem?</p> <p>Who might help the character solve the problem? <b>Annex # 3</b></p> <p><b>Post reading</b></p> <p>-Teacher asks students to make groups of 4 students and discuss if their predictions came true and what was different about their prediction. Annex #4</p>	<p>Students discuss if their predictions came true or what was different about their prediction in groups of 5 students.</p>	
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## ANNEXES

### Annex # 1

#### Definition

**Predicting:** It means making a guess about what will happen next using information from a text (including titles, headings, pictures).

#### Example:



### Annex 2

#### Hedbanz game

**Flashcard**



**1.miser**



**2.gold**



**3.stone**



**4. hole**



**5.digging**

**Annex # 3**

**Predict-o-gram**

<b>Predict-o-gram</b>		
<b>The miser and his Gold”</b>		
<b>What can you predict about this story?</b>		
<b>Character</b>		<b>Setting</b>
Who do you think is the main character?		What might be the setting ?
<b>Problem</b>	<b>Action/event</b>	<b>Solution</b>
What problem may happen?	What will happen in the next event?	How will a character respond to the problem?

**Annex # 4**

**Discussion**

**Making prediction**

**Make a discussion about the prediction made of the story.**

Why they predicted that?

Which predictions were correct?

Which predictions were incorrect?

**Annex #5**

### Short story

#### “The Miser and his Gold”

A miser who was from Paris sold all he had and bought a piece of gold, then buried his gold at the foot of a tree in his garden in a hole; but every week he used to go and dig it up and gloat over his gains. One of his workmen observed his frequent visits to the spot and decided to watch his movements. He soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The Miser, on his next visit, found the hole empty and began to tear his hair and to make loud lamentations. A neighbor, seeing him overcome with grief and learning the cause, said, you come and take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service; because when the gold was there, you had it not, as you did not make the slightest use of it.

Source:[https://www.pdfprof.com/DownloadPDFModal\\_PDF\\_PDF.php?pdf=https://kfmulaudzi.files.wordpress.com/2020/06/english-fal-short-stories-changes-978\\_1\\_4315\\_3366\\_4.pdf&t=25&idt=18671&q=SHORT%20STORIES%20Study%20Guide%20MIND%20THE%20GAP](https://www.pdfprof.com/DownloadPDFModal_PDF_PDF.php?pdf=https://kfmulaudzi.files.wordpress.com/2020/06/english-fal-short-stories-changes-978_1_4315_3366_4.pdf&t=25&idt=18671&q=SHORT%20STORIES%20Study%20Guide%20MIND%20THE%20GAP)

### LESSON PLAN 6

<b>CLASS:</b> 1 <sup>st</sup> BGU “A”  <b>TEACHER’S NAME:</b> María Pilaguano	<b>TOPIC:</b> “Holiday Plans”
	<b>NUMBER OF STUDENTS:</b> 36
	<b>TIME:</b> 40 minutes
<b>LESSON OBJECTIVES</b> <b>MAIN AIM:</b> <ul style="list-style-type: none"><li>• Students will be able to read the story “Holiday Plans” and make a role play about planning a holiday.</li></ul> <b>SUBSIDIARY AIM</b> <ul style="list-style-type: none"><li>• Students will be able to use the deducing meaning from context strategy to comprehend the text.</li></ul>	
<b>ANTICIPATED PROBLEMS:</b> Students could have problems to identify the vocabulary used in the topic of the lesson.	<b>POSSIBLE SOLUTION:</b> The teacher can provide students with short explanations about the vocabulary and its meaning.

PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIALS
5 minutes	<p><b>Pre-reading task</b></p> <p>-The teacher explains how to use the deducing meaning from the context strategy with an example. <b>Annex #1</b></p> <p>Teacher shows students a picture and asks them to describe it to introduce the topic. <b>Annex #2</b></p> <p><b>While - reading task</b></p>	<p>-Each participant asks questions like Am I person? Am I a plant? using card given by the teacher until guess what is on the card. The rest of the students should only answer yes or no.</p>	<p>-Short story</p> <p>-Hand out</p> <p>-Picture</p> <p>-Flashcard</p> <p>-Sheet of paper</p> <p>-Markers</p> <p>-Tape roll</p> <p>- Board</p> <p>- Pencil</p>
15 minutes	<p>-The teacher provides the short story to the students and asks students to read independently to get the main idea of the story.</p> <p>-Teacher monitors the students.</p> <p>-The teacher asks students to check the main idea of the story in pairs. Then, the answers are checked as a whole class.</p> <p>-Then, teacher asks students to read again the story to check some comprehension questions.</p>	<p>-Students read quickly the story to get a main idea.</p>	

<p>20 minutes</p>	<p>1 Who are the characters in the story?</p> <p>2 Why did Charles and Sheila go to stay with Paul in the cottage?</p> <p>3 Do you think the three of them enjoyed the holiday in the cottage? Why or why not? <b>Annex # 2</b></p> <p><b>Post reading</b></p> <p>-Teachers asks students to read some sentences of the story to deduce meaning from context and they find out the meaning of the words in bold. Then, they complete the activity. <b>Annex # 3</b></p> <p>-Teachers asks students to compare the answer in pairs.</p> <p>-Next, teacher asks students to share answer for the whole class.</p> <p><b>Follow up activity</b></p> <p>Teacher asks students to make groups of 4 students for the role play activity about planning a holiday using the characters of the story.</p>	<p>Students check the answers in pairs and then as a whole class.</p> <p>Students read some sentences of the story to deduce meaning from context and they find out the meaning of the words in bold. Then, they complete the activity.</p> <p>Students compare their answer in pairs and then share for the whole class.</p> <p>Students prepare a holiday plans to present a role play.</p>	
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## ANNEXES

### Annex # 1

#### Definition

**Deducing meaning form context:** It is *the ability to infer the meaning of an expression or vocabulary using contextual clues.*

### Picture annex #2



### Annex # 3

#### Open comprehension question

1 Who are the characters in the story?

2 Why did Charles and Sheila go to stay with Paul in the cottage?

3 Do you think the three of them enjoyed the holiday in the cottage? Why or why not?

### Annex # 4

#### Activity

#### DEDUCIGN MEANIGN FROM THE CONTEXT

-Work in groups, try to guess the meaning of the underline vocabulary word in the sentences.

You should use the context clues in the sentence to help you.

#### Sentences

1. Paul was lying on the grass in front of the examination **hall**.

#### hall

2. Paul said he is going to stay in Wales that is his uncle's **cottage** for two months - July and August.

#### cottage

3. **Paul** was lying on the **grass** in front of the examination hall.

#### grass:

4. The university **bell** rang loudly.

**bell:**

**Annex # 5**

Short story  
“Holiday Plans”

At universities in England, may is exam month. Paul was lying on the grass in front of the examination hall. His friends, Sheila and Charles, were sitting near him. The exam started in half an hour. But the three students were talking about their holidays. Paul said he is going to stay in Wales, which is his uncle's cottage for two months, July and August. However, Charles and Sheila did not know where they wanted to go. Then the university bell rang loudly. It was exam time. They picked up their notebooks and ran towards the exam room. After the exam, the three of them were sitting in a cafeteria. Paul took a cottage picture out of his wallet to show Charles and Sheila, and it was a lovely place. Unfortunately, in that place there were no houses near the cottage. Also there was no electricity or telephone. Despite that, Charles and Sheila decided to go and stay with Paul in Wales for a week.

**Source:**[https://macmillaneducationebooks.com/media/me-samplepdfs/9780230425934\\_preview.pdf](https://macmillaneducationebooks.com/media/me-samplepdfs/9780230425934_preview.pdf)

**LESSON PLAN 7**

<b>CLASS:</b> 1 <sup>st</sup> BGU “A”  <b>TEACHER’S NAME:</b> María Pilaguano	<b>TOPIC:</b> “The Fire ”
	<b>NUMBER OF STUDENTS:</b> 36
	<b>TIME:</b> 40 minutes
<b>LESSON OBJECTIVES</b> <b>MAIN AIM:</b> <ul style="list-style-type: none"><li>• Students will be able to read the story “The Fire” and write their predictions it.</li></ul> <b>SUBSIDIARY AIM</b> <ul style="list-style-type: none"><li>• Students will be able to use the making prediction strategy to comprehend the text.</li></ul>	

<b>ANTICIPATED PROBLEMS:</b> Students could have problems to identify the vocabulary used in the topic of the lesson.		<b>POSSIBLE SOLUTION:</b> The teacher can provide students with short explanations about the vocabulary and its meaning.	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS' ACTIVITIES</b>	<b>MATERIALS</b>
5 minutes	<p><b>Pre-reading task</b></p> <p>Teacher presents students some flashcards about the topic. Also, teacher shows the tittle with an image of the story so that students make prediction of what the text might be about.</p>	<p>Students provide several ideas in order to make predictions of what the text might be about.</p>	<p>-Short story -Hand out -Picture -Flashcard -Sheet of paper</p>
25 minutes	<p><b>While - reading task</b></p> <p>-The teacher provides the short story and asks students to read it quickly to get the general idea.</p> <p>-The teacher monitors the class. The teacher asks students to check the main idea in pairs and then the answers are checked as a whole class.</p> <p>-Then, the teacher asks students to read the first paragraph of the text and then they make predictions about what will happen in the next event of the story.</p> <p>-The teacher repeats the process until the last paragraph.</p> <p><b>Questions for prediction:</b></p>	<p>-Student read the story quickly to get the main idea</p> <p>-Students check the main idea of the story in pairs and then the answers are checked as a whole class.</p> <p>-Students read the first paragraph of the text and then they make predictions about what will happen in the next event of the story.</p>	<p>-Markers -Tape roll - Board - Pencil - Sticky notes</p>



<p>10 minutes</p>	<p>1. Where do you think people lived many years ago?  2. Where do you think lightning struck after the storm?  3. What do you think the people did to the tree that was in flame?  4. What do you think they put in the flame to keep it burning? <b>Annex #3</b></p> <p><b>Post reading</b>  -After that, the teacher asks students to check their prediction for each question if it was correct or incorrect in pairs. And then, the questions will be checked as a whole class.</p>	<p>-Students check their prediction for each question if it was correct or incorrect in pairs and then as a whole class.</p>	
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**ANNEXES**

**Annex # 1**

**Flashcard**



**1. cave**



**2. storm**



**3. lightning**



**4. flash**



**5. stick**

**Annex #2**

**Fire**



**Annex # 3**

**Paragrapgh**

**Making prediction**

**Story**

**-Many years ago people did not have warm, cozy houses like ours to live in.**

1. Where do you think people lived many years ago?

.....

What clues did you use to make your prediction?

.....

**-They lived in caves where it was both dark and cold. Once when a great storm was raging a tree was struck by lightning and the flash set it on fire.**

2. Where do you think lightning struck after the storm?

.....

What clues did you use to make your prediction?

.....

**It happened to fall near a cave where some of the cave people were hiding. They were frightened at first and huddled in a group. After the storm was over they ventured out to look at the burning tree.**

3. What do you think the people did to the tree that was in the flame?

.....

Write down the words or phrases that helped make your prediction.

.....

**One of them took a burning branch and brought it into the cave. They discovered that it made the cave both warm and light. They wanted the fire to keep on burning.**

4. What do you think they put in the flame to keep it burning?

.....

Write down the words or phrases that helped make your prediction

.....

So, they fed it with sticks and dry leaves. From this time on fire became a great blessing to man.

### “The Fire”

Many years ago people did not have warm, cozy houses like ours to live in. They lived in caves where it was both dark and cold. Once when a great storm was raging a tree was struck by lightning and the flash set it on fire.

It happened to fall near a cave where some of the cave people were hiding. They were frightened at first and huddled in a group. After the storm was over they ventured out to look at the burning tree.

One of them took a burning branch and brought it into the cave. They discovered that it made the cave both warm and light. They wanted the fire to keep on burning so they fed it with sticks and dry leaves. From this time on fire became a great blessing to man.

Source: <https://studylib.net/doc/25197775/book-of-short-stories>

### LESSON PLAN 8

<b>CLASS:</b> 1 <sup>st</sup> BGU “A”  <b>TEACHER’S NAME:</b> María Pilaguano	<b>TOPIC:</b> “Vaccination”
	<b>NUMBER OF STUDENTS:</b> 36
	<b>TIME:</b> 40 minutes
<b>LESSON OBJECTIVES</b> <b>MAIN AIM:</b> <ul style="list-style-type: none"><li>• Students will be able to read the story “Vaccination” and summarize it in a mind map.</li></ul> <b>SUBSIDIARY AIM</b> <ul style="list-style-type: none"><li>• Students will be able to use the reading for detail strategy to comprehend the text.</li></ul>	
<b>ANTICIPATED PROBLEMS:</b> Students could have problems to identify the vocabulary used in the topic of the lesson.	<b>POSSIBLE SOLUTION:</b> The teacher can provide students with short explanations about the vocabulary and its meaning.

PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS'S ACTIVITIES	MATERIALS
5 minutes	<p><b>Pre-reading</b></p> <p>-The teacher presents some words with their meanings on a flashcard.</p> <p>-Then, teacher shows students an illustration so, they give their ideas about them and to familiarize with the topic. <b>Annex # 1</b></p> <p>-Then, the teacher explains how to use the reading for details strategy.</p>	<p>-Students give their ideas about the topic.</p> <p>-Students pay attention and learn how to use the reading for detail strategy.</p>	<p>-Short story</p> <p>-Hand out</p> <p>-Picture</p> <p>-Flashcard</p> <p>-Sheet of paper</p> <p>-Markers</p> <p>- Board</p> <p>- Pencil</p>
15 minutes	<p><b>While - reading task</b></p> <p>-The teacher provides the short story and asks students to skim the text to get the main idea.</p> <p>-The teacher monitors the class.</p> <p>-The teacher asks students to check the main idea in pairs and then the answers are checked as a whole class.</p> <p>-Then, the teacher asks students to read the text to answer</p>	<p>-Student skim the text to get the main idea</p> <p>-Students check the main idea of the story in pairs and then the answers are checked as a whole. class.</p> <p>-Students read in detail the text to answer some</p>	

<p>20 minutes</p>	<p>some reading comprehension questions.</p> <p><b>Post reading</b></p> <p>The teacher asks students to answer the reading comprehension questions.</p> <p>Then, the answers will be checked with the whole class.</p> <p><b>Annex #3</b></p> <p><b>Follow up activity</b></p> <p>-The teacher asks students to make groups of 4 students and summarize the main ideas of the text about “Vaccination” in a mind map.</p> <p><b>Annex #4</b></p>	<p>reading comprehension questions.</p> <p>Students answer the reading comprehension questions.</p> <p>-Students summarize the main ideas of the text about “Vaccination” in a mind map.</p>	
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## ANNEXES

### Annex # 1

#### Flashcard

1. **vaccination (vaccine):** a substance that is usually injected into a person or animal to protect against a particular disease
2. **worldwide:** happening or existing in all parts of the world.
3. **disease/illness:** a condition that prevents the body or mind from working normally
4. **smallpox:** a serious disease that causes fever and a rash and often death.
5. **immunize:** to give (someone) a vaccine to prevent infection by a disease.

### Annex #2

#### Definition

#### Reading for details

- Read the short text carefully and deeply for maximum understanding.
- Comprehend the text with deeper comprehension while scanning for specific information.
- Develop the ability to look quickly for specific information such as

a particular word, number, date, time etc.

### **Annex # 3**

Open comprehension questions

1. When was the first vaccine invented?
2. Why did Edward Jenner invent the vaccine?
3. What is not true about vaccination?
  - a. It eliminated illnesses.
  - b. Antibiotics were developed before vaccines
  - c. It has not had any impact on people

#### **4. What is true about vaccines? Mark all that apply.**

- a. They are antibodies.
- b. They prepare the body to defend itself.
- c. They enter the body and fight against diseases.
5. How do vaccines immunize people?
6. Do you think that antibiotics and anesthesia can eliminate diseases?

### **Annex # 4**

#### **Summary**

Summarize the main ideas of the text about “Vaccination” in a mind map.

### **Annex #5**

#### **Short story**

#### **“Vaccination”**

One of the greatest inventions that has impacted human health is vaccination. It has saved millions of lives worldwide and has caused many diseases to disappear. Vaccines immunize people by mobilizing antibodies (defenses) that fight the disease so that defenses learn to fight if the body is exposed to illnesses in the future. The first time a vaccine was inoculated was in 1796 when Edward Jenner prevented a child from getting smallpox. A century before, the Chinese had tried to use an infected skin tear to immunize against it. The vaccine for smallpox was first developed in 1798 and by 1979 it was globally eradicated. Before vaccines, smallpox had killed millions of people. Most vaccines we still use today were created in the early XX century and eliminated several terrible illnesses. Vaccines are older than antibiotics or anesthesia.

Source:<http://www.immune.org.nz/vaccines/vaccine-development/brief-history-vaccination>

### LESSON PLAN 9

<b>CLASS:</b> 1 <sup>st</sup> BGU “A”		<b>TOPIC:</b> “A New Telescope”	
<b>TEACHER’S NAME:</b> María Pilaguano		<b>NUMBER OF STUDENTS:</b> 36	
		<b>TIME:</b> 40 minutes	
<b>LESSON OBJECTIVES</b>			
<b>MAIN AIM:</b>			
<ul style="list-style-type: none"> <li>Students will be able to read the story “A New Telescope” and identify the story elements to complete the story map.</li> </ul>			
<b>SUBSIDIARY AIM</b>			
<ul style="list-style-type: none"> <li>Students will be able to use the inferring strategy to comprehend the text.</li> </ul>			
<b>ANTICIPATED PROBLEMS:</b> Students could have problems to identify the vocabulary used in the topic of the lesson.		<b>POSSIBLE SOLUTION:</b> The teacher can provide students with short explanations about the vocabulary and its meaning.	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER’S ACTIVITIES</b>	<b>STUDENTS’ ACTIVITIES</b>	<b>MATERIALS</b>
5 minutes	<p><b>Pre-reading</b></p> <p>-The teacher places a sheet of cardboard containing some words with their meanings on the board.</p> <p>-Then, the teacher asks 5 students to come to the front and match each word with its meaning to familiarize them.</p> <p><b>Annex # 1</b></p> <p>-The teacher asks students to predict the</p>	<p>-5 students come to the front and match each word with its meaning and they familiarize with the topic.</p>	<p>-Short story</p> <p>-Hand out</p> <p>-Picture</p> <p>-Flashcard</p> <p>-Sheet of paper</p> <p>-Markers</p> <p>- Board</p> <p>- Pencil</p>

<p style="text-align: center;">20 minutes</p>	<p>content of the reading through the picture.</p> <p><b>While - reading task</b></p> <p>-The teacher provides the short story and asks students to read it quickly to find the main idea.</p> <p>-The teacher monitors the class.</p> <p>-The teacher asks students to check the main idea in pairs and then the answers are checked as a whole class.</p> <p>-Then, the teacher asks students to read the story again to answer the inference questions. <b>Annex 2</b> How much do you think the telescope cost?</p> <p>Why Marty's dad thought that his son could get tired of basketball?</p> <p>Where do you think they celebrated Marty's birthday?</p> <p>How do you think Marty felt at the end of the story?</p> <p><b>Post reading task</b> The teacher asks students to answer the</p>	<p>-Student read independently the text to get the main idea.</p> <p>-Students check the main idea of the story in pairs and then the answers are checked as a whole class.</p> <p>-Students read again the text to answer the inference questions.</p> <p>Students answer the inference questions individually.</p>	<p>-Sheet of cardboard</p>
<p style="text-align: center;">15 minutes</p>			



	<p>inference questions individually.</p> <p>Then, the answers will be discussed with the whole class.</p> <p><b>Follow up activity</b> -The teacher asks students to make groups of 5 students and identify the story elements to complete the story map. And ask them to draw a picture from the story and retell the story's important part.</p> <p><b>Annex #3</b></p>	<p>- Students identify the story elements and complete the story map.</p>	
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## ANNEXES

### Annex # 1

#### Match each word with correct definition

##### Vocabulary

- |               |   |
|---------------|---|
| 1. telescope: | a. space at the top of a building under the roof                  |
| 2. trunk:     | b. something that is given to someone on a special occasion       |
| 3. attic:     | c. put something in a place where it can't be seen                |
| 4. gift:      | d. an optical instrument that makes distant objects appear nearer |
| 5. hide:      | e. a covered space at the back of a car                           |

### Annex # 2

#### Inference questions

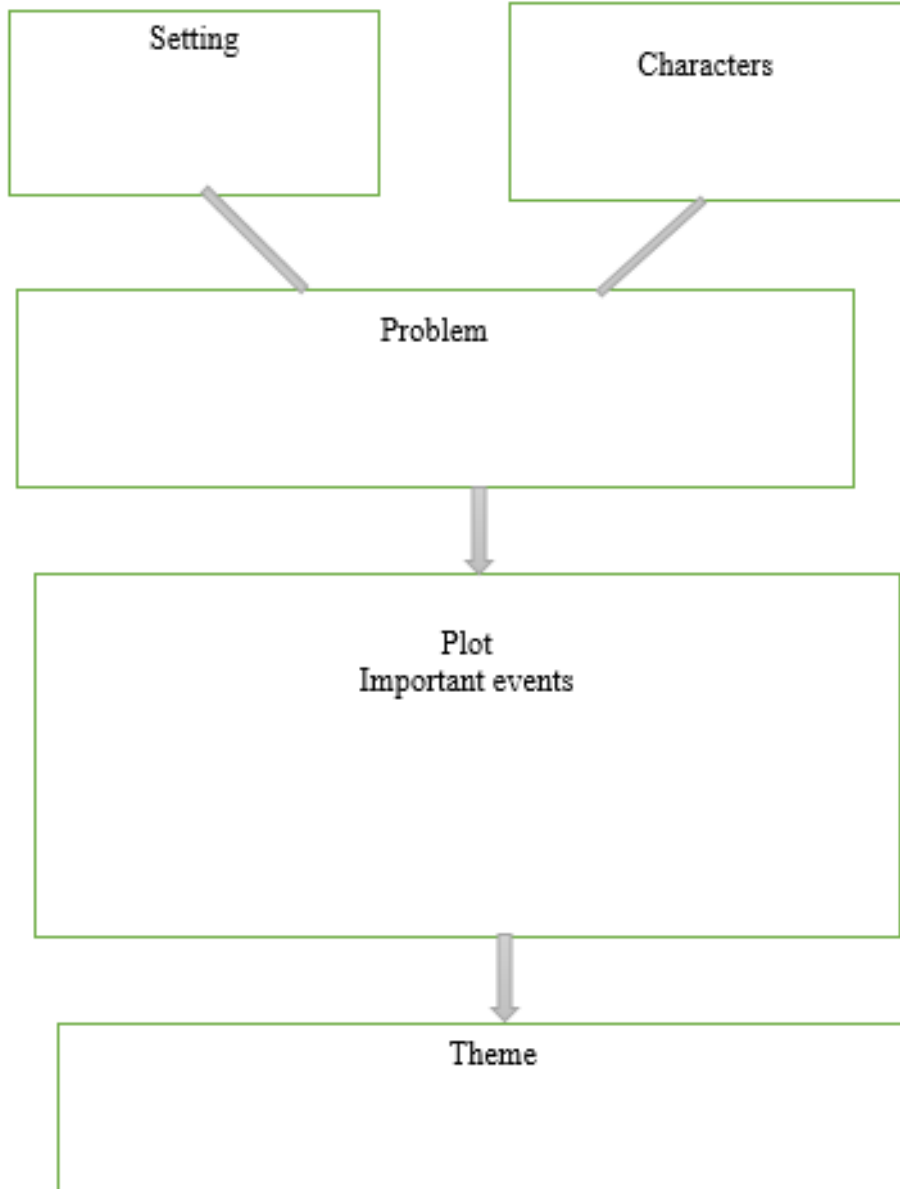
##### What can you infer

1. How much do you think the telescope cost?
2. Where do you think they celebrated Marty's birthday?
3. Why did the parents give Marty the telescope?
4. How do you think Marty felt at the end of the story?

5. What kind of gift would you like your parents to give on your birthday?

**Story map**

**Title.....**



## Story

### “A New Telescope”

It was coming up on Marty’s birthday. He was turning ten in just three days. His mom asked him what he wanted as a gift. He thought maybe a new bicycle, or a new camera, a new basketball, or a telescope. Secretly, he hoped for the telescope. Marty loved space, stars, and learning about the planets. Dad said Marty could get tired of the basketball. So, the parents decided to get him the telescope because Marty was so interested in space and planets. They bought it at the store and Marty’s dad had the telescope in the trunk of his car. Then, Marty's parents hid the telescope in the attic until Sunday. Sunday morning came and Marty was so excited for his birthday that he ran downstairs to the kitchen, but he didn't see any presents. His parents just said "Happy birthday!", so Marty looked confused and felt angry. After that, they went out to the side of the house. There they gave the gift of the telescope, he loved it a lot and he cried out in surprise. Therefore, that night he saw many beautiful stars and even the planet Mars.

Source: <https://dokumen.tips/documents/a-new-new-telescope-story-by-judie-eberhardt-reading-comprehension-name.html?page=2>

### LESSON PLAN 10

<b>CLASS:</b> 1 <sup>st</sup> BGU “A”  <b>TEACHER’S NAME:</b> María Pilaguano	<b>TOPIC:</b> “ Laika”
	<b>NUMBER OF STUDENTS:</b> 36
	<b>TIME:</b> 40 minutes
<b>LESSON OBJECTIVES</b> <b>MAIN AIM:</b> <ul style="list-style-type: none"><li>• Students will be able to read the story “Laika” and discuss some Wh questions.</li></ul> <b>SUBSIDIARY AIM</b> <ul style="list-style-type: none"><li>• Students will be able to use the reading for detail strategy to comprehend the text.</li></ul>	

<b>ANTICIPATED PROBLEMS:</b> Students could have problems to identify the vocabulary used in the topic of the lesson.		<b>POSSIBLE SOLUTION:</b> The teacher can provide students with short explanations about the vocabulary and its meaning.	
<b>PROCEDURE</b>			
<b>STAGES AND TIME</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS' ACTIVITIES</b>	<b>MATERIALS</b>
5 minutes	<p><b>Pre-reading task</b></p> <p>-The teacher presents some words with their meanings on a flashcard. -Then she shows a picture to the students about the story so they give their ideas about it. <b>Annex # 1</b></p>	<p>-Students give their ideas about the picture.</p>	<p>-Short story</p> <p>-Hand out</p> <p>-Picture</p> <p>-Flashcard</p> <p>-Sheet of paper</p> <p>-Markers</p>
15 minutes	<p><b>While - reading task</b></p> <p>-The teacher provides the short story and asks students to read the text quickly to get the main idea.</p> <p>-The teacher monitors the class.</p> <p>-The teacher asks students to check the main idea in pairs and then the answers are checked as a whole class.</p> <p>-Then, the teacher asks students to read the text again to answer some questions. <b>Annex 2</b></p> <p><b>Post reading</b></p>	<p>-Students read the text individually to get the main idea.</p> <p>-Students check the main idea of the story in pairs and then the answers are checked as a whole. class.</p> <p>-Students read again the text to answer some questions.</p>	<p>- Board</p> <p>- Pencil</p> <p>-Sheet of cardboard</p>

20 minutes	<p>-Then, the teacher asks students to check the answers to the questions in pairs and then as a whole class.</p> <p><b>Follow up activity</b></p> <p>-The teacher asks students to make groups of 4 students and discuss some comprehension questions about the story.</p> <p><b>Annex #3</b></p>	<p>-Students check the answers to the questions in pairs and then as a whole class.</p> <p>-Students discuss some comprehension questions about the story in groups de 4 students</p>	
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## ANNEXES

### Annex # 1

#### Vocabulary flashcard

1. **launch:** . to send or shoot (something, such as a rocket) into the air or into outer space.
2. **calmness:** not angry, upset or excited
3. **overheating:** to cause (something) to become too hot
4. **sorrow:** a feeling of sadness caused especially by the loss of someone.
5. **tales:** an exciting story that may not be completely true
6. **race:** a competition in which different people or teams try to do something first.

#### Picture



### Annex # 2

#### Following question

**Choose the best answer according to the reading.**

1. When was the ship called Sputnik 2 launched into space?
2. Why did Laika become an astronaut?
  - a. by being a millionaire's dog

b. because of her size and calmness

C. by being a trainer dog

**3. Choose correct alternatives: What are two facts about Laika?**

a. The first living creature to be shot into space and orbit the Earth.

b. Laika survived for a little while after traveling into space.

c. Laika was a stray dog found on the streets of Moscow.

**4. The word “calmness” in the text could be replaced by**

a. scared

b. happy

c. not angry

**Annex # 3**

**DISCUSSION**

**Comprehension question**

**Discuss these comprehension questions.**

1. Why has Laika’s story been so famous around the world?

2. Why did the Soviet Union and the United States want to get to space first?

3. How many ships had Soviets sent to space before the first man went?

4. What really happened to Laika?

---

### Short story

#### “Laika”

During the era of the space race between the USA and USSR, the Soviet Union launched the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology hadn't advanced enough to bring ships back yet. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957. Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and overheating. Many people in the world were in great sorrow because of her death. Since then, her story has spread around the world and has inspired many tales, songs, and poems. Some of them say that Laika became a star in the sky.

Source: <https://time.com/3546215/laika-1957/>

## Annex 3: Test

### Pre –test and post-test



#### KEY ENGLISH TEST

#### for Schools

#### Reading

Sample Test

#### PRE-TEST

#### READING COMPREHENSION TEST

**Objective:** To evaluate the student's level of reading comprehension.

Time: 40 minutes

#### General instruction

There are 24 questions in total. Each question equal to one mark.

- Write your name on the answer sheet.
- Read all the instructions for each part of the paper carefully.
- Answer all the questions.
- Write your answers on the answer sheet. Use pencil
- Circle the correct option on the answer sheet.
- You must complete the answer sheet within the time limit.



Part 1

Questions 1 – 6

For each question, choose the correct answer.

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1



Go upstairs if you want to

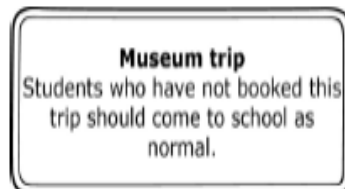
- A buy a dress for a party.
- B pay less for something to read.
- C find a game for a teenager.

2



- A Greta has forgotten when the next maths class is.
- B Greta hopes Fiona will help her find her maths notes.
- C Greta wants to know what the maths homework is.

3



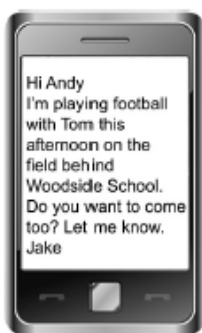
- A Students not going on the trip cannot have a day off school.
- B Students have to decide today if they would like to join the trip.
- C Students going on the trip must come to school first.

4

**Concert tickets**  
*Buy these on the school website, then collect them from the office*

- A Pay for tickets online before picking them up at school.
- B Check the website for information about when tickets will be available.
- C Let the office know soon if you are planning to buy tickets.

5



What should Andy do?

- A invite some friends to play football
- B tell Jake if he can join him later
- C show Tom where Woodside School is

6

**Swimming Competition**  
To enter the races, you must be able to swim more than 200 metres.

- A Swimmers at all levels can enter this competition.
- B This competition is for people who can swim over 200 metres.
- C The races in the competition will be 200 metres long.

Part 2

Questions 7 – 13

For each question, choose the correct answer.

	Amy	Flora	Louisa
<b>7</b> Whose class learnt about the garden competition from a TV programme?	<b>A</b>	<b>B</b>	<b>C</b>
<b>8</b> Whose class grew some vegetables?	<b>A</b>	<b>B</b>	<b>C</b>
<b>9</b> Whose class won a trip in the school garden competition?	<b>A</b>	<b>B</b>	<b>C</b>
<b>10</b> Whose class painted flowers on their garden wall?	<b>A</b>	<b>B</b>	<b>C</b>
<b>11</b> Whose class learnt about the insects in their garden?	<b>A</b>	<b>B</b>	<b>C</b>
<b>12</b> Whose class got help from someone in a pupil's family?	<b>A</b>	<b>B</b>	<b>C</b>
<b>13</b> Whose class chose flowers that were the same colour?	<b>A</b>	<b>B</b>	<b>C</b>

### School gardens competition

Amy



Our class has just won a prize for our school garden in a competition – and they're going to make a TV film about it! The judges liked our garden because the flowers are all different colours – and we painted some more on the wall around it. My cousin gave us advice about what to grow – she's learning about gardening at college. We're planning to grow some vegetables next year. I just hope the insects don't eat them all!

Flora



Our teacher heard about the school garden competition on TV and told us about it. We decided to enter and won second prize! There's a high wall in our garden where many red and yellow climbing flowers grow and it looks as pretty as a painting! Our prize is a visit to a special garden where there are lots of butterflies and other insects. My aunt works there and she says it's amazing.

Louisa



The garden our class entered in the competition is very special. The flowers we've grown are all yellow! They look lovely on the video we made of the garden. We also grew lots of carrots and potatoes, and everyone says they taste fantastic. It was an interesting project. Our teacher taught us lots of things about the butterflies in our garden. We also watched a TV programme about them, and did some paintings to put on the classroom wall.

Part 3

Questions 14 – 18

For each question, choose the correct answer.

**Starting at a new school**

*By Anna Gray, age 11*

I've just finished my first week at a new school and I'd like to tell you about it. Like other children in my country, I went to primary school until I was eleven and then I had to go to a different school for older children. I loved my primary school but I was excited to move to a new school.

It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She lives near me so we walked home together. We're best friends now.

When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They're longer and the subjects are more difficult, but the teachers help us a lot.

At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it's getting easier now.

The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!

- 14 How did Anna feel about moving to a new school?
- A worried about being with lots of older children
  - B happy about the idea of doing something different
  - C pleased because she was bored at her primary school
- 15 Who has become Anna's best friend at her new school?
- A someone from her primary school
  - B someone she knew from her home area
  - C someone she met in her new class

**16** What does Anna say about the timetable at her new school?

- A** It includes subjects she didn't do at primary school.
- B** She has shorter lessons than she had at her old school.
- C** It is quite difficult to understand.

**17** Why couldn't Anna find her classrooms?

- A** She couldn't read a map.
- B** There was little time between lessons.
- C** The school building was very large.

**18** What does Anna say about the homework she has now?

- A** She gets more help from some teachers than others.
- B** She thinks it is the hardest part of school life.
- C** She remembers everything she's told to do.

## Questions 19 – 24

For each question, choose the correct answer.

### Wivenhoe hotel

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big (19) .....between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hotel school for young people who are (20) ..... to get jobs in the hotel or restaurant (21) ..... The students learn by helping staff in a real hotel, while their teachers (22) ..... them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and (23) ..... the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever (24) .....at.

- |    |   |          |   |           |   |            |
|----|---|----------|---|-----------|---|------------|
| 19 | A | change   | B | variety   | C | difference |
| 20 | A | knowing  | B | hoping    | C | explaining |
| 21 | A | business | B | work      | C | career     |
| 22 | A | see      | B | look      | C | watch      |
| 23 | A | calling  | B | answering | C | speaking   |
| 24 | A | entered  | B | stayed    | C | gone       |

Source: <https://www.kawai-juku.ac.jp/cambridge-english/pdf/20-sample-ket-01.pdf>

## Annex 4: Urkund Report



### Document Information

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Analyzed document	PILAGUANO_MARIA DISSERTATION.pdf (D155796166)
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### Sources included in the report

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