UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

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Tema: LITERARY CIRCLES STRATEGY FOR READING SKILLS IN EFL STUDENTS.

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Trabajo de titulación previo a la obtención del grado académico de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés

Modalidad de titulación Proyecto de Desarrollo

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Director: Licenciado Manuel Xavier Sulca Guale, Magister.

Ambato – Ecuador

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I

APROBACIÓN DEL TRABAJO DE TITULACIÓN

A la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de la Educación

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II

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Lic. Renato Emanuel Bautista Ullauri

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DEDICATION

I dedicate this attainment to God for allowing me to conclude this phase of my life together with the people I love. To my super heroes, my parents Luis and Dalila, for their teachings and their unconditional support; their sacrifices, patience, love and values that they have sown in me have made me a good man. Of course, to my siblings, Francis and Dayanara for always inspire me to live out my dreams. Also, to my love Karina and Jahir for their constantly support along this time. I could not forget my dear nephew, Elliot, who together with God guides my path.

I love you all.

Renato

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Renato

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MAESTRÍA EN PEDAGOGÌA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÒN ÌNGLES

TEMA:
"Estrategia de círculos literarios para habilidades de lectura en estudiantes de EFL."

AUTOR: Lic. Renato Emanuel Bautista Ullauri

DIRECTOR: Lic. Manuel Xavier Sulca Guale Mg.

LINEA DE INVESTIGACIÓN: Estudios comparativos para la evaluación curricular en el lenguaje.

FECHA: 20 de febrero del 2021

RESUMEN EJECUTIVO

La siguiente investigación titulada estrategia de círculos literarios para habilidades de lectura en estudiantes de EFL fue desarrollada en la Unidad Educativa María Auxiliadora, en Macas-Ecuador. El objetivo principal de esta investigación es estudiar cómo los círculos literarios pueden beneficiar las actitudes lectoras de los estudiantes de EFL. Para ello, se aplicaron métodos cuantitativos para determinar la eficacia de la investigación, así como métodos cualitativos para analizar el progreso de las competencias lectoras de los participantes. Esta investigación experimental se realizó con 67 participantes de sexto grado A y B de educación general básica. Los participantes se clasificaron utilizando la herramienta en línea AlTzar, se distribuyeron en un grupo experimental y un grupo de control. Posteriormente, el grupo experimental fue expuesto a la estrategia de lectura dos horas por semana durante un mes, una hora sincrónica y otra asincrónica. Es así que, se administró un único pre-test y post-test a toda la población como herramienta para recoger la información necesaria para el análisis

correspondiente. Al final del estudio, los resultados del post-test de los estudiantes se compararon con los resultados del test anterior mediante la prueba t de Student, que permite comparar las medias de dos muestras independientes para aprobar la fiabilidad de esta investigación. Además, los resultados de la investigación fueron contrastados con enfoques, teorías y conceptualizaciones de diferentes autores de investigaciones científicas similares que apoyaron la relevancia de la hipótesis inicial. Evidentemente, en un país con escasos hábitos de lectura, esta es una alternativa excepcional para inspirar a los estudiantes a leer de manera independiente y exponerlos a la lengua extranjera. Las palabras habladas y escritas son los cimientos de la vida, los niños que leen por placer todos los días no sólo rinden más en la escuela que los que no lo hacen, sino que además se expresan mejor, hacen amigos y tienen ciertas habilidades clave para la vida.

Descriptores: círculos, literarios, lectura, aprendizaje, cooperación, idiomas, habilidades lectoras, lectura independiente, enseñanza, ingles.

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MAESTRÍA EN PEDAGOGÌA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÒN ÌNGLES

THEME:

"Literary circles strategy for reading skills in EFL students."

AUTHOR: Lic. Renato Emanuel Bautista Ullauri

DIRECTED BY: Lic. Manuel Xavier Sulca Guale Mg.

LINE OF RESEARCH: Estudios comparativos para la evaluación curricular en el lenguaje.

DATE: 20 de febrero del 2021

EXECUTIVE SUMMARY

The following research entitled literary circles strategy for reading skills in EFL students was developed at the Unidad Educativa Maria Auxiliadora, in Macas-Ecuador. The main objective of this research is to study how literacy circles can benefit the reading attitudes of EFL students. For this purpose, quantitative methods were implemented to determine the efficiency of the research as well qualitative methods were used to analyze the progress of participants' reading competencies. This experimental research was done with 67 participants from sixth grade A and B of basic general education. Participants were classified using the AlTzar online tool, they were distributed into an experimental group and a control group. Then the experimental group was exposed to the reading strategy two hours per week for one month, one synchronous hour, and one asynchronous hour. Thus, a single pre-test and post-test were administered to the entire population as a tool to collect the necessary information for the corresponding analysis.

At the end of the study, students' post-test results were compared with the results from the previous test by using the Student t-test, which allows comparing the means of two independent samples to approve the reliability of this research. Moreover, the results of the research were contrasted with approaches, theories and conceptualizations of different authors of similar scientific research which supported the relevance of the initial hypothesis. Evidently, in a country with poor reading habits, this is an exceptional alternative to inspire students to read independently and expose them to the foreign language. Children who read for enjoyment every day not only perform better in school than those who do not, but also develop it helps them to express themselves, make friends and enhances in children certain key skills for life.

Descriptors: circles, literary, reading, learning, cooperation, languages, reading, reading skills, independent reading, teaching, English.

CHAPTER I
THE RESEARCH PROBLEM

1.1 Introduction

Reading is a learning tool that allows students to have better development in society; it is the cornerstone for people's progress in life. Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of technological society makes this issue even more pressing (Snow, Burns and Griffin, 1998).

The trends of globalization have driven Ecuadorians to the urge to read texts in foreign languages just as English. People have to read texts in English for a variety of purposes such as in business, social, and educational settings. Business people are required to be able to read in English to have a proper comprehension of legal documents and also to establish successful international relations. Besides, many people from other places where Spanish is not spoken visit Ecuador, so speaking and reading in English becomes a tool to communicate with foreign tourists. It is equally important that students practice reading, as it is a prerequisite for accessing many forms of knowledge which are published mostly in English. However, reading in English is also a must for Ecuadorians, who are looking to perfect their English for professional reasons.

This research work was shaped considering the idea that reading is more meaningful if students have the opportunity to interact with their peers about what they read (Lopez, 2007). Basically, it aims to explore how literary circles can benefit the reading attitudes of EFL students from sixth level A and B of the "Unidad Educativa Fiscomisional Maria Auxiliadora". In detail, literary circles could be a vehicle to facilitate students to become better readers, as well as teachers, improve their pedagogical skills. The work of Literature Circles is an ongoing process, the work of ongoing learning and assessment, always in concert and collaboration with others around us (Medrano and Diss, 2013). Literary circles provide opportunities for students to interact and be a part of a social group. Students who master teamwork

skills in school will learn to be a part of a team which is a crucial ability to have when finding a job or career in the future. Literary circles can also intrinsically motivate students to be involved in the act of reading because they are associating the method with the pleasurable act of conversation with their peers (Coccia, 2015). In essence, this conceptual framework illustrates the researcher's vision based on Vygotsky conception of how children construct meaning and learn from others within a social context.

With this in mind, the current research is structured into five main chapters outlined below.

CHAPTER I: This chapter addresses the research problem, justifying the study of the research and defining precisely the objectives of this to analyze how literary circles improve the reading skills of English language learners.

CHAPTER II: This chapter details the research background, that is, specific scientific articles and studies of digital libraries from various universities inside and outside the country, as well as articles from official journals that illustrate the state of the art of literacy circles and reading skills to support the verification of the hypothesis, and the pointing out of the variables.

CHAPTER III: This chapter raises the methodology handled in this research. It points out the location, the materials and equipment, the research method, the description of the population, as well as the collection and processing of information, and the measurement of the response variables, too.

CHAPTER IV: This chapter introduces the analysis and interpretation of the results and discussion of those. The data were gathered conducting a pre-test and a post-test, those results were processed statistically and represented graphically to corroborate the hypothesis through the application of the Student t-test.

1.2 Justification

The limited reading habits in the Ecuadorian culture has always been an obstacle in education, the lack of inspiration that students have for reading influences foreign language learning too. Students' academic progress is limited without skills of reading comprehension and the motivation for reading to learn (Alvermann and Earle, 2003). Reading skills are critical to the development of individuals. They guide people towards successful lives and keep them updated on world events like new inventions or discoveries; furthermore, reading stimulates imagination, relaxation, and entertainment. Even though, teaching English as a foreign language is not a basic task, especially when referring to the improvement of the reading comprehension skills. Teachers use a variety of strategies to strengthen the development of students' reading skills. That is why this research is done, to advise teachers with a strategy to cultivate students reading skills but mainly to expand children comprehension and critical thought.

Firstly, this research is of remarkable importance due it stablishes the dimension of literary circles influence, the effects on the personal and collective learning process, and the academic results in a real context. The realization of this research allows to know in detail to what extent the use of literary circles improve EFL students' reading comprehension. Equally, the results obtained in the research might drive the authorities and mainly teachers to put into action the literary circles as a strategy to stimulate students independent reading during and after school hours.

Second, this research was carried out due to the great interest teachers have to master new strategies and be updated with dynamic and effective methods to bring their classes to life. This, to cheer up EFL learner's desire to read independently. That is the need arise for teachers of using literary circles to develop student's self-confidence in the foreign language and provide them with enough intercultural competence to survive and succeed in this globalized world.

Third, literary circles operate perfectly in inclusionary settings as they involve small heterogeneous reading groups that explore content within a collaborative structure that give students the opportunity to listen, reflect, and share thoughts about literature. Listening, speaking, reading, and writing are reciprocally reinforced through literary circles group work (Anderson and Corbett, 2008). Above all, that innovate the class plan and encourages the implementation of new strategies to refresh, energize, and motivate students reading habits.

Fourth, this research work is feasible due to the collaboration of students who facilitated analysis of the problem, and also the teachers and the authorities of the institution. Essentially, this research benefits all the people who are part of this educational community, especially students within their academic performance, considering that speaking English as a second language is a requirement in the modern world because it allows effective communication in our globalized reality.

Lastly, reading skill is essential because it develops the mind, understanding the written words is one way the mind grows in its ability. Through reading stories, children are exposed to a wide range of words. This helps them build their vocabulary and improve their communication and language skills, which makes a big difference to children educational performance.

1.3 Objectives

1.3.1 General

To analyze how literary circles enhance the reading skills in EFL students.

1.3.2 Specific

To diagnose the reading comprehension level that students have.

To list the most widely used reading comprehension strategies that teachers work with.

To establish the relationship between the literary circles in the development of reading skills in EFL students.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of art

After having carried out a thorough research in previous scientific articles, and studies in other universities' digital libraries inside and outside the country, and official magazine articles, the present material was selected, to support the building of this research.

Thomas and Kim (2019) researched about the impact of literature circles in the Developmental College Classroom. They examined the effects of literature circles on the reading achievement of college students taking developmental reading courses at Central State University from North Carolina, E.E.U.U. During the research thirty-eight, college students were assigned randomly to either a treatment group (literature circles plus post-testing) or a control group (independent reading plus post-testing). The literature circles were implemented once per week during five continuous weeks and it consisted of three connected activities: collaborative oral retell, short written response, and an open discussion. Further, quantitative methods were used to measure the effectiveness of the intervention, and qualitative methods were used to analyze reading attitude and textual engagement. The data was obtained through an oral retell and two comprehension tests, besides a semi-structured interview was carried out with each one of the participants. At the same time, the MANOVA test was used to prove the linear combination of the four independent variables oral retell, book test, QRI-5 test, and interview connections. Besides, an ANOVA test was executed to analyze the importance of the group effect on each one of the dependent variables. Then, Cronbach's alpha was applied to determine the internal reliability of the study results. After the respective data analysis, it was concluded that literature circles improve reading comprehension, facilitate deep content understanding and meaningful textual engagement since it motivates students to read, and most importantly students truly enjoy reading.

Herrera and Kidwell (2018) in their academic article entitled updating a classic strategy for the 21st century published in the Multicultural Education Journal from San Francisco Vol. 25, (Winter 2018): 17-21. They recognized the importance of technology as a vital literacy skill in this new era of education. In effect, this research work is of bibliographic type which is based on different authors that identify and illustrate the potential of literature circles 2.0. The material found evidence that the incorporation of literature circles stimulates student self-determination, benefits students with special needs due to it exposes participants to multicultural texts, views, and perspectives, and develops reading enthusiasm. literature circles 2.0 have in meeting the ever-growing literacy demands of today's classrooms, these activities can and should be modified to meet each teacher's needs and to better serve their student population.

Avcı (2018) in his research about the impact of literature circles on the motivation of Turkish EFL students towards literature: an evaluation of teachers' perceptions, he aimed to determine why teachers prefer implementing literature circles. He interviewed three EFL educators who regularly work with circles for their college and university students (an English language educator, an instructor and reading coordinator from a local university and another local university instructor). Literature circle methods from three different educational institutions in different cities in Turkey were investigated. The information was collected through interview questions made via e-mail, teachers were asked about their personal literature circle experiences. Essentially participants explained inferences made on circle setting, materials used, levels, advantages, challenges, and special techniques along with their advice. Hence, this study operated with the qualitative content analysis approach which indirectly studies human behavior, through an analysis of their communication. Generally speaking, "literature circles help students understand literature better" along with the question "how the experience of learning affects student attitudes of learning?". Moreover, the overall findings demonstrate that educator's service literature circles during their lessons because it has a positive effect on teaching.

Karatay (2017) in his action research, accomplished at Abant İzzet Baysal University from Turkey about the effect of literature circles on text analysis and reading desire, analyzed the strategy of literature circles to strengthen the text-analysis skills, reading desires, and interest of Turkish teachers. This research constituted 92 third-year students: 36 males (39%) and 56 females (61%) of the department of Turkish education homogeneously separated in two sections. The participants took a pre-test, then literary circles were handled during 12 weeks one hour per class, and at the end, all of them took a post-test. The results were gathered through the Reading Education Course (RCT) version 1.1 to verify the students' initial levels of reading comprehension and also to define the students' progress. In effect, they answered individually two open-ended questions about literature circles reading activities. The RCT data collection tool was then validated using the Cronbach alpha. In sum, the results clearly show that literature circles support the students reading comprehension skills as well as provide students with a social learning atmosphere. Most importantly, it improves the student's ability to read texts critically along with their independent reading desires and interests in reading. Furthermore, boosts the students speaking abilities with self-confidence and promotes tolerance towards cultural and socio-economic diversity.

Irawati (2016) in his academic article about the effectiveness of literature circles on students reading comprehension, published at the IJOTL: Indonesian Journal of Language Teaching and Linguistics from Surakarta-Indonesia; aimed to observe the effect of literature circles to improve reading comprehension of English department students of intensive English course STAIN. Twelve classes took part in the activity; each class consisted of 25-30 students of IAIN from Samarinda. To choose the experimental and control group, the researcher worked with a simple sampling technique, by which class H (24 students) was assigned to the experimental group while class J (24 students) was assigned to the control group. Besides, a pretest-posttest both composed of the same 30 questions were implemented to observe the effectiveness of literature circles on students reading comprehension. Just like that, the results evince that

literature circles have a positive effect on students literal and inferential reading comprehension covering identifying directly stated main ideas, finding explicit information, inferring subject matter, identifying implied main ideas, understanding pronoun reference, and drawing inferences. Particularly, students who experience literature circles tend to comprehend expository text better than those who do not experience it.

Kim (2016) carried out a research about peer influence on children reading skills: a social network analysis of elementary school classrooms. This experimental research was done at the University of Texas at Austin College of Education to examine the relationship between peers reading skills and children reading skills of 4.215 second and third-grade students from 294 classrooms across 41 schools. It is worth mentioning that this research used secondary data from a larger longitudinal study. The initial data evidence 6,383 children that belong to 7 districts and 59 schools from North Carolina. During the intervention, the experimental group was randomly assigned to receive reading lessons along the last weeks of school with 10 books themselves selected in the mail each week of the summer. Alternatively, in the control group participants were instructed in mathematics during spring but only read the books during the fall. In the same way, the Iowa Test of Basic Skills (ITBS) was administered to all the population, besides it was applied before and after the strategy operation to judge the effect on reading obsolescence during the summer. Correspondingly, the last subsample was obtained from 4.215 participants belonging to second and third grade who used CLASS-DIBELS at schools. Alternatively, to the ITBS that was conducted, this subgroup results assisted the assessment of the reading achievement and peer influence along with the program. On the whole, children reading achievement is linked with their peers reading abilities which they talk to or seek help from, mainly for starters or struggling readers. Furthermore, the findings provide teachers an objective vision of how peer relationships maybe took advantage of within the class to improve the learning of every student.

Coccia (2015) designed a research related to literature circles and their improvement of comprehension. The research was conducted at a kindergarten with eighth-grade pupils from Freedom Charter School in the west of New York. For this research, a qualitative and quantitative approach was implemented to know: how do literature circles improve comprehension? Moreover, the program was conducted for a whole week; each day consisted of a 30-minute session. Therefore, the participants were involved in literature circles for a total of three and a half hours. Then, the primary information was collected through six tools: a questionnaire, a pre, and post-test, student reflection journals, field notes, literature circles discussion transcripts, and student works. The field notes, the audio recordings of the student's participation in literature circles discussions transcribed into transcripts and student work examples were interpreted qualitatively; on the other side, the pre-test and the post-test were analyzed quantitatively. In consequence, the results show an improvement in comprehension of texts through peer-discussions. literature circles support students to learn cooperatively and understand passages through spontaneous conversations with their classmates as well as engage in discussion surrounding purposefully chosen questions that will aid in text comprehension. In essence, literature circles incorporate potential, research-based theories of education, that reading strategy brings together collaborative learning, motivation, as well as social values such as responsibility, friendship, and tolerance.

Kaya (2015) in his research named as the role of reading skills on reading comprehension ability of Turkish EFL students and published at the Üniversite Park Bülten, from Turkey; intends to reveal whether or not reading skills has a role in the reading comprehension ability of 50 EFL students from the preparatory year from Kahramanmaraş Sütçü Imam University (KSU). This case study worked with both qualitative and quantitative approaches; likewise, the information was raised using a pre-test and post-test. Besides, a questionnaire and 10 interviews were carried randomly to back up the study. In the same way, the participants were arranged into two groups, an experimental and a control group; both groups took a pretest before starting the

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implementation. Equally important, the content of the lessons was adapted to a reading design plan. In the same way the questionnaire test was re-administered to collect the final results and discern what happened in the participant's reading skills during the study. In the end, the statistical data collected was analyzed with the Statistical Package for Social Sciences, at the same time; participant's responses to the reading skills questionnaire were interpreted through the Wilcoxon Signed Rank Test. As a result, it was identified that participants who were taught reading skills are better at reading comprehension than those who are not.

Akyol, Çakıroğlu and Kuruyer (2014) in their academic article entitled: the development of reading skills of the students having difficulty in reading, published in the International Electronic Journal of Elementary Education. They aim to enhance the students reading skills, mainly those who have difficulty in reading through an enrichment reading program. This research work was conducted at the Aksaray University in Turkey with three fifth-grade elementary school children who presented reading difficulties. The participants were selected using the purposeful sampling method, further, during the 11 weeks of the study; children participate in 75-hour classes, each one of 40 minutes. On the other hand, the word recognition tests, reading texts, the Ekwall and Shanker, reading inventory, and reading comprehension tests were used as data collection tools to gather primary information. Equally important, qualitative and quantitative methods were handled to examine children's responses to the reading comprehension questions and their reading abilities too. To establish their reliability the data obtained were analyzed by the researcher and an independent field expert. More than that, field notes were taken and the participants were recorded at the moment they were reading, so this made the analysis more trustworthy. The results evidence the literacy circles tasks provide students with appropriate environments where children having reading difficulties may demonstrate similar performance to their teammates, particularly it is effective in improving word recognition and reading aloud skills.

Mohamed (2014) worked on a research about the use of reading circles strategy for developing preparatory students critical reading skills and social skills. The research was performed at the Ain Shams University, in the Faculty of Education, Department of Curriculum and Instruction to develop the basic critical reading skills and social skills of the Egyptian EFL students. The research constituted 44 second year preparatory participants from Sohag Experimental Language School, the group consisted of 22 boys and 22 girls chosen randomly from two classes. On the other hand, this quasi-experimental research implemented a pre-posttest design containing 34 statements measuring critical reading skills to determine the efficacy of the proposed program, and a social skills questionnaire was conducted too. Besides, the test-retest method was applied to prove the reliability of the questionnaire, and the Cronbach's alpha correlation coefficient was used to appreciate the results. Likewise, the study group participated in five lessons of 90 minutes per week for 30 weeks. Above all the findings support the use of reading circles as a strategy to develop student's critical reading skills and social skills. To put it differently, most participants commented that they understand how to summarize topics in a few sentences. Also, they gain other skills: looking up words in the dictionary, differentiating between facts and opinions, expecting, the topic of a passage or a story, making connections between the stories they read and similar incidents they knew about; and working in groups. Additionally, they love drawing pictures of reading stories.

Whittingham (2014) in his academic research developed at the University of Central Arkansas, U.S. in respect to reading motivation: a study of literature circles, proposed to determine whether the use of literature circles applying non-fiction texts in a university classroom would motivate students to read more of their assigned reading material. The research comprised 34 students, 18 undergraduate and 16 graduates, enrolled at a regional university in one or the other an undergraduate course titled: literacy development in the content areas or a graduate course titled literacy seminar. During the application of the proposal, all the participants were distributed into groups of three and

every group was assigned to read one chapter in their textbook. At that point, each group member has already designated a role (Discussion Director, Word Warrior, and Passage Picker) and literary circles started to operate. At the end of the procedure, a survey was administered to the whole study population. The data collection tool design comprehended questions related to the course amount of reading time and attitude toward the literature circles experience. The results obtained were positives, nearly all the participants mention that literature circles had encouraged them to read the appointed textbook. Moreover, the vast majority of them claim that in contrast to other courses they were exposed to a greater amount of reading. Additionally, student's perspectives were estimated through individual comments in which they describe in three words the study program (73.5% "collaborative," 58.8% "motivational," and 32.4% "focused."). On the whole, the research results demonstrate that literature circles multiply reading motivation, develop collaboration, and challenge students to conclude reading assignments.

Medrano and Diss (2013) developed research on literature circles as a means to promote reading comprehension. The research was done at Texas Tech University Graduate School in Lubbock, Texas, to appreciate how literature circles enhance reading comprehension in a class with diverse learners and through a student-centered instructional model. This research was implemented with eighteen students from a fifth-grade class, five girls and thirteen boys which practice daily literature circles as part of their reading instruction. Further, this is a case study of qualitative type, so it is guided by research questions focused on the instructional practices of both the teacher and students that is to say their perceptions about the instruction process and their feedback as concerns reading achievement. Equally important, the information was raised using class observations and notes, along with the implementation; teacher and student interviews were applied too. The results say that literary circles provide a positive reading experience so students are engaged in learning and they use productive reading strategies that enhance their understanding. In other words, this research contributes to

education in recognizing a proper strategy to expand reading practice within the classroom in response to student's literacy needs.

Küçükoğlu (2013) carried out an action research at Hacettepe University in Ankara, Turkey. It was titled: improving reading skills through effective reading strategies and has as the main purpose to handle efficient reading strategies to enhance students reading skills in language classes. The research was executed with 14 students in an intermediate level integrated skills course. To start with the research implementation participants completed a survey to evaluate if they are familiarized with those strategies. Therefore, participants were introduced and trained in six reading strategies (predicting, making connections, visualizing, inferring, questioning, and summarizing) which were exercised in classes, in small groups, and independently, too. In that case, the Meta-comprehension Strategy Index (MSI) a tool that operates with reading strategies before, during, and after reading, was utilized to check if the strategies produced have modified students reading comprehension. As a result, the reading awareness scale evidence there was nescience of students about reading strategies before the study. Once they were administered the reading strategies, participants developed reading competencies and their comprehension in reading have improved.

López (2011) in her academic research named as literature circles: a door to student's life experiences in the classroom aims to find out: what are EFL student's aesthetic responses to pieces of literature when interacting in literature circles? and how do EFL student's discussions during literature circles shape aesthetic experiences?. The research was carried out with 10th and 11th-grade teens from a public school in Bogotá, Colombia. They attended three hours of EFL classes each week in which literature circles were conducted in English, but the student's discussions were managed in Spanish. In the same way, information was harvested through student's journals, audiotapes, and video recordings; likewise, the data collected was compared making a triangulation to determine the results. Undoubtedly, the responses reveal participants

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develop critical thinking as they interacted in the literature circles, they reflected critically according to their life experiences. All of these relations and thoughts comprise the basis of their aesthetic learning experiences that were completed, modeled, and strengthened through the interaction with their peers.

Briggs (2010) developed an action research about using literature circles to increase reading comprehension in third-grade elementary students, which was done at the School of education and counseling psychology from the Dominican University of California. This research examined the effects of Literature Circles on student's engagement with reading material based on their needs and estimated whether or not literature circles improve reading comprehension of third grade children from a multicultural class. The literature circles meetings were implemented during language arts three days per week for twenty-five minutes. The student's performance was examined as well as reading comprehension before and after the use of literature circles. The data was collected through personal observation, interviews with students, and literature circles packets, on the other hand, each student took a Scholastic Reading Counts quiz to measure their reading comprehension. This test was taken by computer and consisted of ten questions tailored specifically to the book they were assigned. Overall, 100% passed their quiz, 73% passed the quiz on the first try, 17% passed on the second time, and 10% passed on a third try (with teacher's assistance). The research findings evidence that with the correct book selection the students participated actively and were engaged during literature circles. Last, the project results showed that with active participation in literature circles the students passed the books comprehension quiz.

Toro (2010) developed a quasi-experimental research at the USFQ named literary circles: influence on reading comprehension. Through her work research she aimed to know if the literary circles improve the reading comprehension skills of third-grade children from a private, secular, mixed, bilingual school located in the north of Quito in

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Ecuador. The students were previously divided into four parallels of 22-25 students (34 boys and 40 girls), not randomly. Likewise, there were two control groups and two that were trained, the 45 students instructed in literary circles met twice a week in periods of 40 minutes each time for 8 months. Before implementing the project, a QRI-II test was applied to all participants to quantitatively determine participant's level of reading comprehension. Then, the literary circles were employed in the parallels that were the experimental groups. Later, a new test was then taken to determine if there were improvements in the level of understanding when comparing these data with those previously obtained. The strategy continued to be practiced and a test was retaken to obtain a second set of data. Finally, all the pretest and posttest data sets were tabulated and statistically compared using the analysis of variance technique ANOVA to make the conclusions. In other words, the data obtained reveal that the literary circles strategy strengthens the most advanced thought processes such as analysis and synthesis, argumentation, and discussion that make the domain over a topic evident and therefore students show greater reading comprehension. Even though the evidence is not strong enough to suggest it is the only viable strategy to improve such skill.

Marshall and Blanton (2006) conducted a research entitled: the effects of participation in literature circles on reading comprehension. That research was developed at the University of Miami with the principal objective of determining the effects of participation in literature circles on the reading comprehension of middle school students. This research was composed of 89 eighth-grade students from a suburban public middle school arranged into four separate class periods, 65% women and 35% men from diverse cultures (45% Hispanic, 32% white non-Hispanic, and 23% black non-Hispanic). The research was implemented over eight weeks. By class period, students were randomly directed reading activity for four weeks. Furthermore, in this research a quantitative experimental mixed design was employed to compare students reading comprehension scores after participation in literacy circles and directed reading activities, students participated in both kinds of instruction during four weeks. Every

week, participants read a text chosen by them and then work on a cloze passage. In the same way, the Split-plot ANOVAs were conducted to establish the main effects and interactions among treatment and group, treatment and class period, and treatment and overall reading level. The results demonstrate there was no main effect of treatment (F $(1, 84) = .005$, $p = .945$) and no significant main effect of the group ($F (1, 84) = .068$, $p = .796$), even though there was a very strong statistically significant interaction of treatment and group ($F (1, 84) = 224.29$, $p = .000$). It is evident that students with low comprehensive reading achievement degrees may not react to literature circles as effectively as other students, besides students with high comprehensive reading achievement may react more positively. Anyway, literature circles demonstrate to have the potential to be exploited for an instructional approach to reading, mainly for non-struggling readers. In sum, literature circles appear as a powerful means to develop reading comprehension.

Carrison and Ernst (2005) initiated a research named from silence to a whisper to active participation: using literature circles with ELL students. This academic research was designed at Washington State University and it was carried on with 24 fourth grade students from a school district in the Pacific Northwest. The purpose of this article was to motivate teachers and mainly those who instruct English language learners, to try literature circles as a practical means to bolster their literacy abilities and encourage learners reading habits. Before starting with the program operation, participants were introduced to short oral previews of the books from which they choose three of their preferences to work with. Then students were grouped according to their choices and without concern for their reading skills. Along the following three weeks, students work in their groups to read and discuss their books. It's worth mentioning that, struggling readers were given the freedom to read with a mate or to read along with a taped recording of the book. For this research, a qualitative and quantitative approach was implemented through a pre- and post-survey to identify whether or not literature circles would enhance motivation to read, as well as to strengthen the reading comprehension

levels. Besides, after the first part of the program implementation participants were asked to write a reflection about the course, and class sessions (discussions) were recorded to be analyzed. Accordingly, there are palpable increasing confidence, motivation, and comprehension levels. In other words, using literature circles is a dynamic and exciting way to afford students choice while at the same time exposing them to effective strategies to construct confidence and develop language skills.

Allan, Ellis, and Pearson (2005) conducted a research report for the Scottish Executive Education Department about "literature circles, gender and reading for enjoyment". This research work was carried out at the Department of Childhood and Primary Studies at the University of Strathclyde from Glasgow-Scotland with the purpose of trial and describes teachers and children experiences of setting-up literature circles and working with them in Scottish schools. This research used the qualitative and quantitative approaches for collecting data and analyzing the results. As part of the intervention, four teachers previously instructed in literature circles from primary and one from secondary school used the strategy within their classes. Each one of them kept a journal writing observations. Besides, teachers conducted regular group meetings that were recorded to discuss ideas and team support. Likewise, a survey was fulfilled by student representatives to appraise the project's impact. Moreover, the British Picture Vocabulary Scale-II was employed to assess pupil's vocabulary at the beginning and end of the intervention, and Paired Samples t-test was used to differentiate the significance of the results. Furthermore, reading engagement was also measured with a short questionnaire, and the significant differences in the pre and post results were analyzed using the Wilcoxon Signed Ranks test. In this way, the results indicated that children in the literature circles classes acquired autonomy and enthusiasm to read. Equally important, teachers reported pupils started to ask to set up extra groups and parents reported that their kids had spontaneously been discussing the books at home. That is literature circles generates a positive impact on several aspects of students reading attitudes and behaviors, but also children manifest more positive feelings about reading

in school and at home. In any case, the data show that there was a vocabulary growth after the intervention.

Ríos and Valcárcel (2005) carried out an action research denominated reading: as a meaningful way to promote the English language in high school. This research was done at the Universidad Nacional de Colombia from Bogotá and implemented at Luis López de Mesa State School in Bosa, from the same city. The research design was conceived thinking of a way to connect the foreign language learning and teaching processes with apprentice's real needs. The participants of this study constituted students of seventh grade in both shifts in the morning, class 701; in the afternoon, classes 701 and 702. To start with the research operation, students completed a survey to find out about their reading preferences, those results were taken into account to choose the appropriate readings. Then some reading activities were implemented in the lessons. Furthermore, the data was collected with different tools a. a survey was applied before choosing the reading material. b. an interview to know about participants experiences. c. field Notes about student's learning development. d. video and audio recordings to monitor student's attitudes, reactions, and behaviors towards the readings. Basically, by learning a language people develop individual and social skills, therefore teachers must select the correct reading materials according to student's likes and needs.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

The current research was carried out in the Unidad Educativa Fiscomisional Maria Auxiliadora located in the city of Macas - Ecuador. It belongs to the 14D06 Educational District and it is managed by the Salesians Congregation. It is a mixed institution that drives a morning shift and comprises Elementary Education, Basic General Education, and Unified General Baccalaureate. The establishment was created in 1984 principally to form local people capable of developing the whole person; body, heart, mind, and spirit. As it is a mixed institution, it brings together students from a varied socioeconomic level, both urban and rural, whose families are mainly engaged in commerce, livestock, and agriculture, to ensure the educational well-being and cognitive advancement of their children. This, therefore, influences academic knowledge and a conglomerate of diverse ethnic and cultural backgrounds. In the classrooms, mestizo students converge with whites in minority, but certainly not least, the descendants of indigenous and Afro-Ecuadorians. Last, it is worth mentioning that is one of the most prestigious institutions in the city since it is constituted of quality teachers' staff so the education is of quality too.

3.2. Materials and equipment

This research work utilized a sample of the Cambridge Reading test for A1 Movers. This test is designed for primary and secondary students to gain confidence in English as children develop their language skills. It is worth to mention that the reading section of the real Cambridge test for A1 Movers consist of 6 parts, even though for this research only parts 3, 4 and 5 have been considered due to part 1 and 2 do not fulfill the complexity level participants need to achieve and also part 6 because it focuses on writing skill. The test was executed thought a pre-test and a post-test, which are two common methods of analyzing data from two-groups: an experimental group that is exposed to a treatment or intervention and then compared to a control group who did not receive the treatment' (Dimitrov and Phillip, 2003). Furthermore, both tests were done digitally using the Liveworksheets application, at the same time these tests were administered for both groups: the control and the experimental group, during virtual sessions through the Zoom video conference platform. Likewise, Zoom Virtual platform was also used to carry out the Literacy Circles meetings. At the end, the data obtained was certified by the T Student test which allows to compare the means of two independent samples with a significance level of $\alpha=0,05$ to measure the strength of a linear association between Literacy Circles and reading skills. Similarly, the results were compared with other similar work researches and academic journals to support the research and confirm its reliability.

3.3. Research method

This research is experimental because the control group and the exploratory group were compared in all respects except in the application of the treatment, and any difference in measurements that is found between them can be attributed only to the treatment (Mildner, 2019). Equally, this research employed a qualitative-quantitative mixed approach to analyze how the use of literacy circles can enhance the reading comprehension skills in EFL children. It is qualitative because it produced descriptive data: people's own words, spoken or written, and observable behavior and also quantitative since it relies on numerical measurement, counting, and using statistics to establish exact indicators. In the same token, this research proposed a bibliographic procedure to check assumptions, clarify orientation, and redirect the stagnant fields.

3.4. Evaluation of hypothesis:

Validation test

For a statistical test to be applied, the instrument must be validated. Validating an instrument allows us to identify that the data have the same distribution and that when applying the test, the data can be proved and real. In this case, the Shapiro Wilk validation test was used, which allowed us to determine whether the data studied correspond to a normal distribution in obtaining the arithmetic means, which are necessary to apply the T Student test.

The validation criteria for the Shapiro Wilk test are as follows:

H0: The data comes from a normal distribution.

H1: The data is not from a normal distribution.

This criterion comes from the following specification:

P-value => α Accept Ho

P-value < α Accept H1

The value of α is statistically predefined by 0.05.

This table gives us the normality data of the Shapiro Wilk test, obtained from the statistical program SPSS Statistics version 22.

Table 1

Normality tests

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistical	Gl	Sig.	Statistical	gl	Sig.
Pre-test - Experimental group	,150	29	,092	,939	29	,096
Post-test - Experimental group	,140	29	,151	,959	29	,311

Source: Direct research (2021)

Table 2

Normality

P – Value (post-test)	0.311	>	**α = 0,05**

Source: Direct research (2021)

Based on the results obtained the data evidence a normal distribution. This ensures that the data corresponds to a population with the same level of knowledge and that it does not correspond to a dispersed population. That is, the students who were part of the research have the same age, the same condition and the same level of knowledge, so the study is objective and measurable.

General information

The present study was conducted on a population of 67 students, all of whom are at the same English school level. For the purposes of the study, the total population was divided as follows:

- The total population was distributed into two groups of 29 and 38 students.
- From this subdivision, each group of 29 and 38 students were selected to form two subgroups called: "Control Group" and "Experimental Group".

The control group is a group of study to which only the level of knowledge of the English language is measured, through a reading comprehension skills tests and without interfering at any time in the learning of the students.

The experimental group represents the opposite. This group of students is supposed to measure the level of knowledge of the English language, with the difference that this group is monitored and subjected to a new teaching methodology to improve their level of understanding of the English language.

In both cases, to determine a before and after: a diagnostic test was taken at the beginning of the research, and at the end of it. Thought these interventions, it can be observed if the control group from beginning to end and without any type of intervention had an improvement in the English language; in the same way, it decided whether the experimental group had some improvement from beginning to end of the study but with the application of the new teaching methodology.

Furthermore, in order to analyze the data collected, it is necessary to use a statistical test that allows this purpose to be carried out. For the present study, the T Student test for related samples was used, since this statistical test facilitates the analysis of data from the same sample before applying a study on this sample and after applying the study on the same sample. This is because it identifies the existing variation through the means of the data obtained, which determines whether the study applied has been successful or not.

Below the analyzed data of the T Student tests are under the following criteria:

If the probability obtained P-value <= α, H0 is rejected (H1 accepted)

If the probability obtained P-value > α H1 is not rejected (H0 is accepted)

Table 3

P – Value

P – Value	0.000	<	$\alpha = 0,05$

Source: Direct research (2021)

The value of the probability obtained in the SPSS Statistics 22 program is given as a bilateral singularity value.

Once this has been defined, it must be taken into account that the T Student analyses have been carried out among the different subgroups detailed, to identify whether there was a variation between values and whether the research has been successful.

T Student Pre-test and Post-test Control group

Table 4

Paired sample statistics

		Average	N	Standard deviation	Standard error average
Pair 1	**Pre-test - Control group**	5,3500	38	1,69622	,27516
	Post-test - Control group	5,2605	38	1,42706	,23150

Source: Direct research (2021)

Table 5

Paired sample correlations

		N	Correlation	Sig.
Pair 1	**Pre-test - Control group Post-test - Control group**	38	,980	,000

Source: Direct research (2021)

Table 6

Paired sample test

			Paired differences			
		Average	**Standard deviation**	**Standard error average**	**95% confidence interval of the discrepancy**	
					Lower	
Pair 1	**Pre-test - Control group – Post-test - Control group**	,08947	,41381	,06713	-,04654	

Source: Direct research (2021)

Table 7

Paired sample test

		Paired differences	t	Gl	Sig. (bilateral)
		95% confidence interval of the discrepancy			
		Higher			
Pair 1	Pre-test - Control group – Post-test - Control group	,22549	1,333	37	,191

Source: Direct research (2021)

Analysis

As can be seen, the result of the T Student test for related samples in the scores achieved in the pre-test and in the post-test compared between the control group gives us a result of 0.191. That is, contrasting the evaluation criteria it can be determined that there is no difference between the means of the groups studied. In simple words, the level of knowledge in the diagnostic test for the control group is the same as in the final test. Taking into account the averages of the scores it is considered that the level this group possesses is low.

T Student Pre-test – Post-test Experimental group

Table 8

Paired sample statistics

		Average	N	Standard deviation	Standard error average
Pair 1	**Pre-test - Experimental group**	5,4414	29	1,64523	,30551
	Post-test - Experimental group	8,2897	29	,57777	,10729

Source: Direct research (2021)

Table 9

Paired sample correlations

		N	Correlation	Sig.
Pair 1	**Pre-test - Experimental group & Post-test - Experimental group**	29	,461	,012

Source: Direct research (2021)

Table 10

Paired sample test

		Paired differences			
		Average	Standard deviation	Standard error average	95% confidence interval of the difference
					Lower
Pair 1	**Pre-test - Experimental group & Post-test - Experimental group**	-2,84828	1,47106	,27317	-3,40784

Source: Direct research (2021)

Table 11

Paired sample test

		Paired differences				
		95% confidence interval of the difference		t	gl	Sig. (bilateral)
		Higher				
Pair 1	Pre-test - Experimental group & Post-test - Experimental group	-2,28871		-10,427	28	,000

Source: Direct research (2021)

Analysis

This T Student test responds to an analysis of the pre-test scores and the post-test scores, but only of the experimental group. This is in order to evidence whether there has been a variation in the level of knowledge, even though the participants had already been part of the new study pedagogy. To consider whether there has been a variation, this T Student test was applied to the scores obtained by the two groups of students in the post-test. The result of the T Student test for paired samples in the grades obtained is 0.000. Comparing that score with the evaluation criteria, it is determined that there is a difference between the means of the groups studied. Therefore, the level of knowledge in the final exam for the experimental group has changed. Based on the means of the scores, the student's initial level has grown considerably, so it affirms that the study pedagogy of which these students were part has had a positive effect and has improved the level of understanding the English language.

The following table shows a summary of the means obtained in the entire study of the groups analyzed:

Table 12

Descriptive statistics

	N	Minimum	Maximum	Average	Standard deviation
Pre-test - Control group	38	2,20	8,30	5,3500	1,69622
Pre-test - Experimental group	29	2,80	8,30	5,4414	1,64523
Post-test - Control group	38	2,80	7,50	5,2605	1,42706
Post-test - Experimental group	29	7,20	9,50	8,2897	,57777
No. valid (per list)	29				

Source: Direct research (2021)

Thus, it can be justified that the mean of the grades of the experimental group have a considerable dispersion with respect to the other means. This is positive since it denotes the increase in the academic level of the students subjected to the study. In other words, with all these data, the following hypotheses can be put forward.

Hypotheses

H0: There is no significant difference between the averages of the level of English knowledge in vocabulary, grammar, interaction and comprehension before and after applying the pedagogical process.

H1: There is a significant difference between the averages of the level of knowledge of English in vocabulary, grammar, interaction and comprehension before and after applying the pedagogical process.

Statistical Decision

To decide which hypothesis is true, the following criteria will be considered:

If the obtained probability P-value <= α, **H0** is rejected (**H1** is accepted)

If the probability obtained P-value > α **H0** is not rejected (**H0** is accepted)

Table 13
P - Value

P - Value	0.000	<	α = 0,05

Source: Direct research (2021)

Conclusion

Once the statistical analysis was done, the alternative hypothesis is accepted which specifies that, "there is a significant difference between the averages of the level of knowledge of English in vocabulary, grammar, interaction and understanding before and after applying the pedagogical process".

In fact, the grades average of students exposed to the research varied from an initial average of 5.44 to a final average of 8.28. This affirms that there is about a 30.40% increase in the level of knowledge in the English language once the teaching methodology has been applied.

Analysis table

This table determines which statistical instrument is aligned with the needs of the research.

Table 14

Analysis table

Random Variable Static Variable		NON-PARAMETRIC TESTS			PARAMETRIC TESTS
		DICHOTOMOUS NOMINAL	**POLYATOMIC NOMINAL**	**ORDINAL**	**NUMERICAL**
Transversal Study Independent Samples	One group	**X2 Goodness of adjustment** Binomial	**X2 Goodness of adjustment**	**X2 Goodness of adjustment**	**T Student (one sample)**
	Two groups	**X2 Goodness of adjustment** Yates Correction Accurate Fisher Test	X^2 **de Homogeneity**	U Mann - Withney	**T de Student (independent sample)**
	More than two groups	**X2 Goodness of adjustment**	**X2 Goodness of adjustment**	H Kruskal-Wallis	**ANOVA with one factor INTERsubjects**
Longitudinal Study	Two measures	Mc Nemar	Cochran Q	Wilcoxon	**T Student (related samples)**
Related samples	More than two sizes	Cochran Q	Cochran Q	Friedman	ANOVA for repeated measures

Source: Direct research (2021)

A longitudinal research corresponds statistically to a study of two or more measurements over a monitoring period. It could be defined in the same way that a longitudinal research involves repeated measurements on two or more study subjects.

Parametric statistics are used in studies of known samples, researches in which analytical data such as height of persons, weight, or grades of a group of students are recognized

3.5 Population or sample:

A sample is any set of units taken from a population, it must be representative and its characteristics must be those of the population (Porras, 2017). This research work was made up of 67 students from the sixth grade A and B of Primary Education of the Unidad Educativa Fiscomisional Maria Auxiliadora from Macas city pertains to 14D01-zone 6 education district of Morona Santiago. Their ages fluctuate between 10 and 11 years, there are 39 men (44.8%) and a female predominance with 48 women (55.2%). The population sample was obtained through a Stratified sampling calculation since it includes representative subgroups of the research elements with specific characteristics; in this respect, an experimental group and a control group were randomly determined from the hold population using the Alazar online tool.

Sample calculation formula : $N=N1 + N2$

$$N= 28+39$$

$$N= 67$$

Table 15

Population investigated

Experimental group	Control group
28 (41.8%)	39 (58.2%)

Source: Direct research (2021)

3.6 Data collection:

To carry out the current research, a pre-test and a post-test were handled as a technique to gather the primary information. At the same time, this kind of tests allowed the analysis of both the control group and the experimental group results to measure changes produced from the experimental treatment (Dimitrov and Phillip, 2003). By then, the T Student test was applied to accept the initial hypothesis and reject the null hypothesis. In turn, this led to the case conclusions and recommendations. Likewise, the information obtained was compared with similar scientific articles, journals, and thesis works to justify and confirm the initial findings of the data analysis. Besides, it promoted the interpretation of EFL students' needs, so the results of this research work granted purposeful alternatives to face the given issues.

3.7 Data Processing and Analysis

To apply the knowledge test to both the control and the experimental groups, the Cambridge test designed for A1 Movers was used. Regularly this exam consists of 6 reading sections, however, for this exam only parts 3, 4, 5 were considered since parts 1 and 2 do not have the necessary level of complexity and also part 6 because this corresponds to other ability. Furthermore, this test was conducted through an online program called Liveworksheets and the results were generated in an Excel spreadsheet. The same questionnaire was administered as a post-test to collect the expected results. Then with this information, it was proceeded to obtain the general statistics of each reading section of the test and its representation in tables and bar diagrams, besides, the P value of the means of the groups studied was calculated to contrast the two methodologies used and thus determine which of them achieves better results in EFL students.

3.8 Response variables or results:

The results collected through the pre-test and post-test to both the experimental and control groups are portrayed quantitatively and qualitatively for their respective analysis

Table 16

Record of qualifications pre-test

No.	Experimental group	Qualitative scale	Control group	Qualitative scale
1	7,80	Reach	7,20	Reach
2	4,40	in process	6,60	in process
3	6,10	in process	6,10	in process
4	3,30	no reach	3,30	no reach
5	7,20	Reach	7,20	Reach
6	4,40	in process	3,30	no reach
7	5,00	in process	8,30	Reach
8	7,20	Reach	3,90	no reach
9	4,40	in process	7,80	Reach
10	5,00	Reach	4,40	in process
11	5,60	in process	2,80	no reach
12	7,80	Reach	6,10	in process
13	8,30	Reach	4,40	in process
14	4,40	in process	2,20	no reach
15	5,00	in process	3,90	no reach
16	3,30	no reach	5,60	in process
17	2,80	no reach	7,80	Reach
18	6,10	in process	2,80	no reach
19	4,40	in process	6,10	in process
20	7,20	Reach	7,20	Reach
21	6,60	in process	5,00	in process
22	4,40	Reach	6,10	in process
23	5,60	in process	3,30	no reach
24	7,80	Reach	7,20	Reach
25	7,20	Reach	6,60	in process
26	4,40	in process	6,60	in process
27	6,10	in process	3,30	no reach

28	3,30	no reach	5,00	in process
29	2,80	no reach	4,40	no reach
30			7,20	Reach
31			5,00	in process
32			6,10	in process
33			7,20	Reach
34			6,10	in process
35			3,90	no reach
36			4,40	in process
37			6,10	in process
38			2,80	no reach
Average	5,44	in process	5,35	in process
Sample variance	3,23		3,56	

Source: Direct research (2021)

Table 17

Qualitative scale control group pre-test

Qualitative scale	Quantitative scale	Number of students	Percentage
Master the required learning	9 – 10	0	0,0%
Reach the required learning	7 - 8,99	8	21,1%
In process of achieving the required learning	4 - 6,99	18	47,3%
Does not reach the required learning	< = 4	12	31,5%
TOTAL		38	100,0%

Source: Direct research (2021)

Figure 1

Qualitative analysis control group pre-test
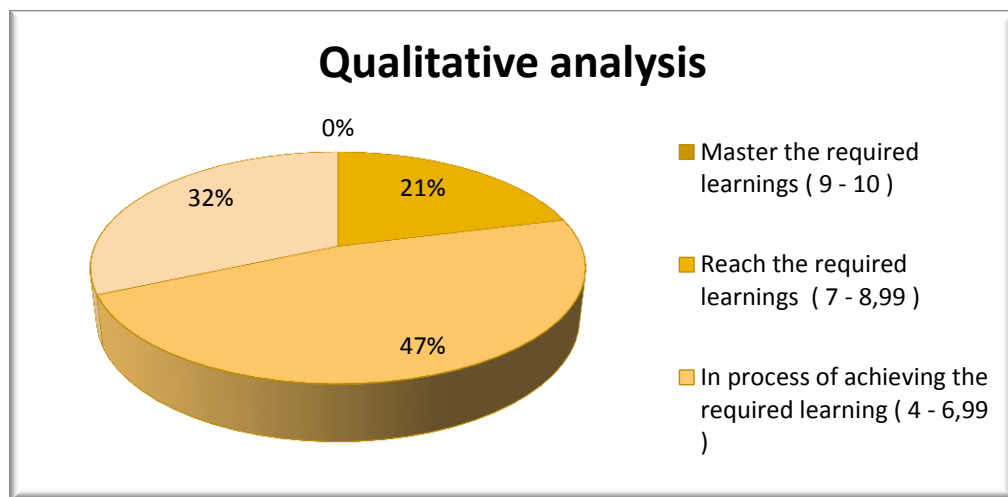
Source: Direct research (2021)

According to the information obtained through the pre-test, only 21% of participants reach the required learning; 47% of them scored less than 7, that is, they are in the process of reaching the required learning. Further, 32% of students do not reach the required learning, because they got a score equal to or less than 4. The average of this

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group is 5.35, so it evidences the need for an intervention to support the process of reaching the required learning and master them.

Table 18

Qualitative scale experimental group pre-test

Qualitative scale	Quantitative scale	Number of students	Percentage
Master the required learnings	9 - 10	0	0,0%
Reach the required learnings	7 - 8,99	8	27,5%
In process of achieving the required learning	4 - 6,99	16	55,2%
Does not reach the required learning	< = 4	5	17,3%
TOTAL		29	100,0%

Source: Direct research (2021)

Figure 2

Qualitative analysis experimental group pre-test
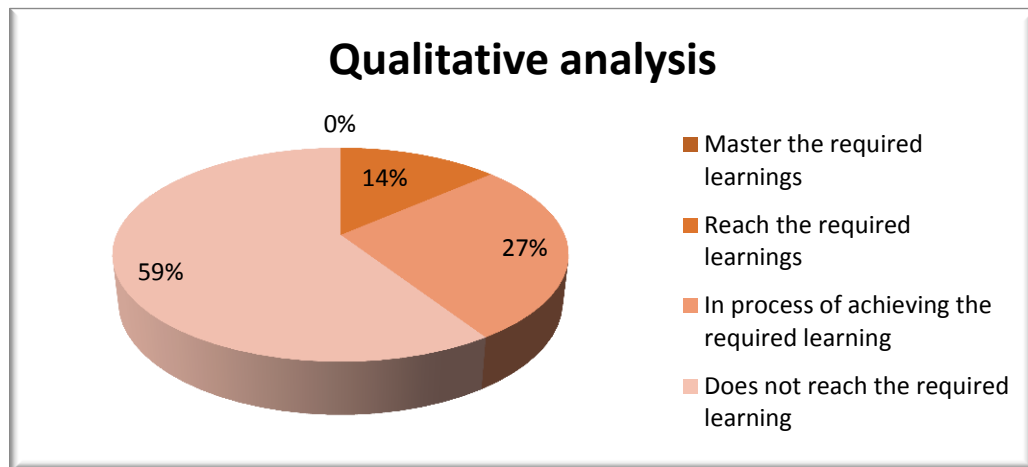
Source: Direct research (2021)

The results raised in the pre-test demonstrate that 26,5 % of students master the required learnings because they achieved a score higher than 7; 55,2% of them scored less than 7, so they are in the process of reaching the required learning. Equally, 17,3% of participants reach a score equal to or less than 4, thus they do not reach the required learning. The average of this exploratory group is 5,44, in other words, the results

confirm the urgency of implementing effective strategies to encourage reading attitudes in EFL students.

Table 19

Record of qualifications post-test

No.	Experimental group	Qualitative Scale	Control group	Qualitative scale
1	9,50	Master	6,50	in process
2	7,50	Reach	6,00	in process
3	8,50	Reach	6,00	in process
4	8,20	Reach	4,00	no reach
5	8,00	Reach	6,70	in process
6	7,50	Reach	4,20	in process
7	8,00	reach	7,50	reach
8	7,90	reach	4,00	no reach
9	7,50	reach	7,00	reach
10	7,20	reach	4,00	no reach
11	7,80	reach	3,50	no reach
12	8,00	reach	5,50	in process
13	8,90	reach	4,50	in process
14	8,50	reach	2,80	no reach
15	8,90	reach	3,60	no reach
16	8,00	reach	5,80	in process
17	8,10	reach	7,10	reach
18	8,30	reach	3,10	no reach
19	9,00	master	6,00	in process
20	8,90	reach	7,30	reach
21	8,30	reach	4,90	in process
22	8,30	reach	6,00	in process
23	7,90	reach	2,90	no reach
24	9,40	master	7,30	reach
25	8,90	reach	6,50	in process
26	8,50	reach	6,50	in process
27	8,90	reach	3,50	no reach
28	8,00	reach	4,90	in process
29	8,00	reach	4,50	in process
30			6,80	in process
31			4,90	in process
32			6,00	in process
33			6,70	in process

34			6,00	in process
35			4,20	in process
36			4,30	in process
37			6,00	in process
38			2,90	no reach
Average	8,29	Reach	5,26	in process
Sample variance	3,23		3,56	

Source: Direct research (2021)

Table 20

Qualitative scale control group post-test

Qualitative scale	Quantitative scale	Number of students	Percentage
Master the required learnings	9 - 10	0	0,0%
Reach the required learnings	7 - 8,99	5	13,2 %
In process of achieving the required learning	4 - 6,99	23	60,5%
Does not reach the required learning	< = 4	10	26,3%
TOTAL		38	100,0%

Source: Direct research (2021)

Figure 3

Qualitative analysis control group post-test
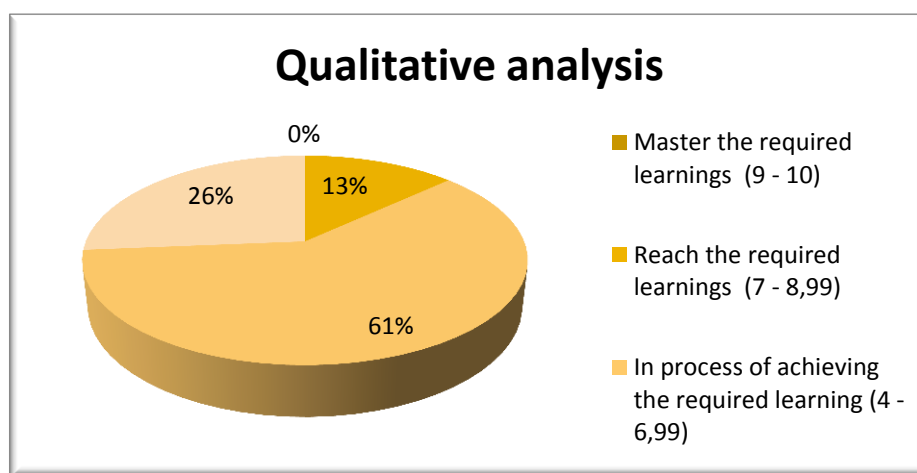
Source: Direct research (2021)

The results obtained through the post-test indicate that only 13% of students achieved a score higher than 7 that is they reach the required learning; on the other hand, 61% of the participants scored less than 7 but more than 4, so they are in the process of achieving the required learning. Also, the graphic shows that 26% of students do not reach the required learning, which represents one third of the population studied. As a

result, the average of this study group was 5.26 which demonstrate a little progress in the second evaluation, even though it is no significant.

Table 21

Qualitative scale experimental group post-test

Qualitative scale	Quantitative scale	Number of students	Percentage
Master the required learnings	9 - 10	3	10,3%
Reach the required learnings	7 - 8,99	26	89,7%
In process of achieving the required learning	4 - 6,99	0	0,0%
Does not reach the required learning	< = 4	0	0,0%
TOTAL		29	100,0%

Source: Direct research (2021)

Figure 4

Qualitative analysis experimental group post-test
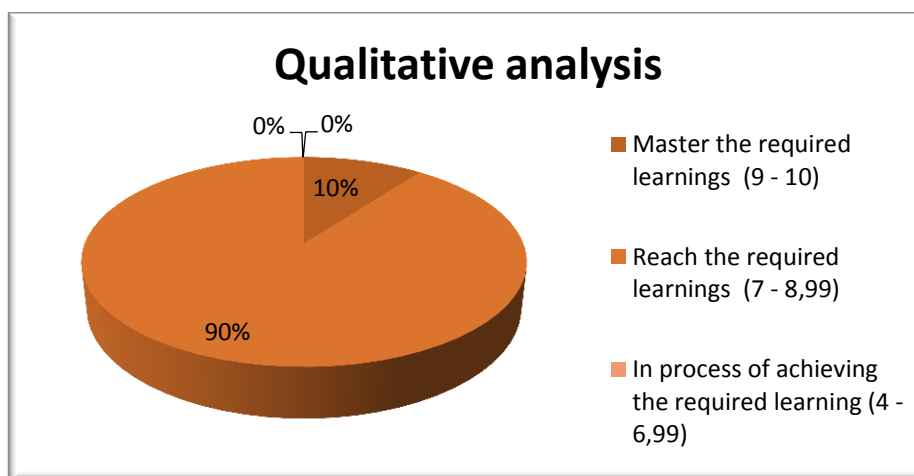
Source: Direct research (2021)

Once the post-test results have been analyzed, it can be determined that 90% of participants that represents the big majority of the population have reach the required learning due to they scored more than 8; in like manner 10% of students achieved 10, a perfect score that indicates they master the reading skills. Moreover, nobody got a grade less than 7. In effect the average of this experimental group is 8,29. That is, there has

been a significant difference among the pretest and posttest after the implementation of Literacy Circles.

CHAPTER IV

RESULTS AND DISCUSSION

The analysis of each reading section of the test is detailed below. Once the data collection instrument was applied in the experimental and control groups, frequency tables were made with the number of correct responses obtained in each reading section in both the pre-test and post-test. In this way, its equivalence in percentage was represented graphically in bar charts on Microsoft Excel. Just like that, it was possible to compare and demonstrate how Literacy Circles can enhance reading skills of EFL students.

READING PART 3.- Read the story. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example.

- Now, choose the best name for the story.

Table 22

Results Cambridge Reading pre-test for A1 Movers part 3

Group	Frequency	Percentage
Control	2.6	78%
Experimental	2.8	84%

Source: Direct research (2021)

Figure 5

Results Cambridge Reading test for A1 Movers part 3 (pre-test)
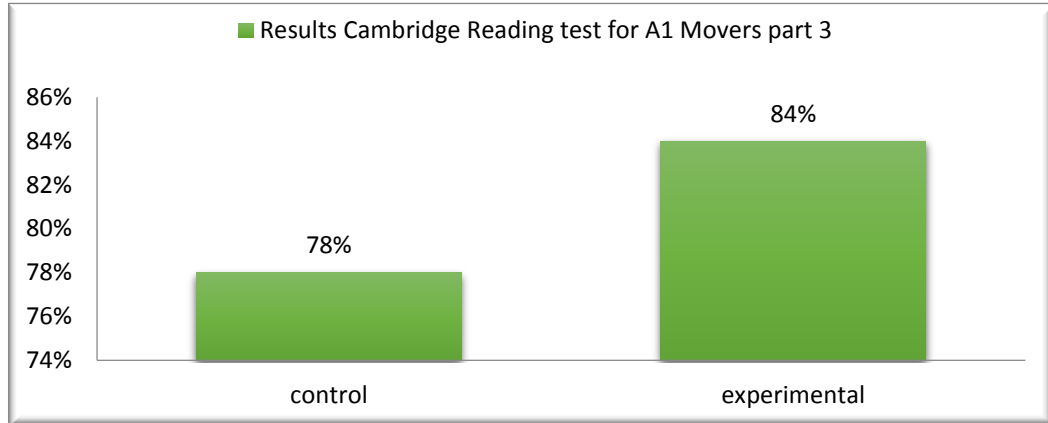
Source: Direct research (2021)

Discussion and analysis

The pre-test statistical graph of the section N. 3 of the Cambridge Reading test for A1 Movers shows a little difference among the experimental group (2,8/3,3) in relation to the control group (2,6/3,3) in the vocabulary knowledge and ability to decode texts.

READING PART 4.- Read the text. Choose the right words and write them on the lines.

Table 23

Results Cambridge Reading pre-test for A1 Movers part 4

Group	Frequency	Percentage
Control	2.15	77%
Experimental	2.05	74%

Source: Direct research (2021)

Figure 6

Results Cambridge Reading test for A1 Movers part 4 (pre-test)
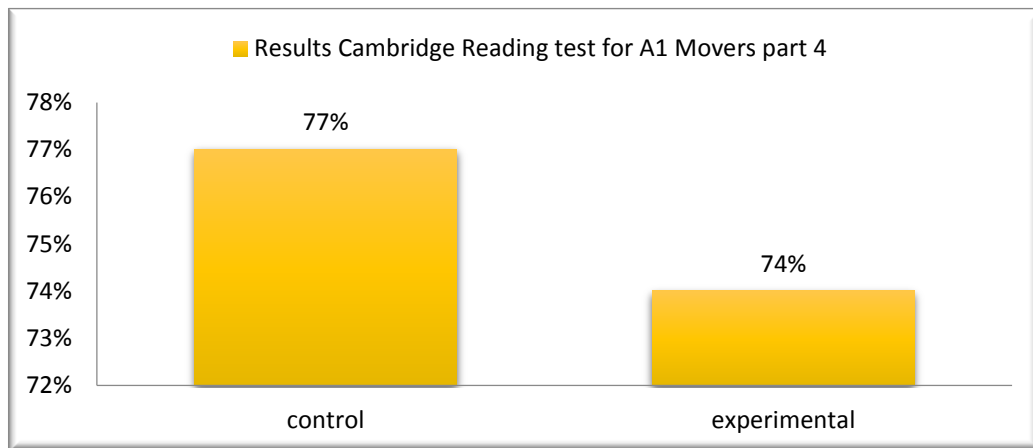
Source: Direct research (2021)

Discussion and analysis

In this section, children's background knowledge, fluency and decoding abilities were tested. To answer, students need to instantly recognize words with the naked eye and choose the best one to complete the sentence. The statistical analysis of section N. 4 of the Cambridge Reading test for A1 Movers shows a small variation between the control group (2.15/2.77) in contrast to the experimental group (2.05/2.77). There is only a 0.10 decimal point of difference.

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READING PART 5.- Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2, or 3 words.

Table 24

Results Cambridge Reading pre-test for A1 Movers part 5

Group	Frequency	Percentage
Control	0.60	15.5%
Experimental	0.55	14.2%

Source: Direct research (2021)

Figure 7
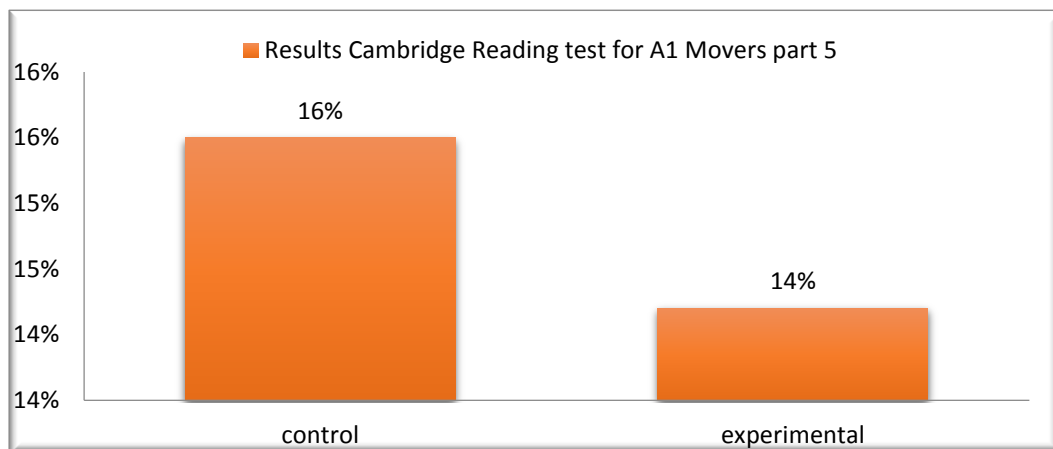
Results Cambridge Reading test for A1 Movers part 5 (pre-test)

Source: Direct research (2021)

Discussion and analysis

The statistical illustration of the reading segment N. 5 of the Cambridge reading test for A1 Movers reveals a minor difference between the experimental group (0.55/3.88) in relation to the control group (0.60/3.88) during the pre-test. In this reading part the capacity to reasoning as well as the ability to relate what they have read to what they

know were measured even though there wasn't a big difference among the group's performance.

READING PART 3.- Read the story. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example.

- Now, choose the best name for the story.

Table 25

Results Cambridge Reading post-test for A1 Movers part 3

Group	Frequency	Percentage
Control	2.6	78%
Experimental	3.3	100%

Source: Direct research (2021)

Figure 8

***R**esults Cambridge Reading test for A1 Movers part 3 (Post-test)*
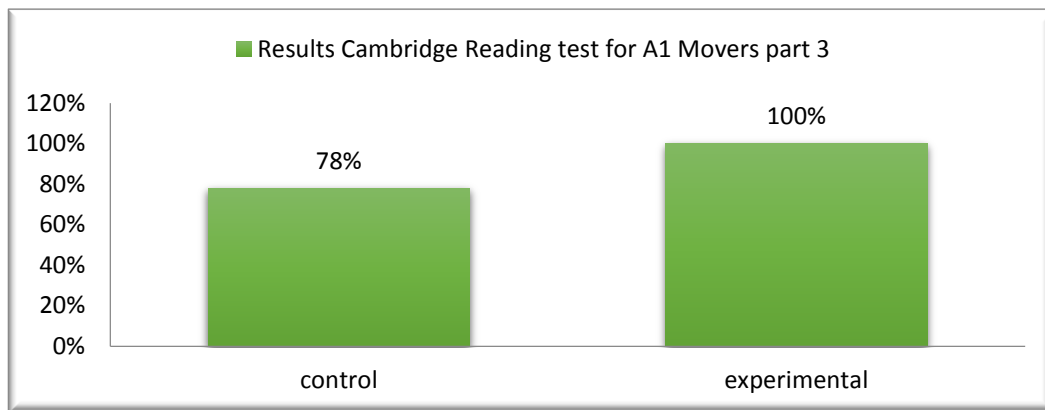
Source: Direct research (2021)

Discussion and analysis

The post-test statistical analysis of section N. 3 of the Cambridge Reading test for A1 Movers demonstrates a clear difference between the experimental group (3.3/3.3) and the control group (2.6/3.3) in the ability to decode texts and understand words. To illustrate, the control group taught through the conventional reading had an advance but

it was not significant as the experimental group. That is, through the literacy circles students increase their lexicon, and more important they learn to interpret words through written clues or graphic representations which are the basis for the development of other reading skills.

READING PART 4.- Read the text. Choose the right words and write them on the lines.

Table 26

Results Cambridge Reading post-test for A1 Movers part 4

Group	Frequency	Percentage
Control	2	72%
Experimental	2.7	97.47%

Source: Direct research (2021)

Figure 9

Results Cambridge Reading test for A1 Movers part 4 (post-test)
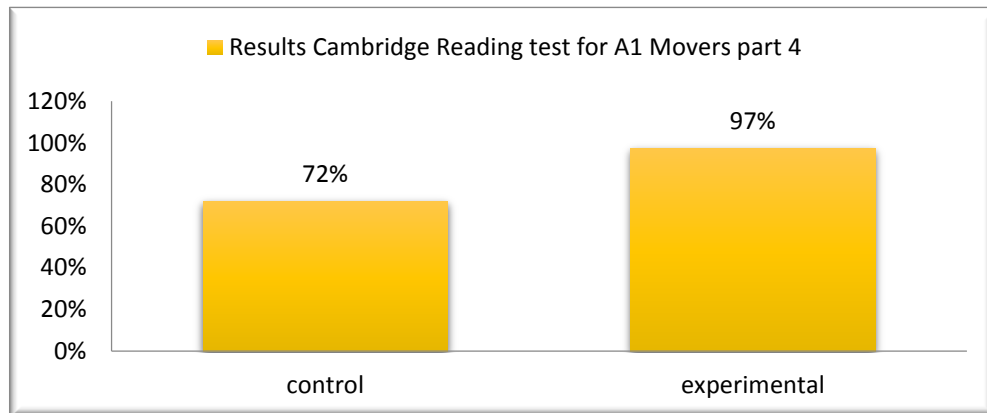
Source: Direct research (2021)

Discussion and analysis

According to the information obtained in the post-test of section N. 4 of the Cambridge Reading test for A1 Movers, the control group experienced a decrease (2.0/2.77), that is 0,15 decimals less in comparison with the pre-test. Nevertheless, the experimental group showed a remarkable progress (2.7/2.77). It is obvious that the experimental group advanced more than the control group. This means that students can relate the reading to

what they know as well as they can recognize whole words at a speed that allows them to read and understand the text. Fluent readers read at their own pace.

READING PART 5.- Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2, or 3 words.

Table 27

Results Cambridge Reading post-test for A1 Movers part 5

Group	Frequency	Percentage
Control	0.66	17%
Experimental	2.29	59.02%

Source: Direct research (2021)

Figure 10

Results Cambridge Reading test for A1 Movers part 5 (post-test)
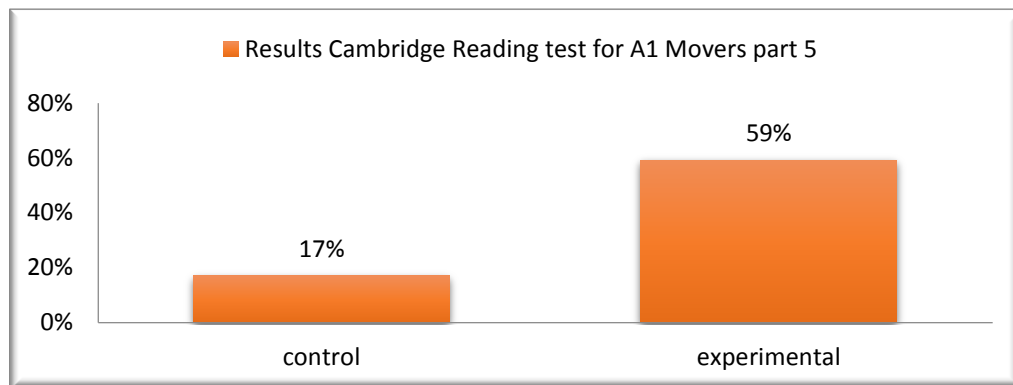
Source: Direct research (2021)

Discussion and analysis

Once part N. 5 of the post-Cambridge reading test for A1 Movers was tabulated, unlike the control group (0.66/3.88) whose improvement was not so significant, a great growth of the experimental group was evidenced (2.29/3.88). This substantial variation reflects the fact that the students are improving their ability to reason and use the background knowledge to make inferences and draw conclusions. Besides, it demonstrates that children are able to read between the lines and pull out meaning even when it's not literally spelled out. Equally important, it indicates that students understand how

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sentences are built which helps kids get meaning from passages and entire texts.

CHAPTER V

5.1 Conclusions

- Through the scores achieved in the initial test, it became evident that the students reading comprehension level is seriously compromised due to the lack of interest in reading and the scarce revision of formal texts. In other words, these situations do not contribute to the consolidation and total mastery of reading skills that are essential within the understanding of different subjects and disciplines.

- According to what could be observed during this intervention, most educators conduct classic reading comprehension strategies such as identifying the main idea and summarizing, answering and asking questions. Teachers use reading strategies in a reflective and flexible manner to promote children reading skills. However, the repetitive use of these strategies is not enough to cover the diverse needs of all students. In short, the scarce updating of teachers in the face of the use of new strategies drives teachers to maintaining and applying the same kind of strategy over and over again.

- The relationship between the strategy of literary circles in the development of reading comprehension skills is of great importance as it enables students to learn within a framework of understanding the purposes and objectives of the target text, both the explicit written text and implicit information and facts based on other clues in the story. Likewise, the application of control activities proposed by the teacher and the comprehension of how the literary circles operate can significantly improve the integration of the previous knowledge.

- The main complication that arises in students in the acquisition of skills that allow them to improve their reading comprehension is due to the lack of encouragement to adopt their own reading habits, which does not allow them to adequately relate their current learning to subsequent learning regarding the topic and the subject.

5.2 Recommendations

- To begin with, teachers need to consider the importance of improving the level of reading comprehension, keeping in mind that reading is at the core of all subjects and the linkage and progression that exists within the knowledge areas. Literature circles can provide a community learning experience where students and teachers learn from interacting with each other, so the communication environment presented by Literature Circles supports students in flourishing their social and cognitive skills which are indispensable for a better academic development.

- Teaching reading is not an easy task; it requires the mastery of pedagogical strategies that facilitate teacher's didactic performance. Teacher training is fundamental to their role, as they must present diverse proposals to create a dynamic and unrepeatable class every day. Teachers need to keep innovating to be updated with current strategies to captivate students learning and not fall into the traditional teaching style. Literary circles can be a viable alternative to aid students develop activities that reinforce the knowledge learned and facilitate the performance of tasks. It is worth mentioning that instructors must know the teaching content perfectly to know what to teach and how to teach, in this case the literary circles, because if strategies are not used appropriately with the students, the teaching-learning process can be lost.

- More important, literary circles are helpful for students to master their reading comprehension skills and to realize about the importance of learning communities. The application of the strategy of Literary Circles should provide harmonic experiences for both the teacher and the student, allowing a respectful dialogue and always aiming at improving the quality of the teaching-learning process. Additionally, during the performance of the lesson, the teacher should consider learning achievements, which will be evaluated gradually and, if necessary, may be modified according to the time and particular needs of the context.

- Teachers must implement mechanisms that allow them to visualize to what extent the subject matter being addressed is being understood by the students, in that way, they can reformulate the strategy that is being used, thus avoiding waiting at the end of the teaching-learning process to apply the necessary corrections if they are required.

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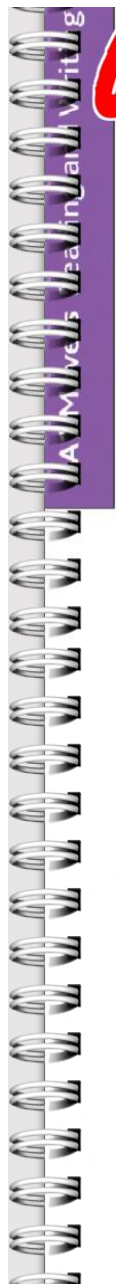
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5.4 Annexes

5.4.1 Sample Cambridge Reading test for A1 Movers (pre and post-test)

Cambridge Assessment English

A1 Movers Reading

There are 18 questions.

You have 30 minutes.

My name is: ....

Part 3

-6 questions -

**Read the story. Choose a word from the box. Write the correct word
next to numbers 1-5. There is one example.**

Jane loves reading about different animals in her school .....library.....

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the (1).......website........... I told you about yesterday,' she said.

'Work with a friend. Choose a really strong animal but talk about your

different (2)......ideas........... first.' Jane worked with Paul. 'Bears are

great,' Paul said. 'Let's find a picture of a bear in a river. They're really

good at catching fish! Or a lion? People are (3).....frightened............ of those.

Let's find a picture of a lion with its mouth open! I like seeing its big

teeth.' 'What about kangaroos?' Jane said. 'They have longer and

stronger tails than bears or lions. It's their tails that make them really

good at (4)......bounce........... ! Their back legs are the strongest, too.' Paul

looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the

(5)......cleverest........... girl in the class!'

Example

library

website

frightened

hopping

address

surprised

cleverest

bounce

ideas

(6) Now choose the best name for the story.

Paul's favourite bear

Jane's new teacher

A lesson about animals

Part 4

– 5 questions –

Read the text. Choose the right words and write them on the lines.

Dolphins
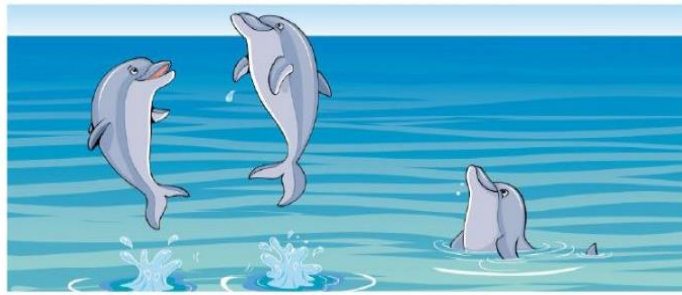
Example Dolphins are part ....of............ the whale family. They are smaller

1 ....[than]................. most whales and they have small teeth.

2 Dolphins are very clever animals. They learn things very ....[quickly]............

and a dolphin can make noises to 'talk' to another dolphin.

3 Dolphins live with their families. They like to play in the water and to

jump ....[aut].................. of the water and back in again.

4 A lot of people ....[who]............ sail boats say that dolphins like to be

near people. They come very near to boats and sometimes they

5 ....[swim]........... with the boats for days.

Example	in	of	by
1	then	that	than
2	quick	quickly	quickest
3	out	from	up
4	which	what	who
5	swam	swim	swimming

Part 5

– 7 questions –

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Daisy at the farm

Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm. In the car, last Saturday, the family talked about the farm. 'It's so quiet there!' Daisy's Mum said. 'I like working outside!' her father said. 'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

- Daisy's home was in the ....city.........
- Daisy's family went to the ....countryside.........by car every weekend.

Questions

1 Daisy's mother liked the farm because it was a ....quiet............ place.

2 Daisy enjoyed working with ....her Grandpa........... on the farm.

They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too. 'Oh dear!' Daisy's mum said. 'It's very noisy here today.' 'And I can't work outside in this rain,' Daisy's father said. 'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

3 There were some .... noisy trucks .... outside the house when they drove

into the farm.

4 Daisy's dad didn't want to .... work .... in the wet weather.

5 Daisy told .... her mom .... to go and have tea with her

grandmother.

Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables. After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said. 'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

6 Daisy was .... tired after all her work outside.

7 Grandfather said Daisy was the .... best farmer in her family

A family holiday
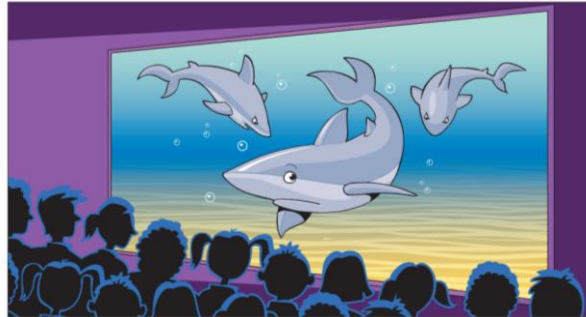
Vicky lives with her parents and her two brothers, Sam and Paul, in the city. Last week, they had a holiday by the sea. Sam is ten, Vicky is eight but Paul is only five. They went to the cinema on Wednesday because it rained all day. They saw a film about sharks. The sharks had very big teeth. Paul didn't like watching them and he closed his eyes.

On Thursday, Paul thought about the film. He didn't want to swim in the sea. He sat on the beach and watched Sam and Vicky. They played in the water. Mum gave Paul an ice cream but he didn't want it. Then Dad said, "Come on Paul! Let's go for a swim." But Paul didn't want to.
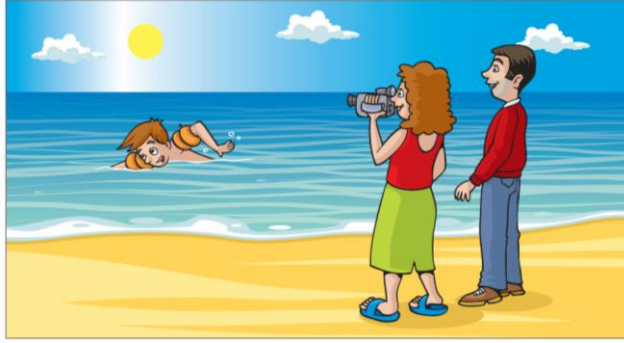
Friday, the family ate breakfast in the garden because it was very sunny but Paul didn't want any. Then they all went to the beach again. The sea was very blue. Paul looked. There were three beautiful dolphins in the water! He ran to the sea and swam to them. Then Paul's dad threw a ball in the sea and the dolphins played with it. It was great and Paul stopped thinking about the sharks in the film. That evening, all the family went to the cinema again. This time the film was about a funny dolphin and they all enjoyed it.

Parrots

There *are* 350 kinds of parrot in the world. They are clever animals. A lot of parrots are green, but you can find 1 parrot which are red, yellow and blue. They live in trees and rocks in hot places. They have big heads and short necks. They are very good at climbing trees. Most parrots do not eat meat. They eat fruit and plants. Parrots fly to many places every day to look for food. When they are eating, they hold their food in 5 one foot. These birds make a lot of noise when they are with their families.

The rain in the jungle

Last weekend, Vicky and Tom said to their friend Daisy, 'Would you like to go for a walk in the jungle?' Daisy said, 'I need to take some photos for homework. I can do that there.' Vicky's mum said, 'Take coats with you.' The children laughed and said, 'It's hot and sunny. We don't need coats!' When the children got to the jungle, they saw lots of monkeys in the trees.

Tom took pictures of some beautiful plants which had red flowers on them. Then Daisy pointed and said, 'Look at those black clouds!' Then it started raining. 'The camera! Put it in your bag!' said Vicky to Tom. 'OK,' said Tom. Tom got some very big leaves and they held them above their heads. The monkeys came and sat with them. It rained

and rained, but the leaves were really big and the children and monkeys didn't get wet. Daisy took more photos.

The children waited for the rain to stop and they ate their sandwiches. When it was sunny again, the children ran back home. Mum looked at their clothes and was surprised. 'Didn't it rain in the jungle?' she asked. 'Yes,' they said. 'But we found some leaves and we didn't need coats.' And they showed Mum their photos.

5.4.3 Literacy Circles Group works sample of student's roles

Discussion leader

Name: Erik Tacuri

Topic: A family holiday

Questions or ideas for todas discussion:

- Why didn't Paul want to swim in the sea?
- Paul looked at three beautiful dolphins and approached them
- Paul stopped thinking abaut the sharks in the movie When he saw the dolphins play with the ball.

Who was not prepared for todays discussion: Paul wasn't prepared because he didn't like the movie abaut sharks

ILLUSTRATOR

Name Eder Ayus

Topic A family holiday

Draw a picture about the story. You can illustrate characters, the set ting, a pror your favorite part of the story.

Word wizard

Name: Daniela Andrade

Topic: A family holiday

Find 5 interesting, powerful, or funny words from today's reading.
Then, write down the words and their meaning in the chart below

Word	Meaning
1. Family	Familia
2. Friday	Viernes
3. Holyday	Vacaciones
4. Sunny	Soliado
5. Beach	Playa

Summariser

Name: Daniela Andrade

Topic: A family holiday

Take notes about the characters, events, or important ideas of the reading and write a 3 lines summary about the story.

There were 3 brothers who saw a shark movie and went to the beach. Brother Paul didn't want to do anything all day and on the beach he was the last to get into the weter out of fear.

5.4.4 Research approval

CARTA DE COMPROMISO

Ambato, 15 de abril de 2020
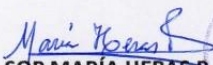
Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Sor María Heras en mi calidad de Rectora de la Unidad Educativa Fiscomisional María Auxiliadora, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**Literary circles strategy for reading skills in EFL students.**" propuesto por el estudiante Renato Emanuel Bautista Ullauri, portador de la Cédula de Ciudadanía 180460605-9, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Ingles Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

SOR MARÍA HERAS R.
RECTORA
Cédula de Ciudadanía 0907419220
No teléfono convencional 072700121
No teléfono celular 0986341265
Correo electrónico sor_mariaheras@yahoo.com.mx

5.4.5 Validity of the evaluation instrument

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "EVALUACIÓN ESTUDIANTIL " PERTENECIENTE A LA INVESTIGACIÓN: LITERARY CIRCLES STRATEGY FOR READING SKILLS IN EFL STUDENTS.

TÍTULO DEL TRABAJO

AUTOR/A: Lic. Renato Bautista

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
PART 3 (6 QUESTIONS) Read the story. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example Jane loves reading about different animals in her school .....library ..... Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1)........................ I told you about yesterday,' she said. ' Answer: website				✓				✓				✓				✓
'Work with a friend. Choose a really strong animal but talk about your different (2)....................... first.' Answer: ideas			✓				✓				✓					✓
Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3)....................... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' Answer: frightened			✓				✓				✓					✓
'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4)....................... ! Their back legs are the strongest, too.' Answer: hopping			✓				✓				✓					✓
Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5)....................... girl in the class!' Answer: cleverest			✓				✓				✓					✓

Example (images) (6) Now choose the best name for the story. Tick one box. Paul's favourite bear ☐ Jane's new teacher ☐ A lesson about animals ☐ Answer: A lesson about animals			✔			✔			✔			✔		
PART 4 **(5 QUESTIONS)** Read the text. Choose the right words and write them on the lines. Example in of by 1 then that than 2 quick quickly quickest 3 out from up 4 which what who 5 swam swim swimming **Dolphins** Example. Dolphins are part ....of........ the whale family. 1. They are smaller .... most whales and they have small teeth. Answer: than			✔			✔			✔			✔		
2. Dolphins are very clever animals. They learn things very.................. and a dolphin can make noises to 'talk' to another dolphin. Answer: quickly			✔			✔			✔			✔		
3. Dolphins live with their families. They like to play in the water and to jump .... of the water and back in again. Answer: out			✔			✔			✔			✔		
4. A lot of people .... sail boats say that dolphins like to be near people. Answer: who			✔			✔			✔			✔		
5. They come very near to boats and sometimes they .... with the boats for days. Answer: swim			✔			✔			✔			✔		
PART 5 **(7 QUESTIONS)** Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.			✔			✔			✔			✔		

Daisy at the farm

Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm. In the car, last Saturday, the family talked about the farm. 'It's so quiet there!' Daisy's Mum said. 'I like working outside!' her father said.
'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples
-Daisy's home was in ....the city ....
-Daisy's family went to the .....countryside ..... by car every weekend.

Questions
1 Daisy's mother liked the farm because it was a .... place.

Answer: quiet

			✔			✔			✔			✔

2 Daisy enjoyed working with .... on the farm.

Answer: (all) (the) animals

			✔			✔			✔			✔

They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.
'Oh dear!' Daisy's mum said. 'It's very noisy here today.' 'And I can't work outside in this rain,' Daisy's father said. 'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

3 There were some .... outside the house when they drove into the farm.

Answer: (noisy) trucks

			✔			✔			✔			✔

4 Daisy's dad didn't want to .... in the wet weather.

Answer: work (outside)

			✔			✔			✔			✔

5 Daisy told .... to go and have tea with her grandmother.

Answer: her parents/her mum and dad/her mother and father

			✔			✔			✔			✔

Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.
After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum,

It's you, Daisy!' her grandfather said. 'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered! 6 Daisy was .... after all her work outside. Answer: tired (and/but happy)/happy (and/but tired)										
7 Grandfather said Daisy was the .... in her family! Answer: best farmer		✓		✓			✓			✓

Note: it is worth to say that the reading section of the real Cambridge test for A1 Movers consist of 6 parts, even though for this research only parts 3,4 and 5 have been considered due to part 1 and 2 do not fulfill the complexity level participants need to achieve and also part 6 because it focuses more on writing skill.

Observaciones:

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

EDGAR GUADIA ENCALADA TRUJILLO

Firmado digitalmente por EDGAR GUADIA ENCALADA TRUJILLO Fecha: 2020.11.16 15:50:13 -05'00'

Realizado por:
Lic. Renato Bautista
CI. 1804606059

Validado por:
Mg. Edgar Encalada Trujillo
CI: 0501824171.

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO " EVALUACIÓN ESTUDIANTIL " PERTENECIENTE A LA INVESTIGACIÓN: LITERARY CIRCLES STRATEGY FOR READING SKILLS IN EFL STUDENTS.
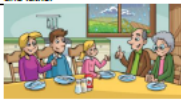
TÍTULO DEL TRABAJO

AUTOR/A: Lic. Renato Bautista

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
PART 3 (5 QUESTIONS) Read the story. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example. Jane loves reading about different animals in her school .....library ..... Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1)........................... I told you about yesterday,' she said. ' Answer: website			✓				✓					✓				✓
'Work with a friend. Choose a really strong animal but talk about your different (2)......................... first.' Answer: ideas				✓				✓				✓			✓	
Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3)........................... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' Answer: frightened			✓				✓				✓				✓	
'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4)........................... ! Their back legs are the strongest, too.' Answer: hopping			✓				✓					✓				✓
Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5)........................... girl in the class!' Answer: cleverest			✓				✓					✓				✓

(6) Now choose the best name for the story.

Tick one box.

Paul's favourite bear ☐

Jane's new teacher ☐

A lesson about animals ☐

Answer: A lesson about animals

PART 4
(5 QUESTIONS)
Read the text. Choose the right words and write them on the lines.
Example in   of   by

1 then   that   than

2 quick   quickly   quickest

3 out   from   up

4 which   what   who

5 swam   swim   swimming

Dolphins

Example. Dolphins are part
........of........ the whale family.
1. They are smaller ....
most whales and they have small teeth.

Answer: than

2. Dolphins are very clever animals. They learn things very.................. and a dolphin can make noises to 'talk' to another dolphin.

Answer: quickly

3. Dolphins live with their families. They like to play in the water and to jump .... of the water and back in again.

Answer: out

4. A lot of people .... sail boats say that dolphins like to be near people.

Answer: who

5. They come very near to boats and sometimes they .... with the boats for days.

Answer: swim

PART 5
(7 QUESTIONS)
Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Daisy at the farm														

Daisy at the farm

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'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples
-Daisy's home was in ....the city ....
-Daisy's family went to the .....countryside ..... by car every weekend.

Questions
1 Daisy's mother liked the farm because it was a .... place.

Answer: quiet

2 Daisy enjoyed working with .... on the farm.

Answer: (all) (the) animals

They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.
'Oh dear!' Daisy's mum said. 'It's very noisy here today.' 'And I can't work outside in this rain,' Daisy's father said. 'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

3 There were some .... outside the house when they drove into the farm.

Answer: (noisy) trucks

4 Daisy's dad didn't want to .... in the wet weather.

Answer: work (outside)

5 Daisy told .... to go and have tea with her grandmother.

Answer: her parents/her mum and dad/her mother and father

Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables. After dinner, Daisy was tired but happy. 'The best farmer in your

Observaciones:
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_____
_____
_____

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UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA PEDAGOGÍA DE LA ENSEÑANZA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2019
Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO " EVALUACIÓN ESTUDIANTIL " PERTENECIENTE A LA
INVESTIGACIÓN: LITERARY CIRCLES STRATEGY FOR READING SKILLS IN EFL STUDENTS.

TÍTULO DEL TRABAJO

AUTOR/A: Lic. Renato Bautista

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PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
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'Work with a friend. Choose a really strong animal but talk about your different (2)........................ first.' **Answer:** ideas				✓				✓			✓					✓
Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3)............................ of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' **Answer:** frightened			✓					✓			✓				✓	
'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4)............................ ! Their back legs are the strongest, too.' **Answer:** hopping				✓				✓				✓				✓
Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5)............................ girl in the class!' **Answer:** cleverest				✓				✓				✓				✓

96

(6) Now choose the best name for the story.

Tick one box.

Paul's favourite bear ☐

Jane's new teacher ☐

A lesson about animals ☐

Answer: A lesson about animals

PART 4
(5 QUESTIONS)
Read the text. Choose the right words and write them on the lines.

Example   in   of   by

1 then   that   than

2 quick   quickly   quickest

3 out   from   up

4 which   what   who

5 swam   swim   swimming

Dolphins

Example. Dolphins are part ....of......... the whale family.

1. They are smaller .... most whales and they have small teeth.

Answer: than

2. Dolphins are very clever animals. They learn things very.................. and a dolphin can make noises to 'talk' to another dolphin.

Answer: quickly

3. Dolphins live with their families. They like to play in the water and to jump .... of the water and back in again.

Answer: out

4. A lot of people .... sail boats say that dolphins like to be near people.

Answer: who

5. They come very near to boats and sometimes they .... with the boats for days.

Answer: swim

PART 5
(7 QUESTIONS)
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Answer: (noisy) trucks

4 Daisy's dad didn't want to .... in the wet weather.

Answer: work (outside)

5 Daisy told .... to go and have tea with her grandmother.

Answer: her parents/her mum and dad/her mother and father

Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables. After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said. 'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

6 Daisy was .... after all her work outside.

Answer: tired (and/but happy)/happy (and/but tired)

7 Grandfather said Daisy was the .... in her family!

Answer: best farmer

Note: it is worth to say that the reading section of the real Cambridge test for A1 Movers consist of 6 parts, even though for this research only parts 3,4 and 5 have been considered due to part 1 and 2 do not fulfill the complexity level participants need to achieve and also part 6 because it focuses more on writing skill.

Observaciones:
_____
_____
_____
_____
_____

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Lic. Renato Bautista

CI. 1804606059

Validado por:

Mg. Xavier Sulca

CI: 180244758