University Of Guayaquil Faculty of Philosophy, Letters and Science of Education

School of Languages and Linguistics

Educative Project

In Partial Fulfillment of the Requirements for the Degree in Science the Education

Major In: English Language and Linguistics.

Topic: The impact of English literature in the development of reading

comprehension skills

Proposal: Using literature circles to develop comprehensive and critical thinking

for the B1 level

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I thank my family for being the fundamental pillar of my life, for their help and unconditional support. To the University of Guayaquil, for being the temple of knowledge from which I take a lot of knowledge and pleasant memories shared with teachers and classmates. To my teachers, thank you for your time and shared knowledge, allowing the development of my professional knowledge. To my friends, thank you very much for the best experiences in my university life.

Gealena Lilibeth Lainez Pozo

Infinite thanks to God for the realization of this project, for the completion of this goal. We thank our parents, for supporting and motivating us daily in this journey. We thank our teachers for the great work they have done in instilling us and teaching us with values. To our tutor Victor Almeida Who accompanied us every day during this long process of realization of the thesis.

Erick Alexander Lascano Zambrano

DEDICATION

This thesis is the result of my effort and determination during my years of study, with the conclusion of this degree project ends another stage of my life and I dedicate it to my family because without them nothing of the present would be possible. To my parents for their love, support, advice, understanding, and unconditional help at all times. To my sisters for always being present and being a guide for me.

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I want to dedicate this project to God because I have accomplished this goal to him. A special dedication to my grandparents that always motivated me in the study. A special dedication to my children who were by my side every day accompanying me and motivating me to finish this thesis. I dedicate especially to my pets for giving me all her love in the most difficult moments in my life. To my family, especially to my mother who always helping me from the first day I chose this race. To my close friends who are Lena, Lucho, Mario, Jose, David, Cinthia and Linda for supporting me day by day in the race. I thank my teacher Freddy Chavez who has had patience in my studies.

Erick Alexander Lascano Zambrano

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RESUMEN

Este proyecto es el resultado de una investigación sobre el impacto de la literatura inglesa en el desarrollo de las habilidades de compresión lectora como una forma de mejorar el pensamiento crítico. Con esta se busca especificar el punto de origen de las deficiencias de la lectura en inglés, el uso de los círculos literarios (LC) y el desarrollo del pensamiento crítico de los estudiantes de segundo grado de BGU de la Unidad Educativa Public Enrique Gil Gilbert. Este proyecto es imprescindible, porque con él se pretende perfeccionar la capacidad lectora, el pensamiento crítico y el uso de los LC de los estudiantes; esto, dado que, según las directrices para la enseñanza del idioma inglés del Ministerio de Educación de Ecuador, debería ser de un nivel B1.1 a B1.2. No obstante, en las clases se evidencia que los estudiantes no cumplen con los estándares establecidos o el nivel de aprendizaje, y su capacidad lectora es deficiente. Además, los docentes no usan técnicas de enseñanza para que los estudiantes mejoren.

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ABSTRACT

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Se informa que el trabajo de titulación: **The impact of English literature in the development of reading comprehension skills**, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio **Urkund** (indicar el nombre del programa anti-plagio empleado) quedando el 0 % de coincidencia.

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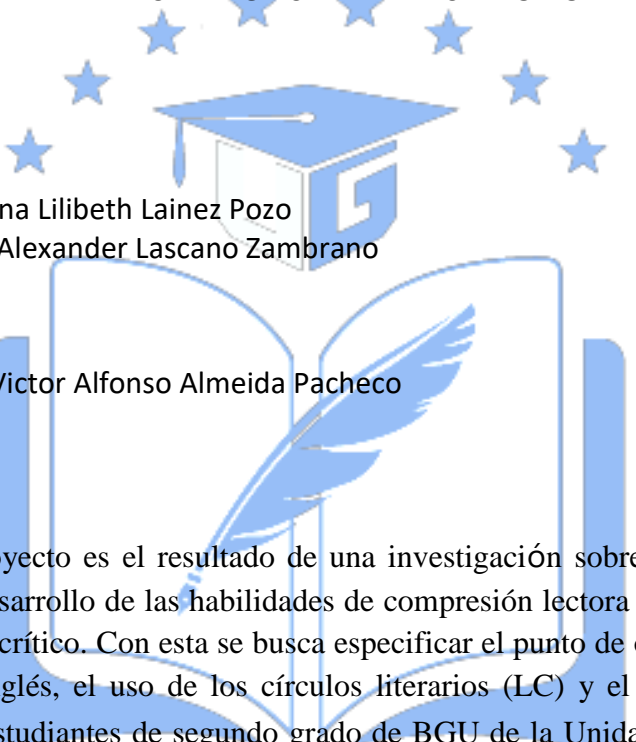### Sources included in the report

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FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA LENGUA Y LITERATURA INGLESA, FRANCESA, ALEMANA O ITALIANA.

IMPACTO DE LA LITERATURA INGLESA EN EL DESARROLLO DE LA COMPRENSION LECTORA.

Autor: Gealena Lilibeth Lainez Pozo
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Tutor: Msc. Victor Alfonso Almeida Pacheco

Resumen

Este proyecto es el resultado de una investigación sobre el impacto de la literatura inglesa en el desarrollo de las habilidades de compresión lectora como una forma de mejorar el pensamiento crítico. Con esta se busca especificar el punto de origen de las deficiencias de la lectura en inglés, el uso de los círculos literarios (LC) y el desarrollo del pensamiento crítico de los estudiantes de segundo grado de BGU de la Unidad Educativa Public Enrique Gil Gilbert. Este proyecto es imprescindible, porque con él se pretende perfeccionar la capacidad lectora, el pensamiento crítico y el uso de los LC de los estudiantes; esto, dado que, según las directrices para la enseñanza del idioma inglés del Ministerio de Educación de Ecuador, debería ser de un nivel B1.1 a B1.2. No obstante, en las clases se evidencia que los estudiantes no cumplen con los estándares establecidos o el nivel de aprendizaje, y su capacidad lectora es deficiente. Además, los docentes no usan técnicas de enseñanza para que los estudiantes mejoren.

Palabras clave: habilidades de comprensión lectora, pensamiento crítico, literatura inglesa, círculos literarios.

FACULTY OF PHILOSOPHY, LITERATURE AND EDUCATION SCIENCES

ENGLISH, FRENCH, GERMAN OR ITALIAN LANGUAGE AND LITERATURE.

THE IMPACT OF ENGLISH LITERATURE IN THE DEVELOPMENT OF READING COMPREHENSION SKILL

Autor: Gealena Lilibeth Lainez Pozo
        Erick Alexander Lascano Zambrano

Tutor: Msc. Victor Alfonso Almeida Pacheco

Abstract

This project is the result of a research on the impact of English literature on the development of reading comprehension skills as a way to improve critical thinking. This seeks to specify the point of origin of the deficiencies of reading in English, the use of literature circles (LC) and the development of critical thinking of the second grade students of BGU of the Public Educational Unit Enrique Gil Gilbert. This project is essential, because it aims to improve the reading ability, the critical thinking and the use of the LC with students; this, given that, according to the English language teaching guidelines of the Ministry of Education of Ecuador, it should be from a level B1.1 to B1.2. However, it is evident that students do not meet the established standards or the level of learning, and their reading ability is poor. In addition, teachers do not use teaching techniques for students to improve their reading comprehension skills.

*Keywords***:** reading comprehension skills, critical thinking, English literature, literary circles.

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Resumen

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Palabras clave: habilidades de comprensión lectora, pensamiento crítico, literatura inglesa, círculos literarios.

Abstract

This project is the result of a research on the impact of English literature on the development of reading comprehension skills as a way to improve critical thinking. This seeks to specify the point of origin of the deficiencies of reading in English, the use of literature circles (LC) and the development of critical thinking of the second grade students of BGU of the Public Educational Unit Enrique Gil Gilbert. This project is essential, because it aims to improve the reading ability, the critical thinking and the use of the LC with students; this, given that, according to the English language teaching guidelines of the Ministry of Education of Ecuador, it should be from a level B1.1 to B1.2. However, it is evident that students do not meet the established standards or the level of learning, and their reading ability is poor. In addition, teachers do not use teaching techniques for students to improve their reading comprehension skills.

*Keywords***:** reading comprehension skills, critical thinking, English literature, literary circles.

Introduction

The main goal of this educational project is to improve reading and critical thinking skills through their development. This investigation was developed in the Publlic Educational Unit Enrique Gil Gilbert, whose relevant authorities gave the authorization for the observation of the development of second-grade students of BGU, due to their problematics regarding their reading skills in classes and the way they learn. The suggested level for students is B1.1 to B1.2, as the Common European Framework of Reference (CEFR) stated.

Therefore, the objective of this project is to help students develop reading comprehension skills through the development of their critical thinking and the correct use of LC in English reading. In the first chapter, the problematic situation of the second grade of BGU of the Public Educational Unit Enrique Gil Gilbert is shown. In the second chapter, the theory that seeks a solution to the problem presented above is described. Also, the methodology focused on the students' fundamental needs, which should be improved, as well as their reading and comprehension skills. In the third chapter, the data collection, techniques, analysis and mathematical events presented as support for the research can be seen. The fourth chapter shows the strategies of the proposal of this project, which are also put into practice. Finally, in the brochure, a better perception of the activities is shared.

Chapter I. The research problem

1.1   Research context

In Ecuador, the predominant language is Spanish; however, English is taught as a foreign language (EFL). The EFL is taught in public schools since the second year of primary school, starting with a pre-A1.1, to the last school year. During this time, it is estimated that students should leave with a B1.2 (Ministry of Education, 2012). This program recognizes that not all students in Ecuador have the same level of language at the end, though; unfortunately, it is impossible to develop all the necessary skills to acquire a new language correctly.

The EFL program covers the development of creative thinking and critical skills and attitudes, such as the ethical conduct through honesty and integrity values. Additionally, the Department of Education proposes international standards in every country that needs to learn EFL, as well as processes for language learning. Also, the Common European References Framework (CERF) defines students' language skills according to international standards, applying a scale of A1, basic level of English, to C2, for those who have mastered the language (Acuña & Campos, 2015).

In terms of L2 English proficiency, at the end of Unified General High School (BGU), students will obtain a B1 level (threshold) and have a limited, but effective spoken language. It means that students will understand the text, make conversations and shape their critical thinking. To sum up, the research project will be carried out in the elective period 2021-2022, with the students in the 2nd BGU

from the Public Educational Unit Enrique Gil Gilbert, located in the coastal region, in the province of Guayas, Guayaquil.

1.2 Problem statement

1.2.1 *Conflict situation*

In Latin America, Ecuador shows at lowest level of English, compared to other countries in the same region. As a result, students in this country do not have the necessary level to study at higher education institutions. According to English First (2021), the English Proficiency Index (EPI) in Ecuador is 90 out of 112 countries, with a score of 440, staying in the 4th place among the countries with the lowest level.

There are very complex and more straightforward literary works for the lower classes; however, such results are not correctly used to develop students' critical thinking. Nonetheless, English literature seeks to expose students to other cultures and worldviews. Studying and reading literary material will broaden students' vision of the world (Ganakumaran, 2003). Unfortunately, the country's curriculum does not focus on improving reading skills, which harms students by developing critical thinking, since they need to understand reading texts to succeed in their jobs (Bartlet et al., 2013, as cited in Takaloo & Ahmadi, 2017).

In Ecuador's academic curriculum, hours or reading plans are poor. Instead of analyzing and enjoying a prayer, students see it as another task to perform. Even if reading is not a very developed habit in such country, it has been shown that reading is an intelligent way to connect and understand a little more about a new

languages and cultures. Is it said that books can share emotions, such as happiness, sadness and anger, but what happens when these works are no longer of interest to the new generations?

The teaching-learning process of English literature fosters creative and critical thinking skills, defined as the ability to interpret facts, apply generalizations and recognize errors (D'angelo, 2012). Critical thinking requires students to use the content of knowledge that they deal with in order to better understand something they do not know yet. It also involves the effort to seek for more information, which they require to ask questions and come up with solutions on what they were asking for (Elias, 2014).

To summarize, the EFL education in Ecuador has a poor level, since the curriculum is not effective enough for students to develop the different skills required at any school program. Consequently, the methodology that teachers use for their class is insufficient regarding the abilities and skills that students need, due to the structure.

1.2.2 *Problem formulation*

What is the impact of English literature on students of 2nd BGU in Public Educational Unit Enrique Gil Gilbert when developing activities that promote reading comprehension and critical thinking?

1.3   Objectives of the research

1.3.1   *General objetive*

To develop students' reading habits by using formative activities that improve comprehension and critical thinking of English literature.

1.3.2   *Specific objectives*

- To indicate deficiencies in the methodology used with students in the process of developing reading skills.
- To Identify students' skills when carrying out formative activities of critical thinking.
- To determine students, have a good reading comprehension level to develop training activities.

1.4   Research questions

- What impact do works of English literature have on the development of reading skills with students in high school?
- How does the use of English literature, as an academic material, contribute to reading comprehension skill?
- Can training activities encourage reading habits and help students develop critical thinking skills?

1.5 Justification

It is essential to emphasize that classical English literary works have transcended the time and, although the words do not change, people who read and appreciate surely do. That is, no matter how often the leader reads or analyzes the same work, there will always be something new to discover between the lines that mark the life of the reader (Elias, 2014).

The purpose of this research project is to analyze and understand what kind of activities are appropriate to encourage the development of critical thinking in students by using English literature to improve their reading comprehension skills. This last points to the perception of the vocabulary used in a written text, and it implies stablishing a relationship for a complete understanding. Becker et al. (2010, as cited in Takaloo & Ahmadi, 2017) claimed that "reading comprehension is a complex skill because it requires other skills, such as vocabulary and decoding" (p. 10).

Therefore, since the academic curriculum is failing, it is vital to analyze all the factors related to reading comprehension and critical thinking as technological, methodological and environmental issues. In addition, it is necessary to know what kind of methodology the institution uses and how it helps students develop new language skills. This research can be applied in the elective period 2021-2022 to students of 2nd BGU from the Public Educational Unit Enrique Gil Gilbert, located in the province of Guayas, Guayaquil.

Chapter 2. Theoretical foundations

2.1 Research background

Reading comprehension in Ecuadorian students has been chiefly managed at a literal level (Escudero et al., 2019), and they need strategies for paraphrasing, since it is necessary to write essays. In this research, the author proposes to analyze the effects of paraphrasing and its implications on reading comprehension skills when English is taught as a foreign language for the 6th level in El Chimborazo National University (UNACH) (Escudero et al., 2019). On the other hand, the results showed that many students learn about the multiple techniques and how to apply them; therefore, students should be taught strategies and techniques to paraphrase and read correctly. To conclude, students implicated in this research developed different ways to paraphrase correctly, as well as to improve their reading comprehension.

One factor considered fundamental in literacy instruction is teaching students to understand everything they are reading (Rasinski, 2017). In the research performed with 3rd-year students of primary education, those who developed a Differentiated Reading Assessment (DRA) before reading a book could have good reading comprehension; however, by performing a new one four weeks later, they could compare their reading understandings. Although these students are considered as young readers too, they found their love for reading; moreover, by creating literature circles (LCs) in classes their reading comprehension was

improved. To conclude, LCs effectively impact the development of reading comprehension, and students learn while they are reading (Hinds, 2019).

A research article was carried out in seven schools in Norway: this, between two courses at different levels (9th and 10th). They watched 60 videos of EFL classes that made it possible to determine the types of instruction given to students about text-based reading comprehension and the strategies used in these classrooms. One of the main strategies that could be observed was that teachers involved students to develop their reading comprehension through different texts, which could be narrative or expository; likewise, there were several critical strategies taught by teachers when meeting the student's basic needs. In the same way, teachers encouraged them to use these strategies daily to create a positive impact when prioritizing the instruction of reading comprehension and the use of appropriate texts (Brevik, 2019).

According to Gamboa (2017), research done in a private school in Bogota with 20 6th-grade students showed that implementing strategies based on the interactive reading model helps them understand the meaning of stories and interact with the text. "Reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author" (Hedge, 2000, as cited in Gamboa, 2017, p. 163). Similarly, Brevik (2019) states that the complexity of reading comprehension needs an interaction between the reader, the book or the work being read, and the activity that reinforces the context of reading. Therefore, understanding the development of reading comprehension requires a supportive context in the classroom.

In addition, there was a research work for LCs with thirty-eight EFL learners in Taiwan who have different levels of English. This research collected information through the qualitative method, using the chi-square test, which analyzes how it affects student performance in LCs, by asking structured questions before, during and after each group meeting. In this case, a test to measure the academic performance of EFL students and the LCs through Facebook groups was developed, and students gathered in small groups and discussed the assigned reading. In these virtual circles, students adopted specific roles to develop a good reading, easy to understand and interpret. At the end of the research study, when the results obtained were analyzed, it was evident that the use of structured questions positively utilizing the chi-square test increased the dynamics of the group and the commitment to reading. However, the author of this research should take account of the time allotted for the performance design and performance of tasks on the reading developed in virtual Literature Circles (Chen, 2020).

2.2 Theoretical framework

2.2.1 *English literature*

English literature is the study of literature written in the English language. The writers do not necessarily have to be from England but can be from all over the world. It includes some of history's most famous writers: James Joyce (Ireland), William Shakespeare (England), Mark Twain (United States), Arthur Conan Doyle (Scotland), Dylan Thomas (Wales), and Vladimir Nabokov (Russia), to name a few.

English literature dates back more than five centuries. It represents writers from different parts of the world and time periods, but it covers every major genre and style of writing as well. (Casano, 2021)

2.2.2 *Language used in English literature*

To write literary works, the writer uses a different language, which is often more complex and sophisticated than the one used to communicate every day. Literary English comes from English literature, which had a higher position among the fine arts during the Middle Ages, unlike colloquial English. However, this difference is still less noticeable. We can find exceptional and iconic works, such as Marlowe, William Shakespeare, Sir Francis Bacon and William Wordsworth in English literature; these are known and used in many of the world's universities to teach a new language. Nonetheless, such works require additional effort to be understood. Likewise, the literary language plays a significant role, because it is rich in figurative forms, for it has a complex structure and puts meaning in context, with literature that varies according to the literary form (Literary English, 2019).

2.2.3 *English literature as a method for ELF learners*

Teaching English literature plays a significant role for high school students learning a second language in many countries. Through English literature, students can introduce different aspects, such as linguistics, vocabulary, culture, and language styles that will help improve their ability to use and write sophistically (Sa'eed, 2021). In Addition, Lazar (1993, as cited in Sa'eed, 2021) demonstrated

that literature enriches language in the English classroom, and it also stimulates learning while providing new contexts that can be meaningful, memorable.

EFL learners can improve their knowledge through English literature, which helps them reflect on the language. Poetry, for instance is one of the genres of English literature most commonly used as study material to learn EFL. It also helps to improve students' skills in fundamental aspects, engages them emotionally with texts, and expands vocabulary proficiency. When reading poetry, students are invited to experience the process of defining, analyzing, synthesizing and applying their understanding of the vocabulary in an appropriate and specific context (Imron & Hantari, 2021). Moreover, literary texts convey social knowledge, which is necessary to increase the communicative competence of language learners; however, these texts do not teach grammatical rules or simple sentences, but they have a positive effect when used as educational material (Ali et al., 2021).

Literature avoids mediocrity in both language and content, and sticks to maturity and sublimation, which are essential to language teaching. The authenticity of the document language cannot be overemphasized, something that is certainly present in literary texts: novels, plays and poems are all original documents, whose descriptive texts, dialogue, powerful emotional expressions, diverse functional sentences and contextual utterances harmonize with the aesthetic and intellectual nature of the human imagination, allowing language to make an indelible impression on the minds of learners (Ali et al., 2021).

2.2.4   *English literature in reading skills*

A wide variety of texts and literary works can be used to develop reading skills: *Pride and prejudice* and *Sense and sensibility*, by Jane Austen; some poems by John Keats; or *A tale of two cities*, by Charles Dickens. These are considered classics in the English literature. *or harry potter by J.K Rolling,* which are considered contemporaneous English Literature. Moreover, using novels and poems puts the reading models into practice the button-up, top-down and interactive model. In other words, reading literature can work for pleasure and for the research. Therefore, it is easier to find and understand the main ideas to accelerate the learning of a new language (Shang, 2006, as cited in Khatib et al., 2011).

2.2.5   *English literature in critical thinking*

Nowadays, languages students can reflect on their own experiences through reading, and it is also necessary to mention that they can find a great variety of English literature texts; therefore, students can use such texts to form their critical thinking with the teacher's help. English literature can open new horizons and possibilities to learn English, and that would allow students to question, interpret, connect and explore a new culture Langer, (1997 as cited in Khatib et al., 2011). It can be emphasized that critical thinking should not take for granted what is happening, but rather strive to find the hidden message between the texts (Khatib et al., 2011).

2.2.6 *Reading skills*

To acquire a new language, there are some instruments to be used so that students can improve their knowledge. The first one is the listening skill; and it is necessary to repeat what us heard in order to practice the pronunciation, that is, the speaking skill. After that, reading and writing exercises can finally take place, which lead to the reading and writing skills. Dechant (1991, as cited in Gamboa, 2017), mentioned that "reading effectively in a foreign language is one of the most challenging activities for many students at school. Certainly, this important skill helps students succeed in their learning process at school and in their lives in general" (p. 60).

2.2.7 *Models of reading skills*

- *Botton-up model*

The botton-up or decoding model indicates the unidirectional analysis of the text. The reader starts with letters, words and sentences; and, finally, with paragraphs and text context. Gamboa (2017) indicated that this process, in which the reader is passively shown, helps to decipher the message left by the writer, implying the reader's perception. In addition, the use of scanner techniques facilitates this reading model.

- *Top-down model*

The top-down method is understood from the expectations and assumptions that the reader has based on the text; that makes readers omit parts of the text that are considered irrelevant. However, the reading method allows the reader to adjust

to the text in a historical, linguistic and cultural way. Nevertheless, within the most relevant characteristics of this theory, reading is considered a subset of conflict resolution and not a simple automatic coincidence of linguistic responses with linguistic stimulus (Gamboa, 2017).

- *Interactive model*

There are different interpretations of the interactive model, that depends on each author, but it is essentially considered a union between the two methods above (bottom-up and top-down). Additionally, the interactive model describes the reader's relationship with the text by reading it and thus, actively combining their prior knowledge with the information in the text. According to Walker (1989), the interactive model of reading can form a framework to analyze the reading difficulty. Although reading is a complex process, cognitive psychologists generally agree that reading is an active thought process, and there are four aspects about the interactive perspective of reading that can help define this process:

1. Readers use the information they know about the text to construct meaning.

2. Readers determine *what* and *how* they read.

3. Readers are constantly monitoring their comprehension to see if it makes sense.

4. Readers use situational contexts to focus their goals and shape their attitudes towards literacy facts.

2.2.8 *Types of reading*

- *Intensive reading (IR)*

Many authors express that IR refers to teaching explicit strategies for developing reading skills in classes. They further defined the importance of IR strategies, target vocabulary and certain phonological aspects by using short written texts and reading comprehension exercises (Maipoka & Soontornwipast, 2021). In other words, students learn, develop new skills and successfully practice reading inside and outside the classroom; however, it is essential that such activities are conducted by teachers who implicitly correct and verify the use of vocabulary, punctuation, grammar and pronunciation when students read aloud in the classroom (Torres & León, 2017)

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly to get a general overview of the material. Scanning is reading rapidly to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.

[…] Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

[…] Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper. (Dream IELTS, 2018)

When scanning, readers do not follow the linearity of the passage to get the information wished. They simply let their eyes wander over the text until they find what they are looking for, whether it be a name, a date, or a less specific piece of information. (Grellet, 1992, as cited in Dildora & Miravaz, 2020)

- *Extensive reading (ER)*

ER is considered as occasional reading or pleasure reading; and it requires a broader vocabulary level, because several words are unknown to the reader. Therefore, it is essential that readers choose and appreciate the text when using this technique, so these texts must be exciting and easy to understand. In other words, ER is a feasible technique for students who value reading large volumes. On the other hand, it is recommended not to use these techniques if the text is neither interlaced nor easy to read. The purpose of this technique is to maintain the interest of readers (Maipoka & Soontornwipast, 2021).

2.2.9 *Reading comprehension skills*

Reading comprehension is considered a complex ability, since it requires vocabulary and decoding skills. Furthermore, reading comprehension aims to perceive and understand the meaning of the vocabulary used within a written text, in order to achieve the understanding (Becker et al., 2010). In addition, reading comprehension is considered an essential skill, which is why it is currently being developed in schools that demand a more complex level of understanding. Finally, it should be noted that there are several types of readings, as well as different

reading methods and specific strategies that promote a better development of this skill (Magnusson et al., 2018).

2.2.10 *Types of reading comprehension*

- *Lexical comprehension*

Lexical comprehension deals with the understanding of the words in a text, the reader must know the meaning of the terms used in it; for example, during the lecture, the readers may ask themselves a lexical question: *what does - mean?*, *what words are most like -?* Also, while students might expect to encounter new and confusing words in academic writing, they might be unprepared to find common words used in strange ways; these may be particularly challenging for bilingual students in their second language, because they are less likely to be exposed to English with advanced vocabulary (Kieffer & Lesaux, 2012).

- *Literal comprehension*

During the lecture, literal comprehension identifies the main ideas of the paragraph, and the reader recalls any specific details to support the main idea. Therefore, they organize the sequence of the main events. To comprehend the idea, they use information questions to find the answer; for example: *what happened?*, *who?*, *which?* Additionally, and based on the different levels of reading comprehension, as per higher processing, readers make inferences to understand information that is not stated directly in the text. The knowledge and experience of the world, and the reading between and beyond the lines can also be used to help the understanding. Conversely, lower-level processing refers to recognizing the

basic units of the text, such as letters and words, and building up meaning at the sentence level (Tiwari et al., 2021).

- ***Interpretative comprehension***

Reading seems to be one of the hardest skills to learn for bilingual students for various reasons. Most of the time, they are usually less motivated towards self-reading, and interpretive comprehension gives the student the ability to read between lines. They could predict endings and anticipate consequences, leading to understanding the explicit facts stated in the text and the reasons for each event. During the reading, they may ask themselves information questions: *why did…?*, *how was…?*, *what do you think about…?* However, the interpretive reading strategy could go a long way to bridge the gaps in understating comprehension passages, as this technique is considered performance/rhetoric-related and requires a more intuitive level (Assiri & Siddiqui, 2020).

2.2.11 *Reading comprehension strategies*

Reading comprehension is essential to acquire the right strategies that can be useful to understand and comprehend the text. In fact, in the case of children, they first hear the word; then, they look at images; and, finally, they associate them with the text. In order to learn comprehension strategies, students need modeling, practice and feedback, as well as knowledge/previewing, predicting and identifying the main idea. Finally, summarization, questioning, making inferences and visualizing processes are used as reading strategies (Read Naturally, 2013).

Beginning with the preview, readers usually use it when interpreting and reasoning about the reading or knowledge acquired previously. Before starting the reading, readers use the method of skimming, with which they look for different information to read in detail later. However, readers also tend to predict based on observation, experience, or scientific reason; therefore, they learn to identify the main idea and its importance, in order to understand what they are reading and analyze the details of the content that make sense and are easy to remember.

On the other hand, Roell (2019) suggests identifying the main idea of a text, starting by quickly reading the first and last sentence of the test to see if there is a repetition of ideas. Thus, when the reader asks specific strategic questions in the process of reading, these help them understand and identify them. Also, competent readers make inferences from a comprehensive strategy for making connections and conclusions about the meaning and purpose of the text. In other words, at the time of reading, they are trying to form a mental image of the scene described.

2.2.12 *Essential skills of reading comprehension*

According to Lee (2020), reading comprehension requires many skills. On several occasions, the development of this skill is difficult for children or students in general, and there are six essential skills that can help to develop reading understanding. First, decoding, which is described as interpreting the underlying meaning of a text to understand its context and leads to a better interpretation of the reading (Fleming, 2019). In addition, this author considers fluency as an ability to speak or write in a foreign language fluently and accurately. To achieve the fluency

mentioned, it is important to use a vocabulary with words related to a specific meaning to comprehend the text.

In the same way, background knowledge is acquired throughout a student's life, which may vary with the experiences gained in some reading. For example, when a person has participated in conversations or reading forums or read various literary works or styles, or simply different authors, these factors affect background knowledge, which helps students fully understand the text's message. It means that when students activate their prior knowledge, their reading comprehension grows (Starke, 2021).

It is important to remember the sequence of what has been read, since it promotes the ability to perform some complex tasks to retain relevant information from reading and processing it (Fougnie, 2008). Moreover, some students show difficulties in remembering specific details of reading; for example, describing places or characters, relevant reading data, or words unknown to the student. This results in the poor expansion of their vocabulary; thus, they have complications when developing certain activities.

2.3   Literature circles (LCs)

According to Daniels (as cited in Dönger & Yildiz, 2019), literature surgeons are a small group of people who meet temporarily to talk, discuss and share their experiences on a specific part of a text in depth. Moreover, the LCs formed by scholars are also known as reading circles. In addition to this, reading circles are small and organized, and they aim to encourage reading, allow students

to practice the skills of every reader, achieve good reading comprehension skills. Finally, to define LCs as part of the dependent variable. The research project must know all the in-depth information collected on this topic.

2.4 Types of LCs

2.4.1 Basic LCs

This type of LC is more interesting for the student/reader, since it does not use complex reading control formats or large brochures to complete on reading. One of the advantages is that the student chooses the book according to his reading abilities and interests. On the other hand, he can develop this alone, as a couple or in a small group, as long as it is easy for them to take notes during the process and after completing and discussing the work in group meetings (Dönger & Yildiz, 2019).

2.4.2 Modified LCs

According to Montoya (2006), LCs are designed to help the reader connect more with books and reading; it can be said that there is a type for each reader. Modified LCs focus on assisting those readers who do not adapt quickly to the fast-paced pace that is usually used in reading circles. Unlike the other types of LCs, short readings are recommended to practice independent reading and reading aloud. Throughout the process, the teacher in charge ensures that students connect every day to make the respective reading progress and help them spread doubt and better understand the main ideas.

2.4.3 *Structure LCs*

In this type of LC, as the name suggests, students work independently and in a structured way, and this is why, on many occasions, they only require a weekly connection of control with the teacher. Additionally, in most cases, students prepare for their group when they do not meet with the teacher. Usually, in the first week, the teacher introduces the subject of the book, and the students start in a structured way with the development of the activities during the rest of the weeks that have been destined to carry out the reading (Montoya, 2006).

2.4.4 *CLs with roles*

It can be indicated that the use of LCs with roles is the most complex and sophisticated at the time of developing with students, because it has been shown that, by using role sheets as a tool, it is possible to direct students to a self-discussion. On the other hand, the roles that are posed are adapted in an appropriate way to the needs of the readers and the type of reading that is being developed. Among the roles proposed by Daniels (1994), there is a discussion director, who facilitates the group's meetings and tries to include all the group members when participating and talking about reading. The literary luminary also has the role of identifying the most exciting parts of the text, which are good parts to read aloud to all the members of the LC. Also, the vocabulary enricher, as the name indicates, has the function to find the meaning of the keywords of the text.

Moreover, the illustrator uses diagrams or draws images related to the story; this can help readers who know where to start when imagining what they are

reading. At the same time, the connector focuses on finding relationships between the facts mentioned and described in the book with other readings, real-life experiences, or world knowledge. And, finally, it can be found a summary, which is at the end of the texts, prepared with a maximum of 150 words, where the most essential is described. To conclude, applying this type of LC and using the roles appropriately with students can help with the development of classes and the practice of the habit of reading academically and interactively by using strategies of reading skills.

2.4.5   LCs in EFL classroom

LCs are focused on building interaction between the readers and the text and are intended to develop the skills of EFL students as the primary reading comprehension skills. It is imperative to emphasize that in LCs, it is not only a matter of reading, because it is also about discussing the main subject ideas in the text read; therefore, when applying LCs in EFL learners, it is understood that these will be texts of English literature, suitable and manageable for students according to the level they have in the foreign language (Furr, 2003).

For the development of classes with EFL learners, different techniques are used for each skill, and using LCs is not only limited to reading, you can also work speaking through discussion meetings and developing critical thinking. In short, LCs are a good opportunity for students to practice and develop their skills, since they can improve as readers and start their love for English literature. On the other hand, students are accompanied by teachers to choose the text and to read what suits

their interests, skills and tastes; and this allows students to establish a relationship between what they are reading and understanding through targeted meetings, to explain whether reading is liked or not (Dönger & Yildiz, 2019).

Although LCs are considered ideal for the first L1 language being learned Daniels (as cited in Furr, 2003), suggested that the main definitions indicated as characteristics of LCs should be reviewed and adapted for their use with EFL students. For example, the first four features can be modified in the first instance and instructional materials can be chosen appropriately by the student population. Likewise, there is a chance to choose the temporary groups of reading based on the choice of the students, that is to say, that they feel affinity with the rest of the members of the reading club. Unlike Furr (2003), who suggests that several LCs may use the same text for the sessions; and, at the end of the books, it can be evidenced by comparing the progress made on the activities. Finally, a group project can be presented as a final work. Actually, in order to correctly and adequately apply the LC in an EFL classroom, it is advisable to take into account the ten key factors described below:

1. Students Choice their own Literary Text

The core of the LC is the readers make up the groups. The same applies to the EFL learners, and that is why, to make the LC successful, the same students should choose their literary text, since, on many occasions, it is desired that they are associated with the facts of real life. However, teachers in charge can suggest literature texts that they deem appropriate with the level of students to promote fluency in reading, that is to propose a short and easy-to-understand text to students

with a not-so-high level of English. Nevertheless, students who do have a higher level are suggested a more extensive and complex readings.

According to Furr (2003), intensive and extensive reading types play an essential role in the choice of literary works, since the purpose of reading literary texts in LCs is that students can understand the text's message without using a dictionary and be able to talk about it. Although extensive readings are recommended, it is also necessary to review whether literary texts fit for their use with EFL learners. That is, not all literary texts can be used as class material for the application of LCs, due to their level of complexity and specific, to the content.

2. Create small temporary groups with each member that students chose or according to their literary work

Once the students have chosen the literary work to be done, the teacher temporarily groups the students according to the selected topic. At this point, LC groups are formed, usually with a maximum of 5 to 6 students for role assignment; that is, each member will develop a different activity from the other and, thus, be able to effectively complete the literary works while creating group meetings to discuss the most relevant topics of the work.

3. The same literary work could be used for different groups.

EFL learners often have limitations when choosing the text, they want to read, since sometimes they prefer to know historical data or culture rates about the authors of the works, so it is recommended to introduce certain information from proposed books first and then, create expectations that encourage students to read through activities. However, different groups are developing the exact text; for

example, there may be two groups developing the same work of English literature, like those of Jane Austen. They will first discuss the most important and interesting points and, later on, create ways to express themselves in LCs.

4. Make a small project/ text presentation once you have finished reading the text

When finished reading the works of literature, each group of the LC can develop a final project to present the work and dispel all existing doubts about the outcome. After this, that group is dissolved, and the teacher forms another group of students to discuss information about the work exposed. As a matter of fact, they can analyze and understand the essential elements of each piece presented. Once this session is over, the instructor asks the students to reflect on what they have learned through questions or impersonations on the work, so students get into it.

5. Students meet regularly to discuss reading about the literary work they chose

In LCs, a structured schedule is recommended for a better control of the meetings and the progress made. In the case of EFL learners, it is advisable to establish the development of activities according to a certain time. Additionally, the teacher must be willing to have control sessions with the students; in other words, verify each progress for the EFL learners. When it comes to high education students, it is recommended that LCs are developed in a period of classes following some worksheets, according to each role of the academic circles, in contrast to using a single activity, as previously believed.

6. Students take notes to guide their reading and discuss.

Reading comprehension is the essential skill that students are expected to develop, but not the only one. When discussing a book, students should be comfortable and ramble when talking about topics without asking questions. Therefore, EFL learners shouldn't get comfortable in meetings. Although the teacher is the one who proposes exciting works, it is the students themselves who discover the most relevant points and talk about them.

7. Students chose the topic which will be discussed

Another foundation to develop in LCs with EFL learners is that they speak with all freedom and comfort; they must be encouraged to share their emotions openly. This means that the sessions will not have a serious tone all the time: it is valid for students to complain about their readings; for example, to mention that they disagree with the fact that History is falling apart, or perhaps they laugh at the point. Also, it must not be forgotten to look for ways in which students feel as comfortable as if it were a meeting of friends who only dialogue on a topic they have in common.

8. Students have a natural conversation.

Once the reading of literary texts is done, you can implement the role sheets that consist of breaking down the story as a skill development strategy. That is, each member develops a specific role; such roles can be: discussion group leader, summarizer, connector, word master, passage person, culture collector. These are intended for students to read from another perspective; that is, if one of the members focuses on the role describing a summary, they will concentrate on reading globally so they can get the general aspects of the topic, unlike another member of the group

who focuses on cultural elements. Therefore, while reading, things about new cultures and customs can be identified. And so, with all the other roles, they focus on developing small things, but when the group gets back together, the EFL learners are able to have their discussions and talk about the topics in English.

9. **Teacher as a facilitator, not as instructor or member of the group**

There are roles for EFL learners in LCs, but there is also the role of the teacher. This is exciting, as it consists of the teacher being a facilitator, not part of a particular group; their role is to let students run their LCs while taking notes on the participation of each member of the discussion group. In addition to this, teachers usually ask students to create something, whether they are posters or slides in English, and to share what they have developed in the reading session with the rest of the groups within the class.

10. **The spirit of play in the classroom**

Finally, the last fundamental   but no less important   factor is to maintain the spirit of play and fun in the classroom; this, because if LCs become tiresome, it will be challenging for students to act naturally in each session. As Furr (2003) mentioned, the main point of the LC is to encourage natural conversation about great stories.

2.4.6   *LCs in reading comprehension skills*

LCs are a teaching approach that allows students to participate in critical thinking and reflection while reading, discussing and responding to literature with

their peers. Perhaps, some students tend to make many mistakes in their interpretation of the book while reading, because they would be only focusing on one point of view. For example, the LC is response-centered by the student with their readings, but students believe that it is centered by the teacher and the text. Consequently, this technique also triggers students' oral skills in the classroom. It is considered that this method is ideal for English language learners from an intermediate to an advanced and near proficient levels in any educational context (Perea & Aizikova, 2018).

In the institution, teachers have access to different tools that could be used when they impart their class, because it is necessary to reach students; every student needs to carry out some activities to obtain the necessary score to pass the grade; and, additionally, some activities have to be ludic in order to promote the habit of work, discuss, work in teams, etc. For these reasons, some teachers think that dynamic activities help within the LCs, and some others believe that the LC is a perfect activity for the student to share with their schoolmate, because they must participate, show their idea, read the lecture, share their mind and develop their critical thinking.

For the teacher, each activity has a special purpose. In the case of the development of critical thinking, there is vocabulary, problem-solving, mental agility, logic, arithmetic, etc. These depend on the point in which they are developed. In addition, the teacher seeks to determine if their students have the necessary knowledge about the literary text required in the development of

activities within a LC, because this type of task is more complex, arduous, and tedious, considering that they must work in a team.

The teachers' roles in EFL class are fundamental, as long as they explain the correct development of the LC and the role for each student. However, the teacher uses different strategies and tools to help students, such as rubrics, brochures, interviews and interactions. That indicates that the teacher's role in the class is essential, because they support, explain and develop their ideas by making comments on the subject to finally understand everything.

2.4.7 *Roles sheets for EFL learners*

After analyzing each LC, we find that the most suitable to use with EFL learners is LCs with roles, because they allow students to choose how to carry out reading, in the case of this research. However, according to Daniels (as cited in Furr, 2003), there are five types of roles, and each one has a different function, but, when applying them in classes, students require extra support for better control. That is why Furr (2003) adds another role: the role sheets, which are used where it is specified a little more how and what the student should do, according to the role chosen or assigned below. Each of them is explained:

- **Group discussion leader (GDL)**

The function for the students of this role is to lead and maintain a fluid conversation among the members of the LCs and read aloud the text on several occasions for a better understanding and to learn the basic facts of the plot. On the other hand, to apply GDL in the EFL class, it is recommended that the student in

charge of this role begins the session by asking open questions for the other students to answer based on the advanced reading. However, it should be emphasized that GDL is not the "boss", but it is the one who seeks to keep the sessions dynamically, without forgetting that each member of the LC must make their contribution throughout each conversation.

- **Summarizer**

The summarizer is the student in charge of writing the most relevant text data and presenting it to the other students through a short and precise summary. This will prevent the other students from wasting time reading their summaries, which are usually very long. In the role sheet designed, the outlines should not be longer than 2 to 3 minutes, so that the summarizer can reread the summary, allowing the others to remember the text plot well. On the other hand, EFL classroom students in Japanese universities , who chose such a role stated that they liked it because it encouraged them to read the text several times to understand its essential parts (Furr, 2003).

- **Connector**

In this role the student faces difficulties due to the complexity of finding a way to connect what is being discussed in the LC about the chosen text with real life experiences or cases; for example, students with this connector function can establish the emotions or knowledge of a character with one of the members of the LC. In short, if a character in a text of English literature is going through a situation where anger or sadness is expressed, and when mentioning that, another member of the LC expresses that they feel identified with the character, it is when the connector

seeks to establish that relationship between what seems fictional and what is real. Everything must be written and show the connections that are established throughout each session and as the reading progresses.

- **Word master (WM)**

The WM mentioned by Daniels (1994) is focused on reading and finding keywords and phrases, unlike the connector and GDL, who must read more of the text to be able to present in a general way the details, while in the role sheets the WM only needs to look for five keywords or phrases that they consider important in the reading. Furr (2003) recommends students with this role to first look for the definition or meaning of the word in an EFL English-to-English dictionary and, thus, be able to construct a meaning that the other members of the group easily understand. However, before explaining that meaning, he also suggests asking the following questions: what do you think is the meaning of this word in this situation? Why do you think the writer repeats this word/phrase several times if it is a repetitive word? These are examples that the WM can ask to other students to develop a LC session.

- **Passage person (PP)**

Another role mentioned by Daniels (1994 as cited in Furr, 2003) is the PP, similar to WM, since this role does not require an extensive and deep reading, but, instead, looks for a specific or confusing passage. Therefore, the student in charge will share with the other members of the LCs to analyze and understand the passage. According to research, when students seek to decipher the meaning of the passage,

the best discussions on a topic occur. That is why, at the end, the PP usually looks for passages that convey the story's climax.

- **Culture collector**

The culture collector is the new role proposed by Furr (2003), which consists of a student who makes notes when reading the literary text and making comparisons: similarities or differences between the culture shown in the text and their own culture. Likewise, it involves specific annotations that explicitly detail the cultural foundations, background or customs shown in the story that generally do not match the student's culture, and it is advisable to perform this role at the end of the activity once the other roles have been completed.

2.5 Contextual framework

According to Sevy-Biloon et al. (2020) In Ecuador, academic professionals see the English language as an essential instrument for moving forward in the global world in many different aspects, like social, scientific, financial, economic, etc. Likewise, academically, it is shown in the new planning in the Currículo lengua extranjera (2016), the country's new language curriculum, to establish a medium- and long-term goal that Ecuadorian students know the English language required to access education in foreign institutions.

This curriculum has specific linguistic objectives at each level of studies, starting from A1 until B1; therefore, it is applied in all national educational institutions, such as the private or public. This research is focused on the Public Educational Unit of the coast region, Enrique Gil Gilbert, located in Guayas,

Guayaquil; This institution has a Spanish-speaking education at the levels of Basic General Education (EGB) and BGU, in which they develop two shifts: morning and the afternoon. It is estimated an average of 217 students for the 2nd shift BGU and 38 students per course: and 9 foreign language teachers in each shift, with a total population of 1608 students and 62 teachers throughout the institution.

Public Educational Unit Enrique Gil Gilbert aims to train fair and innovative students who can effectively develop all the needs and skills required by the country's productive and working environment. In addition, the school has the vision to consolidate itself as one of the leading institutions in education; and, therefore, to promote quality education as innovative, inclusive and participatory. Moreover, it is proposed to meet all the national and international standardized requirements demanded in the current education.

Unfortunately, with the arrival of COVID-19 in Ecuador, the institutions were forced to change their modality from on-site to virtual; however, the institution has a pilot project for the progressive return of students to the classroom. According to the teachers who make up the English area, the students' language skills have not developed as planned, despite their didactic classes. For this reason, this research focuses on understanding how to better develop reading comprehension skills through classical English literature texts in students with B1 level.

2.6 Legal framework

This research was observed in the sphere of legal consideration created in Ecuador, which was compulsory for the education curriculum. The Constitution of

the Republic of Ecuador (2008), in the article 26, stipulates: "Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State"; and, in the article 343, recognizes that the center of educational processes is the subject that learns, and it is confirmed that "the national education system shall incorporate an intercultural vision in line with the country's geographical, cultural, and linguistic diversity and respect for the rights of the communities, peoples and nations". Also, the Organic Law of Intercultural Education (LOEI - 2011) expresses, in article 2, section W that the government guarantees the right to quality, warm, pertinent, adequate, contextualized, updated and articulated education throughout the educational process, in their systems, levels, sub-levels or modalities; and that includes permanent evaluations. Likewise, it also guarantees the students' conception as the center of the educational process, with flexibility and ownership of content, processes, and methodologies that adapt to their fundamental needs and realities. It promotes good respect, tolerance, and affection conditions that generate a favorable school climate in the learning process.

2.7 Operationalization of variables

Table 1

Matrix of variables

Independent variable	Dimensions	Indicators	Technician	Instruments
Conceptual definition **English literature** English literature is the study of literature written in the English language. The writers do not necessarily have to be from England but can be from all over the world. English literature dates back more than five centuries. It represents writers from different parts of the world and time periods, but it covers every major genre and style of writing as well. (Casano, 2021). In addition, English literature is used as a teaching method for students learning ELF.	English literature	• Definition • Famous writers • Language used in English literature	• Observation • Survey • Interview	• Observation sheets • Questionnaire
	English literature as method for ELF learners	• English literature in reading skills • English literature in critical thinking	• Observation • Survey • Interview • Group dynamics • Content analysis	• Observation sheets Questionnaire Groups Educational test

Dependent variable	Dimensions	Indicators	Technician	Instruments
Conceptual definition. Reading comprehension skills. Reading comprehension is considered a skill currently being developed in schools that demand a more complex level of understanding. It should be emphasized that there are types of readings, different methods of reading, and specific strategies that promote a better development of this ability (Magnusson et al., 2018).	• Reading • Types of reading • Models of reading	• IR • ER • Botton-up model • Top-down model • Interactive model	Observation Survey Interview	Observation sheets Questionnaire Groups Educational test
	• Reading comprehension • Types of reading comprehension	• Lexical comprehension • Literal comprehension • Interpretative comprehension	• Observation • Survey • Interview • Group dynamics • Content analysis	• Observation sheets • Questionnaire • Groups • Educational test
	Reading comprehension strategies	• Using prior knowledge/previewing • Predicting • Intransitive verb • Identifying the main idea and summarization	• Observation • Survey • Interview • Group dynamics • Content analysis	• Observation sheets • Questionnaire • Groups • Educational test

Chapter 3. Methodology

This chapter describes the methodology selected to carry out the research project, which was divided into different types, techniques, instruments and methods; these were fundamental to the research. In addition, it includes the public and the sample used for the elaboration, analysis and interpretation of the research results. It is essential to mention that selecting the way to develop this research could significantly affect the process and the result necessary for the next chapter. This statistical study of values would be carried out in the Public Educational Unit Enrique Gil Gilbert High School; specifically, in the second grade of BGU.

3.1 Research approaches

The authors of this research have decided to focus on a mixed method, which consists of two elementary approaches: qualitative and quantitative research, reflecting the aspects to be studied by the objectives and goals of the research. By combining these approaches, it is possible to explore the variables raised a little more and, thus, understand the facts better, in order to analyze them using tools for data collection, such as interviews, surveys, reviews, among others from the scientific method. According to Ahmad et al. (2019), qualitative research is used to gain an in-depth understanding of human behavior, experience, attitudes, intentions, and motivations, on the basis of observation and interpretation, to find out the way people think and feel. It is a form of research in which the researcher gives more weight to the views of the participants. Case study, grounded theory, ethnography, historical and phenomenology are the types of qualitative research.

On the other hands, Quantitative research, is a form of research that relies on the methods of natural sciences, which produces numerical data and hard facts. It aims at establishing cause and effect relationship between two variables by using mathematical, computational and statistical methods. The research is also known as empirical research as it can be accurately and precisely measured. The data collected by the researcher can be divided into categories or put into rank, or it can be measured in terms of units of measurement. Graphs and tables of raw data can be constructed with the help of quantitative research, making it easier for the researcher to analyze the results.

3.2 Types of research

3.2.1 *Documentary-bibliographic research*

For the development of research work, the investigators establish the documentary in the first instance (Torres & León, 2017). In other words, they consult books, research articles and relevant documents that help describe the topic to study. It is worth mentioning that, for the development of this research project, case studies, academic articles, books, government reports, legal documents or some investigations by different authors found in the repository of the University of Guayaquil and the Central University of Ecuador were used, as well as other documents found on the internet related to this information. Although the research is carried out abroad in most revised works, these are vital sources of information.

3.2.2 *Exoplanetary research*

This research type consists of interpreting data obtained from the instruments used throughout the data collection process. According to Hernández et al. (2014), explanatory research seeks to explain and describe the cause of events in study cases. Therefore, using this research model, for the independent and dependent variables, it is possible to obtain and analyze the causes that affect the development of reading comprehension skills in students who do not have the desired level of English language.

3.2.3 *Descriptive research*

According to the research objectives, this project observes and applies instruments such as surveys and interviews for descriptive research. In addition, the particularities of the problem posed are detailed (development of reading comprehension in EFL learners) to show all the characteristics found and the interaction with the study subjects. Descriptive research aims to identify the attributes, characteristics and profiles of individuals, groups, communities, processes, objects or any other phenomenon that requires analysis; that is, they only intend to measure or collect information on the concepts or variables to which they refer, independently or in combination (Hernández et al., 2014).

3.2.4 *Exploratory research*

Research of teaching English Literature in EFL learners in Ecuador are scarce; for this reason, the author of this research agrees with the type of research they would exploit and, thus, be able to study further the topic and proposed variables. However, it is imperative to mention that exploratory research is designed to familiarize the reader with relatively

unknown phenomena, gather information, discover new questions, identify promising concepts or variables, and prioritize them for future research. Likewise, exploratory research is carried out when the objective is to investigate a topic that is poorly researched and with great questions that have not been previously addressed (Hernández et al., 2014).

3.2.5 *Field research*

According to various authors (Durdella, 2018; Yagual et al., 2019), field research is defined as a method of data collection in which the researcher focuses on the observation, interaction and, possibly, conversation with the subject; this, on order to understand and study them for scientific purposes. In the case of this research project, it is developed with second-grade students in the Public Educational Unit Enrique Gil Gilbert, where students demonstrate their intentions to understand texts and exercise their critical thinking.

3.2.6 *Non-experimental*

Non-experimental research is defined as a study performed on a subject without altering or modifying anything; therefore, it is limited to the observation of the object or subject of study in its natural environment (Hernández et al., 2014). After analyzing this concept, the researchers of this educational project decided that, based on the control of variables, this research is non-experimental, because the proposal is not applied and remains as a suggested solution to solve this problem.

3.3 Population

The population for the second grade in the Public Educational Unit Enrique Gil Gilbert is divided into six courses for every shift: morning and afternoon. In the morning

shift, there are three of them divided into different specialties (accountabilities and process in administration), with 217 students in total and 9 English language teachers.

3.4 Sample

There are two courses for the second grade in the institution: one of them is for the specialization in accounting; the other one, for the process in administration. Every course has the same number of students, with a total of 38.

Table 2

Population and sample

Stratum	Population	Percentage %	Sample	Percentage %
Students	207	95,8 %	106	92,2 %
Teachers	9	4,17 %	9	7,83 %
Total	216	100 %	115	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Note. Percentage in relation to the population sample: 48,84 %.

3.5 Data collection methods and techniques

3.5.1 Analytical-synthetic method

The analytic-synthetic method is defined as the study of variables individually, collectively and vice versa; in other words, the analysis breaks down each of the variables in sub-topics to be studied, unlike the synthesis that studies each sub-element and then it is able to study all the components collectively (Privitera & Ahlgrim-Delzell, 2019). Applying this method made it easier for researchers to analyze the object of study in detail, and the

development of a coherent description of the theories to be researched on the strategies of reading ability and how it affects the teaching of English literature in the classroom..

3.5.2 *Inductive-deductive method*

During the development of the investigation, the inductive-deductive method was used, along with the instruments and the data. It is worth mentioning that the deductive method is defined as analyzing ideas from a general form to obtain specific ideas and conclusions (Hernández et al., 2014). When applying the deductive method on the subject of reading comprehension skills, it is analyzed and studied more deeply. On the other hand, it is established that the inductive method starts from particular premises up to the general ones (Streefkerk, 2019). That is, the inductive method is the opposite of the deductive method; however, it is essential to mention that, when using it, it is possible to analyze the concepts mentioned above in the research from another perspective and look for a possible solution to the problem already raised.

3.5.3 *Descriptive statistical method*

After obtaining data through the questionary, surveys and designed observation guides, it is necessary to elaborate graphs in which the qualitative and quantitative data are detailed descriptively. These results are analyzed so that it is possible to establish patterns and percentages to define the impact of the use of English literature in classrooms. In other words, this method is used to detail and describe all results obtained through the established sample.

3.5.4 Questionnaire

In the first instance, the questionnaire is used for data collection, which will follow the Likert format. The Likert scale is defined as psychometric responses used as a non-comparative and one-dimensional technique. As mentioned in Lowhorn (2007), in the questioner, it is possible to ask specific questions and to analyze variables with data numbers which numerically show that there is a relation between the variables of reading comprehension skills, LC or English literature. This survey was applied to second-grade students of BGU of the Public Educational Unit Enrique Gil Gilbert, to obtain the data information.

3.5.5 Survey

According to several authors, a survey is a tool that allows the researcher to connect with the sample. Based on this, the researchers of this project chose to conduct a survey with teachers responsible for teaching the English language, in order to obtain precise information about teaching strategies, the study material, and how this affects students when developing their skills but principally help to identify the teachers' opinions. It is worth mentioning that these results directly infer conclusions and recommendations.

3.5.6 Observation

The technique of direct observation was carried out through the English classes with the teacher in charge of the second-year students of the Public Educational Unit Enrique Gil Gilbert, and a worksheet with the essential requirements to take the information about the teaching process was used. In addition, statements regarding the dependent and independent

variables that enable the use of techniques for the development of skills in the classroom were applied.

3.6 Research instruments

The functionality of the research about the instruments is necessary to acquire data or information required in this dissertation. Also, the quantitative research used a questionnaire with some students to get information about the specific topic and to measure the knowledge that they have in this academic level. Moreover, the research design a survey for the English teachers has also been designed with a maximum of 10 structured questions on the deficiencies of the students and the possible causes, looking for a possible solution. It cannot be forgotten that, to reinforce the collection of data, with a qualitative investigation, a direct observation sheet regarding the English classes was also designed, and it was sought to give a little more understanding to fund how classes are managed if students can develop their critical thinking, analyze and study how the teacher in charge manages the class. sought to give a little more understanding to fund how classes are managed if students can develop their critical thinking, analyze and study how the teacher in charge manages the class.

3.7 Analysis and interpretation of results

3.7.1 Teachers' survey results

The following graphics and tables show the results obtained through the analysis of the teachers' survey.

Table 3 Question N°1:

Do you think it is essential to use literary texts to practice reading comprehension skills?

Sample: nine educators.

	Category	Frequency	Percentage
1	Agree	7	78 %
2	Disagree	2	22 %
	Total	9	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 11

Frequency, percentage, and results of Question N° 1

Do you think it is essential to use literary texts to practice reading comprehension skills?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

According to the survey, the 77,8 % of the participants agree that it is essential to use literary texts to practice reading comprehension skills. However, the other 22,2 % disagree and consider it is not essential to use literary texts to practice reading comprehension skills.

Most teachers mention that they believe or think that it is essential to use literary texts in the practice of reading comprehension skills. However, there is a considerable number of teachers that show indifference to this question, because they think that this type

of activity is not necessary for them. Therefore, it is important that all teachers understand

the significance of the activities they can perform to help their students.

Table 4 Question N°2:

Do reading habits improve students' academic performance?

Sample: nine educators.

	Category	Frequency	Percentage
1	Agree	9	100 %
2	Disagree	0	0 %
	Total	9	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 2

Frequency, percentage, and results of Question N°2

Do reading habits improve students' academic performance?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

All the participants agree that reading habits improve academic performance.

Many teachers agree that reading habits improve students' academic performance.

There is considerable acceptance of this question because they can observe an improvement

in their students' grades. Therefore, it is critical that teachers encourage reading for their

students.

Table 5 Question N°3

In English classes, do students show any interest in literary texts?

Sample: nine educators.

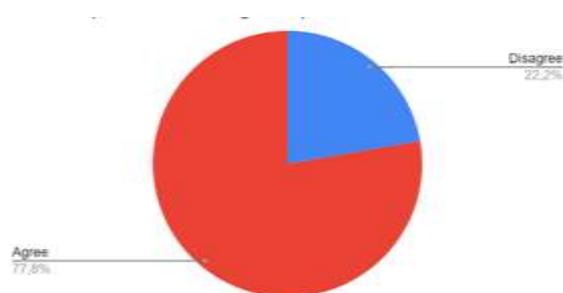|	Category	Frequency	Percentage
1	Agree	5	55,6 %
2	Disagree	4	44,4 %
	Total	9	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 3

Frequency, percentage, and results of Question N°3

In English classes, do students show any interest in literary texts?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

The majority of teachers mentioned that their students show interest in English literature texts. However, the other the remaining percentage disagreed with them and stated that their students do not show any interest in English literature texts.

A considerable parentage of teachers indicated that they believe that most of students are interested on English literature texts; nevertheless, there is a considerable number of

teachers who think that they are not. Therefore, teachers have to strengthen the interest on

English reading in students through desirable activities.

Table 6 Question N°4

Do you use literary works of English literature in your English class?

Sample: nine educators.

	Category	Frequency	Percentage
1	Agree	3	33.3%
2	Disagree	6	66.7%
	Total	9	100%

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 4

Frequency, percentage, and results of Question N°4

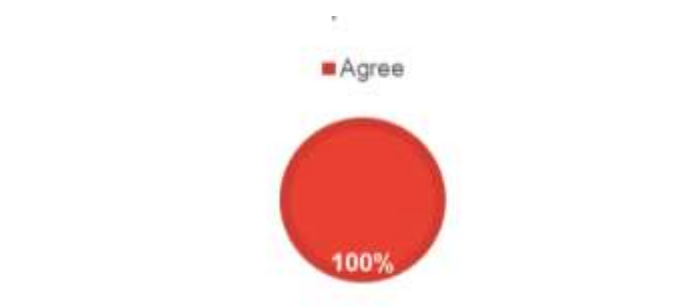Do you use literary works of English literature in your English class?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

Most teachers express they do not use literary works of English Literature in their

classes. However, many teachers use other kind of material in their English classes. Some

teachers think that it is necessary to use literary works aimed at students. However, there is

a considerable number of teachers that do not use literary work with their students because

they believe that their students do not pay attention. therefore, it is necessary for teachers to encourage group workshops so that all students participate in literary works respectively.

Table 7 Question N°5

Do you think using different reading techniques will help students improve their reading comprehension skills?

Sample: nine educators.

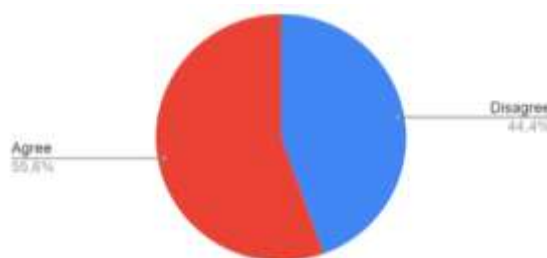|	Category	Frequency	Percentage
1	Agree	9	100 %
2	Disagree	0	0 %
	Total	9	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 5

Frequency, percentage, and results of Question N°5

Do you think using different reading techniques will help students improve their reading comprehension skills?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

Totally of participants agreed that using different reading techniques can help students improve their reading comprehension skills of the text.

All teachers mentioned that using different reading techniques improve the development of students. However, they observed that they use different techniques when they read with their classmates; therefore, it is indispensable that teachers use different reading techniques.

Table 8 Question N°6

Do you know the meaning of LCs?

Sample: nine educators.

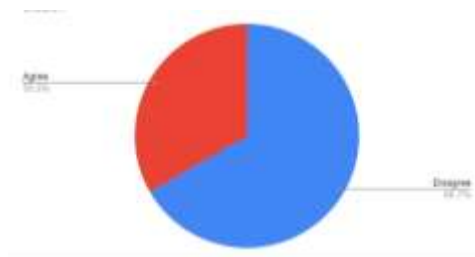|	Category	Frequency	Percentage
1	Agree	5	55,6 %
2	Disagree	4	44,4 %
	Total	9	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 6

Frequency, percentage, and results of Question N°6
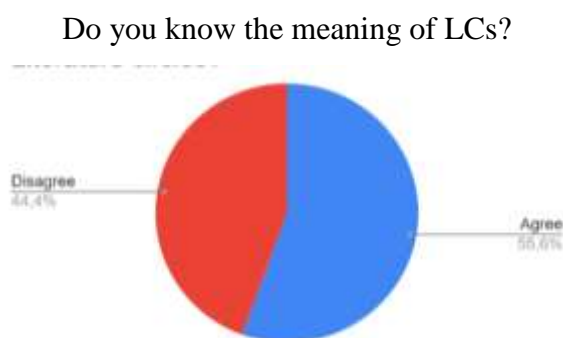
Do you know the meaning of LCs?

. **Source:** Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

55,6 % of educators know the meaning of LCs, and the other 44,4 % do not.

Some teachers know the meaning of LCs and their uses, but there is a considerable number of them who do not know about them and their functions. Therefore, it is necessary

that all teachers understand the importance of the LCs, so they can perform and help their

students with their reading skills.

Table 9 Question N°7

Do you consider the use of LCs to develop reading skills as a promising strategy?

Sample: nine educators.

	Category	Frequency	Percentage
1	Agree	7	77,8 %
2	Disagree	2	22,2 %
	Total	9	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 7

Frequency, percentage, and results of Question N°7

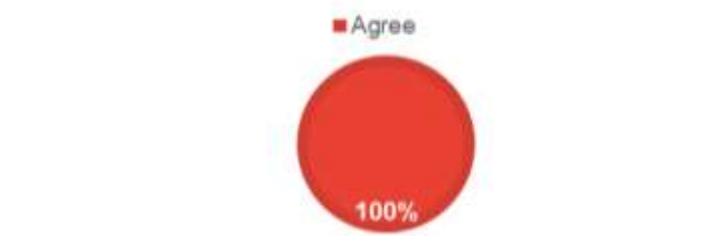Do you consider the use of LCs to develop reading skills as a promising strategy?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

More than half of teachers consider the use of LCs to develop reading skills as a

promising strategy. However, some teachers express that they are disagree using LCs and

do not consider them as a promising strategy.

A greater part of teachers mentioned that they use LCs to develop reading skill as a promising strategy for the future of their students, but there was a considerable number of teachers that showed indifference in this question, because they think that this type of ludic activity is not productive or effective. It is necessary that all teachers understand the importance of the activities they can perform to help their students.

Table 10 Question N°8

Would you implement LCs and their worksheets in your English class?

Sample: nine educators.

	Category	Frequency	Percentage
1	Agree	8	88,9 %
2	Disagree	1	11,1 %
	Total	9	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 8

Frequency, percentage, and results of Question N°8

Would you implement LCs and their worksheets in your English class?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

Greater number of teachers said that they would implement LCs and worksheets in their classes, in contrast to the other 11,1 % disagreed.

Many teachers mentioned that they believed in the use of LCs and sheets to improve the way students learn. However, there are many others who show indifference to this question because they assume that this type of activity is not fundamental. To conclude, it is necessary that all teachers understand the importance of the activities and resources with which they can help their students.

Table 11 Question N°9

Do you develop activities that encourage students' critical thinking?

Sample: nine educators

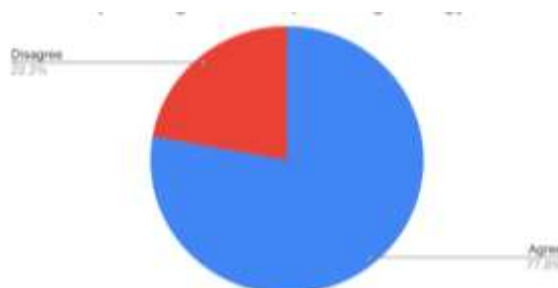|	Category	Frequency	Percentage
1	Agree	9	100 %
2	Disagree	0	0 %
	Total	9	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 9

Frequency, percentage, and results of Question N°9

Do you develop activities that encourage students' critical thinking?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

Total of the participants develop activities to encourage students' critical thinking.

All teachers mentioned that they develop this activity; however, it improves with their students. Therefore, it is necessary that teachers understand the importance of these to help their students.

Table 12 Question N°10

Can students form their own critical thinking about a text in English literature?

Sample: nine educators.

	Category	Frequency	Percentage
1	Agree	1	11.1%
2	Disagree	8	88.9%
	Total	9	100%

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 10

Frequency, percentage, and results of Question N°10

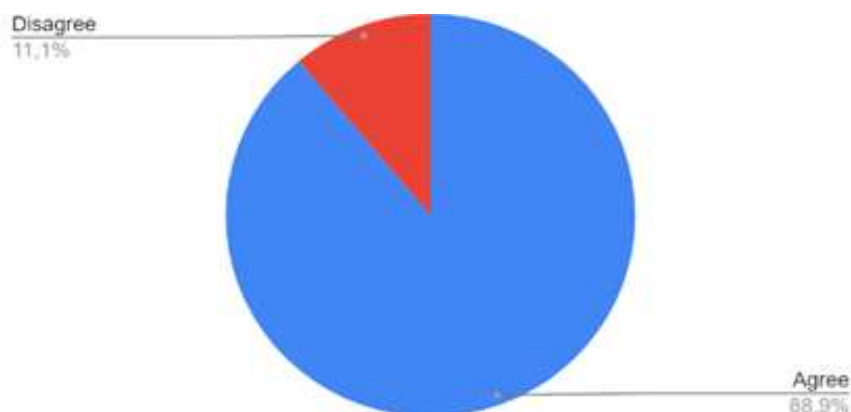Can students form their own critical thinking about a text in English literature?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade teachers of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

Few teachers agree that students can form their own critical thinking about a text in English literature. However, more than half teachers are disagree with it and states that some students might form an opinion following what their classmates think about.

Most of educators believe that students cannot form their own critical thinking about a text likely based on what students might experience maybe similar in their life, they might feel related to the text, but there is also a percentage of students that rather follow the others lead based on the others critical thinking.

3.7.2 Students' questionnaire results

Regarding the survey applied to students, the results are shown in the next few paragraphs.

Table 13 Item N°1

In your daily life, do you maintain a reading habit?

Sample: 106 students

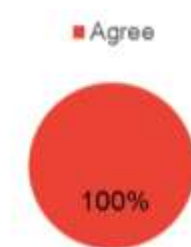|	Category	Frequency	Percentage
1	Never	3	2,8 %
2	Always	29	27,4 %
3	Sometimes	74	69,8 %
	Total	106	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 11

Frequency, percentage, and results of Item N°1

In your daily life, do you maintain a reading habit?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

Mostly of students mentioned that they sometimes maintain a reading habit in their daily life; the 27,4 % stated that they always do it. However, The minority of students that never have maintained a reading habit.

More than half the participants maintain a reading habit in their daily life: some of them do it as a hobby, or they just like to read topics as general culture. On the other hand, the survey also showed that a few students do not maintain a reading habit, because they do not like to read long texts or they are not interested on a specific topic.

Table 14 Item N° 2

Do you identify the primary and secondary ideas of a text?

Sample: 106 students

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.

	Category	Frequency	Percentage
1	Never	6	5,7 %
2	Always	32	30,2 %
3	Sometimes	68	64,2 %
	Total	106	100 %

Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 12

Frequency, percentage, and results of Item N° 2

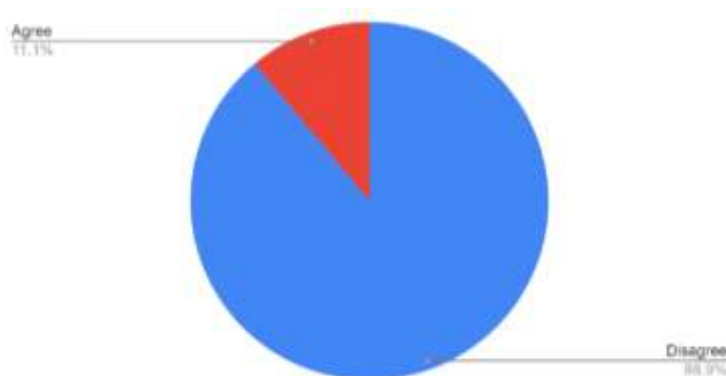Do you identify the primary and secondary ideas of a text?
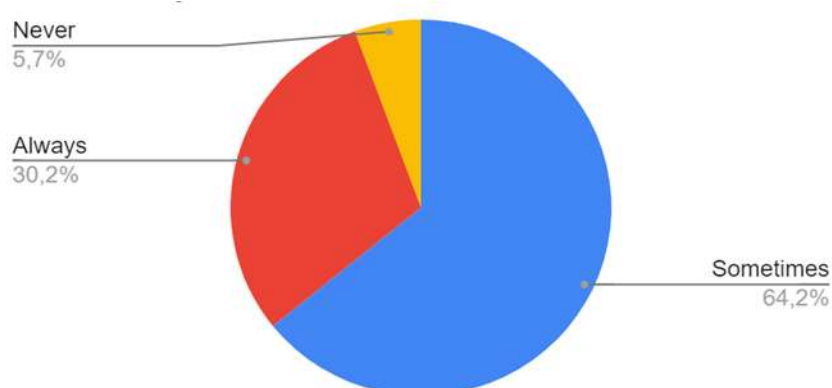
Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

A grand part of students mentioned that they sometimes identify the primary and secondary ideas of a text; the 30,2 % said that they always can do it; and the 5,7 % stated that they never identify the primary and secondary ideas of a text.

Most students can easily find the primary and secondary ideas of a text during the reading, since they use reading techniques to easily find them; nevertheless, there are few students that might have a difficult time to identify them.

Table 15 Item N°3

After reading a text, can you make graphic organizers?

Sample: 106 students

	Category	Frequency	Percentage
1	Never	14	13,2 %
2	Always	57	53,8 %
3	Sometimes	35	33 %
	Total	106	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 13

Frequency, percentage, and results of Item N°3

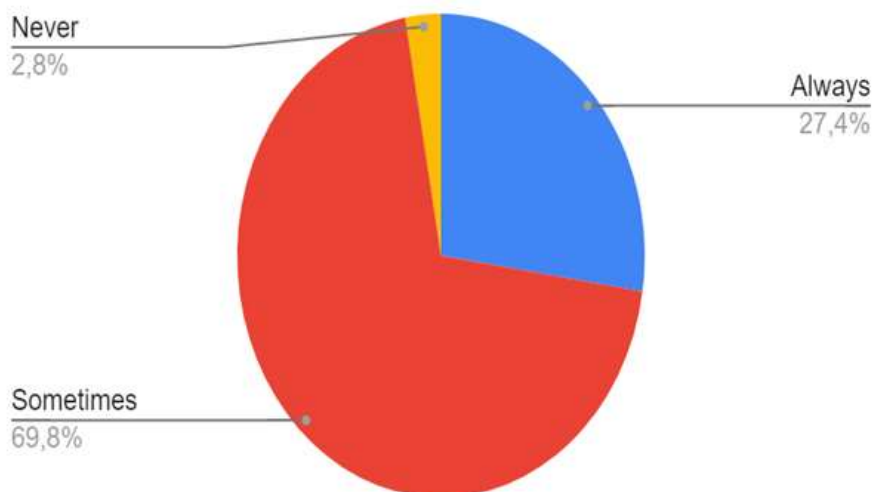After reading a text, can you make graphic organizers?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

53,8 % of students mentioned that they always make graphic organizers after reading a text; the 33 %, sometimes can do it; however, the 13,2 % can never make a graphic organizer after reading a text.

Most students can organize ideas about what they read and they can easily make a graphic organizer. Perhaps, there are a few students that find it difficult for them to make a graphic organizer after reading a text.

Table 16 Item N°4

Do you often imagine the worlds where reading takes place?

Sample: 106 students

	Category	Frequency	Percentage
1	Never	12	11,3 %
2	Always	53	50 %
3	Sometimes	41	38,7 %
	Total	106	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 14

Frequency, percentage, and results of Item N°4

Do you often imagine the worlds where reading takes place?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

Half of the of students stated that they always imagine the world where reading takes place; a considerable number of them confirmed that they sometimes can do it. On the other hand, the last 11,3 % indicate that they never imagine the world where the reading takes place.

Only half the class imagines the scenario where the reading might be taken; those students are more creative in real world and can easily understand the context of a reading, while the other half is divided between those who can find it more difficult to imagine those scenarios and never experience such thing.

Table 17 Item N° 5

Through reading, can you learn information on topics of general interest?

Sample: 106 students

	Category	Frequency	Percentage
1	Never	4	3,8 %
2	Always	77	72,6 %
3	Sometimes	25	23.6 %
	Total	106	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 15

Frequency, percentage, and results of Item N° 5

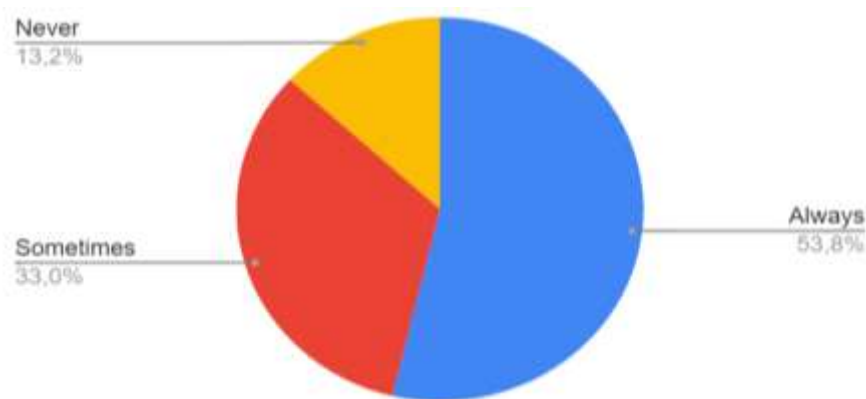Through reading, can you. learn information on topics of general interest?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

Greater number of students said they always can learn information on topics of general interest through reading; Some students mentioned that they do it sometimes. Nevertheless, there is a few of students who never learn information on topics of general interest through reading.

More than half the student in the class always learns information on topics of general interest, those students have selected reading as their entertainment and, even more, when there is an interesting topic to read about, they believe that learning might help them in their future.

Table 18 Item N°6

Is it easy to understand the message the author wanted to convey?

Sample: 106 students

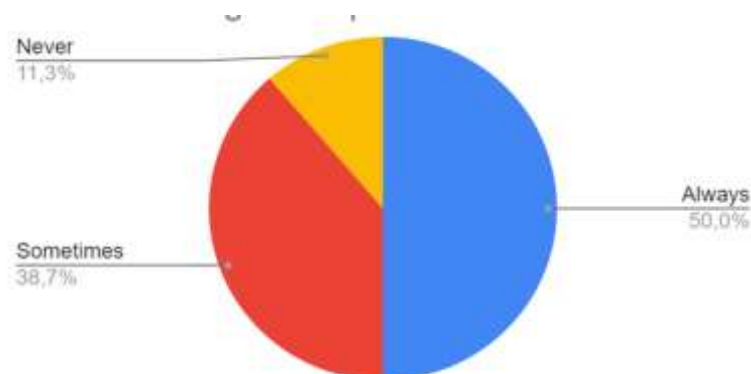|	Category	Frequency	Percentage
1	Never	4	3,8 %
2	Always	39	36,8 %
3	Sometimes	63	59,4 %
	Total	106	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 16

Frequency, percentage, and results of Item N°6

Is it easy to understand the message the author wanted to convey?

Analysis:

A little more than half of students answered that sometimes they easily understand the message the author wanted to convey; the 36,8 % mentioned that they always can do it; and, finally, a very few students stated that they can never easily understand it.

Most students find easy to understand what the author believes and what they want us to believe, but there are a few students who can never comprehend what the author says.

Table 19 Item N° 7

How many times do you prefer to read books o sagas?

Sample: 106 students

	Category	Frequency	Percentage
1	Never	6	5,7 %
2	Always	31	29,2 %
3	Sometimes	69	65,1 %
	Total	106	100 %

Graphic 17

Frequency, percentage, and results of Item N° 7?

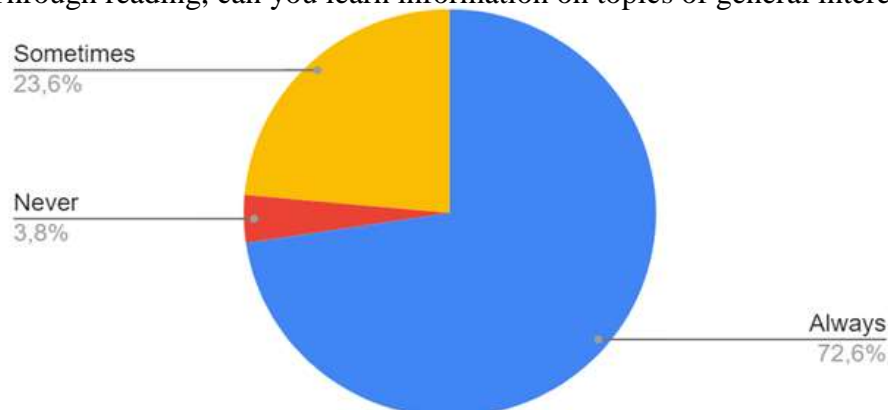How many times do you prefer to read books o sagas?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

A greater part of participants answered that they sometimes prefer to read books or sagas; Some of students said that they always do it; however, there are not many students that never read books or sagas.

Most students prefer to read books or sagas, because this type of book requires a lot of imagination, and it shows an easy context. Therefore, students might feel comfortable with them since they learn new vocabulary and imagine scenarios.

Table 20 Item N° 8

When the literary work that you are reading has a second part, are you interested on reading it?

Sample: 106 students

	Category	Frequency	Percentage
1	Never	8	7,5 %
2	Always	64	60,4 %
3	Sometimes	34	32,1 %
	Total	106	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 18

Frequency, percentage, and results of Item N° 8

When the literary work that you are reading has a second part, are you interested on reading it?
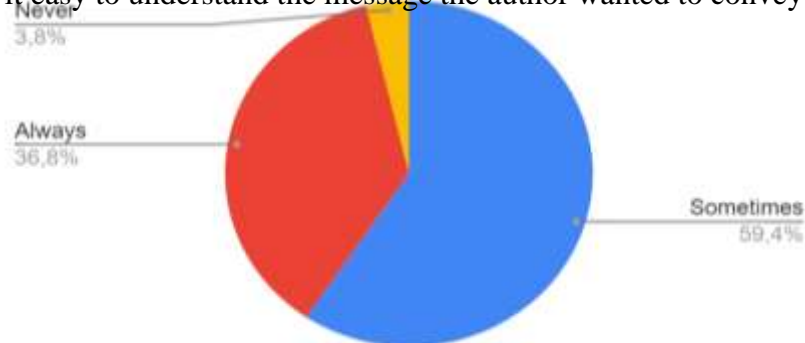

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

The majority of students have mentioned that they are always interested into continuing reading the sequence of the saga, Many students mentioned that they sometimes do it. However, there is a 7.5% of students that mentioned that they are never interested into continuing reading the sequence of the saga.

More than half the students love to read the sequence of a book or saga, because of the intrigue regarding what happens next with the characters. However, there are some students who do not feel that caught up when reading the sequence of a book.

Table 21 Item N° 9

Do you think using different reading techniques will help improve and keep grades?

Sample: 106 students

	Category	Frequency	Percentage
1	Never	2	1,9 %
2	Always	63	59,4 %
3	Sometimes	41	38,7 %
	Total	106	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 19

Frequency, percentage, and results of Item N° 9

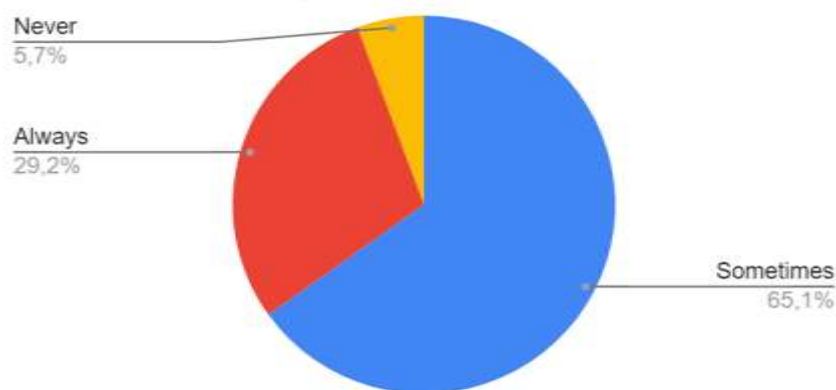Do you think using different reading techniques will help improve and keep
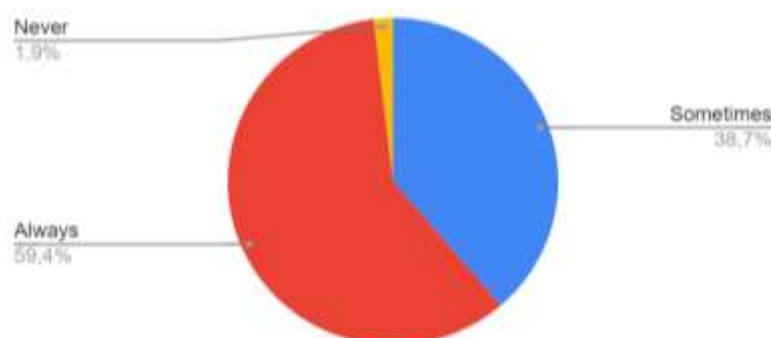
grades?

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

A little more than half, the participants answer they always use reading techniques

that help them improve and keep their grades; the other large percentage mentioned that they

sometimes do it; and the very few stated that they never use reading techniques.

We all have our own way to read a book. According to the survey, more than half

the students always use reading techniques, because this help them read faster and

understand the context of the text, saving time to read more.

Table 22 Item N° 10

Do you think keeping a reading habit will improve academic performance?

Sample: 106 students

	Category	Frequency	Percentage
1	Never	1	0,9 %
2	Always	78	73,6 %
3	Sometimes	27	25,5 %
	Total	106	100 %

Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Graphic 20

Frequency, percentage, and results of Item N° 10

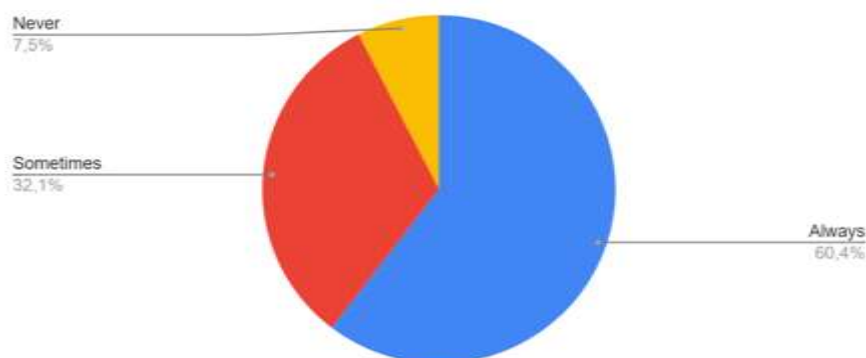Do you think keeping a reading habit will improve academic performance?
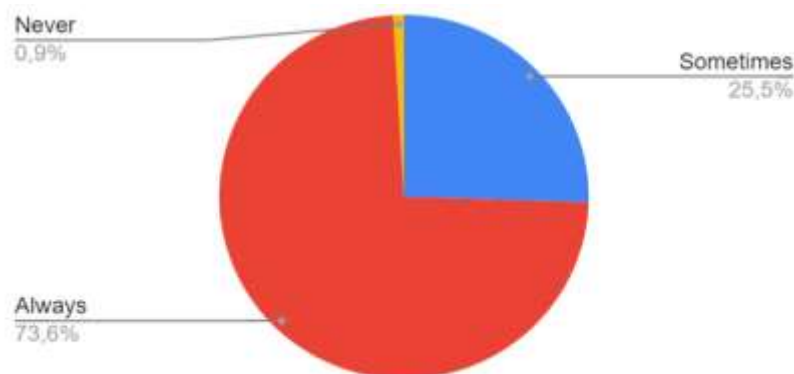
Source: Public Educational Unit Enrique Gil Gilbert-Second-grade students of BGU.
Authors: Gealena Lilibeth Lainez Pozo & Erick Alexander Lascano Zambrano

Analysis:

As de graphic show mostly of students respond they always agree with keeping a reading habit to improve academic performance; but some students sometimes agree with it; and, finally, the splinter groups of students express that they are never agree with that.

Most students consider reading an important habit to improve their academic performance and their own knowledge, because they gain more vocabulary and understand the context of any text. However, a small number of students does not agree with this: they rather listening to music instead of reading a book.

3.7.2.1 Observation: class

It has been observed that students follow the teacher's rules when they share specific readings in the course. In addition, students only follow the reading model that teachers give them in classes, but they do not develop their critical thoughts, due to the lack of vocabulary and understanding, and because teachers only use the texts taught and specific readings.

Moreover, the teacher does not use any technique to improve students' learning respectively, and they are evaluated every three weeks. On the other hand, the course is kept with a respective order, because students are attentive to the teachers when they are reading; therefore, they use the resources they have in class to participate in groups and expose their work.

From our point of view, students only limit themselves to repeating what the teacher says in class. That is why they do not understand the lexicon taught by the teacher, because they don't have techniques to improve the reading. All of this leads to the fact that, when doing their work, they copy or write sentences out of context.

Chapter 4

4.1 Topic of the proposal

Using literature circles to develop comprehensive and critical thinking for the B1 level.

4.2 Background

Based on the analysis of work collected throughout our research, we defend as a fundamental point in our proposal, the implementation and use of literature circles with training activities using specific literary works in English classes, which probably helps students at B1 level to have a better comprehension of texts, so that they can form their own critical thinking. Therefore, we are looking for our proposal that will be a supporting material for the teachers when looking for strategies to develop their classes; these strategies will be focused on the performance of reading skills and improve the habit of reading in the students at 2 BGU.

4.3 Justification

After applying the research instruments designed (student questionnaire, survey to English teachers, and an observation class), the data collection and analysis helped to obtain valid evidence, which has been of utmost importance as a basis for the proposal's design. This last focuses on using LCs to develop students' reading comprehension skills and critical thinking in the second year of BGU. Also, English literature texts are suggested as a support material for the development of the English classes. On the other hand, the authorities of the institution, teachers and students must take into consideration the development of the

activities proposed by the researchers, since the questionnaire made to the students showed that, although the students have an intermediate level of English, which allows them to understand and extract the main ideas of the text, they do not maintain their interest, because it is not an encouraged habit.

Moreover, the use of English literature as a class material is not suggested in the national curriculum of 2016. Therefore, this proposal, stablished by the researchers, consists of creating a booklet in which there are different role sheets; and, at the same time, it is recommended to do activities within the LCs, as well as iconic English literature works, in order to awaken the interest of students on poetry or novel authors.

Knowing the opinion of teachers about LCs and English literature texts corroborated the need to design the proposal that allows teachers to use LCs with students while employing role sheets and texts that awaken students' interest on reading. It is worth mentioning that using LCs in EFL classrooms positively impacts students; and, also, developing the habit of reading builds a relationship between the text and the reader (Gamboa, 2017).

4.4   Goals

4.4.1   General goals

To create literature circles with educational activities based on English literature texts that help the development of comprehension and critical thinking in the students of the second year at high school (2BGU) "Enríquez Gil Gilbert".

4.4.2 *Specific goals*

- To identify the development of training activities in Literature Circles.

- To determine the interest of students reading habits.

- To develop critical thinking in the students at the B1 level

- To measure, the benefits of Using Literature Circles for the development of Reading comprehension skill.

4.5 Methodology

The researchers chose to divide the proposal into sections. The first one is oriented towards the role sheets for the control of the LCs: on each role sheet, they will find specific instructions and activities to complete, according to the role they are playing. It is worth mentioning that students choose the role they want to play. On the other hand, the second section consists of an author of English literature and one of his best-known works. Once the work is finished, there are also suggested activities to perform after reading and reinforcing knowledge; these may be optional, only if the teacher wants students to perform them.

- Section 1
  - Role sheets, GDL
  - Role sheets, summarizer.
  - Role sheets, connector.
  - Role sheets, WM.
  - Role sheets, PP.
  - Role sheets, culture collector.

- Section 2

  o Author # 1: Lord Byron.

  o Author # 2: Jane Austen.

  o Author # 3: J. K. Rowling.

  o Author # 4: Arthur Conan Doyle.

  o Author # 5: Mary Shelley.

4.6   Activities

Literature Circles

NAME: CLASS:

Created by:
Lainez Pozo Gealeno
Lascano Zambrano Erick

Introducion

The following proposal was designed by students from the University of Guayaquil, which consists of the use of LCs, defined as a group of people who meet to talk and discuss about a specific topic (Daniels, 1994). Such topics are usually literary passages or texts, and there is a factor that unites the members: the passion and interest on what they are reading. Based on this information, the researchers decided to implement the use of English literature texts within the LCs to find out how they affects the development of students who use this proposal.

The first section of the proposal recommended role sheets for each possible role to be played by the students in the LCs. The researchers also chose five authors with a representative work for the students to choose from, and there are specific activities for each work, which students can develop after reading, to reinforce their knowledge. However, students are free to choose the work they wish to develop, as well as the role they will play. Additionally, teachers should not confuse their role in this activity, which is to be a facilitator, but not a member of the LCs. As a final point, it is imperative to mention that this proposal is applicable in digital or face-to-face formats.

INDEX

NAME		TEACHER	
COURSE		DATE	

Group Discussion Leader

Meaning

The function for the students of this role is to lead and maintain a fluid conversation among the members of the LCs and read aloud the text on several occasions for a better understanding and to learn the basic facts of the plot.

Instruction

1 The LCs are composed of a group of 5 to 6 students.

2 In the development of the meetings, all students must participate actively.

3 The use and development of sheet roles depend on each student.

Activities

➤ **Write the questions you would like to ask the other members of the literature circles**

5

6

8

9

10

NAME	TEACHER
COURSE	DATE

Summarizer

Meaning

The summarizer is the student writing the most relevant text data and presenting it to the other students through a short and precise summary.

Instruction

1. The LCs are composed of a group of 5 to 6 students.
2. In the development of the meetings, all students must participate actively.
3. The use and development of sheet roles depend on each student.

Activities

➤**Put your ideas here for the summary**

➤**Make the summary**

NAME		TEACHER	
COURSE		DATE	

Connector

Meaning

To connect what is being discussed in the LC about the chosen text with real-life experiences or cases

Instruction

1 THE LCS ARE COMPOSED OF A GROUP OF 5 TO 6 STUDENTS.

2 IN THE DEVELOPMENT OF THE MEETINGS, ALL STUDENTS MUST PARTICIPATE ACTIVELY.

3 THE USE AND DEVELOPMENT OF SHEET ROLES DEPEND ON EACH STUDENT.

Activities

➤ **Complete the diagram with the phrases**

Real life/ Experience

About Text

Real life/ Experience

About Text
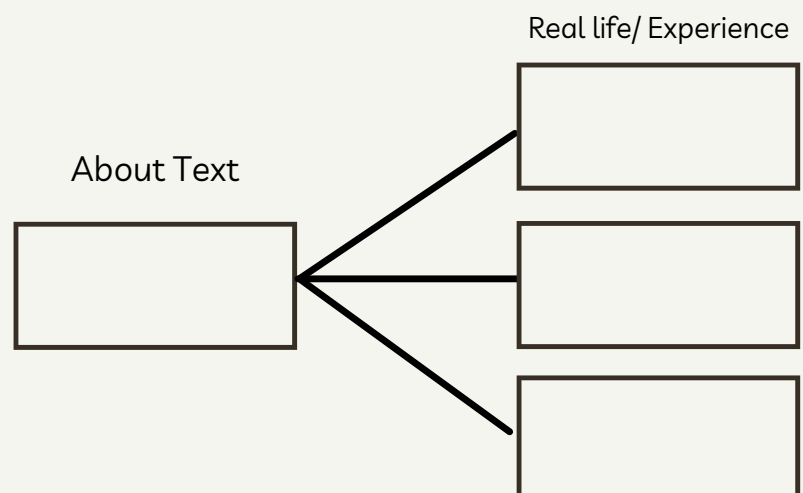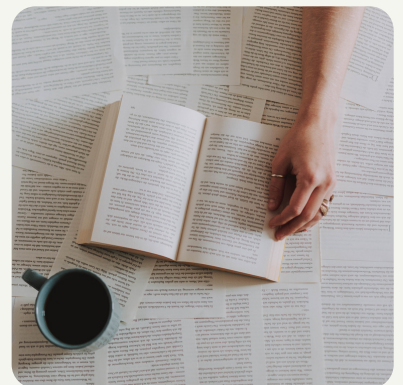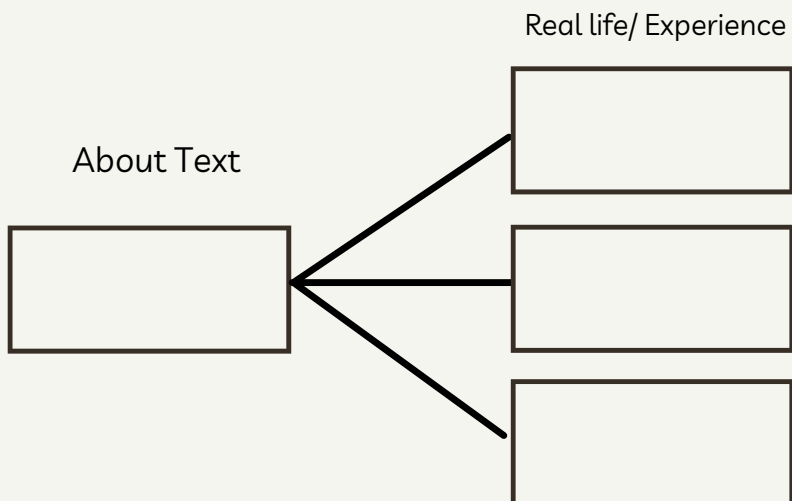
NAME		TEACHER	
COURSE		DATE	

Word Master

Meanigs

The word master focused on reading and finding keywords and phrases. Unlike the connector and GDL role sheets, the WM only needs to look for five keywords or phrases essential in reading.

Instruction

1 THE LCS ARE COMPOSED OF A GROUP OF 5 TO 6 STUDENTS.

2 IN THE DEVELOPMENT OF THE MEETINGS, ALL STUDENTS MUST PARTICIPATE ACTIVELY.

3 THE USE AND DEVELOPMENT OF SHEET ROLES DEPEND ON EACH STUDENT.

Activities

➤**Chose 5 words that you consider the most relevant in the text.**

Word	Page # and Paragraph	Explanation (definition, synonym, reason for choosing the word, etc.)
➤		
➤		
➤		
➤		
➤		

NAME		TEACHER	
COURSE		DATE	

Passage Person

Meaning

This role does not require extensive and deep reading but, instead, looks for a specific or confusing passage to analyze and understand the passage

Instruction

1 THE LCS ARE COMPOSED OF A GROUP OF 5 TO 6 STUDENTS.

2 IN THE DEVELOPMENT OF THE MEETINGS, ALL STUDENTS MUST PARTICIPATE ACTIVELY.

3 THE USE AND DEVELOPMENT OF SHEET ROLES DEPEND ON EACH STUDENT.

Activities

➤ **Write down the passage you find in the reading, then analyze it and share your conclusions with your classmates.**

Culture Collector

Meanigs

The culture collector consists of a student who makes notes when reading the literary text and making comparisons: similarities or differences between the culture shown in the text and their own culture

Instruction

1 THE LCS ARE COMPOSED BY A GROUP OF 5 TO 6 STUDENTS.

2 IN THE DEVELOPMENT OF THE MEETINGS, ALL STUDENTS MUST PARTICIPATE ACTIVELY.

3 THE USE AND DEVELOPMENT OF SHEET ROLES DEPEND ON EACH STUDENT.

Activities

➤ **Take notes of differences and similarities between the culture shown in the text and the culture you live in**
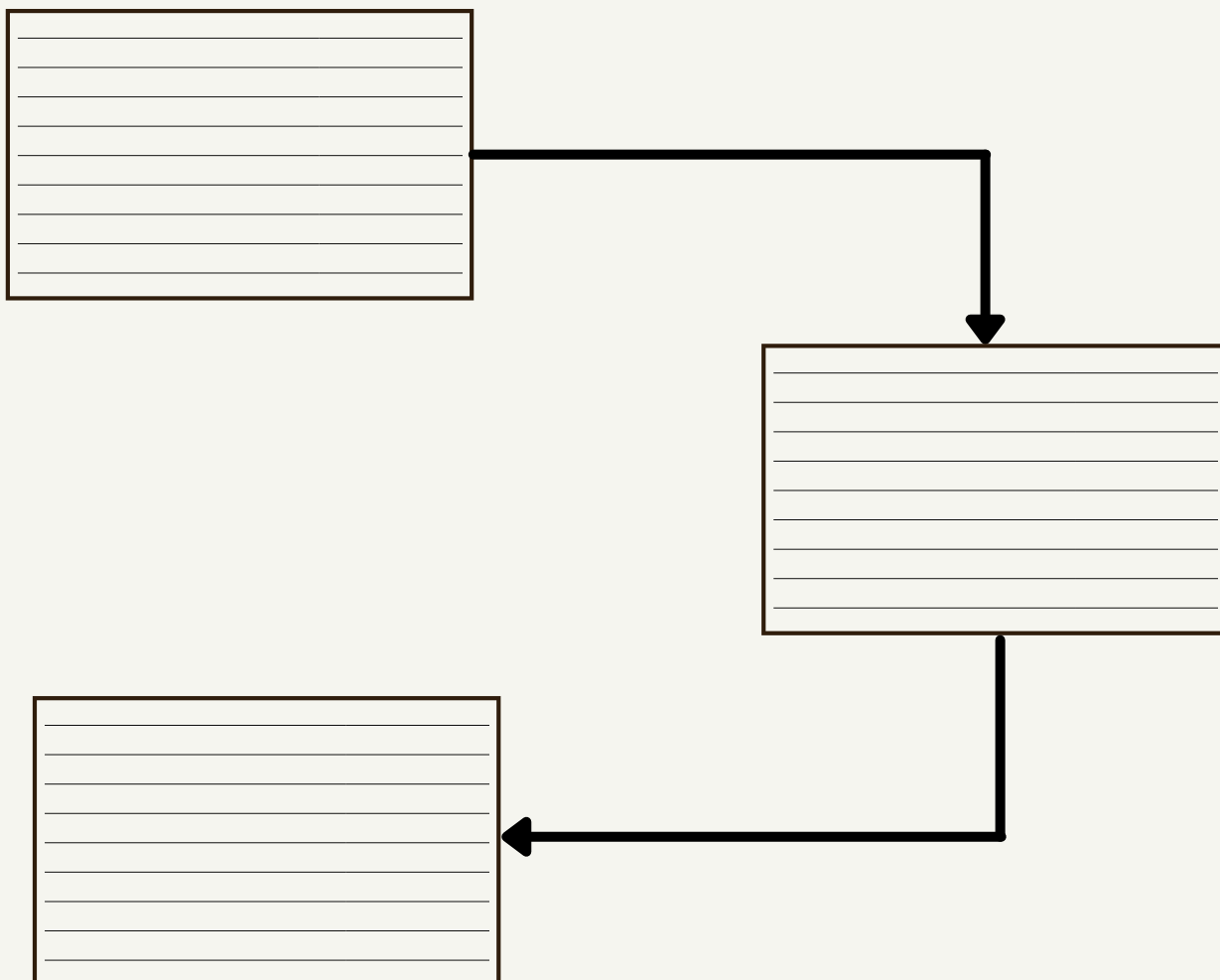
Posibles literary works

LET'S DO IT!
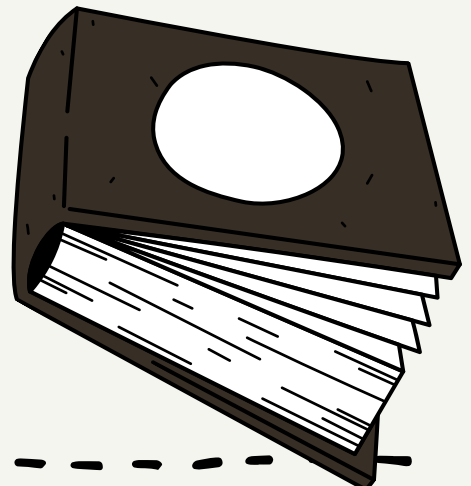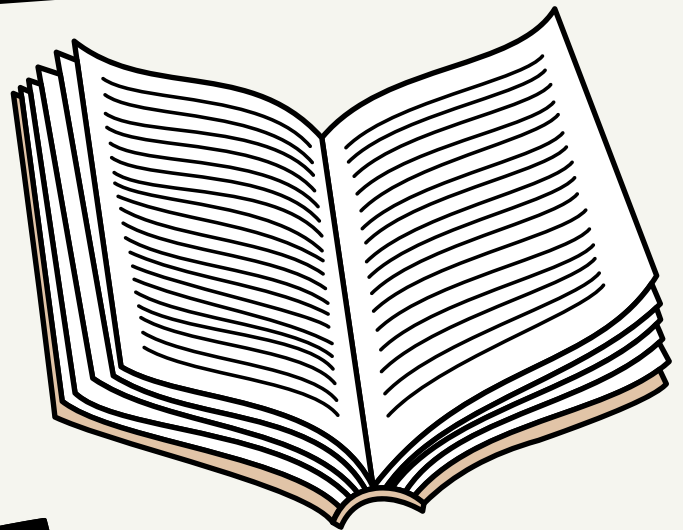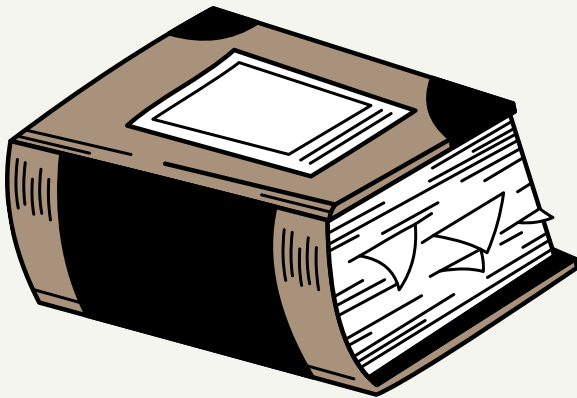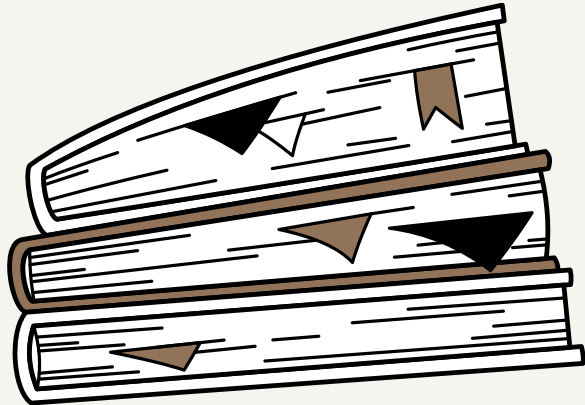
My favorite book is _ _ _ _ _ _ _ _ _ _

LORD BYRON

About the author

George Gordon Byron, 6th Baron Byron.

Born January 22, 1788, London, England—died April 19, 1824, Missolonghi, Greece.

British Romantic poet and satirist whose poetry and personality captured the imagination of Europe.

Vocabulary

Artifice: Dissimulation, folding, appearance.
Lich: Lifeless, dead
Sumptuous: Magnificent, large, expensive

Other works

- "Beppo"
- "Childe Harold's Pilgrimage"
- "Don Juan"
- "Lara
- "Giaour, The"
- "Hours of Idleness"
- "Manfred"
- "Sardanapalus"
- The Bride of Abydos"

Phrases

"A thousand years scarce serve to form a state; An hour may lay it in the dust. "
Lord Byron: Childe Harold's Pilgrimage

"Think'st thou existence doth depend on time? It doth; but actions are our epochs."
Lord Byron: Manfred
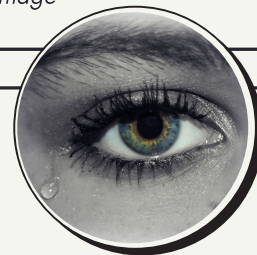
The tear

When Friendship or Love
Our sympathies move;
When Truth, in a glance, should appear,
The lips may beguile,
With a dimple or smile,
But the test of affection's a Tear

Too oft is a smile
But the hypocrite's wile,
To mask detestation, or fear;
Give me the soft sigh,
Whilst the soultelling eye
Is dimm'd, for a time, with a Tear:

Mild Charity's glow,
To us mortals below,
Shows the soul from barbarity clear;
Compassion will melt,
Where this virtue is felt,
And its dew is diffused in a Tear:

The man, doom'd to sail
With the blast of the gale,
Through billows Atlantic to steer,
As he bends o'er the wave
Which may soon be his grave,
The green sparkles bright with a Tear;

AFTER READING

NAME _____   TEACHER _____

COURSE _____   DATE _____

When reading the story, it is important to know the story
Select the specified reading and list the important reading points in the box below.

▼ **Indicates the number of times the words are repeated** ◯
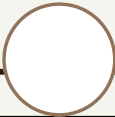
Tear

Pride

Smile

Soul

_____

The feeling of nostalgia gives life.

The tears that cause love and friendship.

The value of tears.

The reasons why the poet has mourned in his life.

◯

▲ **Underscores the theme of this poem**

▶ Create an acrostic

◯

T _____

E _____

A _____

R _____

Identify whether the above points are for or against a specific argument. Add a + or a - in each circle.

What is the meaning of tears to you?

_____

_____

_____

_____

Name a few moments when you've shed tears.

_____

_____

_____

_____

What should be our attitude in the face of the various adversities that life presents to us?

_____

_____

_____

_____

Did the author get his message across?

_____

_____

_____

_____

_____

JANE AUSTEN

About the author

born December 16, 1775, Steventon, Hampshire, England—died July 18, 1817, Winchester, Hampshire.

The daughter of a rector, she lived in the circumscribed world of minor landed gentry and country clergy that she was to use in her writing; her closest companion was her sister, Cassandra.

Vocabulary

Vex: disturb, especially by minor irritations.
R**apture**: a state of being carried away by overwhelming emotion.
H**aughty**: having or showing arrogant superiority
Endear: make attractive or lovable
Swell increase in size, magnitude, number, or intensity.

Other works

- Emma
- Lady Susan
- Mansfield Park
- Northanger Abbey
- Persuasion
- Sense and Sensibility

Phrases

" If there is anything disagreeable going on men are always sure to get out of it. "
–Persuasion

" IOne half of the world cannot understand the pleasures of the other. "
– Emma

Pride and prejudice

"Which do you mean?" and turning round, he looked for a moment at Elizabeth, till catching her eye, he withdrew his own and coldly said, "She is tolerable; but not handsome enough to tempt me; and I am in no humour at present to give consequence to young ladies who are slighted by other men. You had better return to your partner and enjoy her smiles, for you are wasting your time with me."

"In vain have I struggled. It will not do. My feelings will not be repressed. You must allow me to tell you how ardently I admire and love you." Elizabeth's astonishment was beyond expression. She stared, coloured, doubted, and was silent. This he considered sufficient encouragement, and the avowal of all that he felt and had long felt for her, immediately followed. He spoke well, but there were feelings besides those of the heart to be detailed, and he was not more eloquent on the subject of tenderness than of pride. His sense of her inferiority—of its being a degradation—of the family obstacles which judgment had always opposed to inclination, were dwelt on with a warmth which seemed due to the consequence he was wounding, but was very unlikely to recommend his suit."

Frag. Chapter 4

AWhen Jane and Elizabeth were alone, the former, who had been cautious in her praise of Mr. Bingley before, expressed to her sister just how very much she admired him.

"He is just what a young man ought to be," said she, "sensible, good-humoured, lively; and I never saw such happy man-ners!--so much ease, with such perfect good breeding!"

"He is also handsome," replied Elizabeth, "which a young man ought likewise to be, if he possibly can. His character is thereby complete."

"I was very much flattered by his asking me to dance a second time. I did not expect such a compliment."

"Did not you? I did for you. But that is one great difference between us. Compliments always take you by surprise, and me never. What could be more natural than his asking you again? He could not help seeing that you were about five times as pretty as every other woman in the room. No thanks to his gallantry for that. Well, he certainly is very agreeable, and I give you leave to like him. You have liked many a stupider person."

Dear Lizzy!"
"Oh! you are a great deal too apt, you know, to like people in general. You never see a fault in anybody. All the world are good and agreeable in your eyes. I never heard you speak ill of a human being in your life."
"I would not wish to be hasty in censuring anyone; but I always speak what I think."

"I know you do; and it is that which makes the wonder. With your good sense, to be so honestly blind to the follies and nonsense of others! Affectation of candour is common enough--one meets with it everywhere. But to be candid without ostentation or design--to take the good of everybody's character and make it still better, and say nothing of the bad- belongs to you alone. And so you like this man's sisters, too, do you? Their manners are not equal to his."

"Certainly not--at first. But they are very pleasing women when you converse with them. Miss Bingley is to live with her brother, and keep his house; and I am much mistaken if we shall not find a very charming neighbour in her."

Elizabeth listened in silence, but was not convinced; their behaviour at the assembly had not been calculated to please in general; and with more quickness of observation and less pliancy of temper than her sister, and with a judgement too unassailed by any attention to herself, she was very little disposed to approve them. They were in fact very fine ladies; not deficient in good humour when they were pleased, nor in the power of making themselves agreeable when they chose it, but proud and conceited. They were rather handsome, had been educated in one of the first private seminaries in town, had a fortune of twenty thousand pounds, were in the habit of spending more than they ought, and of associating with people of rank, and were therefore in every respect entitled to think well of themselves, and meanly of others. They were of a respectable family in the north of England; a circumstance more deeply impressed on their memories than that their brother's fortune and their own had been acquired by trade.

MeMr. Bingley inherited property to the amount of nearly a hundred thousand pounds from his father, who had intended to purchase an estate, but did not live to do it. Mr. Bingley intended it likewise, and sometimes made choice of his county; but as he was now provided with a good house and the liberty of a manor, it was doubtful to many of those who best knew the easiness of his temper, whether he might not spend the remainder of his days at Netherfield, and leave the next generation to purchase.

His sisters were anxious for his having an estate of his own; but, though he was now only established as a tenant, Miss Bingley was by no means unwilling to preside at his table--nor was Mrs. Hurst, who had married a man of more fashion than fortune, less disposed to consider his house as her home when it suited her. Mr. Bingley had not been of age two years, when he was tempted by an accidental

recommendation to look at Netherfield House. He did look at it, and into it for half-an-hour--was pleased with the situation and the principal rooms, satisfied with what the owner said in its praise, and took it immediately.

Between him and Darcy there was a very steady friendship, in spite of great opposition of character. Bingley was endeared to Darcy by the easiness, openness, and ductility of his temper, though no disposition could offer a greater contrast to his own, and though with his own he never appeared dissatisfied. On the strength of Darcy's regard, Bingley had the firmest reliance, and of his judgement the highest opinion. In understanding, Darcy was the superior. Bingley was by no means deficient, but Darcy was clever. He was at the same time haughty, reserved, and fastidious, and his manners, though well-bred, were not inviting. In that respect his friend had greatly the advantage. Bingley was sure of being liked wherever he appeared, Darcy was continually giving offense.

Chapter 4

The manner in which they spoke of the Meryton assembly was sufficiently characteristic. Bingley had never met with more pleasant people or prettier girls in his life; everybody had been most kind and attentive to him; there had been no formality, no stiffness; he had soon felt acquainted with all the room; and, as to Miss Bennet, he could not conceive an angel more beautiful. Darcy, on the contrary, had seen a collection of people in whom there was little beauty and no fashion, for

none of whom he had felt the smallest interest, and from none received either attention or pleasure. Miss Bennet he acknowledged to be pretty, but she smiled too much.

Mrs. Hurst and her sister allowed it to be so--but still they admired her and liked her, and pronounced her to be a sweet girl, and one whom they would not object to know more of. Miss Bennet was therefore established as a sweet girl, and their brother felt authorized by such commendation to think of her as he chose.
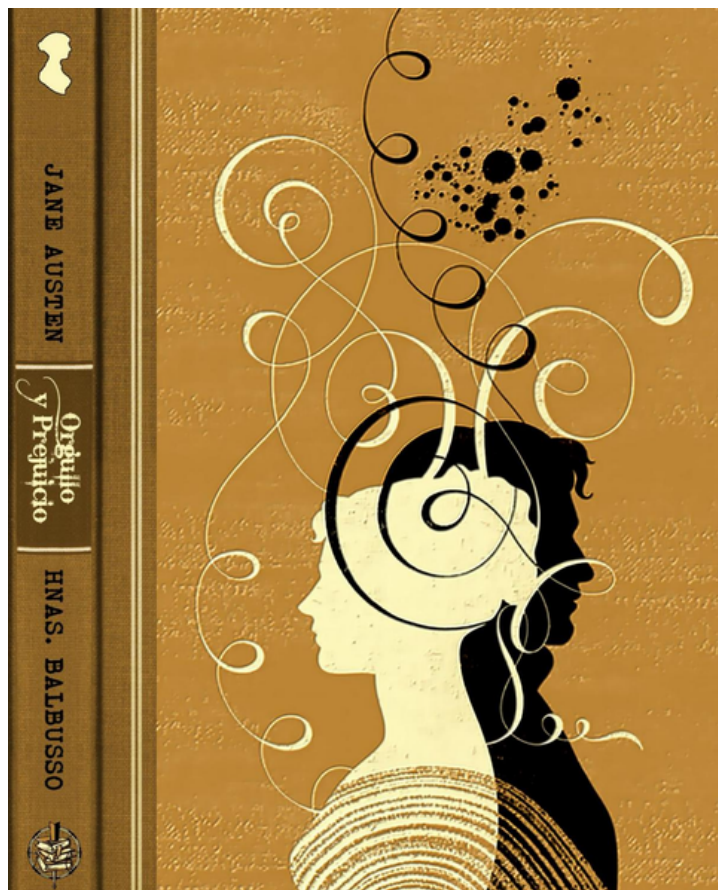
AFTER READING

NAME _____   TEACHER _____

COURSE _____   DATE _____

When reading the story, it is important to know the story
Select the specified reading and list the important reading points in the box below.

▼ **Complete the following table referring to some information from the text.**

Name of the main character	
Where the story is set	
what is the text situation	
another character's name	

_____
_____
_____
_____
_____
_____
_____
_____
_____

▲ **Write the main idea of the text**

▶ **Create an acrostic**

P _____

R _____

I _____

D _____

E _____

Identify whether the above points are for or against a specific argument. Add a + or a - in each circle.

What is the meaning of prejudice to you?

_____

_____

_____

_____

Name a few moments where Elizabeth intervenes.

_____

_____

_____

_____

What should be our attitude in the face of the various adversities that life presents to us?

_____

_____

_____

_____

Did the author get his message across?

_____

_____

_____

_____

_____

_____

J. K. ROWLING

About the author

Joanne Rowling.

born July 31, 1965, Yate, near Bristol, England

Joanne went to school at Wyedean Comprehensive School and then went on to study French and Classics at the University of Exeter. Her Classics studies would come in very handy later when she was thinking up all the spells in Harry Potter, some of which are based on Latin!

Vocabulary

Este algoritmo matemático para encontrar aproximaciones de raíces (también conocido como el método de Newton-Raphson) produce una mejor aproximación de las raíces de una función valorada.

Other works

- The Casual Vacancy
- The Cuckoo's Calling
- The Silkworm
- Career of Evil
- Lethal White
- Troubled Blood

Phrases

"If you want to know what a man's like, take a good look at how he treats his inferiors, not his equals."

"It does not do to dwell on dreams and forget to live."

Harry Potter and the Sorcerer's Stone

"Good luck, Harry," he murmured. He turned on his heel and with a swish of his cloak, he was gone.

A breeze ruffled the neat hedges of Privet Drive, which lay silent and tidy under the inky sky, the very last place you would expect astonishing things to happen. Harry Potter rolled over inside his blankets without waking up. One small hand closed on the letter beside him and he slept on, not knowing he was special, not knowing he was famous, not knowing he would be woken in a few hours' time by Mrs. Dursley's scream as she opened the front door to put out the milk bottles, nor that he would spend the next few weeks being prodded and pinched by his cousin Dudley... He couldn't know that at this very moment, people meeting in secret all over the country were holding up their glasses and saying in hushed voices: "To Harry Potter — the boy who lived!"

The tale of three brothers

There were once three brothers who were travelling along a lonely, winding road at twilight. In time, the brothers reached a river too deep to wade through and too dangerous to swim across. However, these brothers were learned in the magical arts, and so they simply waved their wands and made a bridge appear across the treacherous water. They were halfway across it when they found their path blocked by a hooded figure.

And Death spoke to them. He was angry that he had been cheated out of three new victims, for travellers usually drowned in the river. But Death was cunning. He pretended to congratulate the three brothers upon their magic, and said that each had earned a prize for having been clever enough to evade him.

So the oldest brother, who was a combative man, asked for a wand more powerful than any in existence: a wand that must always win duels for its owner, a wand worthy of a wizard who had conquered Death! So Death crossed to an elder tree on the banks of the river, fashioned a wand from a branch that hung there, and gave it to the oldest brother.

Then the second brother, who was an arrogant man, decided that he wanted to humiliate Death still further, and asked for the power to recall others from Death. So Death picked up a stone from the riverbank and gave it to the second brother, and told him that the stone would have the power to bring back the dead.

And then Death asked the third and youngest brother what he would like. The youngest brother was the humblest and also the wisest of the brothers, and he did not trust Death. So he asked for something that would enable him to go forth from that place without being followed by Death. And Death, most unwillingly, handed over his own Cloak of Invisibility.

Then Death stood aside and allowed the three brothers to continue on their way and they did so, talking with wonder of the adventure they had had, and admiring Death's gifts. In due course the brothers separated, each for his own destination.

The first brother travelled on for a week or more, and reaching a distant village, he sought out a fellow wizard with whom he had a quarrel. Naturally, with the Elder Wand as his weapon, he could not fail to win the duel that followed. Leaving his enemy dead upon the floor, the oldest brother proceeded to an inn, where he boasted loudly of the powerful wand he had snatched from Death himself, and of how it made him invincible.

The tale of three brothers

That very night, another wizard crept upon the oldest brother as he lay, wine-sodden, upon his bed. The thief took the wand and, for good measure, slit the oldest brother's throat.
And so Death took the first brother for his own.

Meanwhile, the second brother journeyed to his own home, where he lived alone. Here he took out the stone that had the power to recall the dead, and turned it thrice in his hand. To his amazement and his delight, the figure of the girl he had once hoped to marry before her untimely death appeared at once before him.

Yet she was silent and cold, separated from him as though by a veil. Though she had returned to the mortal world, she did not truly belong there and suffered. Finally, the second brother, driven mad with hopeless longing, killed himself so as truly to join her. And so Death took the second brother for his own.

But though Death searched for the third brother for many years, he was never able to find him. It was only when he had attained a great age that the youngest brother finally took off the Cloak of Invisibility and gave it to his son. And then he greeted Death as an old friend, and went with him gladly, and, equals, they departed this life.

AFTER READING

NAME _____   TEACHER _____

COURSE _____   DATE _____

When reading the story, it is important to know the story
Select the specified reading and list the important reading points in the box below.

▼ **Complete the following mental map of horizontal development with the main topic and ideas.**
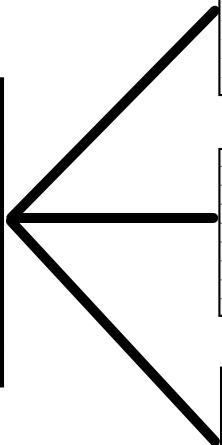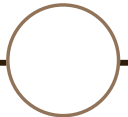
▶ **Word search**

The tale of three brothers

S	T	O	N	E	H	H
M	A	G	I	C	C	X
L	N	W	A	N	D	V
R	W	I	Z	A	R	D
E	J	D	E	A	T	H
P	U	D	W	U	O	Z
C	L	O	A	K	T	I

CLOAK   DEATH
MAGIC   STONE
WAND   WIZARD

Identify whether the above points are for or against a specific argument. Add a + or a - in each circle.

How many brothers are there? What does each one ask for and why?

_____

_____

_____

_____

If you had any of the relics in your possession, what would it be and why?

_____

_____

_____

_____

What do you think is the message of the story?

_____

_____

_____

_____

If you could change the ending of the story, what would it be?

_____

_____

_____

_____

_____

About the author

Sir Arthur Ignatius Conan Doyle

orn May 22, 1859, Edinburgh, Scotland. Died July 7, 1930, Crowborough, Sussex, England

Scottish writer best known for his creation of the detective Sherlock Holmes—one of the most vivid and enduring characters in English fiction.

Vocabulary

Surgeon a physician who specializes in surgery.

Queer Street an embarrassing situation or condition; especially : a condition marked by financial difficulties.

Trifle something of little value, substance, or importance.

Other works

- The Great Shadow
- The White Company
- The Mystery of Cloomber
- The Lost Gallery
- Songs of Action
- A Duet

Phrases

"It has long been an axiom of mine that the little things are infinitely the most important."
The Adventures of Sherlock Holmes

"When you have eliminated the impossible, whatever remains, however improbable, must be the truth?"
The Sign of Four
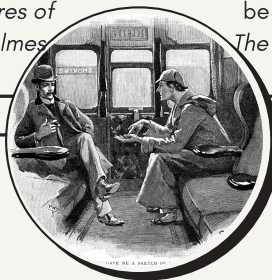
A Study in Scarlet

- La obra de tres volúmenes de Newton titulada Philosophiæ Naturalis Principia Mathematica y publicada en 1687 expone las leyes del movimiento (la base de la mecánica clásica), las leyes de Newton de la fuerza de gravedad universal y las leyes de Kepler del movimiento planetario.

Light In The Darkness
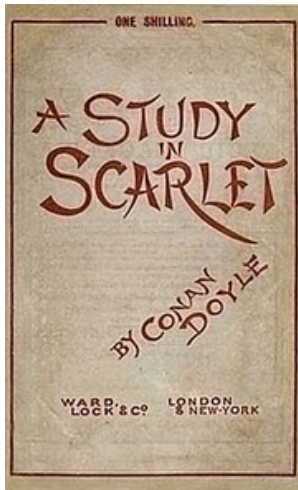
AThe intelligence with which Lestrade greeted us was so momentous and so unexpected, that we were all three fairly dumbfounded. Gregson sprang out of his chair and upset the remainder of his whiskey and water. I stared in silence at Sherlock Holmes, whose lips were compressed and his brows drawn down over his eyes.

"Stangerson too!" he muttered. "The plot thickens."
"It was quite thick enough before," grumbled Lestrade, taking a chair. "I seem to have dropped into a sort of council of war."
"Are you—are you sure of this piece of intelligence?" stammered Gregson.
"I have just come from his room," said Lestrade. "I was the first to discover what had occurred."
"We have been hearing Gregson's view of the matter," Holmes observed. "Would you mind letting us know what you have seen and done?"

"I have no objection," Lestrade answered, seating himself. "I freely confess that I was of the opinion that Stangerson was concerned in the death of Drebber. This fresh development has shown me that I was completely mistaken. Full of the one idea, I set myself to find out what had become of the Secretary. They had been seen together at Euston Station about half-past eight on the evening of the third. At two in the morning Drebber had been found in the Brixton Road. The question which confronted me was to find out how Stangerson had been employed between 8.30 and the time of the crime, and what had become of him afterwards. I telegraphed to Liverpool, giving a description of the man, and warning them to keep a watch upon the American boats. I then set to work calling upon all the hotels and lodging-houses in the vicinity of Euston. You see, I argued that if Drebber and his companion had become separated, the natural course for the latter would be to put up somewhere in the vicinity for the night, and then to hang about the station again next morning."

"They would be likely to agree on some meeting-place beforehand," remarked Holmes.
"So it proved. I spent the whole of yesterday evening in making enquiries entirely without avail. This morning I began very early, and at eight o'clock I reached Halliday's Private Hotel, in Little George Street. On my enquiry as to whether a Mr. Stangerson was living there, they at once answered me in the affirmative.
"'No doubt you are the gentleman whom he was expecting,' they said. ' He has been waiting for a gentleman for two days.'

"'Where is he now?' I asked.

"'He is upstairs in bed. He wished to be called at nine.'

"'I will go up and see him at once,' I said.

"It seemed to me that my sudden appearance might shake his nerves and lead him to say something unguarded. The Boots volunteered to show me the room: it was on the second floor, and there was a small corridor leading up to it. The Boots pointed out the door to me, and was about to go downstairs again when I saw something that made me feel sickish, in spite of my twenty years' experience. From under the door there curled a little red ribbon of blood, which had meandered across the passage and formed a little pool along the skirting at the other side. I gave a cry, which brought the Boots back. He nearly fainted when he saw it. The door was locked on the inside, but we put our shoulders to it, and knocked it in. The window of the room was open, and beside the window, all huddled up, lay the body of a man in his nightdress. He was quite dead, and had been for some time, for his limbs were rigid and cold. When we turned him over, the Boots recognized him at once as being the same gentleman who had engaged the room under the name of Joseph Stangerson. The cause of death was a deep stab in the left side, which must have penetrated the heart. And now comes the strangest part of the affair. What do you suppose was above the murdered man?"

I felt a creeping of the flesh, and a presentiment of coming horror, even before Sherlock Holmes answered.

"The word RACHE, written in letters of blood," he said.

"That was it," said Lestrade, in an awe-struck voice; and we were all silent for a while.

There was something so methodical and so incomprehensible about the deeds of this unknown assassin, that it imparted a fresh ghastliness to his crimes. My nerves, which were steady enough on the field of battle tingled as I thought of it.

The man was seen," continued Lestrade. "A milk boy, passing on his way to the dairy, happened to walk down the lane which leads from the mews at the back of the hotel. He noticed that a ladder, which usually lay there, was raised against one of the windows of the second floor, which was wide open. After passing, he looked back and saw a man descend the ladder. He came down so quietly and openly that the boy imagined him to be some carpenter or joiner at work in the hotel. He took no particular notice of him, beyond thinking in his own mind that it was early for him to be at work. He has an impression that the man was tall, had a reddish face, and was dressed in a long, brownish coat. He must have stayed in the room some little time after the murder, for we found blood-stained water in the basin, where he had washed his hands, and marks on the sheets where he had deliberately wiped his knife."

A study in scarlet.

I glanced at Holmes on hearing the description of the murderer, which tallied so exactly with his own. There was, however, no trace of exultation or satisfaction upon his face.

"Did you find nothing in the room which could furnish a clue to the murderer?" he asked.

"Nothing. Stangerson had Drebber's purse in his pocket, but it seems that this was usual, as he did all the paying. There was eighty odd pounds in it, but nothing had been taken. Whatever the motives of these extraordinary crimes, robbery is certainly not one of them. There were no papers or memoranda in the murdered man's pocket, except a single telegram, dated from Cleveland about a month ago, and containing the words, 'J. H. is in Europe.' There was no name appended to this message."

"And there was nothing else?" Holmes asked.

"Nothing of any importance. The man's novel, with which he had read himself to sleep was lying upon the bed, and his pipe was on a chair beside him. There was a glass of water on the table, and on the window-sill a small chip ointment box containing a couple of pills."

Sherlock Holmes sprang from his chair with an exclamation of delight.

"The last link," he cried, exultantly. "My case is complete."

The two detectives stared at him in amazement.

"I have now in my hands," my companion said, confidently, "all the threads which have formed such a tangle. There are, of course, details to be filled in, but I am as certain of all the main facts, from the time that Drebber parted from Stangerson at the station, up to the discovery of the body of the latter, as if I had seen them with my own eyes. I will give you a proof of my knowledge. Could you lay your hand upon those pills?"

AFTER READING

NAME _____   TEACHER _____

COURSE _____   DATE _____

When reading the story, it is important to know the story
Select the specified reading and list the important reading points in the box below.

▼ Mention which characters appear in the fragment?

_____

_____

_____

_____

_____

_____

_____

A STUDY IN SCARLET
A LIGHT IN TTHE DARKNESS
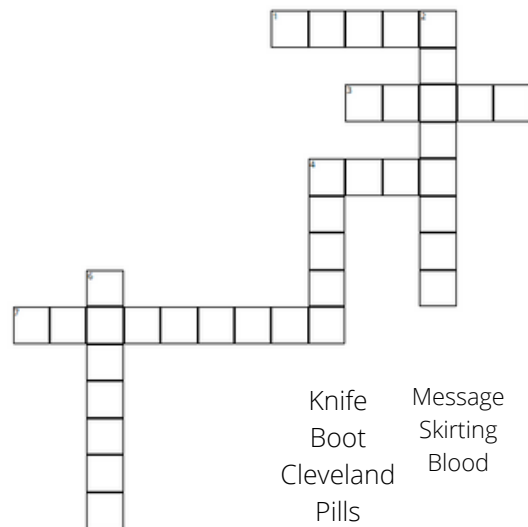
Knife
Boot
Cleveland
Pills

Message
Skirting
Blood

▲ Solve the crossword puzzle

▶ Create an acrostic

S _____

C _____

A _____

R _____

L _____

E _____

T _____

Identify whether the above points are for or against a specific argument. Add a + or - in each circle.

The detectives communicate with their colleagues in North America by telegraph. What did this device consist of? Did the telephone already exist?

_____

_____

_____

_____

What was RACHE written with?

_____

_____

_____

_____

What documents or papers were in the dead man's pockets, and what did they say?

_____

_____

_____

_____

Do you like this style of novel, yes, no, why?

_____

_____

_____

_____

_____
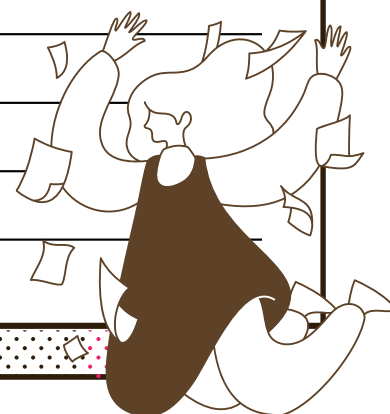
MARY SHELLEY

About the author

Mary Wollstonecraft Shelley / Mary Wollstonecraft Godwin.

Born August 30, 1797, London, England Died February 1, 1851, London.

The only daughter of William Godwin and Mary Wollstonecraft, she met the young poet Percy Bysshe Shelley in 1812 and eloped with him to France in July 1814. The couple were married in 1816, after Shelley's first wife had committed suicide. After her husband's death in 1822, she returned to England and devoted herself to publicizing Shelley's writings and to educating their only surviving child, Percy Florence Shelley. She published her late husband's Posthumous Poems (1824); she also edited his Poetical Works (1839), with long and invaluable notes, and his prose works. Her Journal is a rich source of Shelley biography, and her letters are an indispensable adjunct.

Vocabulary

- **Abhorrence:** the feeling of hatred or dislike.
- **Ignominious:** worthy of shame or causing shame or embarrassment.
- **Dogmatism:** presenting ideas as undeniably true without consideration of other opinions or facts.
- **Lethargy:** a state of sluggishness or lifelessness.
- **Assertion:** a solemn and serious statement of something.

Phrases

"Nothing contributes so much to tranquilize the mind as a steady purpose—a point on which the soul may fix its intellectual eye."
Frankenstein

Other Works

- "Falkner"
- "Frankenstein; or, The Modern Prometheus" "History of a Six Weeks
- Tour"
- "Lodore"
- "Selected Letters of Mary Wollstonecraft Shelley"
- "The Fortunes of Perkin Warbeck"
- "The Journals of Mary Shelley, 1814-1844" "The Last Man"
- "Valperga"

Frankestein

Volumen II
Capítulo Uno

Nothing is more painful to the human mind than, after the feelings have been worked up by a quick succession of events, the dead calmness of inaction and certainty which follows and deprives the soul both of hope and fear. Justine died, she rested, and I was alive. The blood flowed freely in my veins, but a weight of despair and remorse pressed on my heart which nothing could remove. Sleep fled from my eyes; I wandered like an evil spirit, for I had committed deeds of mischief beyond description horrible, and more, much more (I persuaded myself) was yet behind. Yet my heart overflowed with kindness and the love of virtue. I had begun life with benevolent intentions and thirsted for the moment when I should put them in practice and make myself useful to my fellow beings. Now all was blasted; instead of that serenity of conscience which allowed me to look back upon the past with self-satisfaction, and from thence to gather promise of new hopes, I was seized by remorse and the sense of guilt, which hurried me away to a hell of intense tortures such as no language can describe.

This state of mind preyed upon my health, which had perhaps never entirely recovered from the first shock it had sustained. I shunned the face of man; all sound of joy or complacency was torture to me; solitude was my only consolation—deep, dark, deathlike solitude.

My father observed with pain the alteration perceptible in my disposition and habits and endeavoured by arguments deduced from the feelings of his serene conscience and guiltless life to inspire me with fortitude and awaken in me the courage to dispel the dark cloud which brooded over me. "Do you think, Victor," said he, "that I do not suffer also? No one could love a child more than I loved your brother"—tears came into his eyes as he spoke—"but is it not a duty to the survivors that we should refrain from augmenting their unhappiness by an appearance of immoderate grief? It is also a duty owed to yourself, for excessive sorrow prevents improvement or enjoyment, or even the discharge of daily usefulness, without which no man is fit for society."

This advice, although good, was totally inapplicable to my case; I should have been the first to hide my grief and console my friends if remorse had not mingled its bitterness, and terror its alarm, with my other sensations. Now I could only answer my father with a look of despair and endeavour to hide myself from his view.

About this time we retired to our house at Belrive. This change was particularly agreeable to me. The shutting of the gates regularly at ten o'clock and the impossibility of remaining on the lake after that hour had rendered our residence within the walls of Geneva very irksome to me. I was now free.

Chapter 9

Often, after the rest of the family had retired for the night, I took the boat and passed many hours upon the water. Sometimes, with my sails set, I was carried by the wind; and sometimes, after rowing into the middle of the lake, I left the boat to pursue its own course and gave way to my own miserable reflections. I was often tempted, when all was at peace around me, and I the only unquiet thing that wandered restless in a scene so beautiful and heavenly—if I except some bat, or the frogs, whose harsh and interrupted croaking was heard only when I approached the shore— often, I say, I was tempted to plunge into the silent lake, that the waters might close over me and my calamities forever. But I was restrained, when I thought of the heroic and suffering Elizabeth, whom I tenderly loved, and whose existence was bound up in mine. I thought also of my father and surviving brother; should I by my base desertion leave them exposed and unprotected to the malice of the fiend whom I had let loose among them?

At these moments I wept bitterly and wished that peace would revisit my mind only that I might afford them consolation and happiness. But that could not be. Remorse extinguished every hope. I had been the author of unalterable evils, and I lived in daily fear lest the monster whom I had created should perpetrate some new wickedness. I had an obscure feeling that all was not over and that he would still commit some signal crime, which by its enormity should almost efface the recollection of the past. There was always scope for fear so long as anything I loved remained behind. My abhorrence of this fiend cannot be conceived. When I thought of him I gnashed my teeth, my eyes became inflamed, and I ardently wished to extinguish that life which I had so thoughtlessly bestowed. When I reflected on his crimes and malice, my hatred and revenge burst all bounds of moderation. I would have made a pilgrimage to the highest peak of the Andes, could I when there have precipitated him to their base.

AFTER READING

NAME _____

COURSE _____

TEACHER _____

DATE _____

When reading the story, it is important to know the story
Select the specified reading and list the important reading points in the box below.

▼ **Fill in the mind map**

Solitude

_____
_____
_____
_____
_____
_____
_____
_____
_____
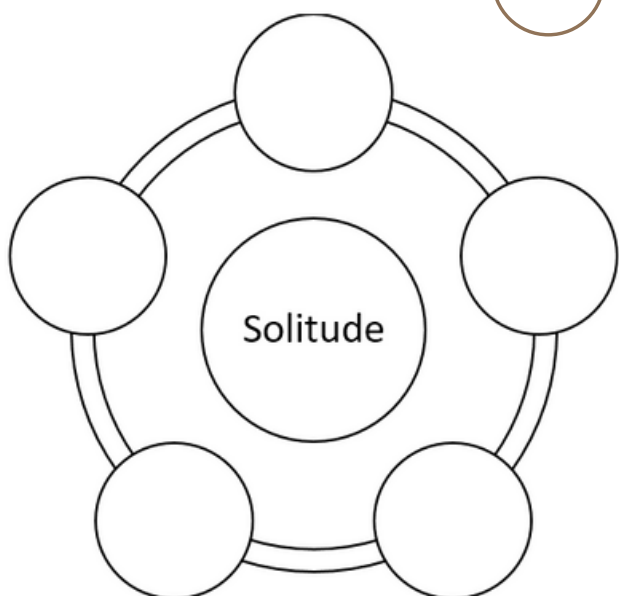
▲ **What are the frequent thoughts in the protagonist.**
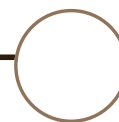
▶ **Choose the correct answer.**

What kind of story can be deduced that corresponds to the cover?

a) It is dedicated to children.
b) It is a construction manual.
c) It has horror elements.
d) It is about adventures.

What resource is "The world was for me a secret that I aspired to discover"?

a) Simile
b) Metaphor
c) Hyperbole
d) Personification

Identify whether the above points are for or against a specific argument. Add a + or - in each circle.

Do you really consider Frankenstein a horror story? Why?

_____

_____

_____

_____

Have you ever felt the way the character narrates? When and how did you cope with it?

_____

_____

_____

_____

Science has brought many things to humankind (vaccines, all kinds of devices and machines...), but are they all positive? Do you think that limits should be placed on science? Why?

_____

_____

_____

_____

What do you know about the cultural and literary movement known as Romanticism? Look up information about it and write down some of its characteristics.

_____

_____

_____

_____

_____

4.7 Cronogrms of activities

Table 23

Chronogram of activities

TASKS		December				January				February				March			
		Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
1	Assign the project	x															
2	asynchronous activity	x															
3	Analysis of the Chapter 1		x														
4	asynchronous activity		x														
5	Asynchronous activity of the Chapter 1			x													
6	analysis of the Chapter 2				x	x											
7	Asynchronous activity					x											
8	Asynchronous activity of the Chapter 2						x										
9	review of the Chapter 2						x										
10	review of the Chapter 3							x	x								
11	review of the Chapter 3									x							
12	review of the Chapter 3										x						
13	synchronous Activity											x	x				
14	review of the Chapter 4													x	x		
15	Review of the documents															x	x

Key Dates			
Nov-27	Assign Project	Feb 7-14	Instrument application and data collection
Dic-12	Show first progress	Feb 21	Share selected concepts
Jan-7	Contac with the institution	Feb 24-25	Analysis of results
Jan-13	Class Observation	Mar 4-11	Design proposal
Jan 18-22	Design of instruments	Mar. 14-20	Final report

4.8 Feasibility

4.8.1 Financial

The planned proposal is financially feasible, thanks to the various options to study in our country because of the COVID-19 pandemic. That means that it can be distributed in a face-to-face or a virtual class. In case of using, it through a digital format, it would not generate any additional costs for the teacher or the student, in contrast to the physical distribution, since this entails printing and distribution costs. Finally, researchers estimate an average of $ 0,05 cents or less per worksheet, which can vary, according to the activities proposed by the teacher.

4.8.2 Technological

The feasibility of this research project is effectively demonstrated by its distribution, since it uses the digital media that students already implement to develop their classes within the educational institution. Likewise, the activities can be used through the website or uploaded to different digital platforms; a proposal in portable document format (PDF) is a well-known and easily accessible format. In addition, the meetings of the LCs can be done by Zoom, Meet, Teams, among others.

4.8.3 Human

It is important to emphasize that the proposal is feasible for the members who represent the Public Educational Unit Enrique Gil Gilbert. In the case of students, this does not limit their skills, but allows them to choose the role with which they feel more

comfortable for the development of the LCs; or, regarding teachers, this helps them play the role as facilitators, explore more about students, know what they think to give their opinions when forming their critical thinking.

4.9 Conclusions

- According to the research conducted, the researchers determined that the implementation and use of LCs are necessary. Even though teachers know the contribution and meaning of LCs, they do not implement them in their classes, limiting students' critical thinking development.

- Students do not show interest on English literature because teachers do not use these literary texts as a support material for the reading skill activities. Nevertheless, most second-grade students of BGU have a basic level of English that allows them to understand the main ideas of the text and specific phrases.

- Currently, in the educational unit, the classes are being carried out through virtual modality, which affects the development of classes, due to the limited time given for each activity.

- In the classroom, there is no impact on the students when using only educational texts or English literature texts; this, because high school students have a technical sub-specialization, and the teaching of literary texts is not included in the academic plan.

- The survey applied to teachers allowed to know their opinion about LCs and English literature texts, and it also determined that the non-use of these factors

significantly affects the development of reading comprehension skills in English classes.

- Although most students show interest on reading, that is not an encouraged habit in Ecuadorian culture, and the use of LCs of English literature is not suggested as a support material in English classes for the curriculum The Foreign Language (2016); however, students show the desire to know a little more about these texts.

- For students, the use of LCs is an innovative way to carry out the reading comprehension skill activities; and, although they are not related to this strategy, they are willing to try it out if the teacher implements it in the classroom.

4.10 Recommendations

- It is recommended that teachers find ways to implement LCs as a key strategy for the development of their classes; thus, increasing students' critical thinking and English language skills.

- It is suggested that this research topic is studied again, but classroom-oriented, in order to learn English as a second language. Moreover, a population with a better level of English can be considered to implement the proposal.

- It is preferable to conduct the data collection and analysis over a more extended period for future research. The researchers suggest 1 to 2 educational periods (quimesters).

- For the right implementation of the LCs, it is recommended to use the booklet shown in this research project, where teachers and students can find the

worksheets implemented in the LCs sessions and texts written by recognized authors in English literature that can be used to develop reading skills.

- The use of more formative activities and reading control activities that encourage the habit of reading in students is suggested.

- The researchers recommend that, when implementing the LCs, students should establish a specific schedule for general meetings with the other members and the teacher and prepare a final presentation where they all present the roles they have played throughout the development of the events.

References

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APPENDIX 1

ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE ITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE _
LENGUA YLITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

TRABAJO DE TITULACIÓN

Fecha: _09/12/2021

Nombre de la propuesta de trabajo de la titulación	Tema: **THE IMPACT OF ENGLISH LITERATURE IN THE DEVELOPMENT OF READING COMPREHENSION SKILLS.** PROPUESTA: USING LITERATURE CIRCLES TO DEVELOP COMPREHENSION AND CRITICAL THINKING FOR THE B1 LEVEL.
Nombre del estudiante (s)	**Lascano Zambrano Erick Alexander** **Lainez Pozo Gealena Lilibeth**

Facultad	Filosofía Letras y Ciencias de la Educación	**Carrera**	Lengua y literatura inglesa o francesa o italiana o alemana.
Línea de Investigación	*Estrategias Educativas Integradoras e Inclusivas*	**Sublíneas de investigación**	*Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras*
Fecha de presentación de la propuesta de trabajo de titulación	**9/12/2021**	**Fecha de evaluación de la propuesta de trabajo de titulación**	

ASPECTO POR CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	**NO**	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublíneas de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología por emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

	APROBADO
	APROBADO CON OBSERVACIONES
	NO APROBADO

_____

Firma del Presidente del Consejo de Facultad
CC: MSc. Alfonso Sánchez Ávila - Directora de Carrera
MSc. Rodrigo Guerrero Segura - Gestor de Integración Curricular y Seguimiento a Graduados

ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION.
CARRERA LENGUA Y LITERATURA INGLESA O FRANCESA O ALEMANA O ITALIANA

Guayaquil, 9 de Diciembre del 2021

Sr (a). Sara Anaguano Pérez
Directora De Las Carreras De Lenguas Y Lingüística,
Lengua Y Literatura Inglesa, francesa, Alemana O Italiana – PIN

En su despacho. -

De nuestra consideración:

Nosotros, Victor Alfonso Almeida Pacheco, docente tutor del trabajo de titulación y los estudiante (s) Gealena Lilibeth Lainez Pozo y Erick Alexander Lascano Zambrano de la Carrera Lengua y Literatura inglesa o francesa o alemana o italiana comunicamos que acordamos Realizar las tutorías semanales en el siguiente horario: lunes desde las 12h00 hasta las 14h00 durante el periodo ordinario 2021 Ciclo II.
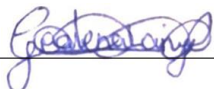
De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70%.
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso de titulación conforme al calendario académico.

Tengo conocimiento que son requisitos para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudios, y haber aprobado las fases de tutoría y revisión y las materias del módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Gealena Lilibeth Lainez Pozo
C..I.: 2450926791

Erick Alexander Lascano Zambrano
C..I.: 0950829663

VICTOR ALFONSO ALMEIDA PACHECO
Firmado digitalmente por VICTOR ALFONSO ALMEIDA PACHECO
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Victor Alfonso Almeida Pacheco
C..I.: 0926535196

Oficio No. UG-LENGUAS-2022-042

Guayaquil, 05 de enero del 2022

Máster
Patricia Paredes López
RECTORA DE LA UNIDAD EDUCATIVA ENRIQUE GIL GILBERT
Ciudad.

ASUNTO: AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DE SU TÍTULO DE TERCER NIVEL, COMO LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y el suscrito Máster Sara Anaguano Pérez, en su calidad de Docente - Directora de la Carrera de Lenguas, modalidades semestral y anual del presente periodo académico 2021-2022, CICLO II, hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrar las variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social.

Bajo este contexto, me permito presentar a los siguientes discentes:
LAINEZ POZO GEALENA LILIBETH, con C.I. Nro. 2450926791
LASCANO ZAMBRANO ERICK ALEXANDER, con C.I. Nro. 0950829663

Actualmente matriculados en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciados en Ciencias de la Educación Mención Lengua Inglesa y Lingüística; debiendo previamente efectuar su proyecto educativo, con el objetivo de implementar estrategias de solución que ayuden a superar las dificultades de los estudiantes en procesos de aprendizaje de mayor complejidad como la asignatura de inglés.

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se les brinden las facilidades necesarias a los discentes mencionados anteriormente para que puedan desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta a los correos institucionales:
sara.anaguanop@ug.edu.ec
titulacion.lenguas@ug.edu.ec
alexandra.delgadol@ug.edu.ec

Seguro de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo, y sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.

Atentamente,

SARA LORENA
ANAGUANO
PEREZ

Firmado digitalmente por SARA LORENA ANAGUANO PEREZ
Nombre de reconocimiento (DN): cn=SARA LORENA ANAGUANO
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MSc. SARA ANAGUANO PEREZ
DIRECTORA
CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN
MODALIDADES SEMESTRAL Y ANUAL
sara.anaguanop@ug.edu.ec

c.c.: *MSc. Rodrigo Guerrero Segura, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2021-2022; y Estudiantes interesados*

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	*Ing. Alexandra Delgado López*	*SECRETARIA 1*	
Aprobado por:	*MSc. Rodrigo Guerrero Segura*	*GESTOR DE TITULACIÓN*	

Oficio No. UG-LENGUAS- 2021-080
Guayaquil, 29 de noviembre del 2021

MSc.
Víctor Alfonso Almeida Pacheco
PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -

De mi consideración:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado **Docente – Tutor Individual** de Proyectos Educativos.

En esta designación constan los nombres de los estudiantes de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (semestral), **LAINEZ POZO GEALENA LILIBETH Y LASCANO ZAMBRANO ERICK ALEXANDER,** con el tema y propuesta aprobado por el Consejo de Facultad:

TOPIC: THE IMPACT OF ENGLISH LITERATURE IN THE DEVELOPMENT OF READING COMPREHENSION SKILL **PROPOSAL**: USING LITERATURE CIRCLES TO DEVELOP COMPREHENSION AND CRITICAL THINKING FOR THE B1 LEVEL

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.

El Instructivo del Proceso de Titulación de grado de la Universidad de Guayaquil, señala en su parte: **DEL DESARROLLO Y EVALUACIÓN DEL PROCESO DE TITULACIÓN, OPCIÓN TRABAJO DE TITULACIÓN.**

TUTORÍAS INDIVIDUALES.- Son funciones del docente- tutor de trabajo de titulación las siguientes:
▪ Realizar la tutoría a los estudiantes asignados dos horas semanales por cada trabajo de titulación, o las veces que considere pertinente, según la disponibilidad del docente.
▪ Supervisar sistemáticamente a los estudiantes asignados, con el objetivo de guiarlo adecuadamente durante toda la fase de tutoría del trabajo de titulación.
▪ Realizar el control de las tutorías desarrolladas, el que deberá ser entregado a las instancias pertinentes **(Anexo IV. INFORME DE AVANCE DE LA GESTIÓN TUTORIAL).**

Luego de finalizado el plazo de tutorías de trabajos de titulación, de acuerdo al calendario académico, corresponde a los docentes tutores realizar el procedimiento de revisión de trabajo de titulación, con el sistema de detección de coincidencias URKUND e ingresar al módulo

UNIVERSIDAD DE GUAYAQUIL
◉ Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
◉ www.ug.edu.ec

Oficio No. UG-LENGUAS- 2021-080
Guayaquil, 29 de noviembre del 2021

informático de titulación (SIUG) el certificado de anti plagio, con un porcentaje de similitud máximo de 10%, y asentar la calificación de tutoría de titulación a cada estudiante asignado.

DE LAS ATRIBUCIONES:

- ✓ Asesorar a estudiantes postulantes a titulación en la elaboración de propuestas de trabajos de titulación, de acuerdo a la línea de investigación en la que se inscriba y establecer con los estudiantes los acuerdos de plan de tutoría del periodo académico.
- ✓ Ofrecer el acompañamiento metodológico investigativo requerido en calidad de docente tutor, en función de las necesidades de los estudiantes.
- ✓ Evaluar los trabajos de titulación en conformidad con las rúbricas de evaluación establecidas de tutor, revisor y/o miembro del tribunal de sustentación.
- ✓ Cumplir con la entrega a la Dirección de la Carrera de la rúbrica de evaluación de trabajo de titulación.
- ✓ Realizar el asentamiento de la calificación de titulación en el sistema académico en las fechas establecidas en el calendario académico.

Agradezco por su valiosa gestión, sin otro particular, me suscribo de usted no sin antes expresarle mi sentimiento de alta consideración y estima.

Atentamente,

SARA ANAGUANO

Firmado digitalmente por SARA ANAGUANO
Nombre de reconocimiento (DN): cn=SARA ANAGUANO
Fecha: 2022.01.31 14:35:18 -05'00'

MSc. SARA ANAGUANO PÉREZ
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c.c.: MSc. Rodrigo Guerrero Segura, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2021-2022 y estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA

UNIVERSIDAD DE GUAYAQUIL
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🌐 www.ug.edu.ec

UNIDAD EDUCATIVA

ENRIQUE GIL GILBERT

CONTABILIDAD, INFORMÁTICA, CIENCIAS,
ORGANIZACIÓN Y GESTIÓN DE LA SECRETARÍA, GESTIÓN ADMIISTRATIVA
VÍCTOR MANUEL RENDÓN 505 Y ESCOBEDO
ins-enrique-gil-gilbert@hotmail.com
TELÉFONO: 2-305215

Guayaquil, marzo 07 de 2022

MSC.
SARA ANAGUANO PEREZ
DIRECTORA DE LA CARRERA DE LENGUAS (ANUAL Y SEMESTRAL)
Ciudad

De mis consideraciones:

Reciba un atento saludos, en mención al requerimiento solicitado, tengo a bien informar que la Unidad educativa fiscal "Enríquez Gil Gilbert" acepta el desarrollo de proyecto de titulación educativo desarrollado por los estudiantes Erick Lazcano Zambrano y Gealena Lainez Pozo de Requisito previo a la obtención del título de Licenciado en Ciencias de la Educación mención Lengua y Literatura Inglesa aplicado con los estudiantes de SEGUNDO DE BACHILLERATO.

Tema: The impact of English literature in the development of reading comprehension skills.

Propuesta: Using literature circles to develop comprehension and critical thinking.

Particular que comunico para los fines legales pertinentes.

Atentamente,

Msc. Patricia Paredes López
RECTORA

ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Msc. Victor Alfonso Almeida Pacheco

Tipo de trabajo de titulación: Proyecto de investigación.

Título del trabajo: The impact of English literature in the development of reading
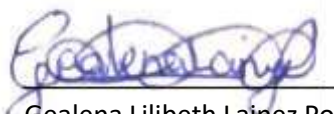
comprehension skills.

Propuesta: Using literature circles to develop comprehension and critical thinking
for the B1 level Carrera: Lengua Y Literatura Inglesa, francesa, Alemana O Italiana

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORIA	DURACION		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	07 Diciembre 2021	Indicaciones Generales	12:00	14:00	Indicaciones Generales
2	13 Diciembre 2021	Revisión del anexo 1	12:00	14:00	Cambios en el nivel lingüístico de la propuesta
3	20 Diciembre 2021	Revisión capítulo 1	12:00	14:00	Corrección en citas y normas APA
4	17 Enero 2022	Revisión capítulo 2 Avance del capítulo 2	12:00	14:00	Orientación sobre el desarrollo del capitulo
5	24 Enero 2022	Revisión capítulo 2 Avance del capítulo 3	12:00	14:00	Corrección en citas y normas APA
6	31 Enero 2022	Revisión del capítulo 3 Diseño de instrumentos	12:00	14:00	Cambio instrumentos y arreglos en las preguntas
7	7 Febrero 2022	Revisión capítulo 3 Análisis de resultados	12:00	14:00	Correcciones de párrafos y síntesis en el texto.
8	14 Febrero 2022	Revisión capítulo 3 Avance capítulo 4	12:00	14:00	Corrección en citas y normas APA
9	21 Febrero 2022	Revisión capítulo 4 Presentación de propuesta	12:00	14:00	Orientación sobre el desarrollo del capitulo
10	14 Marzo 2022	Revisión final	12:00	14:00	Correcciones de forma en los documentos presentados

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RODRIGO ANTONIO GUERRERO SEGURA

MSc. Victor Alfonso Almeida Pacheco
Docente Tutor
C.I.: 0926535196

MSc Rodrigo Guerrero Segura
Gestor de Integración Curricular
C.I.: 0910135557

Gealena Lilibeth Lainez Pozo
C.I.: 2450926791

Erick Alexander Lascano Zambrano
C.I.: 0950829663

ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: The impact of English literature in the development of reading comprehension skills.

Propuesta: Using literature circles to develop comprehensive and critical thinking

for the B1 level.Autor: Erick Alexander Lascano Zambrano

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.3
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV.	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	0.8
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	
El título identifica de forma correcta los objetivos de la investigación.	1	0.9
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	0.9
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.7
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.4
CALIFICACIÓN TOTAL *9.3		

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

**El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).

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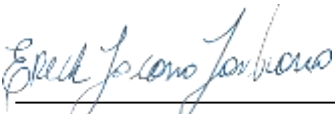Msc. Victor Alfonso Almeida Pacheco

No. C.I. 0926535196

FECHA: 16 Marzo 2022

ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: The impact of English literature in the development of reading comprehension skills.

Propuesta: Using literature circles to develop comprehensive and critical thinking
for the B1 level .Autor: Gealena Lilibeth Lainez Pozo

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.3
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV.	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	0.8
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	
El título identifica de forma correcta los objetivos de la investigación.	1	0.9
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	0.9
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.7
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.4
CALIFICACIÓN TOTAL *9.3		

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

**El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).

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No. C.I. 0926535196
FECHA: 16 Marzo 2022

ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA LENGUA Y LITERATURA INGLESA, FRANCESA, ALEMANA O ITALIANA.

Guayaquil, 16 Marzo, 2022

MAGISTER
SARA ANAGUANO PEREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
UNIVERSIDAD DE GUAYAQUIL
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **The impact of English literature in the development of reading comprehension skills** de los estudiantes **Gealena Lilibeth Lainez Pozo y Erick Alexander Lascano Zambrano,** indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

☐El trabajo es el resultado de una investigación.

☐El estudiante demuestra conocimiento profesional integral.

☐El trabajo presenta una propuesta en el área de conocimiento.

☐El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO,** para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

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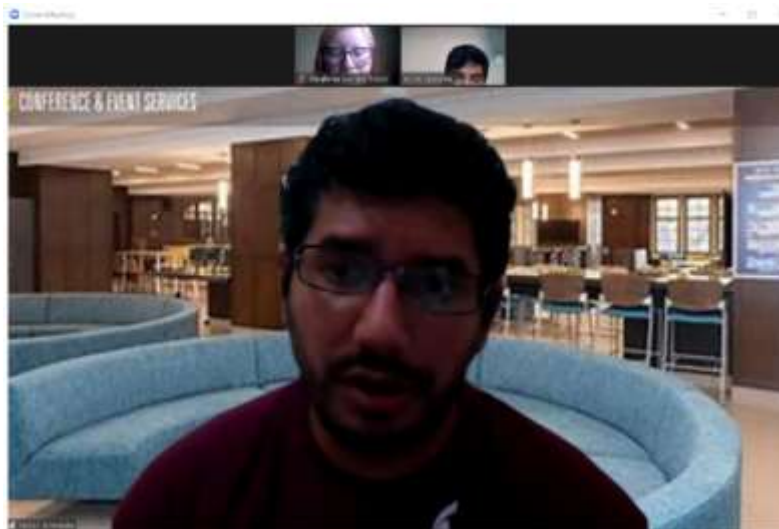
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Msc. Victor Alfonso Almeida Pacheco
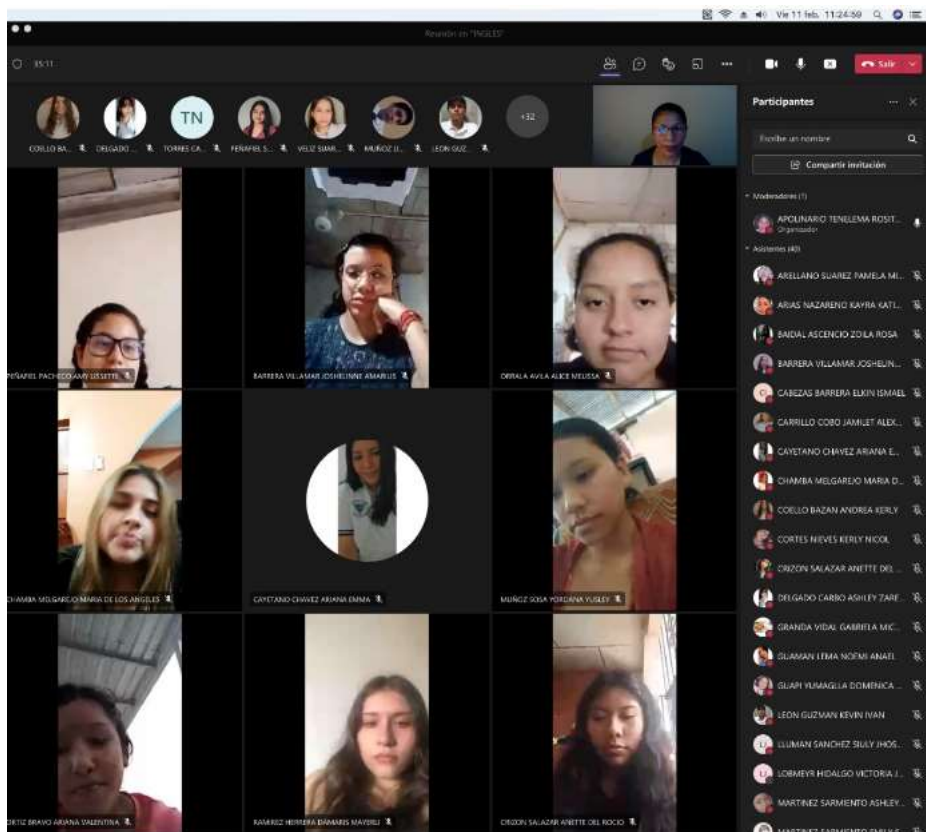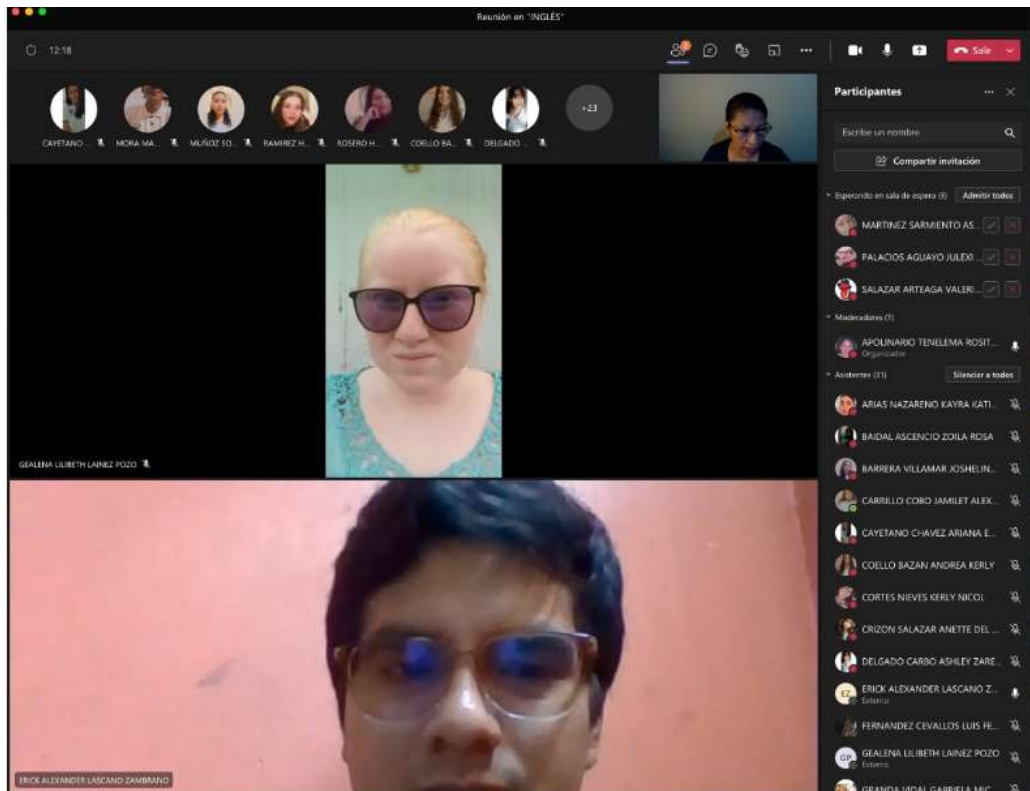C.I. 0926535196
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APPENDIX 2

Tutorials with Msc. Victor Alfonso Almeida Pacheco.

Institution

Public Educational Unit Eenriquez Gil Gilbert

Administration of the instruments

Objective: To identify the measures of reading compression that students have and how it influences their training.

Instructions:

A) Read the statement and mark with an X in the item considered appropriate.

B) The questions have the following guidelines:

Always ( ) Sometimes ( ) Never ( )

C) Remember to respond as sincerely as possible. The results of this survey will be used only for research purposes.

N°	Question	Always	sometimes	Never
1	In your daily life you maintain a reading habit.			
2	identify the primary and secondary ideas of a text.			
3	After reading a text, can you make graphic organizers?			
4	Do you often imagine the worlds where reading takes place?			
5	Through reading, one can learn information on topics of general interest.			
6	Is it easy to understand the message the author wanted to convey?			
7	Do you prefer to read self-contained books or sagas?			
8	When the literary work that you are reading has a second part, are you interested in reading it?			
9	Using different reading techniques will help improve and keep grades.			
10	Do you think keeping a reading habit will improve academic performance?			

Survey teachers

Objective: To identify teachers' opinions on the use of Literature circles in English classes and the potential effect on students ' reading comprehension skills and critical thinking.

A) Read the statement and mark with an X in the item considered appropriate.

B) The statements have the following guidelines:

Agree ( ) Disagree ( )

C) Remember to respond as sincerely as possible. The results of this survey will be used only for research purposes.

1. Do you think it is essential to use literary texts to practice reading comprehension skills?

Agree		Disagree	

2. Do reading habits improve students' academic performance?

Agree		Disagree	

3. In English classes, do students show any interest in English literature texts?

Agree		Disagree	

4. Do you use literary works of English Literature in your English class?

Agree		Disagree	

APPENDIX 3

Questionary students

Objective: To identify the measures of reading compression that students have and how it influences their training.

Instructions:

A) Read the statement and mark with an X in the item considered appropriate.

B) The questions have the following guidelines:

Always ( )   Sometimes ()   Never ( )

C) Remember to respond as sincerely as possible. The results of this survey will be used only for research purposes.

N°	Question	Always	sometimes	Never
1	In your daily life you maintain a reading habit.			
2	identify the primary and secondary ideas of a text.			
3	After reading a text, can you make graphic organizers?			
4	Do you often imagine the worlds where reading takes place?			
5	Through reading, one can learn information on topics of general interest.			
6	Is it easy to understand the message the author wanted to convey?			
7	Do you prefer to read self-contained books or sagas?			
8	When the literary work that you are reading has a second part, are you interested in reading it?			
9	Using different reading techniques will help improve and keep grades.			
10	Do you think keeping a reading habit will improve academic performance?			

Observation

Objective: To evaluate the impact on students of the use of reading comprehension strategies for the development of critical thinking.

A) Read the statement and mark with an X in the item considered appropriate.

B) The statements have the following guidelines:

Yes ( )   No ( )

Students	Yes	No
• Students develop reading comprehension activities		
• Student's practice reading models in classes		
• Students express their opinions about the test		
• Students can develop good critical thinking		
• Students use their reading materials correctly		
Teachers		
• Teachers develop strategies to boost reading comprehension skills in the classroom		
• teachers focus on to develop students critical thinking		
• Teachers use texts of English Literature in their classes		
• Teachers teach students the habits of reading		
• Teachers use Literature circles as a strategy to improve reading comprehension skills		

• Teachers evaluate students´ knowledge		
The environment		
• Classes are organized		
• Use of reading materials in classes (books, worksheets, brochures, etc.)		
• Activities take place in time-controlled classes		
• The readings used are easy to understand		
• Role sheets are used after finishing the reading of a text		

Survey teachers

Objective: To identify teachers' opinions on the use of Literature circles in English classes and the potential effect on students ' reading comprehension skills and critical thinking.

A) Read the statement and mark with an X in the item considered appropriate.

B) The statements have the following guidelines:

Agree ( )   Disagree ( )

C) Remember to respond as sincerely as possible. The results of this survey will be used only for research purposes.

1. Do you think it is essential to use literary texts to practice reading comprehension skills?

Agree		Disagree	

2. Do reading habits improve students' academic performance?

Agree		Disagree	

3. In English classes, do students show any interest in English literature texts?

Agree		Disagree	

4. Do you use literary works of English Literature in your English class?

Agree		Disagree	

5. Do you think using different reading techniques will help students improve their reading comprehension skills of the text?

Agree		Disagree	

6. Do you know the meaning of Literature circles?

Agree		Disagree	

7. Do you consider the use of literature circles to develop reading skills as a promising strategy?

Agree		Disagree	

8. Would you implement literary circles and their worksheets in your English class?

Agree		Disagree	

9. Do you develop activities that encourage students' critical thinking ?

Agree		Disagree	

10.Can students form their own critical thinking about a text in English Literature?

Agree		Disagree	