PROYECTO EDUCATIVO

TOPIC

INFLUENCE OF SHORT STORIES IN THE DEVELOPMENT OF THE READING SKILL

PROPOSAL

DESIGN OF A BOOKLET WITH SHORT STORIES TO DEVELOP THE READING SKILL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MAJOR IN LENGUA Y LINGÜÍSTICA INGLESA

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FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

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De mis consideraciones:

En virtud de la resolución por la autoridad Académica de la Facultad de Filosofía, de fecha 26 de Octubre del 2016 oficio #401 en el cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización Lenguas y Lingüísticas, el día.

Tengo a bien informar lo siguiente:

Que las integrantes CATALINA MERCEDES TORRES MANZO C.C: 0912890308 con KATHERINE YULY LEON VALENCIA C.C: 0925100398 diseñaron el proyecto educativo con el tema: INFLUENCE OF SHORT STORIES IN THE DEVELOPMENT OF THE READING SKILL. DESIGN OF A BOOKLET WITH SHORT STORIES TO DEVELOP THE READING SKILL

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Las participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN y pone a vuestra el consideración el informe de rigor para los efectos legales correspondientes.

Atentamente

[signature]

Msc. José Miguel Campuzano
Tutor
DEDICATION

This thesis or project is dedicated to my lovely son, Gabriel Colmont Torres, the person who is the engine of my life. One who does not let me surrender or fail. The person who encourages me and the one for whom I wake up every day to be the best.

Catalina Torres Manzo

I dedicate this work to my family with great love; To my beloved husband Pablo Pastrana who unconditionally supported me through all this time being the fundamental pillar of my life and great example of perseverance to finish my career. To my beautiful son Pablo Elías for the engine of my motivation to continue growing professionally and give him a better future. Thank God for giving me the opportunity to have my family.

Katherine León de Pastrana
THANKFULNESS

First of all, we want to thank God for all the blessings received by Him in order to reach this professional goal in our lives, because if it was not for his mercy, goodness and love it would not be a reality today.

We also want to thank Guayaquil University and to our teachers during the whole career as they contributed with our academic training. We are thankful mainly to our project advisor, Msc. Jose Miguel Campuzano, for his support, dedication, guidance and help along this project. Owing to his knowledge and experience we have successfully ended this project.
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# Informe de Registro de Tesis

**Título y Subtítulo:** Influencia de las historietas en el desarrollo de la habilidad lectora. Diseño de un folleto con historietas para mejorar la habilidad lectora

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**Institución:** Universidad de Guayaquil

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**Áreas Temáticas:** Un folleto con ejercicios dinámicos que desarrolle y mejore la habilidad de la comprensión lectora de los estudiantes de manera significativa durante el proceso de enseñanza-aprendizaje.

**Palabras Claves:** Historieta, Curriculum, lingüístico, estudiantes, habilidades del lenguaje.

**Resumen:**
El uso de la literatura se ha aplicado como un componente esencial del currículo de lengua inglesa, (2017). El objetivo de la enseñanza EFL es ayudar a los estudiantes a comunicarse con fluidez. Sin embargo, algunos profesores todavía creen que una clase de EFL debe centrarse en dominar elementos lingüísticos solamente. Pero la tendencia reciente en la enseñanza de EFL indica la necesidad de integrar la literatura debido a su rico potencial para proporcionar un auténtico modelo de uso de la lengua. Entre los géneros literarios, los relatos cortos parecen ser la opción más adecuada para esto debido a su potencial para ayudar a los estudiantes a mejorar las cuatro habilidades; Escuchar, hablar, leer y escribir, más eficazmente debido al beneficio de motivación incorporado en las historias. Este proyecto discute los resultados de un estudio realizado para investigar la influencia de los cuentos para mejorar las habilidades de lectura. Los hallazgos del estudio, obtenidos a través de enfoques cuantitativos y cualitativos, esperan proporcionar ideas para ayudar a los profesores en el diseño de estrategias más adecuadas para la formación de los estudiantes.

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# National File in Science and Technology

## Form to Thesis Register

**Title and Subtitle:** Influence of short stories in the development of the reading skill. Design of a booklet with short stories to develop the reading skill

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### Thematic Areas:
A booklet with dynamic exercises that develops and enhances the ability of students' reading comprehension significantly during the teaching-learning process.

### Keywords:
short story, curriculum, linguistic, students, language skills.

### Abstract:
The use of literature has been applied as an essential component of English language curriculum, (2017). The objective of EFL teaching is to help students communicate fluently. However, some teachers still believe that an EFL class should focus on mastering linguistic elements only, but recent trend in EFL teaching indicates the necessity of integrating literature because of its rich potential to provide an authentic model of language use. Among literary genres, short stories seem to be the most suitable choice for this due to its potential to help students enhance the four skills; listening, speaking, reading and writing, more effectively because of the motivational benefit embedded in the stories. This paper discusses the findings of a study carried out to investigate the influence of short stories to improve reading skills. The findings of the study, obtained through quantitative and qualitative approaches, hopefully provide insights to help teachers in designing more appropriate strategies to train students.

**Keywords:** short story, curriculum, linguistic, students, language skills.

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ABSTRACT

The use of literature has been applied as an essential component of English language curriculum, (2017). The objective of EFL teaching is to help students to communicate fluently. However, some teachers still believe that an EFL class should focus on mastering linguistic elements only, but recent trend in EFL teaching indicates the necessity of integrating literature because of its rich potential to provide an authentic model of language use. Among literary genres, short stories seem to be the most suitable choice for this due to its potential to help students enhance the four skills; listening, speaking, reading and writing, more effectively because of the motivational benefit embedded in the stories. This paper discusses the findings of a study carried out to investigate the influence of short stories to improve reading skills. The findings of the study, obtained through quantitative and qualitative approaches, hopefully provide insights to help teachers in designing more appropriate strategies to train students.

Keywords: short story, curriculum, linguistic, students, language skills.
INTRODUCTION

Since the beginning of language, stories have provided a great way for children to learn about the history, culture, values and practical skills of their society. Being able to communicate in a language entails more than just understanding the words and being able to produce and pronounce sentences. It also requires knowledge and understanding of the cultural aspects of the language.

The short stories are the most suitable literary genre to use in English teaching due to its shortness, however, there are some objections for the students’ benefits when literature is used in public schools due to overcrowded classes. Many results of some studies strongly recommend the integration of literary texts into the SL/FL curriculum, in consequence, to achieve that overcrowded classes be a problem, the national curriculum, (2017) to the English subject determines that planning of English classes should be given using five components; cultural awareness, oral communication, reading, writing and language art, therefore teachers can incorporate literature in classroom.

Using literature to teach language has several advantages such as contributing to a better linguistic understanding, a development of creative skills, and an authentic model of language use, as well as, the use literature, short stories specifically can be a good indicator of increased motivation, increased interest in reading and improved reading skills a part of this, it should not be forgotten that the use of literature is a vehicle for the teaching of a second or foreign language because of literature gives evidence of the widest variety of syntax, the richest variation of vocabulary discrimination.

Many researches have demonstrated that the use of short stories contribute to the enhancement of reading comprehension skills through using strategies such as inferring, predicting, mind-mapping, synonyms,
In this thesis work researchers will explain, describe, and relate two variables: the use of short stories and reading skill through four chapters;

The first chapter is an explanation about the Problem: context of the investigation, conflict situation, scientific fact, causes, formulation of the problem, general objective, specifics objectives, questions of the investigation and justification.

The second chapter provides a detailed description of several theoretical frameworks; philosophical, pedagogical, psychological, social and legal.

In the third chapter is found the Methodology where it is explained how type of research and methods worked as well as they are presents the findings after administering the research instruments and its recommendations.

The thesis work end with chapter four where the proposal is explained, through justification, general and specific objectives, definitions, description of the proposal, feasibility, social, pedagogical, philosophical and psychological aspects.
CHAPTER I
THE PROBLEM

CONTEXT OF THE RESEARCH

Rosales Aspiazu Benjamin #115 Public High School was founded as a school on September 15th, 1967 during the government of Dr. Otto Arosemena Gomez, and under the direction of Mrs. Violeta Mirella Abad Franco de Gallegos. Its first location was in 12th Street and Sucre Street, but later in 1984 it moved to Martha de Roldos Neighborhood due to the increase of the students’ population. For two years, the school realized its functions in the Community Center until the central committee of parents and the teachers decided to use the abandoned area of the Banco de la Vivienda in front of the Saint Joaquin and Ana Church, in order to build a better building for the students to receive their classes.

Nowadays, Principal in charge of the Rosales Aspiazu Benjamin public school is MSc. Martha Martinez. Similarly, there are other departments such as: vice-principal department, secretary, teachers, and supporting staff. According to National curriculum the main subjects are: Math, Science, Social Science and Spanish Language. However from the 2016 it is mandatory to teach English from second basic grade up to Bachillerato. In total, there are 34 teachers but only 4 teach English in primary and secondary school. The building has other departments for students, teachers and parent’s attention for example: scholar advisement department, supervisor department, male and female restrooms, a yard to practice sports, a bar, and small library.

Students of Benjamin Rosales Aspiazu Public High School belong to a middle-low class and receive a laic public education. Parents are always worried for the teaching not only in the traditional normal subjects but in English language, too. They think that in spite of being a public
school, the teaching of English language should be present because English is one of the challenges that students have in a globalized world.

CONFLICT SITUATION

After conducting some class observations and giving a diagnostic test, it became evident that students from 8th grade at Benjamin Rosales Aspiazu Public High School have an insufficiency of the reading skills. In general, they cannot identify main ideas and details in a short text. Their vocabulary is limited and they present problems using basic grammar structures. In addition, students cannot identify the sequence of events in a story or the conflicts discussed in a text. All of these result in their inability to understand even short texts.

Another point observed was the presence of limited didactic resources to teach reading. Students do not have reading texts for English class, the text used in class, in spite of being a good text book of grammar, does not have reading activities that encourage students to learn English through literature. Moreover, teachers do not bring reading didactic material to work during class because they have to manage their classes according to the text book. Due to this situation students cannot develop reading skills.

Finally, the results of surveys show that students are not motivated to learn English. Since there are not enough activities or didactic resources to work in class, and for the excess of grammar activities, students to not feel motivated or lose the little motivation they have. As a result, they get bored easily and not pay attention in class, so they just decide not to attend English class because of the limited activities that could catch their interest.
SCIENTIFIC FACT

Insufficiency of reading skills in students of 8th grade at Benjamin Rosales Aspiazu Public High School, zona 8, District 3-09h00843, Guayas province, Canton Guayaquil, Parroquia Tarqui, school year period 2016-2017.

CAUSES

- Inappropriate instruction on reading strategies
- Out-of-date methodology to encourage reading skills.
- Unattractive material that meets students’ reading interests.

FORMULATION OF THE PROBLEM

How do short stories influence in the development of reading skills in students of the 8th grade at Benjamin Rosales Aspiazu Public High School, zona 8, Distrito 5, Guayas Province, Canton Guayaquil, Parroquia Tarqui, school year 2016 – 2017?

OBJECTIVES OF THE RESEARCH

GENERAL OBJECTIVE

- To determine the influence of short stories in the development of reading skills through a field, bibliographical and statistical analysis for the design of a booklet with short stories to develop reading skills.

SPECIFIC OBJECTIVES

- To establish the importance of short stories through a field, bibliographical and statistical research.
To evaluate reading skill through a field study, bibliographical and statistical research.

To design a booklet with short stories to develop the reading skill through the information collected.

QUESTIONS OF THE INVESTIGATION

1. What are the techniques that should be used in class for improving the reading skill?

2. How do short stories develop the reading skill in the classroom?

3. Which are the theoretical bases that will support the development of reading skill?

4. What are the methodologies that will be applied to this project?

5. What advantages would learners get from the execution of this project?

RATIONALE

In an investigation carried out by English Proficiency Index (EFI, 2016) along with English First Company (EF), Ecuador is in the 47th position in the world ranking of the English proficiency among 72 countries. It is recommended to those countries with low level of English proficiency to change or improve some teaching aspects. Some of the recommendations were that English must be taught at an early age with enough numbers of hours in class, English classes should be elaborated with international standards so that the English level in public schools is improved.
The government has considered all these suggestions to be implemented using as a legal aspect the LOEI; chapter I, about principles, art.-2 letter h.

h. **Inter-learning and Multi-learning.** - Inter-learning and multi-learning are considered as instruments for enhancing human capacities through culture; Sport, access to information and its technologies, communication and knowledge, to achieve levels of personal and collective development.

Minister of Education reaches these Goals through National Curriculum, it is a macro-document elaborated to be applied in all schools and high schools around Ecuador. This document is aimed to regulate teaching and learning process such as; methodologies, resources, exit profile and application of different national and international standards.

For the teaching and learning of English language, National curriculum implement international standards to improve English proficiency in public schools based on The Common European Framework of Reference (CEFR) (2010) that establishes different levels of reading comprehension. Eighth grade students are considered starter o beginner or A1 level in second language acquisition. According to the CEFR, a learner at A1 level “can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required” (p.125). For this reason, this study is significant because it aims to find ways that help teachers implement different strategies to help students reach this level.

In a nutshell, Ecuador must accomplish the international requirements as to wisdom and awareness, in all areas, economic, social and cultural rights. This project is suggested to promote the use of new concepts and methodologies of instruction, the use of new tools where the
content is specific and direct to the area the pupils want to learn. Therefore, students of eighth grade at Benjamin Rosales High School become the direct beneficiaries of this research. Likewise, indirect beneficiaries are English teachers who can share the results of this research to be applied and adapted to the rest of students in others courses and levels. It also motivates parents and increases academic confidence. As a consequence, all the community around this public school is an indirect beneficiary because of innovation in the teaching and learning process for their members.
CHAPTER II

THE THEORETICAL FRAMEWORK

BACKGROUND

Learners of a foreign language when beginning to learn English are rarely efficient readers. This has to do not only with deficiencies in linguistic knowledge, but also with the strategies employed in reading. Learners frequently read a foreign language text by looking in a dictionary for meanings. Reading comprehension goes beyond to decipher words, words are one component in the comprehension, however to achieve that is important to create and develop by using a variety of reading strategies to encourage students to interact with text in meaningful ways. These strategies can include a part of vocabulary, identification of main ideas, and comparisons within and between texts. Sweeney (2015) who wrote about the Importance of Reading in Foreign language teaching concludes that there are three reasons to achieve understanding before, during and after reading; they are reading techniques, language acquisition and motivation.

In this project, short stories are used as a reading resource to teach English, motivate students to read and improve reading skill and reading comprehension. However, it is necessary to mention what there are other researches with similar objectives. For example, Ghasemi (2011) in his research concludes that “the power and emotional impact found in a short story can offer the learners deeper meaning about the acquisition of language skills” (p.272). He also mentions that short stories invite students to involve more actively with the text and their own personal experiences relevant to the world of the text.

Similarly, Okumuú, (2016) in his work mentions that “to use a literature in EFL classrooms, specifically short stories can be a good
indicator of increased motivation, increased interest in reading and improved reading skills" (p.313). In this work, the author describes the use of short stories. For example, he states that teacher can choose or let students choose the short story, the lessons take place every week for three hours; the story chosen for the week is presented by a group of students to give a brief analysis of the story. The lesson proceeded by a class discussion and a writing task based on the analytical questions asked by the teacher.

According to the three works there is a coincidence in the use of short stories to improve and motivate reading skill, as well as they also focus on the importance of reading strategies to acquire a second language. Through this chapter both short stories and reading skill are supported by means of conceptualizations written by pedagogist, psychologist, philosophers and legal documents to give a deepest understanding of this topic.

THEORETICAL FOUNDATIONS

SHORT STORIES

Emerging from earlier oral storytelling traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to defy easy characterization. As Roan (2014) defines, “a short story is a piece of brief literature, usually written in narrative prose.” This type of narratives can be written in a variety of formats, they are length with a small cast of characters with names and focuses on a single, self-contained incident. Short stories make use of a plot and other normal literary components.
TYPES SHORT STORIES

Roan (2014) also classifies short stories in different types such as:

- Anecdote
- Drabble
- Fable
- Feghoot
- Flash Fiction
- Frame Story
- Mini-saga
- Story Sequence
- Sketch Story
- Vignette

ANECDOTE

An anecdote usually tells a story about a real person and/or incident. Often, anecdotes are used to illustrate or support a point in an essay, article, or chapter. They are very short, but have no specific limits.

DRABBLE

A drabble is an exceptionally short piece of fiction, usually of exactly 100 words in length and extreme brevity but the title is not included.

FABLE

A fable is a story full of featuring anthropomorphic creatures (usually animals, but also mythical creatures, plants, inanimate objects, or forces of nature) to tell a story with a moral. Often the moral is explicitly told at the end. A fable is similar to a parable, but differs most in the fact that fables use animals to tell a story but parables do not.
FEGHOOT

A feghoot is an interesting short story type also known as a story pun or a poetic story joke. It is a humorous piece ending in an atrocious pun. It can be very short, only long enough to sufficiently illustrate the context of the piece enough to lead up to the pun.

FLASH FICTION

Flash fiction refers to an extremely short piece of literature. It has no specific limits, but has a debated cap of between 300 and 1000 words.

FRAME STORY

A frame story is a literary technique of placing a story within a story, for the purpose of introducing or setting the stage for a main narrative or a series of short stories.

MINI-SAGA

A mini-saga is a short story told in exactly 50 words although it seems impossible to tell a story saying a lot with a little.

STORY SEQUENCE

It is called a short story cycle or a composite novel. It is a group of short stories that work together to form a longer piece, while still functioning as complete short stories on their own.
SKETCH STORY

A sketch story is shorter than average piece containing little or no plot. It can be merely a description of a character or a location. Character sketches are common, and a good way to build a character that will eventually be part of a longer piece.

VIGNETTE

A vignette is a short, impressionistic piece that focuses on a single scene, character, idea, setting, or object. There is little emphasis on adhering to conventional theatrical or literary structure, or story development. It can be a stand-alone piece or part of a larger work.

ELEMENTS OF A SHORT STORY

Writers combine the five key elements that go into every great short story: character, setting, conflict, plot and theme. (Donaghy, 2013, p.2)

THEME

The theme is the central idea or belief in a short story. It is the author's underlying meaning or main idea that he is trying to convey.

CHARACTER

A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
PLOT

The plot is how the author arranges events to develop his basic idea; it is the sequence of events in a story or play. The plot is a planned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting.

SETTING

It is the time and place in which it happens or the time and location in which a story takes place. In this element writers use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting. There are several aspects of a story's setting to consider when examining how setting contributes to a story.

- place
- time
- weather conditions
- social conditions
- mood or atmosphere

CONFLICT

The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside him or her.

There are two types of conflict:
EXTERNAL

A struggle with a force outside one’s self.

INTERNAL

A struggle within one’s self; a person must make some decision, overcome pain, quiet their temper, resist an urge, etc.

READING SKILLS

Reading is an essential skill for language. When someone learns his/her native language, usually learn to listen first, then to speak, then to read, and finally to write. In this manner when someone learns a second language, there are four skills that he or she needs for a complete communication in a foreign language.

According to Parodi (2007), Reading is a process that involves both perception and thought or language comprehension and decoding. Reading has two processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language while comprehension is the process of making sense of words, sentences and connected text.

IMPORTANCE OF READING SKILLS

Reading is essential for a student’s success. Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. Early on, for example, children learn to break down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and, ultimately, entire passages of text.
Students today have many opportunities to gather information. Books are not the only tools students are exposed to. However due to technology age students are using a smartphone or other technology device for finding and accessing information. This fact is frustrating the real use of reading because use information is not just learning to read but also reading to learn.

For Hoss (2006),

Fluency, decoding and vocabulary development are needed to comprehend written material. Readers use these skills to interpret and understand written words on a page. They read often from a wide variety of materials. They read to find out more about the world in which they live and use that information to improve their lives. (p.1)

Reading is also important because it

- Exercises our brains.
- Improves concentration.
- Teaches children about the world around them.
- Improves vocabulary, leads to more highly-developed language skills and improves the child’s ability to write well.
- Develops a child’s imagination.
- Helps kids develop empathy.
- It is a great form of entertainment.

**READING COMPREHENSION**

For Gutiérrez and Salmerón, (2012) “Reading comprehension refers to extract construction between experiences and knowledge of the reader using a written text in an activity context” (p.184)
When learners comprehend, they interpret, integrate, criticize, infer, analyze, connect and evaluate ideas in texts the comprehension is successful. Reading comprehension is making meaning from text and it depends on two important skills; language comprehension and decoding, all what learners read is immediately analyzed and it implies mental abilities as those mentioned in the beginning. The reading comprehension is a process of interaction between reader and text, it implies to understand the text.

Comprehension entails three elements:

- The reader who is doing the comprehending.
- The text that is to be comprehended.
- The activity in which comprehension is a part.

The reader is someone whose capacities and abilities include cognitive capacities (attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

The text includes the purposes, processes, and consequences associated with the act of reading meanwhile the text reader activity are all macro-developmental aspects according the time, matures and develops of cognitively.

**TYPES OF READING**

When it is spoken of reading, it is necessary to understand that there are several types of reading, and according to Brown (as it is cited in Govea, 2009), “reading can be divided in two types: intensive and extensive reading.” (p.122)
INTENSIVE READING

For Brown, (as it is cited in MacLeod, 2016, p.1) intensive reading is used to teach or practice specific reading strategies or skills. Intensive reading calls attention to grammatical forms, discourse markers, and other surface structure, details for the purpose of understanding literal meaning, implications and rhetorical relationships. The activity of reading has to do with every activity the teacher propose in class, activities that a student has to do needs to be monitored by the teacher as well as, implicitly teacher is who has to make corrections of the vocabulary, grammar, text organization, punctuation and even pronunciation when a reading activity is being run in class.

Intensive reading uses two different techniques or sub-types

1. Scanning
2. Skimming

SCANNING

This type of reading consists on that the reader locates a specific information or detail through a fast reading. It is useful for finding a specific name, date, statistic, or fact without reading the entire article.

SKIMMING

It is a method of rapidly moving of eyes over text with the purpose of getting only the main ideas and general overview of the content.

MacLeod (2016) expresses that intensive reading exercises may include some advantages and disadvantages:
ADVANTAGES

• It provides a base to study structure, vocabulary and idioms.
• It provides a base for students to develop a greater control of language.
• It provides for a check on the degree of comprehension for individual students.

DISADVANTAGES

• There is little actual practice of reading because of the small amount of text.
• In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material.
• The text may or may not interest the reader because it was chosen by the teacher.
• There is little chance to learn language patterns due to the small amount of text.
• Because exercises and assessment usually follow intensive reading, students may come to associate reading with testing and not pleasure.

EXTENSIVE READING

Extensive reading is reading for pleasure this type of reading lets reader to use more complex sentences with ease, reinforces the words already know and helps learn new words from context.

For Day (2004), extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the
teacher. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone – the range of material that can be read easily and with confidence.

Summarizing extensive reading is to read a large amount of easy, varied, and interesting self-selected material. This means that extensive reading has more sophisticated techniques to build reader confidence and enjoyment. Extensive reading is designed for comprehension of main ideas, not for specific details as well as extensive reading involve a large quantity of material.

MacLeod (2016) expresses that extensive reading exercises may include some advantages:

**ADVANTAGES**

The students may:

- Develop reading habits.
- Gain more confidence in reading.
- Feel more autonomous over their own learning.
- Become more independent reader.
- Increase vocabulary.
- Acquire grammatical competence.
- Build background knowledge increase reading comprehension
- Improve overall language competence.
- Prepare for further academic courses.
PHASES OF READING

To carry out the process of reading, there are three phases. According to Duplass (2005), the phases of reading are: pre-reading, while reading and post-reading. Because the reading should be planned as part of a lesson, these three phases would be integrated into your instructional sequence and may include passages from the textbook, handouts of Internet materials, primary documents, charts, etc.

PRE-READING

For Duplass (2005), “One of the main goals of pre-reading is to prepare students for the reading material teacher has assigned” (p.1). Pre-reading is a way to prepare a reader before doing a reading activity or assignment by asking them to react to a series of statement, questions, or words related to the content the material. This stage provides the necessary vocabulary so that reader could understand later the whole reading later.

To develop this stage, reader should have in mind the following strategies:

- Predict the text by means images and titles.
- Carry out a brainstorming.
- Realize introduction of the text through an exhibition.
- Present a list of vocabulary.
- Create expectation.

WHILE READING

“The while reading phase has relative advantages and disadvantages, assigned reading should be required so that students acquire a baseline of information that the teacher will use to examine
ideas and teach Procedural Knowledge” (Duplass, 2005, p-2) some activities in this phase are: inference, prior knowledge, consolidation, prediction of content, and use of dictionary.

The principal aim of this stage of the reading is to promote in the reader the comprehension of the content of a text and to increase or to acquire new vocabulary. To develop this phase of the reading the reader must have in mind the following strategies:

- To make Inference.
- To use Prior Knowledge.
- To make Consolidation.
- To make Prediction of Content.
- To use of dictionary.
- To use the skill of skimming to understand the text.
- To focus the attention in the search of specific information to associate ideas.
- To elaborate lists of words with important notes.
- To identify slightly frequent words and to use dictionary.

POST-READING

Post reading activities concerned with summing up the content of the text, investigation into the writer’s opinion and may entail some kind of follow-up-task related to the text. Activities in this phase are: scanning, skimming, use of textual structure, use of prior knowledge, prediction, and inference. For Duplass (2005), Post-reading usually precedes the instruction in which the teacher develops new but related Big Ideas or Procedural Knowledge and introduces new, related Information Knowledge. In many cases, post-reading become a part of the content presentation.
Activities in this phase are:

- Scanning
- Skimming
- To use of textual structure
- To use of prior knowledge
- To make prediction and Inference
- To answer to questions of comprehension orally or written.
- To summarize
- To consolidate the new vocabulary
- To think of what has been read
- To discuss the ideas

**READING STRATEGIES**

Moore (2010) states that “students improve their comprehension performance when they learn to apply strategies” (p.2). According to him, a text can be understood if students apply a technique or strategy to make what they are reading something more productive. When students want to understand a text, students should interact with text so that if students notice they are losing the meaning as they read, they can use various strategies to readjust their understanding. To get a good reading comprehension it is necessary to apply seven cognitive strategies such as: pre-writing, inferring, monitoring-clarifying, questioning, making connections, summarizing, and visualizing-organizing.

**PREVIEWING**

Prewriting is learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the headnotes or other introductory
material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

**INFERING**

Make Inferences is linking parts of texts that authors did not link explicitly. Using what one already knows to form links across sentences and paragraphs. Inferring is also placing a text in its historical, biographical, and cultural contexts. When someone figure out or predict something using prior knowledge plus information from text is equal to inference.

**MONITORING**

Monitoring strategy is controlling one’s mental activities; it helps in control of Reading comprehension. In this strategy learners are taught how to clarify ideas by using fix-up strategies and how to clarify vocabulary by using context clues and other word-level fix-up strategies, adjust slow down or speed up and think about one self-learning while make reading.

**QUESTIONING TO UNDERSTAND AND REMEMBER**

It refers to ask questions about the content such as checking one’s understanding, discerning relationships among ideas and information within a text. These questions are designed to help learner to understand a reading and respond to it more fully. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in own words, not just copied from parts of the paragraph.
MAKE CONNECTIONS

Here it is used what is known to enrich authors' meanings; taking what has been learned from one’s own life experiences, other texts, and cultural and global matters to deepen understandings of what the author presents. In other words, it is used to relate text with own life and things have seen and/or read.

SUMMARIZING

Summarizing is identify the main ideas and restating them in one own words. Summarizing strategies are useful for understanding the content and structure of a reading selection, summarizing also requires creative synthesis. Putting ideas together again in one own words and in a condensed form shows how reading critically can lead to deeper understanding of any text. Through summarizing it is possible to give conclusions, generalizations and make comparisons across texts.

VISUALIZE

Visualize consist of forming sensory and emotional images of textual contents, especially visual images. This strategy also includes an aspect specifically for teens who don't consider themselves to be readers: the strategy of recognizing that one is having an emotional response while reading and to identify what the author did to invoke that response.

DIDACTIC MATERIAL FOR READING SKILLS

It is considerable to talk about “didactic material”, although there is not a concrete idea about it. Didactic material refers to a set of objects and tools, which help in the teaching practice, to make learning process
meaningful and easier. Nowadays the didactic material is not an option; on the contrary it is an indispensable factor in the teaching-learning process. In other hand, Andersson, (2010) suggests that this definition of didactic material is not necessarily something done for teaching. Didactic material can also be tangible and virtual.

According to Andersson (2010), the use of these materials, has several advantages, which are:

- To promote active Education.
- To strengthen efficiency of the learning.
- To enrich communication teacher-student.
- To stimulate interest.
- To guide learning.
- To promote cooperative activities.
- To promote long-distance learning
- To facilitate and use of suitable materials for teaching – learning process.
- To help to the reflection on the strategies used in the process of learning.
- To avoid improvisations in the process of education.
- To plan in a correct and structured way the process of learning.

**TANGIBLE MATERIALS**

Tangible materials are the set of resources and materials that would be characterized by offering to the subjects a way of representing knowledge of an inactive nature. That is, the modality of learning experience that these media enable is contingent. To be pedagogically useful it must be developed intentionally under a teaching context. They are materials or real resources from the environment such as animals, plants or any palpable object. Ilan (2017)
VIRTUAL MATERIALS

For Heidt et al. (2016), Digital materials could be representations of information about the object of interest, in the form of texts, pictures, videos or structures. Another digital artefact to be considered is software, as an element structuring the interaction process and presentation of information.

IMPORTANCE OF DIDACTIC MATERIALS IN READING SKILL

It is important that teachers encourage students through auxiliary means to get their attention. A teacher motivates students through didactic resources to learn and reinforce learning. According to Garcia, (1996) “resources bring reality closer as well as, they also help to solve problems of discipline insufficiency and attention in class.” (p.95) the uses of these didactic means for teaching are going to give answer to everyone and each one of the aims that have been purposed. The didactic resources support the teacher verbal expression, consolidate learning and they also activate the student participation. Therefore, it is necessary to prepare students with appropriate tools so that they have success in social, cultural and linguistic development.

PHILOSOPHICAL FOUNDATION

LITERACY

Literacy refers to the abilities to read and write text, the United Nations, (2002) mentions “literacy is crucial to the acquisition of a language, by every child, youth and adult, thanks to the literacy is possible face in life, and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century” (p.155).
Society changes because people interpret, expose and answer to their reality for a new paradigm, however nothing of this would happen if the human beings do not use their language abilities through communication. The man has learned to live in society but how was it possible without knowing to read and write. These cognitive skills help the memory to build new roads at life. Literacy gives step to the reason because of these abilities it is possible to achieve the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. Literacy is an essential part of education and both represent the humanism voice.

PEDAGOGICAL FOUNDATION

EDUCATION AND CONSTRUCTIVISM METHOD

Luegano (2004) claims that “education is a phenomenon that concerns us all since we were born. The first maternal care, social relations that occur in the family or with groups of friends, school attendance, etc., are educational experiences, among many others, that form in some concrete way our way of being” (p.1) Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education uses some methods include storytelling, discussion, teaching, training, and directed research and the methodology of teaching is called, pedagogy.

Through years the way of teaching (pedagogy) has been changing, many years ago schools teachers practiced behaviorism which encouraged students to memorize and make transference of information alone. However, with the different studies carried out by Piaget (1919), who defined other types of teaching (constructivism), this way of teaching and learning is based on the search for solution to problems of daily life.
For Matthews (2003), Constructivist teaching practice assumes the motivation to learn is internally generated by the learner. In this method learners control their learning.

The purposes of Constructivist approach to education are:

- Ensure the construction of meaningful learning.
- Enable students to make meaningful learning on their own.
- Seek that students modify their knowledge schemes.
- Establish rich relationships between new knowledge and existing knowledge schemes.

According to the foregoing text it is important to understand that this method gives priority to what students are learning themselves, when students want to know more about an idea, a topic, or an entire discipline, they put more cognitive energy into classroom investigations and discussions and study more on their own.

SOCIOLOGICAL FOUNDATION

EDUCATION AND SOCIETY

Education has influenced the society in some factors from the beginnings of times. All parents send their children to the school to develop different abilities to live in society. In other words education benefits for individuals, families, and society at large. The improvement of social and economic conditions is a direct outcome of an educated population that is better able to use information to make good decisions and which is collectively better trained for work.

As Mitra (2009) states, “a good education provides substantial benefits to individuals and, as individual benefits are aggregated throughout a community, creates broad social and economic benefits.
Investing in public education is thus far more cost-effective for the state than paying for the social and economic consequences of under-funded, low quality schools” (p.3).

Many governments think that the best investment for society at large is the education. A population that is better educated has less unemployment, reduced dependence on public assistance programs, and greater tax revenue. Education also plays a key role in the reduction of crime, improved public health, and greater political and civic engagement.

Despite the many challenges that public education faces, it is an effective way to prepare large numbers of youth for their own future and for the overall welfare of society.

PSYCHOLOGICAL FOUNDATION

MOTIVATION IN SECOND LANGUAGE ACQUISITION

Although motivation is not the only factor that affects language learning, it is very important for achieving a language. For Dornyei (2009), “motivation is responsible for determining human behavior by energizing it and giving it direction, but the great variety of accounts put forward in the literature of how this happens may surprise even the seasoned researcher” (p.118). Motivation is inevitably linked with language achievement in the sense that language achievement cannot happen without motivation.

Motivation is split up in two different motivations: intrinsic and extrinsic. However, to give a closer look to the second language acquisition they will be called integrative motivation (intrinsic) and instrumental motivation (extrinsic), both factors determine a person’s desire to do something. As it is mentioned by Fernández (2013, p.11)
INSTRUMENTAL MOTIVATION

It is to want to learn a language because it will be useful for certain goals such as getting a job, reading a foreign newspaper, or passing an examination.

INTEGRATIVE MOTIVATION

It is to want to learn a language in order to communicate with people of another culture who speak it.

EPISTEMIOLOGICAL FOUNDATION

KNOWLEDGE

According to NHS National Library, (2005) “Knowledge is the awareness and understanding gained through experience or study, and results from making comparisons, identifying consequences, and making connections” (p.11). Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject).

Knowing a great deal is not the same as being smart; intelligence is neither information nor understanding is wisdom. Knowledge acquisition involves complex cognitive processes: perception, communication, and reasoning. Knowledge is what allows speaking a language, driving a car instead of ride horses, it allows helping to survive and what prevents from making the same mistakes made in the past. With knowledge, someone can improve abilities of thinking critically.
For Loewen (2017), knowledge is important for:

- Innovation - to get new ideas.
- Social reasons – scientific, economic, political, educational and medical reasons.
- Adapt to Situations – to survive.
- Have power – to assume responsibilities.

LEGAL FOUNDATION

The present project is based on different laws that make of this project feasible.

NATIONAL CONSTITUTION

Art. 28

Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education.

ORGANIC LAW OF INTERCULTURAL EDUCATION

Official Register 417 on March 31, 2011, on the third chapter states:
OF THE RIGHTS AND OBLIGATIONS OF STUDENTS

Art. 7. - Rights. - Students have the following rights:

A) To be fundamental players in the educational process.

B) Receive integral and scientific training, which contributes to the full development of their personality, abilities and potentialities respecting their rights, fundamental freedoms and promoting gender equality, non-discrimination, appreciation of diversity, participation, autonomy and cooperation.

ORGANIC LAW OF HIGHER EDUCATION

Official Register Supplement 526 of 02-sep-2011

Higher Education aims to be of a humanistic, cultural and scientific nature, constituting itself as a right of the people and a public social thing that, according to the Constitution of the Republic, will respond to the public interest and will not be at the service of individual interests and Corporation.
CHAPTER III

METHODOLOGY

RESEARCH DESIGN

From the beginning researchers chose to work in this project because they knew that it was vital to use a research design. Parahoo (1997) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed” (p.142). In consequence, this plan was elaborated for exploring a research problem which it was necessary to use two types of methods quantitative and qualitative, both have taken advantages and they have been useful to carry out this research ahead. For example when it was used qualitative method in spite of not being a research without any hypothesis the researchers have established different questions to clear up the understanding of variables using prior literature, knowledge and experience, it involves the use of some instruments of investigation such as: observation, interview and survey to collect vital information.

The quantitative method was also vital because through this method researchers could elaborate an analysis and interpretation of data with the purpose of satisfying the posed questions about the problem of the investigation.

The research work should be explained and interpreted, it is necessary to explore the problem, serve a theoretical perspective and address them at different levels of knowledge, as well as, relate them in philosophical, Psycological, pedagogical, social and legal aspects to complement the strengths and overcome the weaknesses of a single design.
Therefore, according to foregoing text, to use a combination of methods (quantitative and Qualitative) can help generalize, agreements and disagreements. They were useful to help in designing and validating an instrument. (Booklet with short stories to develop reading skill) as well as they will position research in a transformative framework. (Help to change poor opportunities that public school students have to learn English.)

TYPES OF RESEARCH

EXPLORATORY

For Cazau (2006), the aim of exploratory research is, as its name implies, to examine or explore a research topic or problem that has not been studied or has never been addressed before. This research is used to familiarize with a relative unknown phenomena, little studied, allow identifying concepts or variables, and even to identify potential relationships between them.

In this project, researchers have used this type of research because it has been necessary to find backgrounds or similar projects due to the study about short story to improve reading skills has not been much explored, so it would be hard to answer the research questions without necessary information to get a conclusion. As well as through this type of research researchers could know the community, population, the context and variables applied.

DESCRIPTIVE

According to Cazau (2006), descriptive research seeks to specify the important properties of individuals, groups, communities or any other phenomenon.
Researchers have used this type of research because they consider that it is necessary to describe the precedents of the problem by identifying some aspects in educative community and its members such as: specifying definitions, features, classifications describing statistic results from student survey, describe the members of the educational community, describing the methodology used by the English teacher and the reading material used by him.

CORRELATION

Hernández et al. (2003), express that this type of research describes relationships between two or more categories, concepts or variables at a given time. This type of study aims to determine the degree of relationship or by first measuring the variables and then, by means of correlational hypotheses tests and the application of statistical techniques, the correlation is estimated.

The correlational research in this project was used because it is important to establish relation between short stories and reading skill. It was used when researchers applied the chi-square or when researchers compare variables in legal, psychological, pedagogical, social and philosophical foundations.

BIBLIOGRAPHICAL

Generally, the research begins with a bibliographical search of information on the subject to be investigated; this includes searching for and selecting ideas from other thinkers and expressing their arguments. For Cazau (2006), from this bibliographical research, the inquiry continues with a theoretical investigation, with an empirical field research or with an experimental empirical investigation.
This types of research was used because from the first moment the problem was formulated, researchers began checking extensive literature connected to the problem. For example: For this purpose, researchers look for information in academic journals, conference proceedings, government reports, books, legal documents, researchers from different authors, visiting Guayaquil University library or by surfing on the internet.

POPULATION

Population is a body of people or an individual having a quality or characteristic in common, in the present project of research, the certain population who was proceeded to analyze is at Benjamin Rosales Aspiazu Public High School. The population was constituted by teachers and students.

<table>
<thead>
<tr>
<th>Section</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Teachers</td>
<td>2</td>
<td>1.30%</td>
</tr>
<tr>
<td>Students</td>
<td>152</td>
<td>98.70%</td>
</tr>
<tr>
<td>Total</td>
<td>154</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Benjamin Rosales Aspiazu Public High School
Elaborated by: Catalina Torres and Katherine Leon

SAMPLE

Ludewing (2016), expresses that a sample is a sub-set of the population, which is obtained specifically to represent a part of a population for the purpose of determining parameters or characteristics of the whole population. Sampling guides the process of selecting the members of population to participate in the study and to contribute as sources for primary data that determines research findings, reliability and validity of the study and has immense implications on the overall quality of the study.

In this project sampling of the participants was done as follows:
• The researchers sought the assistance of the Director and the English teacher to get participants. (Eighth grade students)

• The research project was explained to the director, English teacher and participants

• The researchers selected the eighth grade for being the first level of language acquisition at high school according to National Curriculum, (2017)

<table>
<thead>
<tr>
<th>Section</th>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>1</td>
<td>2.33%</td>
</tr>
<tr>
<td>Students</td>
<td>42</td>
<td>97.67%</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Benjamin Rosales Aspiazu Public High School
Elaborated by: Catalina Torres and Katherine Leon

The sample is also represented by the next formula, taking into account all data gathered from the Benjamin Rosales Aspiazu Public High School.

\[
n = \frac{PQ \times N}{(N - 1) \times \frac{\varepsilon^2}{N} + PQ}
\]

Where:

\(N = \) Sample.  
\(PQ = \) Population variance \(= 0.25\).  
\(E = \) Error margin \(= 0.10\)  
\(K = \) Constant of error correction \(= 2\).  
\(N = \) Population \(= 34\)

\[
n = \frac{154 \times 0.25}{(154 - 1) \times 0.10^2 + 0.25}
\]

\[
n = \frac{38.5}{0.6325}
\]

Sample \(= 60.86 \approx 6\)
### Matrix of Variables

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Stories</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td></td>
<td>Short stories</td>
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<tr>
<td>Types Short Stories</td>
<td></td>
<td>Anecdote, Drabble, Feghoot, Flash fiction, Frame story, Mini-saga, Story sequence, Sketch story, Vignette</td>
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<td>Elements of a Short Story</td>
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<td>Theme, Character, Plot, Setting, Conflict</td>
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<td><strong>Reading Skill</strong></td>
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<tr>
<td>Definitions</td>
<td></td>
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<td>Types of Reading</td>
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<td>Intensive, Extensive</td>
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<td>Phases of Reading</td>
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<td>Before Reading, While Reading, After Reading</td>
</tr>
<tr>
<td>Reading Strategies</td>
<td></td>
<td>Previewing, Inferring, Monitoring, Questioning, Make connections, Summarizing, Visualize</td>
</tr>
<tr>
<td>Didactic Material for Reading Skills</td>
<td></td>
<td>Virtual materials, Tangible materials, Virtual materials, Importance of didactic materials in reading skill</td>
</tr>
</tbody>
</table>

**Source:** Benjamin Rosales Aspiazu Public High School  
**Elaborated by:** Catalina Torres and Katherine León  
**Chart N° 3**

### Research Methods

The selection of the research method is crucial for what researchers can make conclusions about a phenomenon. It affects what researchers can say about the causes and factors influencing the phenomenon. It is
also important do not forget to choose a research method which is within the limits of what the researcher can do.

**EMPIRICAL METHOD**

Empirical research method is a class of research method in which empirical observations or data are collected in order to answer particular research questions.

This method was applied because it was necessary appeal to the experience gotten when researchers made their teaching practice, researchers put in practice what they had already known from some problems in public schools and the application of English language teaching resources. For example; inappropriate use of reading methodology and insufficiency of reading materials to enhance them to learn in a meaningful way.

**QUANTITATIVE RESEARCH**

When thinking of quantitative methods, it refers to statistics and numbers. For Creswell, (as it is cited by Cazau, 2006. p.29) quantitative research is to explain a phenomena by collecting numerical data that are analyzed using mathematical methods. In this project this Data appears in the forms of numbers and specific measurements as well as research findings in quantitative research can be illustrated in the forms of tables, graphs and pie-chart.

This method was used because it is necessary to know mathematically for example; determine how many people there are in the institution, population, sampling, analyzing of survey results applied to students in the eighth grade A, determine the relation between variables through chi-square test and describe the feasibility of the proposal.
QUALITATIVE RESEARCH

Rubio and Varas, (as they are cited by Cazau, 2006. p.28), in the qualitative method the researcher operates in two moments:

First, the researcher conducts discussions, open interviews, life histories and reproduces or compiles documents such as: historical, biographical, oral traditions, referring to the field or population in which the research is centered. Finally, the researcher analyzes and interprets the information collected

In this project this method was used because it was necessary to know the following aspects;

- Brief characteristics of Benjamin Rosales public school
- Benjamin Rosales history
- Actual situation of public school
- Economic and social situation at Benjamin Rosales public schools and its members
- Actual situation of teaching and learning of English language in public schools
- Teaching Methodology
- Quality of didactic materials

This data appears in the forms of context of investigation, causes of the problem, justification and conclusions.

LOGICAL HISTORY METHOD

For Escamilla (2017), “the logical historical method allows us to study the facts of the past in order to find causal explanations for the specific manifestations of societies” (p.3). The historical method is a
technique that allows researchers to work with primary sources or evidence of some historical fact to relate, describe and write an event from the past.

Researchers used this method because it is essential to know the problem from the beginning, and since when students in Benjamin Rosales public school is receiving English as second language and different problems that they have found in teaching and learning process up to now, specifically the insufficiency of reading materials.

**INDUCTIVE METHOD**

For Castillo (2010), this scientific method is characterized by four basic stages: observation and registration of all facts; the analysis and classification of facts; the inductive derivation of a generalization from the facts; and contrasting. The application of the inductive method in the current investigation deals with the study of the situations from the particular to the general.

Inductive method was applied because without this method it would be very difficult to get conclusions about the data collected through research, for example; on the second chapter different definitions are explained with the intention to give to know what a short story is and what is reading skill from the particular ideas to the general one.

**DEDUCTIVE METHOD**

For Castillo (2010), deductive argument contrasts with the inductive method, in the sense that a procedure of inverse reasoning is followed. In the deductive method, it is usually said that one passes from the general to the particular.
In this Project this method was used because it was important to establish different questions to whole of the project, questions that need to be answered logical and coherently to explain the purpose of the research. On the other hand, independent and dependent variables are big concepts that need to be explained starting from its definitions, importance, characteristics, types and literacy process and numeracy process.

TECHNIQUES AND INSTRUMENTS

In the compilation of primary or true information were used the following techniques:

OBSERVATION

Kothary (2004), expresses that the observation method implies the collection of information by mean of researcher’s own observation, in a nutshell observation is to look and collect information, and however, this activity should be done objectively, without the opinions, feelings and emotions influencing the technical work. This technique was used because there is no other way to find information useful to apply an investigation, it is the first thing a researcher must do, and for example researchers in this project have used this technique to:

- Observe teacher methodology
- Observe student’s motivation
- Observe didactic materials to teach English
- Observe reading materials to teach English
- English level proficiency
- How many English teachers the institution have?
- How many students are there in eighth grade?
- Observe social, pedagogical, psychological and legal aspects
SURVEY

Hernández et al. (2003), mentions that Surveys involve collecting information, usually from fairly large groups of people, by means of questionnaires but other techniques such as interviews or telephoning may also be used.

It was applied a survey because the research needs real information in order to know opinions about specific reading material, reading strategies and methodology used in classroom by the teacher and the use of a booklet with short stories to develop the reading skill through the information collected. To achieve this, It was used a student survey about 42 students with structured questioning to know different points of view from the variables. For this work the information is classified in categories whose results are in tables to be analyzed quantitatively.

INTERVIEW

According to Cazau (2006), the interview is a situation in which the researcher and the interviewees have a face-to-face dialogue in order to obtain data for an investigation. For Hernández (2003), there are three classes of structured interviews; structured, semi-structured and unstructured. In this thesis, it was necessary apply unstructured interview through a questionnaire with eight questions to obtain information.

The interview was used because in this project the teaching of English language, methodology used in classroom and different strategies to develop reading skill at Benjamin Rosales public school is also analyzed, therefore it is exclusive information of the eight grade English teacher. This information helps to the project determine conclusions and recommendations.
TEACHER INTERVIEW

1. What textbook do you use to develop reading skill with your students?

2. Do you think that reading activities on the textbook are interesting for your students?

3. How often do you practice reading comprehension with short stories in the classroom?

4. How do you know your students have understood the reading?

5. What strategy do you apply with your students to develop reading comprehension?

6. Do you think short stories provide useful information for students?

7. What would it be necessary to apply reading comprehension activities in classroom and increase student’s interest?

8. Do you think that a booklet with short stories would help to develop reading comprehension effectively? Why
INTERVIEW ANALYSIS

After having applied the Teacher interview it can be concluded that:

- Public school is supported by the Minister of Education by providing an English text totally free- Starship-PRE A1.1-
- The text used in class by the teacher go according to the level of English
- Most content in the textbook is designed to teach grammar.
- Teacher does not use short story in class instead of it, she uses a mini-text in the beginning of each unit.
- Methodology of reading in classroom is based on read out, give vocabulary, practice pronunciation and make questions.
- Teacher requires additional reading material to expand vocabulary and motivate her students
- Teacher requires didactic resources to develop all language skills; listening, speaking, reading and writing

In consequence to all points observed in the teacher interview it is suggested that to improve the level of English in public schools it is necessary to help teacher with didactic materials to develop reading skills and reading comprehension in her students.
UNIVERSITY OF GUAYAQUIL
SURVEY

OBJECTIVE: To know through student opinion about teacher methodology. Use of reading materials and reading comprehension activities

1. I like to read short stories in English.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

2. I consider that reading short stories is important to consolidate my English language learning.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

3. My English teacher uses short stories beside the once presented in the text.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

4. I feel motivated when I practice reading skills in my class.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

5. I can recognize main ideas or details from a short story.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree
6. My English teacher uses additional reading material to complement learning and practice reading comprehension skills.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

7. My English teacher encourages us to practice reading comprehension in a booklet of activities.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

8. I think that a booklet of short stories would help me to improve my reading skills.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

9. My teacher uses different kinds of literature to encourage us to apply other language skills such as writing, listening or speaking.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

10. I would like that my teacher uses other short stories such as fables and tales to motivate my reading skills.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree
DATA ANALYSIS

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.38%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
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<td>14.28%</td>
</tr>
<tr>
<td>Agree</td>
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<td>14.28%</td>
</tr>
<tr>
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<td>28</td>
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<tr>
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<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Benjamin Rosales Aspiazu Public High School
Elaborated by: Catalina Torres and Katherine Leon

ANALYSIS

The 67% of students have mentioned that they like to read short stories in English, other 14% of students mentioned that they also agree with it. However, there is a 19% of students that mentioned that they do not like reading short stories in English.

COMMENT

According to the survey, a lot of students mention that they like to read short stories in English. However, there is a considerable number of students that show indifference to the question perhaps because they prefer other type of activity. Therefore, it is necessary that the teacher changes the didactic resource or implement additional activities to develop reading skills in classroom.
Question 2: I consider that reading short stories is important to consolidate my English language learning.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
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<tr>
<td>Total</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Source: Benjamin Rosales Aspiazu Public High School
Elaborated by: Catalina Torres and Katherine Leon

ANALYSIS

The 43% of students have mentioned that they consider that reading short stories is important to consolidate their English language learning. The other 24% of students mentioned that they also agree with it. However, there is a 33% of students that mentioned that they do not consider it so important.

COMMENT

A great number of students have mentioned they do consider that reading short stories is important to consolidate English language learning, meanwhile a small percentage of students believe that it is not so important. Therefore, it is important to help English teacher at Benjamin Rosales Aspiazu Public High School in improve their performance in teaching English by applying new didactic resources and methodologies.
The 62% of students mentioned that their English teacher do not use short stories beside the once presented in the text, and the 29% of students too. However there is a 9% of students that mentioned that their teacher uses short stories.

The majority of students in this classroom have mentioned that their teacher has a limited use of reading resources; therefore, it is necessary to help English teacher at Benjamin Rosales Aspiazu Public High School with an instrument to be used along with the text used in class for complementing learning.
**Question 4:** I feel motivated when I practice reading skills in my class.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
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<td>16.6%</td>
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<td>2.38%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>23.80%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>42.85%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Benjamin Rosales Aspiazú Public High School

Elaborated by: Catalina Torres and Katherine Leon

Chart N° 7

**ANALYSIS**

The 67% of students mentioned that they do feel motivated when they practice reading skills in class, but the 31% of students mentioned that they disagree with it. On the other hand, the 2% of students mentioned that they neither agree nor disagree.

**COMMENT**

A lot of students have mentioned they feel motivated when their teacher applied reading skill activities. However, there is a small percentage that shows disinterest. Therefore, it is recommended that English teacher at Benjamin Rosales Aspiazú Public High School use additional material to motivate even more students in classroom.
I can recognize main ideas or details from a short story.

<table>
<thead>
<tr>
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<td>9.52%</td>
</tr>
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<td>Agree</td>
<td>9</td>
<td>21.42%</td>
</tr>
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<td>Strongly agree</td>
<td>21</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
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<td>100%</td>
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</tbody>
</table>

Source: Benjamin Rosales Aspiazu Public High School
Elaborated by: Catalina Torres and Katherine Leon

ANALYSIS

The 71% of students have mentioned that they can recognize main ideas or details from a short story, another 19% of students mentioned that they disagree with it. On the other hand, there is a 10% of students that mentioned that they neither agree nor disagree.

COMMENT

Half of the class has mentioned that they do not know how to find main ideas and details from a short story. It can be perhaps because the teacher should teach students different reading strategies before applying a short story. Therefore, it is recommended that English teacher at Benjamin Rosales Aspiazu Public High School make activities to develop reading comprehension skills.
**Question 6:** My English teacher uses additional reading material to complement learning and practice reading comprehension skills.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>38</td>
<td>90.47%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>4.76%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>4.76%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Benjamin Rosales Aspiazu Public High School
Elaborated by: Catalina Torres and Katherine Leon

**Chart N° 9**

**ANALYSIS**

The 90% of students have mentioned that their English teacher does not use additional reading material to complement learning and practice reading comprehension skills, while a 10% of students mentioned that they agree with it.

**COMMENT**

Unfortunately, the majority of the students have mentioned that their teacher does not use additional reading materials to complement learning. Therefore it is suggested that English teacher at Benjamin Rosales Aspiazu Public High School should implement additional reading skills.
Question 7: My English teacher encourages us to practice reading comprehension in a booklet of activities.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>38</td>
<td>90.47%</td>
</tr>
<tr>
<td>Disagree</td>
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<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
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<td>4.76%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>4.76%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Benjamin Rosales Aspiazu Public High School
Elaborated by: Catalina Torres and Katherine Leon

Chart N° 10

My English teacher encourages us to practice reading comprehension in a booklet of activities

ANALYSIS

The 90% of students have mentioned that their English teacher does not encourage them to practice reading comprehension in a booklet of activities. On the other hand, there is a 10% of students that mentioned that they agree with it.

COMMENT

The majority of the students have mentioned that their teacher does not encourage them to practice reading activities because the teacher does not have enough reading material for students to work in class. Therefore, it is suggested that English teacher at Benjamin Rosales Aspiazu Public High School implement the use of a booklet with short stories to enhance reading skills.
**Question 8:** I think that a booklet of short stories would help me to improve my reading skills.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.38%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>14.28%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>38.09%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>42.85%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Benjamin Rosales Aspiazu Public High School
Elaborated by: Catalina Torres and Katherine Leon
Chart N° 11

### Analysis

The 80% of students have mentioned that they think that a booklet of short stories would help me to improve my reading skills. On the other hand, there is a 4% of students that mentioned that they disagree with it while the 14% of students mentioned that they neither agree nor disagree.

### COMMENT

A great deal of the students mentioned that they believe that a booklet of short stories would help them to improve their reading skills. However, another important group thinks that it might help but not at all. Therefore, the teacher should use this resource to carry out different reading activities with the objective to increase the level of English.
**Question 9:** My teacher uses different kinds of literature to encourage us to apply other language skills such as writing, listening or speaking.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
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</thead>
<tbody>
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<tr>
<td>Disagree</td>
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<td>0%</td>
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<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Benjamin Rosales Aspiazu Public High School

**Elaborated by:** Catalina Torres and Katherine Leon

**ANALYSIS**

The 92% of students have mentioned that their teacher does not use different kinds of literature to encourage them to apply other language skills such as writing, listening or speaking. On the other hand, the 8% of students mentioned that they also agree with it.

**COMMENT**

An important number of students mentioned that their teacher does not use other type of literature in addition to those taught from the guide text. In consequence, it is recommended that teacher should use different kinds of literature to expand other knowledge a part of those focus on English grammar.
**Question 10:** I would like that my teacher uses other short stories such as fables and tales to motivate my reading skills.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>9.52%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>38</td>
<td>90.47%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Benjamin Rosales Aspiazu Public High School  
**Elaborated by:** Catalina Torres and Katherine Leon  
**Chart N° 13**

I would like that my teacher uses other short stories such as; fables and tales to motivate my reading skills

![Chart](chart.png)

**ANALYSIS**

The 100% of students have mentioned that they would like that their teacher uses other short stories such as fables and tales to motivate my reading skills.

**COMMENT**

An important number of students mentioned that they would like their teacher to apply short stories such as: fables and tales to motivate their interest for reading in English. In consequence, it is recommended that teacher focus short stories where stories give a positive message for them.
**CHI SQUARE**

Chi-square is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories. (F. Maben, 2005, p.1)

To develop this probabilistic test, it is necessary to have:

1. Quantitative data.
2. One or more categories.
3. Independent observations.
4. Adequate sample size (at least 10).
5. Simple random sample.
6. Data in frequency form.
7. All observations must be used.

In the like manner to calculated chi-square it is needed the following steps:

1. Write the observed frequencies in column O
2. Figure the expected frequencies and write them in column E.
3. Use the formula to find the chi-square value:
4. Find the df. (N-1)
5. Find the table value (consult the Chi Square Table.)
6. If your chi-square value is equal to or greater than the table value, reject the null hypothesis

**STEP 1: Write the observed frequencies**

In this step they were chosen two statements 1 and 8 as they are shown in the chapter three.
**Question 1:** I like to read short stories in English

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<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
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<td>2.38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.38%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
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<tr>
<td>Agree</td>
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<td>14.28%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>66.66%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Benjamin Rosales Aspiazu Public High School

**Elaborated by:** Catalina Torres and Katherine Leon

---

**Question 8:** I think that a booklet of short stories would help me to improve my reading skills.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.38%</td>
</tr>
<tr>
<td>Disagree</td>
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</tr>
<tr>
<td>Neither agree nor disagree</td>
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<td>14.28%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>38.09%</td>
</tr>
<tr>
<td>Strongly agree</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Benjamin Rosales Aspiazu Public High School

**Elaborated by:** Catalina Torres and Katherine Leon

---

After knowing different results in questions number 1 and 8, they are shown on a table indicating all observed values and their totals;

<table>
<thead>
<tr>
<th>IT WAS OBSERVED</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>42</td>
</tr>
<tr>
<td>Question 8</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84</strong></td>
</tr>
</tbody>
</table>

**STEP 2: Calculate the expected frequencies and write on the table**

To find the expected results, it was used the next formula; the total frequency of the rows of the question N.1 multiplied by the total of the first column after that it is divided by the total frequency. *(Total frequency is equal to 84)*
Total of row question 1 by total of column 1 divided by 84 = 1
Total of row question 1 by total of column 2 divided by 84 = 1
Total of row question 1 by total of column 3 divided by 84 = 6
Total of row question 1 by total of column 4 divided by 84 = 11
Total of row question 1 by total of column 5 divided by 84 = 23

The quantities above are the expected results by the question number 1 whose values will be the same by question number 8

<table>
<thead>
<tr>
<th>IT IS EXPECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
</tr>
<tr>
<td>Question 8</td>
</tr>
</tbody>
</table>

**STEP 3: Calculate chi-square**

Now it is necessary to use the formula for X² and find out if there is a significant difference between the observed and expected frequencies for the listening skill and interacted activities in classroom.

\[ X^2 = \frac{(O_x - Ex)^2}{Ex} \]

<table>
<thead>
<tr>
<th>OBSERVED VALUES</th>
<th>EXPECTED VALUES</th>
<th>CHI-SQUARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>2.2727</td>
</tr>
<tr>
<td>28</td>
<td>23</td>
<td>1.0869</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>11</td>
<td>2.2727</td>
</tr>
<tr>
<td>18</td>
<td>23</td>
<td>1.0869</td>
</tr>
</tbody>
</table>

Calculated chi square: 10.7192
Freedom grades: 4
Alfa(p): 0.05
Tabular chi-square according to 4 freedom degrees: 9.4877
STEP 4: Find the freedom degrees ($df$)

After calculating the chi square value (10.71), freedom degrees are calculated. The freedom degrees are the categories: agree, disagree, etc. In this case there are 5 ones but the formula of the chi-square points out that to this frequency it is necessary to subtract 1, what it equals 4.

STEP 5: Find tabular chi-square

Tabular chi-square is a table with standard values determined by his author Karl Pearson. This table is split up two sections; files and columns. Files get the freedom degrees values while columns get the level of significance. In social science it is used 0.05 % of significance or (95% of probability), therefore the tabular chi square is equal to 9.4.

![Values of the Chi-squared distribution](image)

<table>
<thead>
<tr>
<th></th>
<th>P</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DF</td>
<td>0.995</td>
<td>0.975</td>
<td>0.20</td>
<td>0.10</td>
<td>0.05</td>
<td>0.025</td>
<td>0.02</td>
<td>0.01</td>
<td>0.005</td>
<td>0.002</td>
</tr>
<tr>
<td>1</td>
<td>0.00003930</td>
<td>0.000982</td>
<td>1.642</td>
<td>2.706</td>
<td>3.841</td>
<td>5.024</td>
<td>5.412</td>
<td>6.635</td>
<td>7.879</td>
<td>9.550</td>
</tr>
<tr>
<td>2</td>
<td>0.0100</td>
<td>0.0506</td>
<td>3.219</td>
<td>4.605</td>
<td>5.991</td>
<td>7.378</td>
<td>7.824</td>
<td>9.210</td>
<td>10.597</td>
<td>12.429</td>
</tr>
<tr>
<td>4</td>
<td>0.207</td>
<td>0.484</td>
<td>5.989</td>
<td>7.779</td>
<td>9.488</td>
<td>11.143</td>
<td>11.668</td>
<td>13.277</td>
<td>14.860</td>
<td>16.924</td>
</tr>
<tr>
<td>5</td>
<td>0.412</td>
<td>0.831</td>
<td>7.289</td>
<td>9.236</td>
<td>11.070</td>
<td>12.833</td>
<td>13.388</td>
<td>15.086</td>
<td>16.750</td>
<td>18.907</td>
</tr>
</tbody>
</table>
STEP 6: Hypothesis conclusion

Independent test of chi square has two hypotheses: null or alternative.

The hypothesis for this project will be:

- **Alternative hypothesis**
  Short stories do influence in the development of the reading skill.

- **Null hypothesis**
  Short stories do not influence in the development of the reading skill.

If chi-square value is equal to or greater than the table value, the null hypothesis will be rejected. Therefore it will be accepted the alternative hypothesis.

- Calculated chi-square  10.71
- Tabular chi-square   9.48
Chi-square distribution

\[ df = 4 \]

\[ P(\text{lower}) = 0.9596 \]
\[ P(\text{upper}) = 0.0404 \]

If the calculated chi-square value for the set of data is equal to or greater than the table value (9.49), Researcher must reject the null hypothesis.

Source: Benjamin Rosales Aspiazu Public High School
Elaborated by: Catalina Torres and Katherine León; Graphic N°1
CONCLUSION

At the end of this investigation it was observed that:

- At Benjamin Rosales Aspiazu Public High School Students show low level of English proficiency.

- English Teacher uses only a text of grammar where the use of short stories to develop reading activities is limited instead of it, teacher uses a mini-text in the beginning of each unit.

- There is insufficiency of reading methodologies in class, reading in classroom is based on only in read out, give vocabulary, practice pronunciation and make questions.

- There is an insufficiency of reading resources aim to develop and improve reading skill and reading comprehension.

- There is a disinterest and low motivation for reading activities.

- There is insufficiency in other language skills.
RECOMMENDATION

After mentioning the conclusions it is necessary to go on with the following recommendations:

- It is advisable to carry out further educational project in English language to increase level of proficiency in Benjamin Rosales Aspiazu Public School students.

- It is suggested that teacher uses short stories as a mean of engaging students and improving their language skills, especially their reading comprehension.

- Teachers should involve more activities focus on reading comprehension for increasing vocabulary and improve reading skills and motivate them to read.

- It is recommended to apply a booklet with short stories as an additional reading material to expand vocabulary and improve reading skills to motivate students to read.

- Teachers should find the better strategy for improving the reading skill in class and motivate students in practice reading.

- It is recommended to establish a routine for reading sessions that involve other language skills.
CHAPTER IV

PROPOSAL

TITLE

A booklet with short stories to develop the reading skill.

RATIONALE

According to National curriculum (2017), “the English language skills are integrated within the five curricular threads; communication and cultural awareness, oral communication, reading, writing and language art.” (p.7)

The role that English language plays in the current society has been improving day by day. Therefore, it is important that within the educational institutions, the students are able to develop the skills that imply to domain this foreign language.

Reading is one of the first skills learned by non-native speakers of English language. For this reason, the aim of this study was to give to know the importance of using short stories to improve reading skills. Short stories are used in private schools with very good results in different contexts and with different reading resources. However, in public schools the teaching of English language is very different from private schools.

According to the observation, in this project the English teacher of 8th grade at Benjamin Rosales Aspiazu High School mainly teaches grammar and vocabulary and the reading activities are limited to mini texts from the book. Therefore, due to insufficiency of reading activities in classroom, this proposal is developed focusing on the appropriate use of short stories as an alternative to the textbook, where the teacher can put
in practice reading strategies to improve learners' reading comprehension. In addition, it is a motivational instrument for students in the classroom. Short stories are a wide, diverse, and a fascinating form to teach English in classroom. Teachers can create numerous objectives for teaching short stories.

**GENERAL OBJECTIVE**

- To develop reading skills through the implementation of short stories.

**SPECIFIC OBJECTIVES**

- To introduce vocabulary in a meaningful way.
- To encourage students to read through interesting topics.
- To aid learners in recognizing characters, setting, main ideas and details in a story.
- To illustrate the sequence of events in a story.

**THEORETICAL ASPECTS**

**PEDAGOGICAL ASPECT**

**LITERATURE IN SECOND LANGUAGE ACQUISITION**

For Krsteva. M, and Kukubajska. M (2013), literature plays essential role in foreign language acquisition because of inclusion of literary texts. Together with factual facts it develops a deeper awareness of the language use. This method acquires enormous proportion of linguistic and literary information through higher education. Nowadays the teaching and learning of English is focused on the literary work, as to the text conveying ideas that students familiarize with and build vocabulary. As they go forward in their level of foreign language acquisition, students increase
their competence and confidence to speak and present ideas in the
foreign language.

Learning within a literacy-rich environment strengthens and
supports speaking, listening, reading, and writing in a variety of authentic
ways, through both print and digital media. If English teacher had access
to enough reading resources, it would help students to get some benefits
such as expand vocabulary and improve literacy skills using reading
activities for example; short stories, forums, poetry recitals, book contests,
theater performances, writing for school magazines or newspapers. When
teacher uses short story in classroom students understand language skills
beyond learning about grammar structure rules or expand vocabulary.

PSYCHOLOGICAL ASPECT

MOTIVATION

For Dornyei (2009), “Motivation is responsible for determining
human behavior by energizing it and giving it direction” (p.118). He
indicates that by adjusting behavior through motivation any activity in
education can be directed into what the teacher wants to. As an injection
or medicine shot, it cures, stimulates and raises interest, especially when
learning.

Motivation in other words is linked to the efforts and reasons for
wanting to learn something, the interaction with the social context and the
influence it may have. Rebecca (2007), defines two different types of
motivation: extrinsic and intrinsic motivation. Intrinsic motivation is done for
reasons that are internal to one self. It is for self-satisfaction meanwhile
extrinsic motivation comes from external factors and the actions are done
because of what has been said.
This booklet with short story activities promote motivation valuable life lessons. Short stories will give students an empowering sense of hope: for example: “if he or she can do it, then so can I”. A motivational story is nothing if it does not cause in students to do something, or at least help them believe in themselves a little bit more. Maybe one of these inspiring stories can help students to change their life in some way.

PHILOSOPHICAL ASPECT

RELATION BETWEEN LITERATURE AND PHILOSOPHY

The relations between philosophy and literature have been close for many years. For example, philosophers have used various literary forms in expressing their points: Parmenides and Lucretius wrote poems, Heraclitus Aphorisms, Plato, Augustine, Boethius, Malebranche, Berkeley, and Hume dialogues. Montaigne and Emerson used the essay. Further, philosophers such as Voltaire, Diderot, Nietzsche, Santayana, Sartre, de Beauvoir, and Murdoch, to mention some, made philosophical points in their novels.

For Vidmar (2012), “Literature and philosophy influence readers into accepting new perspectives, developing or deepening their concepts, cultivating their emotions and generally influencing their cognitive and emotional senses” (p.11). So even if there are some underlying, even fundamental differences between the two, they stay united in their effects, in what they do, and therefore the barriers between them can be erased. It is evidenced in the proposal when students realize that the short stories enclose positive message at the end of it when they have finished to read, several emotions teacher can find and identify when s/he make a recap of a whole short story, often this message is a moral that encourage students in a cognitive and emotional way.
SOCIOLOGICAL ASPECT

TEACHING ENGLISH IN PUBLIC SCHOOL

English in Ecuador is a symbol of people's aspirations for quality in education and a fuller participation in national and international life. The visible indicator of this presence of English is that today its teaching being demanded by many to be taught at the very initial stage of schooling.

The rapid growth of private schools where English is taught and the early introduction of English through national curriculum has led the teaching of English language to be one of the best opportunities to increase quality in education according to a globalization world.

In Ecuador, public Schools contribute giving students from 5 years old up to 17 years, the opportunity to educate without paying for it. It has facilitated education thousands of children and young. Latin America has made great progress in educational because of most educational systems in the region have implemented various types of administrative and institutional reforms that have enabled reach for places and communities that had no access to education services in the early 90s.

From 2014, the Ministry of Education of Ecuador has generated agreement N.052 that establishes the obligation of teaching English from second grade of Basic General Education (EGB) to Third year of Bachillerato in all the public institutions, fisco-mitional and particular of the country.

As a part this initiative, Guayaquil University generates, disseminates and applies knowledge, skills and abilities, with ethical and civic moral values, through teaching, research and links with the community, promoting the progress, growth and sustainable development
of the community to improve the quality of life of society. Therefore, bearing in mind this Guayaquil University mission, researchers have realized this investigation in Benjamin Rosales Public school with the intention to help teacher in the progress of teaching English so that students can have the same opportunities as those in private schools. An evidence of this will be the application of booklet with short stories where teacher can use this resource as an additional material according to the students’ level of English. In addition, this booklet will give digital resources so that it can be used for all teachers in the English area or it can also be used as a virtual material in its virtual school library. In consequence, it can be said that the booklet with short stories to improve reading skill entails a very important social aspect for people who have limited economic resource.

LEGAL ASPECT

NATIONAL CONSTITUTION

Constitución Política de la República del Ecuador, Art. 28

Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education.
GOOD LIVING PLAN

The Good Living Plan is the change of a mercantilist society for a fairer society with quality with technical, scientific and humanistic knowledge. This plan also tells us that evaluating and ensuring quality are essential requirements of the entire training process. These principles guarantee the relevance of the educational offer at all levels. To carry out this national training process there is a National System of Evaluation and Social Accountability, which evaluates four components: the management of the Ministry and its dependencies, the performance of teachers, student performance and the national curriculum. All these components carry out the aim of Strengthen the Capacities and Potential of Citizenship.

National Good Living Plan, (2013) mentions that

(... ) Knowledge is strengthened throughout life, from birth, with daily life and with formal and non-formal education. Human talent is also nourished by existing knowledge, daily living, inquiry and constant feedback of knowledge. Educating in this model becomes a constant dialogue, in which learning and teaching are continuous practices for social actors. We must take into account not only the quality of the teacher and the student, but also the quality of society.

ORGANIC LAW OF INTERCULTURAL EDUCATION

TITLE I

ART 2. PRINCIPLES

f. Development of the processes. - The educational levels must be adapted to the people’s lives, to their cognitive and affective development, capacities, the cultural and linguistic aspects, their
necessities and the country necessity, taking into account in a particular way the equality of the real groups.

Undoubtedly, from the Organic Law, it is established the priority in the processes of the linguistic development in this case, it is related to the teaching of English language, more precisely in the reading skills in order to guarantee that students can be included in the educational systems of quality.

FEASIBILITY OF APPLICATION

This proposal is possible because it has the resources needed to implement it, and they can be human, material, and economic infrastructure.

FINANCIAL FEASIBILITY

The implementation of this booklet implies costs related to the printing, the photocopies and so forth, of the activities, for which it is required financial resources provided by the investigators.

In spite of not being a project in great scale the resources are very important. What teacher needs are enough economic resources to give students handouts and work out the writing activities in class as an additional resources a part of the text, therefore if there are a total of 42 eight grade students, teacher should invest $ 0.05 cents per each worksheet. However, the teacher can decide to work using only one paper per unit.
HUMAN FEASIBILITY

The teachers and authorities at Benjamin Rosales Aspiazu public school consider it appropriate to include a booklet in the institution because they are convinced that it will be important to the planning in the teaching. Besides, the students feel motivated to develop the proposed activities.

The project is feasible because:

- It has the support of the authorities and teachers on campus.
- It has the support of the legal representatives of the students on campus.
- It has the availability of the students.

TECHNICAL FEASIBILITY

Technical feasibility refers to how a good or educative resource will be delivered, which includes transportation, school location, technology needed, materials, books, documents, equipment and facilities.

For developing this project, it was necessary to use the next technical feasibility:

MATERIALS

✓ Markers
✓ Papers
✓ Checking list
EQUIPMENT

✓ Computer
✓ Camera
✓ Flash drives

FACILITIES

✓ Schedule
✓ Classroom
✓ Internet access

LEGAL

The legal feasibility for this project is based on national curriculum, (2017) established by Minister of Education through which has taken international standards to regulate teaching and learning process in all National schools and high schools.

It is important to mention that different National constitution articles that have to do with quality of education were kept in mind. University of Guayaquil carries out through student’s different project to help to communities and produce changes and give solutions to different public school problems.

DESCRIPTION

This proposal will be applied at Benjamin Rosales Aspiazu public schools with the eighth grade students. This project contributes to the development of reading skills of students through the use of short stories that will make it easier to acquire new knowledge, so that they have a good foundation for the future. This project is also designed to help
teachers with necessary reading resources to implement activities aimed to the comprehension and vocabulary acquisition.

The methodology used was based on a deductive method, where teacher will present the information so that the student will reason with the knowledge acquired from the general to the particular, possible options are the right to complete the exercises in the tutorial. The methodology seeks skill and contributes to the improvement of meaningful learning, allowing the student to be participatory and dynamic classroom class.

Stories and questions for discussion and writing are designed to be separate pages, so that teacher can choose easily how and when to use them with students. There are a total of 6 stories, so these could all be used with pairs of students reading and writing or sharing together, then reporting to the group.

Story titles applied for this booklet are: a young man, rich man, a bad movie, surprise, a dog’s tale and every dog has its day. Teacher can used one activity per partial inclusive evaluate reading using this.

ROLE OF THE TEACHER

- Teacher can divide the short story in 4 or 5 classes.
- Teacher will make a plan of lesson of 45 minutes.
- Teacher can split up his class in four or five groups.
- Teacher introduces the short story using the questioning strategy.
- Teacher encourages students to figure out meanings while reading new words.
- Teacher applies a range of comprehension strategies.
A. READING ACTIVITIES

1. Help Learners Focus Their Attention

   a. Introduce the short story.
   b. Check the prior knowledge of students.

2. Set up The Activity

   a. Explain the purpose of the activity.
   b. Explain the process for completing the task.
   c. Model the task for the class.

3. Let the Learners Do the Activity (whole class, pairs, groups)

   a. Observe their progress.
   b. Note their successes and challenges.
   c. Repeat the activity (with additional reading and writing tasks.)

4. Evaluate the Activity

   a. Provide a questionnaire.
   b. Elicit learner feedback.

5. Provide Follow up

   a. Use the reading activity as a lead-in to the next classroom activity, as the basis for a homework assignment, and as the next day’s warm-up.

In the long run, the teacher's role is a facilitator who guides the students as they draw inference and form learning experiences through personal involvement with the text. The exposure of the students to L2 material can ensure that they enjoy, understand and appreciate them while they are improving their linguistic proficiency. Thus, it is a benefit of the learners if the instructors promote the use of stories as a tool to
introduce, accompany, and supplement tried and basal teaching techniques. The power and emotional impact found in a short story can offer the learners deeper meaning about the acquisition of language skills. Finally, according to Ghasemi, (2011), short stories invite students to engage in more active and informed discussion of their involvement with the text and their own personal experiences relevant to the world of the text.

CONCLUSION

This project contributes to the development of reading skills of 8th grade students at Benjamin Rosales Aspiazu High School, and to help teachers with a booklet of stories including activities aimed to the vocabulary acquisition and the reading skills development.

The teacher’s methodology without enough didactic resources is destined to failure. Reading resources are vital in second language acquisition because they are necessary to complement and measure the English fluency day after day.

With the application of this didactic proposal we can change the poor and limited image that students have about the process of reading in classes by motivating them to use reading comprehension exercises to encourage their understanding in what they are reading. At the same time, we will increase the proficiency in English language through expanding their vocabulary. Moreover, teacher will be helped with a reading resource to support the English book used in classroom with the purpose of improving their methodology in class when s/he apply reading activity.
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Department of Philosophy, Faculty of Humanities and Social Sciences, University of Rijeka, Rijeka, Croatia. p-11

ANNEXE I
ASIGNACIÓN DEL TUTOR
Oficio No. 272

Guayaquil, 01 de Agosto del 2017

MSc.
José Miguel Campuzano
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que se ha procedido a la modificación del Tema del Proyecto Educativo de las estudiantes de la Escuela de Lenguas y Lingüística: LEÓN VALENCIA KATHERINE YULY Y TORRES MANZO CATALINA MERCEDES, quedando de la siguiente manera:

**TEMA ANTERIOR:**
TEMA: The influence of thriller stories for the development of reading skills.

**PROPIESTA:** Design of a booklet with thriller stories.

**TEMA MODIFICADO:**
TEMA: The influence of short stories for the development of reading skills.

**PROPIESTA:** Design of a booklet with short stories.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

MSc. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Oficio No. 421
Guayaquil, 26 de Octubre del 2016

MSc.
José Miguel Campuzano

PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor del Proyecto Educativo de los estudiantes de la Escuela de Lenguas y Lingüística: LEÓN VALENCIA KATHERINE YULY Y TORRES MANZO CATALINA MERCEDES, con el siguiente tema:

TOPIC: The influence of thriller stories for the development of reading skills.

PROPUESTA: Design of a booklet with thriller stories.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

[Signature]
MSc. Alberto Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lingüística
SOLICITUD ACEPTADA POR EL COLEGIO FISCAL BENJAMIN ROSALES
Oficio No. 108

Guayaquil, 10 de Abril del 2017

MSc.
Martha Martínez
DIRECTORA DE LA UNIDAD EDUCATIVA
“BENJAMÍN ROSALES ASPIAZU”
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que las estudiantes: LEÓN VALENCIA KATHERINE YUKY Y TORRES MANZO CATALINA MERCEDES, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TEMA: The influence of thrilling stories for the development of reading skills.

PROPUESTA: Design a booklet with thrilling stories.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte.

Le antrego mis reconocimientos.

Atentamente,

MSc. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
ANNEXE II
CERTIFICADO DEL O LA RESPONSABLE DE ANTI-PLAGIO
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. José Miguel Campuzano, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Katherine Yuly León Valencia y Catalina Mercedes Torres Manzo, C.C.: 0925100398 - 0912890308, con mi respectiva supervisión como requerimiento parcial para la obtención de título de Licenciatura en Ciencias de la Educación Mención en Lengua y Lingüística Inglesa y Francesa.

Se informa que el trabajo de titulación: "INFLUENCE OF SHORT STORIES IN THE DEVELOPMENT OF READING SKILLS" ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (Urkund) quedando el 10% de coincidencia.

Msc. José Miguel Campuzano
C.C.: 092441097
The teaching of foreign language is established from the 2016 as it is determined on the National curriculum from second basic grade up to Bachillerato. In total, there are 34 teachers but only 4 teach English in primary and secondary school. The building is designed to receive students, teachers and parent for example. Scholar advisement department, supervisor department, male and female restrooms, a yard to practice sports, a bar, and small library.

Students of Benjamin Rosales Asplazua Public High School belong to a community with middle-low economic resources. Minister of education due to interest of parents and the globalized necessities has believed that it is important students in public schools can have the same opportunities than others similar because today, who does not know speak English or use a computer is a professional losing opportunity.

CONFLICT SITUATION

To find some problematic at Benjamin Rosales Asplazua Public High School researchers

https://secure.urkund.com/view/externalSource/redirecit/aHR0cDovL3d3dy5SZWQzZVYXJXVCIz8zc3NpY3MuY3Nl13by7ZCZpZxd13NjI6VRZmFb0VzXl3by7ZCZpZxcur0Rm0
Urkund Analysis Result

Analysed Document: ShortStories-ReadingSkills.docx (D30463189)
Submitted: 2017-09-10 17:20:00
Submitted By: catalinarosmanzo@gmail.com
Significance: 10%

Sources included in the report:
- ruth project.docx (D29562910)
- Proyecto Estrella - Velasco - TESIS COMPLETA.docx (D12534250)
- KARINA Y JACKIE COMPLETO urkud.docx (D30250017)
- http://www.businessdictionary.com/definition/intrinsic-motivation.html
- http://silc.ucalgary.ca/Brian/611/readingtype.html
- http://www.adlit.org/article/19844/
- https://www.thoughtco.com/what-is-flash-fiction-2996523

Instances where selected sources appear:
55
UNIVERSIDAD DE GUAYAQUIL
PREGUNTAS DE LA ENTREVISTA

1.- ¿Qué libro de texto utiliza para desarrollar lecturas con sus estudiantes?

2.- ¿Cree Ud. que las lecturas incluidas en el libro de texto son interesante para sus estudiantes?

3.- ¿Con que frecuencia se practica la lectura de historias dentro del aula de clases?

4.- ¿Cómo detecta que sus estudiantes han comprendido la lectura?

5.- ¿Qué tiempo le proporciona a los estudiantes para la comprensión de la lectura?

6.- ¿Cree Ud. que las lecturas cortas proporcionan mayor información para los estudiantes?

7.- ¿Qué estrategias de lectura aplicaría dentro del aula de clases para incrementar el interés de los estudiantes?

8.- ¿Cree Ud. que un libro específico para la lectura con historias cortas ayudaría a la comprensión efectiva de la lectura? Comente por qué?
UNIVERSIDAD DE GUAYAQUIL
SURVEY

OBJECTIVE: To know through student opinion about teacher methodology. Use of reading materials and reading comprehension activities

11. I like to read short stories in English.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

12. I consider that reading short stories is important to consolidate my English language learning.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

13. My English teacher uses short stories beside the once presented in the text.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

14. I feel motivated when I practice reading skills in my class.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

15. I can recognize main ideas or details from a short story.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

16. My English teacher uses additional reading material to complement learning and practice reading comprehension skills.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree
17. My English teacher encourages us to practice reading comprehension in a booklet of activities.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

18. I think that a booklet of short stories would help me to improve my reading skills.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

19. My teacher uses different kinds of literature to encourage us to apply other language skills such as writing, listening or speaking.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

20. I would like that my teacher uses other short stories such as fables and tales to motivate my reading skills.

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree
EVIDENCIAS FOTOGRÁFICAS

EDIFICIO DEL COLEGIO FISCAL “BENJAMIN ROSALES”


Fuente: Colegio Fiscal “Benjamín Rosales“
Elaborado por: Catalina Torres y Katherine León, 2017
Junto con la Sra. Msc. Martha Martínez, Rectora del Colegio, quien en primera instancia recibió nuestra solicitud donde las alumnas-maestras Catalina Torres y Katherine León solicitaban permiso para poder cumplir con su tesis en esta institución (2017, Enero, 6)

**Fuente:** Colegio Fiscal “Benjamín Rosales”
**Elaborado por:** Catalina Torres y Katherine León, 2017
Con la Licenciada, Miriam Villacis P. profesora de los octavos grados, en su entrevista a través de un cuestionario. (2017, Enero, 14)

Fuente: Colegio Fiscal “Benjamín Rosales”
Elaborado por: Catalina Torres y Katherine León, 2017
APLICACIÓN DE LAS ENCUESTAS A LOS Y LAS ESTUDIANTES DEL OCTAVO GRADO PARALELO “A”

Con los estudiantes de octavo grado, paralelo “A”, aplicando las encuestas de nuestra investigación. (2017, Enero, 14)

Fuente: Colegio Fiscal “Benjamín Rosales”
Elaborado por: Catalina Torres y Katherine León, 2017
SUPERVISIÓN DE TESIS

Supervisión y seguimiento de desarrollo de tesis de grado por parte del Msc. Miguel Campuzano.(2016, desde Agosto, 25 a Agosto, 21)

Fuente: Universidad de Guayaquil
Elaborado por: Catalina Torres y Katherine León, 2017
ANNEXE V
PROPOSAL
SHORT STORY TO IMPROVE READING SKILLS

INDEX
INTRODUCTION.................................................................2
GENERAL OBJECTIVES .....................................................2
SPECIFIC OBJECTIVES .....................................................2
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TIME.................................................................................4
ASSESSMENTS ...............................................................4
BOOKLET CONTENTS .....................................................5
ACTIVITIES...............................................................5
INTRODUCTION

Short stories are very useful in the trials to improve students' vocabulary and reading. This handbook provides all the materials used in the training workshops as well as many suggestions and additional resources to use with your students.

The booklet with short stories has the purpose of provide teacher and students enough reading material to give support in EFL learning. It provide with some short stories with different reading comprehension activities where students can focus on meaning and problem-solving strategies to figure out words they don’t know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.

GENERAL OBJECTIVES

- Professional Development for Teachers
- Learning English through Short Stories
- To introduce learners to storytelling as an art form

SPECIFIC OBJECTIVES

For Teacher

- To help learners to understand the concepts of narration, setting, character, theme and symbol, as well as to consider ways to create mood, and write good story using openings, closings and dialogue
- To help learners to apply the concepts and techniques they have learned in their own writing
- To enhance learners' skills and interest in reading and appreciating short stories from a wide variety of sources
• To help learners to talk about fiction in an informed way.

For Students

This booklet introduces learners to the world of short stories, encouraging them to read, write and tell them. Learners will be engaged in different activities which aim to develop;

• their understanding of the major features of short stories,
• their language skills
• cultural awareness
• critical thinking skills and creativity

At the end of the module learners will either

• write their own story or
• develop a given story outline

USING SHORT STORIES ACTIVITIES IN CLASSROOM

Step 1

Learners are introduced to the aims, design and content of the unit or lesson. They will learn to identify and understand the key features of a short story, and read short stories with appreciation.

Step 2

Learners read and write specific aspects of a short story such as setting, character, theme, dialogue, opening and closing. They will also start to write their own story for the lesson by gathering ideas and producing drafts.

Step 3

Learners practise oral and story-telling skills by sharing a story of their own choice with the class. They will finalise the draft for their module story and perform it to the class.
TIME

Time Allocation of the lesson

It is recommended that approximately a total of 12 periods be allocated to the teaching of this lesson. The suggested number of periods is based on the assumption that schools are running 40-minute periods. The breakdown for the three parts can be as follows:

ASSESSMENT

Assessment in the Short Stories lesson will focus on learners’ demonstration of their ability to:

- understand concepts and techniques of short story writing
- apply this understanding to create short examples
- produce a written short story
- comment helpfully on the work of others
- tell or perform stories orally
- read and comment on a number of short stories
BOOKLET CONTENTS

UNIT 1
    YOUNG MAN
UNIT 2
    RICH MAN
UNIT 3
    A BAD MOVIE
UNIT 4
    SURPRISE!
UNIT 5
    A DOG’S TALE
UNIT 6
    EVERY DOG HAS ITS DAY

ACTIVITIES
PROPOSAL

Booklet
with short stories
UNIT 1

YOUNG MAN

PRE-READING

Find the following words in the word search.

SHOP  TABLE  FOOD  MAN
LOAF  BREAD  BOX  OFFICE

T A B L E  E N  F  D  O
H  T  G  R  C  I  O  A  V  V
G  X  M  I  E  O  Y  W  M  G
F  V  F  L  D  A  H  Y  F  X
K  F  N  Z  W  T  D  E  L  Z
O  F  A  O  L  I  Q  L  T  Z
S  J  M  C  Q  H  X  J  X  A
H  A  P  B  K  Q  O  R  H  R
O  F  X  Y  T  Y  B  I  I  A
P  H  X  U  I  T  Z  P  W  H
It is a story adapted to this booklet, written by L. A. Hill

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

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

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

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

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

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

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

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

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

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

Answer the following questions.

DO YOU LIKE THE STORY SO FAR?

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HOW DO YOU THINK THE STORY IS GOING TO END?

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HOW DO YOU WANT THE STORY TO END?

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AFTER READING

EXERCISE 1
Fill the chart with the characters and the setting of the story.

CHARACTERS

SETTING

EXERCISE 2
Fill the chart with the Main Idea and 3 details of the story.

MAIN IDEA

DETAIL

DETAIL

DETAIL
EXERCISE 3

Look at these questions. Find the right answers. Then write the questions and the answers:

1. Did Mr. Jones work in George's shop?
   a) Yes, he did.         b) No, he didn't.

2. Who worked in Mr Jones's shop?
   a) A funny man did.     b) George did.

3. Did the shop sell tables, or food?
   a) It sold food.        b) It sold tables.

4. Did the funny man ask George for some food?
   a) Yes, he did.        b) No, he didn't.

5. Did the funny man ask George for a table?
   a) Yes, he did.        b) No, he didn't.

6. Did George show him a table?
   a) Yes, he did.        b) No, he didn't.

7. Whose office did George go into?
   a) Mr. Jones's.        b) The funny man's.

8. Did Mr. Jones speak to the funny man?
   a) Yes, he did.        b) No, he didn't.

9. Was Mr. Jones happy, or angry?
   a) He was happy.       b) He was angry.

10. Did the funny man ask Mr. Jones for a table, or some food?
    a) A table.           b) Some food.
EXERCISE 4

Choose the right words each time. Then write the story

Mr. Jones sold (food / tables and chairs) in his shop. His shop was (behind / in front of) his office. A (funny / young) man worked in the shop too. (A / The) funny man came into the shop on Monday; he asked (George / Mr Jones) for a (chair / table). Then he showed George a (picture of a table / table). George (did not sell / sold) the funny man a small, brown table. The funny man (smiled / was not happy). He sat down and (waited / was angry). Then (George / the funny man) brought Mr. Jones out of the (office / shop). Mr. Jones (smiled / was not happy). The funny man asked him for a (loaf of brown bread / small, brown table), and Mr. Jones gave (him a big box / it to him).
UNIT 2
RICH MAN

PRE-READING
EXERCISE 1
Find the following adjectives and fill the word puzzle.

<table>
<thead>
<tr>
<th>POOR</th>
<th>QUIET</th>
<th>BEAUTIFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>RICH</td>
<td>TALL</td>
<td>PRETTY</td>
</tr>
</tbody>
</table>

B Z H M T P O W N E
O E X C N B M P D G
F Z A Q I Y W R B J Q
D I Z U E R L M U P
N Y F C T V O I W R
Y J B H L I E W Z E
A Z M Q L T F D V T
S U D P A D O U A T
R O O P T N X X L Y
I A N Z U X K Y G P
EXERCISE 2

Fill the cross word according to the pictures:

Across
2. 

Down
1. 

3. 

4. 

5. 

6. 

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

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

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

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

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

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

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

"In their house?" Gladys asked.
WHILE READING

Answer the following questions.

DO YOU LIKE THE STORY SO FAR?

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HOW DO YOU THINK THE STORY IS GOING TO END?

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HOW DO YOU WANT THE STORY TO END?

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…………………………………………………………………………………………
AFTER READING

EXERCISE 1

Fill the chart with the characters and the setting of the story.

CHARACTERS

SETTING

EXERCISE 2

Fill the chart with the Main Idea and 3 details of the story.

MAIN IDEA

DETAIL

DETAIL

DETAIL
EXERCISE 3

Look at these questions. Find the right answers.

1. Were Gladys's father and mother rich?
   a) Yes, they were.    b) No, they were not.

2. Did Gladys want to work in her small, quiet town?
   a) Yes, she did.    b) No, she did not.

3. Who did Gladys want to marry?
   a) A rich man.    b) A tall man.

4. Were there any very rich men in Gladys's town?
   a) Yes, there were a lot.    b) No, there were not.

5. Did Gladys marry in London, or in America?
   a) In London.    b) In America.

6. Was her husband a short man?
   a) Yes, he was.    b) No, he was tall.

7. Where did Maisie see Gladys again?
   a) In America.    b) In their small town.

8. Whose house did they meet in?
   a) At Gladys's old house.    b) At Maisie's house.

9. Who flies the plane in this story?
   a) Gladys did.    b) Gladys's husband did.

10. Where does he or she fly it?
    a) In the garden.    b) In the house.
EXERCISE 4

Choose the right words each time. Then write this story.

Gladys’s school was in a (city / town / village), (and / but) Maisie’s was in a (city / town / village). Gladys lived in a (big / small) house. She had (black / blue) eyes, (and / but) she was (beautiful / not beautiful). She went to America (after / before) she went to London. She married a man in (America / London). Then she went back to England (with / without) her husband. She met Maisie there. (Gladys / Maisie) had a very rich husband now. He had (a plane / two planes). (A lot of people / He) flew (it / them) in the garden.
UNIT 3

A BAD MOVIE

Written by Larry Fleece
PRE-READING

EXERCISE 1

Find the following adjectives and fill the word puzzle.

<table>
<thead>
<tr>
<th>AISLE</th>
<th>HESITATED</th>
<th>MANAGER</th>
<th>SMIRK</th>
<th>URGED</th>
</tr>
</thead>
</table>

Across
2. A PERSON WHO DIRECTS THE BUSINESS
5. TRIED TO PERSUADE SOMEONE TO DO SOMETHING

Down
1. PAUSE BEFORE DOING SOMETHING SPECIALLY BECAUSE OF UNCERTAINLY
3. A WALKWAY BETWEEN SEATS
4. TO SMILE IN A MOCKING MANNER
A BAD MOVIE

Written by Larry Fleece

We all sat wide-eyed without daring to move. We could almost feel the hot breath of the terrible four-headed serpent as it stalked its prey. I saw a couple of the other guys put their hands over their eyes. I tried to be brave and not look away.

Then, in an instant, it was over. The hero plunged his sword into the soft underbelly of the beast. With a terrible groan, the awful creature heaved and fell to the ground.

We all cheered. The serpent was slain, and the hero got the girl. As the lights went up and the final credits rolled,

I scooped up the last of my popcorn.

“Awesome!” Bobby cried as we made our way up the aisle. “That serpent was so cool!”

“Yeah, cool,” I echoed, staying close behind him.

We’d all heard that Attack on Venus was a good movie, and we weren’t disappointed.

Today was special, though, because Bobby showed up. Bobby was the coolest guy in our school. He was a grade older than us. He played on a club soccer team, and he had a guitar. Everybody liked Bobby.

“You want to go eat?” I asked my friend Derek. We’d told our moms we were going to hang out at the mall after the movie, so we had some time.

“I don’t know. Hey, Bobby, what do you want to do?” Derek asked.

Bobby had a sly look in his eye.

“You know that other movie we wanted to see, Rodent Extreme?” Bobby asked. “It’s perfect timing. There’s a showing just starting over in theater four.”

“Cool!” Derek said. “We’re there!”

I checked the money in my pocket. After one movie and popcorn, I was running low.

“Kevin, you in?” Bobby asked.
“No, I'm broke,” I told him. “Maybe I'll see you after.”

“Don't have enough?” Bobby laughed. “Who's paying? We're already inside the complex. I sneak into other movies all the time. They're not going to catch us in the dark!”

“Come on, Kevin,” Derek urged. “You were just saying this morning how much you wanted to see Rodent Extreme.”

“Yeah, but—“ I hesitated.


“No . . .” I felt as though everyone was staring at me.

“Then let's go!” Bobby headed over to the theater with Derek and my other friends. I didn't want to be left out, and I did want to see that movie. The ads showing a bunch of surfing mice looked hilarious.

Bobby said he did this all the time, so it would be okay.

“Guys, wait up!” I called and rejoined the group.

Bobby showed us the good door to go through so nobody would see us. We all hurried in and slumped down in our seats.

“ All right! Rodent Extreme!” Bobby gloated as the lights went down.

The crazy mice were just waxing their boards when I saw the beam of a flashlight searching our theater.

A theater manager was looking for something . . . or somebody. My friends noticed the beam, too. I looked over at Derek, and his eyes were as wide as saucers.

We heard the manager call, “Psst! Hey, you!” We didn't dare turn to look.

“Who, me?” a voice said.

“Let me see your ticket,” the manager said.

“I, uh, I lost it,” the voice said. I turned back ever so slightly, keeping my head low.

The voice came from our friend Kenny, who sat behind us. The manager was shining his flashlight on Kenny's face.

“Lost it? I don't think so,” the manager said. “You need to come with me.”

Kenny followed the manager out of the dark theater. My heart was pounding in my ears. I looked over at my friends, wondering if we should do something. Bobby laughed out loud.
“Busted!” Bobby hissed with a smirk. “That guy is toast.”

Derek was looking at me. My skin felt hot all over.

“He was so nailed, and the guy missed all of us!” Bobby went on. He was beaming. He sat up and looked around at us, as if he expected to be congratulated.

I didn’t know what to do. Kenny was in big trouble. Should I leave, or would I be in trouble, too? I felt terrible, but Bobby didn’t seem to care.

I can’t remember the rest of Rodent Extreme. After the movie, Bobby bragged about how cool it was that Kenny got tossed out and we didn’t.

I didn’t think it was so cool. To tell the truth, I didn’t think Bobby was so cool anymore, either.
WHILE READING

Answer the following questions.

DO YOU LIKE THE STORY SO FAR?

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HOW DO YOU THINK THE STORY IS GOING TO END?

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HOW DO YOU WANT THE STORY TO END?

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AFTER READING

EXERCISE 1
Fill the chart with the characters and the setting of the story.

<table>
<thead>
<tr>
<th>CHARACTERS</th>
<th>SETTING</th>
</tr>
</thead>
</table>

EXERCISE 2
Fill the chart with the Main Idea and 3 details of the story.

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
</tr>
</thead>
</table>

| DETAIL | DETAIL | DETAIL |
EXERCISE 3

WHAT HAPPENED ON THE STORY

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EXERCISE 4

Instructions: Match a word from the left column with a word from the right column to make a compound word. Write the compound word on the lines below. Then, make two compound words of your own and use them in sentences on the lines provided.

<table>
<thead>
<tr>
<th>FLASH</th>
<th>BODY</th>
</tr>
</thead>
<tbody>
<tr>
<td>POP</td>
<td>THING</td>
</tr>
<tr>
<td>NO</td>
<td>LIGHT</td>
</tr>
<tr>
<td>UNDER</td>
<td>BODY</td>
</tr>
<tr>
<td>SOME</td>
<td>MORE</td>
</tr>
<tr>
<td>ANY</td>
<td>CORN</td>
</tr>
<tr>
<td>EVERY</td>
<td>BODY</td>
</tr>
<tr>
<td>SOME</td>
<td>BELLY</td>
</tr>
</tbody>
</table>
EXERCISE 5

My Sentences:

1. ………………….. + ………………….. = …………………..
   (Word)           (Word)           (Compound word)

2. ………………….. + ………………….. = …………………..
   (Word)           (Word)           (Compound word)

3. ………………….. + ………………….. = …………………..
   (Word)           (Word)           (Compound word)

4. ………………….. + ………………….. = …………………..
   (Word)           (Word)           (Compound word)

5. ………………….. + ………………….. = …………………..
   (Word)           (Word)           (Compound word)

6. ………………….. + ………………….. = …………………..
   (Word)           (Word)           (Compound word)

7. ………………….. + ………………….. = …………………..
   (Word)           (Word)           (Compound word)

8. ………………….. + ………………….. = …………………..
   (Word)           (Word)           (Compound word)
EXERCISE 6

Instructions: Read each question carefully and choose the best answer.

1. What is the main problem of this story?
   a) Kevin isn’t sure he should sneak into the movie.
   b) Kenny gets caught by the theater manager.
   c) Kevin doesn’t have enough money for a second movie.
   d) Bobby is happy he didn’t get caught like Kenny.

2. Why do the boys have to slump down in their seats?
   a) So the people behind them could see the screen.
   b) The seats are broken.
   c) Their seats are in the front row and uncomfortable.
   d) So no one would be able to see them.

3. What is the name of the movie the boys snuck into?
   a) Surfing Mice.
   b) Rodent Extreme.
   c) Attack on Venus.
   d) Rodents of Venus.

4. What does the word hesitated mean?
   a) Paused
   b) Went
   c) Listened
   d) Hid

5. Which of the following words describe Bobby?
   a) Kind and generous
   b) Cool and helpful
   c) Sneaky and mean
   d) Fun and cool

6. Why is the manager in the theater?
   a) The movie is broken, and he is there to fix it.
   b) There is a soda spill that needs to be cleaned up.
   c) Someone complains about the theater seats.
   d) He is looking for something or someone.
7. **Bobby has a sly look. Another word for sly is...**
   
   a) Mean  
   b) Sneaky  
   c) Happy  
   d) Confused

8. **What is the author’s purpose in writing this book?**
   
   a) To inform.  
   b) To persuade.  
   c) To entertain.  
   d) To teach how to bully.

9. **What is the main idea of the story?**
   
   a) People should not do things they know are wrong.  
   b) Kids should listen to their mothers.  
   c) Parents should take their kids to the movies.  
   d) Kids shouldn’t go to the movies with friends.

10. **Why is Kevin low on money?**
    
    a) Bobby takes his money.  
    b) He spends it on a movie ticket and popcorn.  
    c) It drops out of his wallet on the floor.  
    d) He gives it to his friend.
UNIT 4

SURPRISE!

Retrieved from: www.really-learnenglish.com

PRE-READING

Find the following words in the word search.

<table>
<thead>
<tr>
<th>BIRTHDAY</th>
<th>PRESENT</th>
<th>SURPRICE</th>
<th>SECRET</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN</td>
<td>SNEAKERES</td>
<td>SPEAKERS</td>
<td>WRAPPED</td>
</tr>
</tbody>
</table>

S P L A N T Q S B D
X N L M E K U S I E
T Z E R B R F S R P
S N C A P Y R K T P
Z E E R K O T Q H A
S X I S F E T W D R
Y C A V E K R C A W
E N N X C R F E Y V
S R E K A E P S S J
X R A A L R M V T R
Jerry and Emma are husband and wife. It’s summer, and Jerry’s birthday is approaching. Emma wants to give him a present for his birthday, but she wants it to be a surprise, so she must keep everything a secret.

But she has a big problem. If Jerry cannot know about her plan, how does she find out what to get him for his birthday?

She decides to use a secret technique. For a whole week, while she pretends to do other things, she actually listens very carefully for clues.

However, Jerry doesn’t really talk about this subject. A whole week passes with no mention of something he actually wants or needs!

“That’s it!” Emma thinks to herself. “Jerry’s birthday is tomorrow! I’m taking off the gloves!”

She calls her sister-in-law Mary, and they make a secret plan. Mary will call Jerry, ask him what he would like to receive for his birthday, and Emma will listen to the conversation (without Jerry knowing it).

The scheme starts out as planned. Mary calls Jerry, and they have a nice chat about his upcoming birthday. Emma listens carefully from the other room.

Finally, she hears what he wants—a pair of sneakers! “All right!” she thinks to herself.

Full of excitement, she runs out of the room. She is not so quiet, but who can blame her?
She rushes off to the shop and buys a pair of shiny sneakers, exactly Jerry’s size. She’s very happy. She will get him the present he wants, and it will be a complete surprise!

Today is Jerry’s birthday. Emma waits until their special dinner at night. Finally, the moment arrives. It’s time for Jerry’s present!

Emma brings in the box of sneakers, wrapped in colorful paper. “Wow!” Jerry says with a big smile. “I wonder what it is.” “Open it and see for yourself!” Emma replies happily.

He tears off the colorful paper and takes out the box. He opens the box. “Oh, it’s a… pair of sneakers! What a lovely… surprise…” Emma notices that something is wrong. “What’s the matter? You don’t seem so happy. Don’t you need a pair of sneakers?” “Hmm….” Jerry takes a look at each shoe.

“Well, didn’t you tell Mary that you wanted a pair of sneakers?” Emma asks him.

“A pair of sneakers?” Jerry starts to laugh. “I said a pair of speakers! You seem surprised. Well, I guess I could use a pair of sneakers, too!”
WHILE READING

Answer the following questions.

DO YOU LIKE THE STORY SO FAR?

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HOW DO YOU THINK THE STORY IS GOING TO END?

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HOW DO YOU WANT THE STORY TO END?

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AFTER READING

EXERCISE 1

Fill the chart with the characters and the setting of the story.

<table>
<thead>
<tr>
<th>CHARACTERS</th>
<th>SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

EXERCISE 2

Fill the chart with the Main Idea and 3 details of the story.

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DETAIL</th>
<th>DETAIL</th>
<th>DETAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISES 3

This is a copy of the original story. Go over it and fill in the blanks with the right words from the box below.

- Jerry and Emma are husband and ..................... Its summer and Jerry’s ..................... is approaching.
- Emma wants to give him a ..................... for his birthday, but she wants it to be a surprise, so she must keep everything a .....................
- But she has a big ..................... . If Jerry cannot know about her plan, how does she find out ..................... to get him for his birthday?
- She decides to use a secret ..................... For a whole week, while she to do other things, she actually listens very carefully for ..................... Jerry doesn’t really talk about this .....................
- A whole week passes with no mention of something he actually wants or needs!
- “That’s it!” Emma thinks to herself. “Jerry’s birthday is .....................! I’m taking off the .....................!”
- She calls her sister ..................... Mary, and they make a secret .....................
- Mary will call Jerry, ask him what he would like to ..................... For his birthday, and Emma will listen to the ..................... (without Jerry knowing it).
• The ………………… starts out as planned. Mary calls Jerry, and they have a nice chat about his upcoming birthday. Emma listens ………………… from the other room.
• Finally, she hears what he wants a ………………… of sneakers!
• “All right!” she ………………… to herself.
• Full of …………………, she runs out of the room. She is not so quiet, but who can blame her?
• She rushes off to the shop and buys a pair of ………………… sneakers, exactly Jerry’s size. She’s very happy. She will get him the present he wants, and it will be a ………………… surprise!
• ………………… is Jerry’s birthday. Emma waits their special dinner at night.
• …………………, the moment arrives. It’s time for Jerry’s present!
• Emma brings in the box of sneakers ………………… in colorful paper.
• “Wow!” Jerry says with a big smile. “I ………………… what it is.”
• “Open it and see for …………………!” Emma replies happily.
• He ………………… off the colorful paper and takes out the box. He opens the box.
• “Oh, it’s a… pair of …………………! What a lovely… surprise…”
• Emma ………………… that something is wrong. “What’s the …………………? You don’t seem so happy. Don’t you need a pair of sneakers?”
• “Hmm.” Jerry takes a look at the shoes.
• “Well, didn’t you tell Mary that you ………………… a pair of sneakers?” Emma asks him. “A pair of sneakers?” Jerry starts to …………………. “I said a pair of speakers! You seem surprised. Well, I guess I could use a pair of sneakers, too!”
EXERCISE 4

GRAMMAR—SENTENCE STRUCTURE

The following sentences are all mixed up. Put the words on each line in the correct order to make a logical sentence.

1. Are wife Emma Jerry and husband and.

2. Everything keep Emma must secret a.

3. Clues She very listens for carefully.

4. Sister-in-law Mary make plan She her calls they a secret and.

5. Birthday his calls about and have a chat Jerry upcoming they Mary.

6. Shiny buys sneakers She to shop and a pair of the rushes Jerry’ size off.

7. Birthday Jerry’s Today is.

8. Dinner waits special at their Emma night until.


10. I too of guess pair use I a sneaker could Well.
EXERCISE 5
GRAMMAR—QUESTIONS, NEGATIVE SENTENCES, AND POSITIVE SENTENCES

Turn the following sentences into questions.
1. Jerry has a birthday.
2. Emma wants to buy Jerry a present.
3. Emma can listen to their conversation.
4. Jerry needs speakers.
5. Emma is surprised.

Turn the following sentences into negative sentences.
1. Mary has a birthday.
2. Does Jerry want sneakers?
3. Emma should tell the truth.
4. Are they very surprised?
5. Jerry wonders what is inside the box.

Turn the following sentences into positive sentences.
1. Emma doesn’t have a birthday.
2. Jerry doesn’t know about Emma’s plan.
3. Does Mary help Emma?
4. Emma doesn’t buy flowers.
5. Do Mary and Jerry talk?
EXERCISE 6

COMPREHENSION

Answer the following questions.

1. Why doesn’t Emma ask Jerry what he wants for his birthday?

2. Who is Mary?

3. What secret plan do Emma and Mary make?

4. Does Jerry really need a pair of sneakers?

EXERCISE 7

ESSAY WRITING

Answer the following questions. Write a short essay for each.

1. How do you decide what birthday present to buy for someone?

2. Have you ever received a gift you did not want or need? What did you do about it?
UNIT 5

A DOG’S TALE

Retold by Lorena F. Di Bello

Retrieved and adapted for this booklet from: www.readinga-z.com
PRE-READING

Find the following words in the word search.

<table>
<thead>
<tr>
<th>PARTY</th>
<th>TAIL</th>
<th>BARN</th>
<th>HUGE</th>
<th>SMALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT</td>
<td>DOG</td>
<td>MOUSE</td>
<td>FISH</td>
<td>PLAY</td>
</tr>
</tbody>
</table>

G G I Y W E R X A R P G B N G
Q D D G Q I C L D Y W L L V H
T Y M Y V Y A L O F F T C D U
N S Z R I W Y A L P P E A S G
D F X F R T Z M Z G S E D C E
J Y A F U A Z S G U E S U L G
Y J B X O N U U O T Y N J F O
P X P P S Q Q M H O I T I V D
B B O W H V X C U T F S R G N
J X A S O Z C B B J H R J A C
N Q O R Q X Q L S V U J U B P
W Z Q T N N E C O V J L A G B
T E P T A I L O Q O M B E G S
T D H G Q K G H W S H N G O E
V A N P X U M B N A Q N W D C
A DOG’S TALE

Retold by Lorena F. Di Bello

Once, a long time ago, cats and dogs were best friends. They lived together in small communities in perfect harmony. They worked together to get food and had fun playing with each other. They also kept each other warm during cold winter nights.

When cats and dogs were friends, they helped each other in times of need. One time a cat at a riverbank was trying to catch a fish for lunch. All of a sudden, SPLASH! The cat fell into the water. As soon as the cat said “meow,” a big, friendly dog jumped into the river and rescued the cat.

Another time, a dog was trying to catch a mouse. No matter how hard the dog tried, the mouse managed to stay ahead. The dog asked a cat for help. As soon as the dog said “woof woof,” a cat came to help. Cats and dogs made a great team!

One year, the days started becoming warmer and longer. A cat decided to throw a big party to celebrate the arrival of spring. This cat invited all of its friends - cats and dogs - to the big celebration. Hundreds of cats and dogs gathered at the top of a hill under a full moon.

The cats and dogs were happy and ready to eat, dance, and enjoy the party. There was food and music, and everyone was in a great mood. Out of nowhere, just before the dancing began, a storm cloud covered the moon. Then it started to rain.

Someone suggested that they move the party to a barn near the hill. Wet and muddy cats and dogs soon arrived at the small barn. The dogs thought it would be a good idea to take off their muddy tails instead of bringing them inside the barn. All the dogs, big and small, left their tails by the door. They left the tails organized by size so it would be easier for each dog to find its own tail at the end of the party.
The dogs were enjoying themselves when a group of mischievous young cats decided to play a joke on them. Without thinking about the consequences, the cats decided it would be funny to change the dogs’ tails around. They mixed up all the dogs’ tails, putting big tails next to small ones, long-haired tails where short-haired tails were, and so on. Each of the tails ended up in a different place from where its owner had left it.

Inside the barn, the mood of the guests started to change. The storm seemed to put the cats and dogs in a bad frame of mind. A few cats started complaining, grumbling, and shooting mean looks at the dogs. This made the dogs feel uncomfortable, and before long they began complaining and growling, too.

As the tension grew, the cats grouped together, and the dogs did just the same. One group started insulting the other group, and the other group responded with more insults.

A bolt of lightning crashed through the stormy sky. The hair on the cats’ backs rose, and the dogs bared their teeth.

When the cats began to show their claws, one tiny, scared dog shouted, “Let’s get out of here now!” All the dogs fled the barn in a hurry, with the angry cats chasing them. As the dogs passed by the door, they each grabbed a tail without looking at it and kept on running.

The dogs ran as fast as they could until no cats were in sight. Once they had caught their breath, the dogs all tried to put on the tail they had grabbed. At that point, they discovered a problem. All dogs had grabbed the wrong tail. They tried in vain to find their own tails. Unfortunately, some big dogs ended up with small tails, and some small dogs ended up with huge tails. None of the dogs had their own tail.
To this day, the dogs haven’t forgotten what happened with the cats that night. For that reason, we always see dogs chasing cats, seeking revenge for the night their tails were switched.
WHILE READING

Answer the following questions.

DO YOU LIKE THE STORY SO FAR?

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HOW DO YOU THINK THE STORY IS GOING TO END?

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HOW DO YOU WANT THE STORY TO END?

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AFTER READING

EXERCISE 1
Fill the chart with the characters and the setting of the story.

EXERCISE 2
Fill the chart with the Main Idea and 3 details of the story.
EXERCISE 3

Reread, identify and write the important information from the fight. Then, fill in the Who, What, When, Where, and Why boxes. Then use the information to create a summary of the chapter in the Summary box.
EXERCISE 4

Read each question carefully and choose the best answer.

1. What happened in the first chapter when a dog couldn't catch a mouse?
   a) A cat came to help.
   b) The dog made a trap.
   c) The cats chased the dog away.

2. Why did the dogs take off their tails?
   a) They wanted to switch with other dogs.
   b) They didn't want to dance with them on.
   c) They didn't want to get the barn muddy.
   d) They knew the cats wouldn't like them to have tails.

3. What was the main problem in this story?
   a) The cats mixed up all the dogs' tails.
   b) The cats didn't invite the dogs to their party.
   c) The dogs couldn't catch mice without the cats' help.
   d) The storm caused the dogs to have to take their tails off.

4. What happened just before the Spring Party's dancing began?
   a) It started to storm and rain.
   b) The cats took off their tails.
   c) The cats and dogs played baseball.
   d) The cats gathered and planned a trick.

5. What does mischievous mean?
   a) interesting
   b) being confused
   c) causing trouble
   d) making something new

6. Why didn't the dogs and cats get along at the party?
   a) The dogs and cats started insulting each other.
   b) The dogs decided to play tricks on the cats.
   c) The cats wouldn't help the dogs organize their tails.
   d) All of the above
7. **How can you tell this story is not true?**
   a) Dogs can’t take their tails off.
   b) Cats and dogs can’t have parties.
   c) Dogs couldn’t ask cats to help them.
   d) All of the above.

8. **What is tension?**
   a) An injury.
   b) A way to solve problems.
   c) When someone is very helpful.
   d) An unpleasant and worried feeling.

9. **What is the chapter titled “Best Friends” mostly about?**
   a) A boy and girl who owned a cat and dog.
   b) How cats and dogs lived happily together.
   c) The way that cats and dogs had become enemies.
   d) Two boys who always played with their cat and dog.

10. **Why did the cats throw the Spring Party?**
    a) To celebrate spring
    b) To make the dogs mad
    c) To chase the mice away
    d) To make the dogs play with them
### PRE-READING

Find the following words in the word search.

<table>
<thead>
<tr>
<th>BOTHER</th>
<th>YANKED</th>
<th>TEASE</th>
<th>FETCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROWLED</td>
<td>CHARGED</td>
<td>BURST</td>
<td>LAUGH</td>
</tr>
</tbody>
</table>

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G H S R Q B T L K C W C Q P I
Y R Q G O V L K M H S C Q G D
B G O T Y N P X S A K Q X P K
X K H W F M D T O R M G E B X
L E P Z L V W W W G J X B N Z
R S E Z I E S B W E J U L Z M
K K E Z X E D Z H D B L E R R
D E K N A Y S V U O S S G B T
C X F Q Z Z D A O I W W H I J
C U T K B W H V E W F E W T T
L R W R G W C R I T O V U S K
B Y J Y B N T H L Y Z U R Q N
U Y M F M X E A S V T U C T K
L A U G H I F S E K B P D I Q
V Y R S S J L P V A V L H U K
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Roscoe was a big, ugly bulldog. He wasn’t very smart, but he had a good heart. Roscoe’s owner left him chained up outside each day when he went to work.

Roscoe liked being outside. He was always nice to everyone. He didn’t even bother the rat that lived in a nearby hole.

A group of boys often passed Roscoe on their way to and from school. One day, one of the boys had a candy bar in his hand as he walked by. Roscoe jumped up when he smelled that candy bar. He tried to run over to the boy, but his chain stopped him short.

The boys all laughed when they saw Roscoe pulling on his chain. The boy with the candy bar held it in front of Roscoe’s nose. He kept it just out of reach to tease him. All the boys laughed as Roscoe tried to reach the candy bar but couldn’t.

The next day, one of the boys picked up a stick as he walked up to Roscoe. He held the stick over Roscoe’s head and said, “Want to play fetch?” Roscoe stood up on his hind legs, but he couldn’t reach the stick.

“Go get it!” the boy yelled as he threw the stick down the alley. Roscoe tore off running after the stick. When Roscoe reached the end of his chain, he was yanked off his feet with a yelp. The boys laughed so hard that one of them fell to the ground.
From then on, those boys never passed Roscoe without doing something mean to him. Sometimes they teased him. Sometimes they called him names. Sometimes they threw things at him, but they never left him alone.

Poor Roscoe was having a hard time. He became really sad. His hair started to fall out, and he stopped eating his food. He was always on the lookout for those boys. He was always wondering what they would do to him next.

The rat that lived in the alley had been watching. She understood that people were sometimes mean to animals for no good reason. She didn’t think it was fair. She didn’t think it was nice. She decided to help Roscoe.

The rat watched and waited. When Roscoe went to sleep for his afternoon nap, she quietly sneaked over to him. She began chewing on Roscoe’s leather collar. She had only chewed through half of it when she heard loud voices down the alley.

The rat raced back into her hole and saw that the boys were coming. Roscoe was awake now and was shaking with fear. When the boys saw Roscoe, they laughed and started throwing sticks at him

Roscoe didn’t know what to do. He *growled* and *charged* at the boys with all his strength. This time when he got to the end of his chain, he *burst* right through his collar.

The boys ran off as fast as they could, but one of them slipped and fell. Before he could get up again, Roscoe was there. The frightened boy thought Roscoe would bite him for all the mean things he had done. When Roscoe saw how scared the boy was, though, he began to gently lick his hand.
WHILE READING

Answer the following questions.

DO YOU LIKE THE STORY SO FAR?

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HOW DO YOU THINK THE STORY IS GOING TO END?

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HOW DO YOU WANT THE STORY TO END?

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AFTER READING

EXERCISE 1
Fill the chart with the characters and the setting of the story.

EXERCISE 2
Fill the chart with the Main Idea and 3 details of the story.
EXERCISE 3

Read each question carefully and choose the best answer.

1. In this story, the main character, Roscoe, is a…
   a) Boy.
   b) Narrator.
   c) Dog.
   d) Mother.

2. What happened after the boys realized that Roscoe could not reach the candy bar?
   a) They walked away.
   b) They felt sorry for him and unchained him.
   c) Roscoe bit one of them.
   d) They laughed and teased him.

3. When Roscoe charged at the boys, he…
   a) Walked in a line behind them.
   b) Rushed toward them, as if to attack.
   c) Jumped up and down.
   d) Played fetch.

4. How did the rat help Roscoe solve his problem with the boys?
   a) He talked to the boys about being kind.
   b) He bit the boys.
   c) He chewed Roscoe’s collar.
   d) All of the above.

5. When a dog growls at you, it usually means.
   a) The dog is friendly.
   b) The dog wants to play.
   c) The dog wants to be petted.
   d) The dog is angry or dislikes you.
6. Why do you think the boys began bothering Roscoe when they hadn’t done so before?

a) Because Roscoe barked at them.
b) Because the boys saw that Roscoe couldn’t reach them.
c) Because Roscoe wouldn’t leave the boys alone.
d) All of the above.

7. Which of the following is not a problem that Roscoe has?

a) He is nice to everyone.
b) He is chained up all day.
c) Boys come by and tease him every day.
d) He is losing his hair and can’t eat.

8. Why did the rat chew through Roscoe’s collar?

a) She was hungry.
b) She wanted to tease Roscoe just as the boys did.
c) She wanted him to get free of his chain and get away from the boys.
d) All of the above.

9. Who is telling the story Every Dog Has Its Day?

a) Roscoe
b) The rat
c) A narrator
d) The boys

10. What will happen the next time the boys pass by Roscoe?

a) They will leave him alone.
b) They will tease him more.
c) They will bring another dog.
d) The rat will bite them.
EXERCISE 4

Instructions: Before reading the book, fill in the first column with your prediction. During reading, stop to write your revised prediction in the middle column. When finished reading, write what actually happened in the final column.

<table>
<thead>
<tr>
<th>What I predict will happen</th>
<th>Changes in my prediction</th>
<th>What actually happened</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**EXERCISE 5**

**Instructions:** Have students write each problem in the Problems section. Have them write the solution to each problem in the Solutions section.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Problem Image]</td>
<td>![Solution Image]</td>
</tr>
</tbody>
</table>