

**SHORT STORIES: ENHANCING READING COMPREHENSION LEVELS THROUGH
LITERATURE-BASED INSTRUCTION**

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Abstract

The present project is set in the action research type within a qualitative research paradigm. This proposal attended to an academical necessity concerning the development of the reading comprehension levels in an EFL classroom. This study was carried out with a group of ninth grade students at Instituto Pedagógico Nacional in Bogotá. Therefore, the process of observation and diagnosis revealed that students presented a lack of development of their reading skills, specifically in relation to the reading comprehension levels. Hence, the project established as a main purpose to analyze the impact of using a set of activities based on short stories with situated contents designed under the principles of the literature-based instruction approach to develop the reading comprehension skills. Regarding the previous information, this project displayed a pedagogical proposal that revealed an advance regarding responses from the participants' learning and enhancement regarding their reading comprehension levels, vocabulary, pronunciation, motivation, the acquisition of knowledges non-related to the academical curriculum and overall, the use of the foreign language to express their ideas connecting their own context. To conclude, this project contributes to the work of using literature in the EFL context in connection with the literature-based instruction approach that supported the intervention to follow an organized process.

Key words: Short stories, literature-based instruction approach, reading skill, reading comprehension levels, situated contents.

Resumen

El presente proyecto se enmarca dentro del tipo de investigación-acción en un paradigma de investigación cualitativa. Esta propuesta respondió a una necesidad académica relacionada con el desarrollo de los niveles de comprensión lectora en un salón de clase en inglés. El estudio se llevó a cabo con un grupo de estudiantes de noveno grado en el Instituto Pedagógico Nacional de Bogotá. Así, el proceso de observación y diagnóstico reveló que los estudiantes presentaban una falta de desarrollo en sus habilidades de lectura, específicamente en lo relacionado con los niveles de comprensión lectora. Por lo tanto, el proyecto estableció como objetivo principal analizar el impacto de utilizar un conjunto de actividades basadas en cuentos cortos con contenidos situados, diseñados bajo los principios de un enfoque de enseñanza basado en literatura, para desarrollar las habilidades de comprensión lectora. En relación con la información previa, este proyecto presentó una propuesta pedagógica que reveló un avance en el aprendizaje de los participantes y en la mejora de sus niveles de comprensión lectora, vocabulario, pronunciación, motivación, adquisición de conocimientos no relacionados con el currículo académico y, en general, el uso del inglés para expresar sus ideas conectando su propio contexto. A modo de conclusión, este proyecto contribuye al trabajo de utilizar la literatura en el contexto de enseñanza de inglés como lengua extranjera en conexión con el enfoque de enseñanza basado en literatura, que respaldó la intervención para seguir un proceso.

Palabras clave: Cuentos cortos, enfoque basado en el uso de literatura, habilidad lectora, niveles de comprensión lectora, contenidos situados.

List of contents

Chapter I: The Problem	1
Local and institutional context	1
Population	2
Statement of the problem.....	3
Rationale	5
Research Question.....	7
General Objective	7
Specific Objectives.....	7
Chapter II: Theoretical Framework and Literature Review	8
State of Art	8
Theoretical Framework	14
Literature in the Educative Field	15
Short Stories with situated contents	16
Reading Skill and Comprehension Levels	18
Literature-based instruction approach.....	22
Chapter III: Research Design.....	25
Research Paradigm.....	25
Type of Research	26
Data Collection Instruments and procedures	28
Diagnostic Test.....	29
Field Notes.....	29
Questionnaires	30
Artifacts	31
Ethical Considerations	31
Data Collection Procedures.....	32

Chapter IV: Pedagogical Instruction	33
Curricular vision	33
Vision of language	34
Vision of learning	35
Vision of classroom	36
Instructional design.....	37
Chapter V: Data Analysis and Findings	42
Data Analysis Procedures.....	42
Categories of the Analysis	43
Category 1: Supportive role of activities based on short stories with situated contents.	45
Category 2: Literature-based approach as a methodic guide to undertake reading	60
Category 3: Influential factors in the development of the proposal.....	66
Chapter VI: Conclusions and Implications	72
Conclusions.....	72
Implications	74
Limitations	76
Further Research.....	77
References.....	78
Annexes	82

Chapter I: The Problem

Local and institutional context

This project was developed at the school Instituto Pedagógico Nacional (IPN), a public institution located in Bogotá, specifically in Usaquén. This area of the city is perceived as residential, but also as commercial or financial. Mainly, around the school there are suburban sectors, although in the vicinity of the institution there are evident places of commerce, such as the Unicentro shopping center. In addition, according to the Cámara de Comercio de Bogotá (2006) the inhabitants of this town have been classified in socioeconomic strata 4,5 and 6, although the majority belong to the stratum 5 and 6 (p.30).

In terms of academic structure, the school has developed its trajectory in the preschool, basic primary, basic secondary and middle educational levels. Additionally, the institution has large spaces and buildings, which are divided into blocks between primary and secondary. Additionally, the school has a garden sector for the primary educational level, and has two buildings for secondary courses, which has a library, computer room, restaurant, and areas for recess time. In particular, the classroom for ninth grade tended to change every fifteen days where the class was in the computer room. Both classrooms possessed television (TV) available for classes, its use depended on the type of class. In terms of resources or materials, it is important to highlight the use of digital materials, workshops and guides designed by the teacher.

Regarding the school, the Instituto Pedagógico Nacional was recognized in 2018 as National Historical and Cultural Heritage as a result of its contribution to the history of public education in Colombia and its training in various academic fields responding to challenges in society (Instituto Pedagógico Nacional, 2019, p.9). Additionally, the school is known as a laboratory school, due to its search for pedagogical alternatives that transform the educational task.

Moreover, it is necessary to mention the pedagogical principles that underlie the educational exercise in the institution. Thus, the Instituto Pedagógico Nacional aims to achieve and develop comprehensive training within the framework of a pedagogical horizon focused on coexistence, passion for knowledge and pedagogical innovation. In addition, it emphasizes three strategies that allow this objective to be achieved: pedagogical projects, living in community and innovation, research and teacher training. Even, through the Proyecto Educativo Institucional (PEI), the school declares that knowledge is based on three conditions: universality, objectivity, and codified communication in writing. Likewise, the tradition of the school emphasizes a pedagogy by projects, that is, a strategy that brings together the essence of integration that is built in community according to the interests of the students and the needs of society (Instituto Pedagógico Nacional, 2019, p.35). Following these strategies, it is evidently recognized that the ideal student must be aware of their social surroundings promoting their personal growth and the service for the community with assertive communication.

In compliance with the principles related to the evolution of students within the school and the development of values, the Instituto Pedagógico Nacional (2019) stated that, the concepts of plurality and difference, the tolerance around social distinctions and the respect for individual particularities to recognize the value of the condition of humanity and diversity (p.24). Hence, human growth of students is considered as an integral part of the process in which they are able to discuss and get to different agreements according to their position in society.

Population

This project engaged with a group of twenty-one (21) ninth-graders whose ages ranged between thirteen (13) to sixteen (16) years old and their social strata were ranked from two (2) to five (5). It is important to mention that, when the project finished, they were in tenth grade. Taking into account their academic schedule, it was from 7:00 am to 3:00 pm from Monday to Friday in which the English class took 3 hours a week,

however since their advance to tenth grade 1 hour and 30 minutes a week; regarding the material handled in class, the use of an English textbook and a virtual platform named Moodle were used to guide autonomous work at home.

The process of characterization started with an observation process allowing the researcher to contemplate students' behavior whose results displayed that students had great disposition to participate on activities and mechanics in the classroom, besides, they tended to respect the word of the teacher. Regarding the interpersonal relationships, students did not express themselves using bad words; instead, they try to understand the situation and followed dialogical notions to avoid conflicts. Also, they seemed highly motivated in the class when the teacher showed them games to practice the lesson or presenting the grammatical topic. On the other hand, a great weakness of them was that they did not participate autonomously, they seemed to be shy and without confidence to talk in front of their classmates. Finally, the group of students only participated when they were asked to do it, however, they showed a good attitude towards the English class and the EFL learning.

Statement of the problem

Considering the diagnosis held during the first semester of 2023 which was carried out through class observations and a diagnostic test, it was evidenced that students faced some difficulties in relation to the development of language skills in general, showing reading as the most concerning. During this extent of time, it was witnessed that the central objective of the classes was grammar and the emphasis on skills was focused on listening, speaking, and writing, without considering reading. In accordance with this scenario, there was no presence of a reading plan, instead the use of materials such as textbooks, workshops and digital platforms did not have any reading focus.

Additionally, the results of the diagnostic test implemented (see annex 6) under the B1.1 level of English proficiency according *Estandares Básicos de las Lenguas extranjeras:Inglés* (2006), demonstrated that the majority of students had problems reading paragraphs, difficulties in their ability to extract information and to make inferences from it. Contemplating that information, the deficiency in the development of the reading comprehension skills in the class was notorious. Then, following the *Estandares Básicos de las Lenguas extranjeras:Inglés* (2006) students approached to an A2.2 level, since they could understand the message and understand enough information from short narratives recognizing frequent vocabulary in common daily situations. However, they could not reach a higher level, because the participants did not achieve the understanding of feelings, thoughts and hidden messages regarding the characters. On the other hand, from curricular perspectives regarding education, the MEN (2006) state that students of a ninth grade should be able to identify literal structures such as beginning, development and finale in texts; in consonance students must be prepared to recognize implicit information. In accordance with the diagnosis, students' reading skills presented many difficulties, since they could not accomplish the recognition of literal structures from short text and their ability to infer deeper meanings was not revealed.

Considering what was stated previously, there were two situations that urged to be addressed, first is the traditional perspective of teaching observed in class, in which the academical system still considers that in the EFL classrooms teachers should work with grammar books, thinking of growth of the labor world without thinking of the students' interests, "the Colombian government and even the tradition of EFL in Colombia narrow those opportunities to the acquisition of a simple skill for competing in the labor market and obtaining a job" (Rodríguez, 2020, p.15). Consequently, the class is emphasizing on repeating the grammatical structure not permitting the student to interact with the language in context. On the other hand, the second situation was the

lack of the development of the reading skill, students found problems when they approached to texts showing low levels of reading comprehension, their literal, inferential and critical reading were not expressed.

Rationale

Nowadays in our globalized world, cultures are marked by different languages, there is an urge for a common one to keep contact. This concern highlighted the need for a shared language that enables a sense of community, on this basis the proposal of a language surges to give access to the new globalized societies (MEN, 2004). Hence, the Colombian Ministry of Education supports the learning of English, since it is a key language for education, because it is one of the most spoken languages in the world and allows communication in some areas of human development, also stimulates students to open their minds about different cultures around the world, facilitates the exchange of information, knowledge and experiences in which their main language is English. Taking into consideration the previous information, the settlement of English as a language to learn leads to an important task and challenge in this project to bring progress in the English proficiency of students.

Therefore, this project emphasized on the development of the reading comprehension levels, this concept is addressed on the field of *Estandares Básicos de Competencias en Lenguas Extranjeras: Inglés*, in which students must accomplish literal, inferential and have approximations to the critical reading level. Thus, the area of literal reading is addressed by Cassany (2003) stating the importance of acquiring the semantic extraction of meaning, in this way students keep getting new vocabulary, knowledge and expressions that allow them to have an expanded lexicon. Subsequently, in the field of inferential reading, there must be a hard work to develop students' creations of knowledge out of implicit and explicit ideas from the written texts, in this view students can involve the process of reading with more points of view created by themselves to understand the phenomena presented in the literary piece

(Montaña et al, 2017). Articulating the previous vision, this project developed a set of activities, in which students have their point of view heard, they can bring what is implicit in the texts to create more notions of what a process of reading is. Eventually, the critical level of reading comprehension has a great repercussion in Colombian education, because critical reading is a crucial process that must be developed since it helps to foster habits to recognize own and external reading experiences, allowing different ways of expression and understanding how knowledge is created through different contexts or human conditions (Rivera, 2019). As a final conception, the work on reading comprehension levels in this project attends different problems in education, since it addresses needs and concerns in education providing non-traditional approaches to EFL learning.

Along with the previous information, the set of activities were developed under the principles of the literature-based instruction approach to work in the classroom, following students' level of English proficiency from their A2.2 level. Hence, the existence of the approach allowed the introduction of the reading material connecting students' points of view, the development of workshops, the addressing of students' creation of opinion and ideas, the connection of the EFL curriculum with the proposal. In addition, the activities proposed likewise the approach followed a process in which students were guided from their reading skill level to a higher level of English reading proficiency.

To conclude, this project alludes the use of short stories as a main tool to develop a set of activities using the literature-based instruction, hence the implementation of this material in the EFL classroom addresses advantages in the process of teaching such as: students exposed to distinctive educational, intellectual, cultural and linguistic contexts, increases the interest in reading, works on reading comprehension and stimulates prior knowledge (Mustafa, 2022). Considering the above, short stories assume the role to guide the intervention in the classroom, having

in mind short stories are literary pieces that allows a quick implementation in which the introduction of the material is provided and the presentation of more topics is allowed.

Research Question

- What is the impact of using a set of activities based on short stories with situated contents designed under the principles of the literature-based instruction approach to develop ninth grader's level of reading comprehension levels?

General Objective

- To analyze the impact of using a set of activities based on short stories with situated contents designed under the principles of the literature-based instruction approach to develop ninth grader's reading comprehension levels.

Specific Objectives

- To outline the roles that a set of activities designed using short stories with situated contents could play in the development of the reading process in the EFL classroom.
- To identify students' responses to the implementation of short stories in their reading comprehension levels through the literature-based instruction approach in the EFL classroom.

Chapter II: Theoretical Framework and Literature Review

This chapter presents the literature review and theoretical framework that supported this research. To this extent, the state of the art is developed to explore the connections between other projects to this proposal, in addition the central constructs of the project are defined.

State of Art

The following section presents a description of the studies that are related in some way to this proposal. In this manner, these documents not only show the use of short stories, but also fairy tales, tales and illustrated fables to teach EFL, using the perspective of literature from a general vision in the educational process. Moreover, these studies aim to develop or improve different language skills, not just the reading skill. Additionally, it is highlighted that two of these documents are international and three are national.

The first research project considered in this chapter is *Aprender es todo un cuento: aprendizaje de inglés a través de cuentos en la biblioteca comunitaria la fuerza de las palabras*, it was elaborated by Daniel Calderón Aponte and Karen Stefant Posso Hernández in Bogotá in 2013. This study took place in a non-formal education context with participants whose ages ranged between seven years old to fourteen years old and their academic levels varied. In this manner, the main objective of this inquiry was to determine the impact of the tales as an integrative tool to promote the four language skills. Consequently, the use of literature is used as a device to improve and work on the English skills in the classroom, following a set of diverse activities to work on different knowledge areas, the authors highlighted the importance of these sources of material to enhance learning through reading.

Considering the methodology followed, the inquiry established six stages to achieve the results, the first one consisted of selecting the population and they were

able to see the foundation of the group. After having the group formed, a process of observation and diagnosis were addressed to have first notions of knowledge, obstacles, culture and possible aspects to work hard on. The following phase was conducted to create the set of activities, the selection of the material approached to the use of literature with tales, it was noted that the researchers asked the participants about their likes to work on the foreign language. Then, the phase of implementation started, in this segment the participants were asked to read no matter the pronunciation errors they could commit, they brought high importance to the reading process. The final stage had to do with a final evaluation, this process was connected to different skills developed in the project, starting from the reading skill with the material to oral production with recordings.

This research was significant to this proposal, since it revealed that literature could be used to develop English skills, even though their focus was on more skills than reading, the authors presented that the first step is always reading to comprehend the message and to motivate the participants in the engagement of the activities. Also, it was noted that the use of literature lead to different strategies allowing the learning of vocabulary, the improvement of linguistic skills and the association with sociocultural aspects, focusing on the positive impact on different processes.

The second research project is entitled: *Fairy tales and reading skills*, it was elaborated by Romina Betsabé Núñez Lescano in Ambato in 2023. The project was carried on an institute in Ecuador, there were seventeen participants whose ages ranged between nine to ten years old and their English proficiency level was A2. It is important to consider that the main objective of this project was to analyze the impact of fairy tales in reading skills, recognizing the effectiveness, the importance, and its usage. To be more specific, the reading skills are related to identifying the topic, predicting and guessing, reading for general understanding, reading for specific information, reading for detailed information and interpreting the text. According to the

author, the reading material was selected regarding the level of reading since difficult material could not encourage students to participate.

Contemplating the methodology of the inquiry it was found that, the author focused on the quantitative approach to classify their data in a numerical way, then a test from Cambridge was addressed with the purpose of collecting and analyzing data, inspecting the complications that participants have in their process of reading and how fairy tales were able to create an impact. The results gathered at the end of the research revealed that fairy tales enhance creativity and imagination when the student is included in the reading process, also the participant learned how to recognize unreal facts and understand their social relationships.

Hence, this inquiry was noteworthy to this project, because it showed the positive aspects of using fairy tales in students' reading process, considering them in different reading levels, enhancing their connection with their world in a socio-cultural trait, promoting learning of vocabulary and motivating the use of uncommon material for educational purposes. It is important to highlight the fact that, one of the most important aspects is to follow and create strategies that go beyond the traditional perspectives in learning and teaching processes and this project brought some key elements to follow in order to be successful.

The third research project contemplated is *Illustrated fables: a meaningful resource to approach vyls to EFL* elaborated by Jonh Sebastian Orozco Forero in Bogotá in 2020, the proposal was applied in an official institution, the participants were thirty-three first graders and their level of English had not been assessed before the project. Therefore, the main objectives were going towards the analysis of students' reactions and responses to the use of illustrated fables as a resource to approach EFL; also, the description of the effects of using illustrated fables on the development of foreign language skills.

Pondering on the methodology applied, the process started by gathering information, for that purpose the author carried out a process of observation, to collect data, characterize students and identify the problem. Then, the author delivered the ethical considerations regarding the parental permission to work with minors explaining the purpose and the benefits of the project. Afterwards, a diagnostic survey was conducted to know more about the students and their study habits specifying that was only for academic purposes; subsequently, the process or intervention started by cycles, giving participants their first notions to know themselves, learn about their relationship environment and their connections with the world. Addressing the results, students got engaged with the material, they were able to recall, interpret and give their artistic representation.

To conclude, this research project was notable for this research design, because the results showed a positive first approach to the language through literature using illustrated fables, students could retell the fable read in their own words without skipping important details, also they were able to understand and connect their relationship with the world.

The fourth inquiry is named: *The Perceptions of EFL Teachers and Students on the use of Short Stories to Enhance Reading Comprehension* by Sami Hussein Hakeem Barzani in Kurdistan Region, Iraq in 2020. This project was applied in high education, the participants were ten (10) EFL teachers and ten EFL students. Accordingly, the focus was guided to know participants' insight about the incidence of short stories in reading competence and was conducted by two main questions; the first one, what are the perceptions of teachers and students on the use of short stories to enhance reading comprehension? And how do these perceptions and viewpoints of the students and teachers compare? Considering students' experiences, they had some background studying English apart from the department, on the other hand,

teachers' experiences were positive and claimed to have taught using different materials and methods including the use of literary texts.

Mulling on the methodology, the researcher led the process with semi-structured interviews with seven open-ended questions in which traditional ways of teaching, attitudes towards the use of different materials, their insights about the use of short stories in teaching and the process of learning reading comprehension were asked. Regarding the results, teachers and students have positive perceptions of improvement in reading comprehension using short stories also, they consider that this kind of material reinforces the development of the foreign language skills in general; thus, reading activities and work in class provide meanings to produce oral and writing improvements, to conclude, the participants claimed that the use of literature is an innovative tool that must be added to the EFL curricula.

Correspondingly, for this proposal the perspectives presented were remarkable, since authors gathered positive outcomes for more than one language skill, in consonance, the inclusion of short stories got a nice acceptance in the development of the lessons and academic proposals that have similar purpose in relation to this project.

The fifth research that is considered as a reference in this project is entitled: *La influencia del texto literario en el aprendizaje del inglés como lengua extranjera: de la teoría a la práctica* by Luis Fernando Gómez in Bogotá, Colombia in 2015, this proposal took place at a Colombian University, the participants were twenty-four (24) students from the modern languages department. Therefore, the objective was to identify the aspects that arose from the students' appreciations regarding the use and influence of literary texts. Additionally, the project had an exploratory focal point and students' voices were taken as an essential element for the proposal.

The methodology consisted of a data collection process that was divided into three different moments: students' reflections in field diaries, interviews and observations based on field notes and recordings. Considering each element, in students' reflections the participants gave their personal opinion about the experience reading literary texts, their reflections were anonymous, and they had to write them in English to create a discussion for each literary piece; after that, the interview was necessary to understand students' appraisals in the end of the reading experience. Finally, the observation based on field notes and recordings was an important process to perceive students' reactions and interactions in consonance with the reading material in a detailed way, field notes were created after each class with the support of the recording. Accordingly, these components served the purpose of getting the personal concerns, participants' ways of thinking and relationships with the reading material, social environment and reflection-making.

Concerning the results, the author stated three points of discussion: literature as a tool to improve lexical competence, literature as a facilitator to reach and explore different cultures and experiences, finally literature as a critical thinking builder. These elements obtained in the results are related to the objectives of this research, since it shows connections that are connected to the intervention and creation of lesson plans focused on fostering approximations to the critical reading and learning of different topics.

The last research is entitled: *Creating a Book Club with a Critical Approach to Foster Literacy Practice* by Marcela Chapetón and Camila Chaves in Bogotá, Colombia in 2019, this proposal took place at a school with seven (7) high school students. Therefore, the objective of this study was to create a context in which participants engaged in meaningful conversations about the reading material, and regarding curriculum objectives the purpose was to deal with problem solving approaches, critical

issues and social studies, promoting emancipatory interests regarding students voices and collective existential freedoms.

The methodology that was addressed in the book club sessions followed six moments designed to engage students in reflective reading. In the world in the head phase, students activated prior knowledge through guided questions or videos to foster curiosity. During reading the text, students engaged with the story using various methods, emphasizing language as personal expression. Then, reading the world, students compared initial thoughts with the text's meaning and shared reflections through writing, drawing, or discussion. After, in the responding to worlds moment encouraged emotional and intellectual responses, while reading otherness fostered sharing and discussion of diverse viewpoints. Finally, the What If...? stage allowed students to explore alternative scenarios, linking the story to personal experiences. This approach promoted critical thinking, dialogue, and personal connections to literature.

Regarding the results, this study helped EFL students to engage with texts related to their experiences, promoting critical thinking and dialogue. Hence, the assistance of the teacher facilitated trust and participation, aligning with Freire's view of teachers as co-learners. This approach enhanced language learning and helped students connect with literature and the world, enriching their educational experience.

Theoretical Framework

For this research, it is essential to portray the main theoretical constructs that will be worked on and developed through this document; therefore, they are presented here: literature in the educative field, short stories with situated contents, reading skill and the literature-based instruction approach.

Literature in the Educative Field

Defining literature can be challenging because this concept has many views and meanings. In this sense, Eagleton's (2011) perception is considered "Perhaps literature is definable not according to whether it is fictional or 'imaginative', but because it uses language in peculiar ways" (p.2). In regard to the previous, literature depends on the way it is written and read, not for the stylistic motivation. Furthermore, in Eagleton's (2011) words literature intensifies ordinary language and transforms common interactions, however by doing it the ordinary speech delve into more intimate possessions of experience to the subjects involved, such as the reader and the author. In this sense, people who get into literature can find portrayals of the real world with a higher development of speech and common vocabulary enriching their encounter.

Then, literature can have an academic aim in the use of teaching EFL, because "the literary text is by nature an innovative and creative resource, full of adventures and unexpected and intriguing situations, with surprising and revealing role, which encourage the process of negotiation of meaning in the foreign language" (Gómez, 2015, p.5). Hence, students may find this use of literature interesting in the class, since they can interact with it and find the literary pieces as an authentic material; this kind of material is known to have the use of English in the most natural way as is stated in the following idea "an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort." (Morrow, 1997 cited in Gilmore, 2007, p.5). Therefore, it is evident how the authentic material is connected to the discourse, the context of production and the purpose of the activities to work with the text. Moreover, it is well mentioned that literature is a great source of authentic material, as Berardo (2006) stated that the student should not focus on the literary forms or stylistics, instead they should try to understand the literal meaning to have the interaction as a reader with the real text and

its implications mentioned before. Thus, students can see how English is produced in one of its most natural ways of expression.

In short, literature in this research is conceived as a source of authentic material, in which students are allowed to see the natural use of the language in the reading materials working on different views of the English language.

Short Stories with situated contents

This concept has different visions and could be understood from many perspectives, but the definition that is associated with the concern and its use in this project is linked to the connection of two concepts which are short stories and situated literacy.

Short stories refer to a prose narrative of limited length that is shorter than other types of literature creations, it usually deals with only a few characters, which can be read in a short time. So, it can be classified into different categories such as action, science fiction, comedy, drama, fantasy, adventure, etc. (Ghasemi, 2011 cited in Pilaguano, 2023, p.8). Regarding the previous definition, short stories can be addressed from different perspectives and literary themes; therefore, in this project this advantage will be taken into account to explore and work on different genres that were chosen by students and materials using the support elements in the classroom such as the TV and computer.

The use of short stories in the EFL classroom has gained popularity in current times, because they are easier to read than other literary genres such as novels or poetry. In fact, its name "short" demonstrates that the process of reading could be briefly explored by the student, the plot, characters, and the setting do not have a complex development, actually the work on the short story could be done in a few reading attempts (Pardede, 2011). In this sense, students can engage closely with the

text and explain the main events and give their own insights about the ideas written in the story.

On this basis, short stories portray a peculiar use of language that may help students to understand different language usage out of different context in literature following the sense of authentic material, they are practical because most short stories use simple daily expressions (idioms), enabling students to deal with them without significant difficulties. Short stories typically use both dialogues and statements, so that they can practically be used as models for conversation and grammatical practices (Pardede, 2021, p.7). Hence, students will get familiar with the use of English in the short stories accompanying the daily expressions, because this use of literature portrays most of the natural contexts in which a process of communication is running. However, participants in this project are demanded to work on different kinds of utterances as they develop their ideas and opinion-making in the class.

Afterwards, it is noteworthy to identify the advantages in the use short stories in the classroom; firstly, students are able to enjoy or find topics of interest when reading these literary pieces and get notions of literary competence yet the most important is that students can enhance or get contact with the linguistic skills while they work on it. Secondly, short stories have different difficulty levels and can be adapted according to the age and the English level of the reader, from children to adults and basic to complex use of the language. In addition, the autonomous work is fostered here, because students do not necessarily need the teacher to give their insights or explanation about the literary work (Pardede, 2011).

On the other hand, situated literacy is covering the proximity of students to the reading material, this is an important concern that this project wanted to address. The level of approach to the topic of the story that students can achieve is something that has different implications on how they are going to build their ideas. Pondering on that issue, the application of situated contents is an important consideration to keep

students in the context of the reading material to avoid isolation of contents, following Smith's ideas about this kind content (2004) "is not primarily about the skills of reading and writing but about the particular ways in which people make use of these skills in sites such as the family, the church, at work, and in the shopping centre." (p.1).

Regarding that information, situated literacy gives students the opportunity to get into knowledge that surrounds them and bring to the material what they already know or what they are already thinking of.

In the same manner, situated literacy considers the context of students and takes into account what students have worked on previously, Smith's (2004) stated "It is concerned with the kind of books and magazines they read, where they are read, and the purposes for which they read them. It is about the ways in which writing is used for social purposes and how these uses vary according to site and situation." (p.1). In consonance with the project, students are connecting what they are reading, writing and creating, following their position in this society regarding the reading material that is presented on each lesson plan designed.

Considering the link of between short stories and situated literacy, it is important to mention that the material and the presentation of it have the purpose of introducing literary pieces in a meaningful way and with different literary themes to the student; subsequently, students could feel motivated to read if they are interested in the topics presented that have traces of their own context showing an intrinsic relationship between both concepts.

Reading Skill and Comprehension Levels

Working EFL in the classroom seems to be a challenge for teachers, as long as they have to show and develop four language skills, known as basic skills of the language; then, it must be recognized that they are also divided into two groups that are the receptive skills (reading and listening) and productive skills (writing and

speaking). Hence, in this project the main focus is going to be the reading skill. Accordingly, the process that regards this skill is connected to the development of the deciphering structural elements, linguistic symbols and significant processes that flourish through imagination, reflection, comprehension and the recreation of thoughts and emotions (Villar, 2022, p.37). That process done by the student permits the analysis of the reading materials in terms of their acquisition of the significance they attribute to what they read.

Regarding the enhancement of the reading skill in the classroom will bring benefits to the learners of EFL, "Developing reading skill is needed. Most language production skills grow out from such text that the students hear or see" (Harmer, 2007 cited in Sholichah & Purbani, 2018, p.3). Hence, one of the first approaches of the EFL is connected to reading not only texts but also the images and the first perceptions that accompany them in the pre-reading, since they lead to the development to a more open comprehension and production of skills.

On the other hand, it is important to mention that students are going to read, talk and analyze the plot of the stories, in that regard it is important to bring a concrete definition of it to understand the importance of this concept as a broad part of analysis, hence Brooks' (1980) point of view revealed that the plot in a text "it is not only the outline of a narrative, demarcating its boundaries, it also suggests its intention of meaning, the direction of its scheme or machination for accomplishing a purpose." (p.503). The plot is shown as a central part of the material chosen, on top of that, the analysis of the it in the reading material is connected to the perception of Wheeler (2004, cited in Nursalim & Zulkarnain, 2019, p.83-84): exposition, that is the beginning and followed an initial description of the story. Rising action is the part that starts the storyline. Climax, it is the culmination of the main events, usually contains the problem to state the situation to a better or worse. Falling action, the complications are getting resolved. Finally, resolution or denouement that is the end of the story. For the main

purpose of this research and activity contents, it is essential that students recognize the division of the plot in literature to get the first notion of reading and analysis.

Therefore, in this project students' reading comprehension levels take a crucial role in the discussion of reading skill, since this aspect is composing a relevant element in the process of working on the principal objective of the research. Consequently, the reading process takes a high development in the interplay of different elements "reading is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading" (Snow, 2014 cited in Varita, 2017, p.236). The reading exercise as it was mentioned considers the comprehension levels as the essence of them, because it is a conjoined connection among different elements such as the perceptions of the reader, elements that give meaning and the possibility to answer questions or solve problems according to the situations in the production phase that students followed. In addition, students' comprehension levels are taken into account for the development of the set of activities in the implementation process, these levels are literal, inferential and approximations to the critical.

Accordingly, in this project the student is invited to go through the development of levels of reading comprehension, firstly the set of activities support the student to become a text user, in Villar's (2022) ideas involves the student to the process of reading, this with the objective of allowing them to construct the first notion of the reading material to get along with a first approach process (p.38). That approximation is related to the first level of reading that is the literal; in accordance with Cassany (2003), "read the lines refers to the literal comprehension of the words that composed a fragment and the capacity of decoding the semantic meaning" (p.116). In this project, that level of reading comprehension is going to be reviewed and applied, the student will be able to explain the main events that took place in different parts of the plot of the short stories, recognizing the narrator and characters. Then, the next level is the

inferential reading, the addressing of this is a key aspect in the development of reading comprehension in this project, Cassany (2003) attributed this type of reading as a construction of the subject in the sense of inferring more of what is stated in the reading material and go beyond the initial literal message. With this in mind, students can anticipate some events, understand different types of symbols, get ideas of characters' motivations and feelings, and create their own personal perspective of the world portrayed in the reading material. Finally, in this project the critical level is going to be adapted to create approximations, this type of reading comprehension brings students to a high level of understanding when reading the material prepared, in Cassany's (2003) ideas the reader must bring their external responses to the text and claims that to reach this level the participant is demanded to show much more information than what the text provides. In consonance with that information, students must work on the material presenting more information to contrast the contexts, ideas and utterances presented in the story with the authors' perspectives.

To conclude, it is necessary to show how reading skill and comprehension levels play an important role when students decipher the meaning of what they read and the creation of ideas or notions to give an interpretation in their own words. In this sense the reading to develop in this project is shown as a key element that allows people initially to approach a text, follow the ideas proposed by the author and draw conclusions from multimodal texts or contextual connections. In consonance, reading is defined as a self-discovery process, because readers interact with different material and they tend to decompose new knowledge, and reading comprehension can be considered as a final product (Kaya, 2015 cited in Núñez, 2023, p.21). Therefore, the development of the reading skill should be one of the main approaches in the teaching of EFL to students, in addition guiding a process of reading comprehension leads to the working on different levels of reading allowing the participants to get to a higher level of appropriation regarding the reading material and their conceptions.

Literature-based instruction approach

On the subject of the approach to develop the implementation process, there is one pertinent that is going to be defined and characterized to the subject matter of this research; it is the literature-based instruction approach.

Literature based approach consists in using literature as a device to improve a student's perspective of reading and writing in the classroom. In this sense, the use of authentic material in this approach is key to enhance and foster basic skills in the language, specifically reading skill while they participate in class mechanics, considering the ideas of Sorensen & Lehman (1995) "Literacy begins in hearts, not heads; children who have never thrilled to hearing or speaking words will remain indifferent to reading them" (p.16). Following this idea, in this research one of the main focuses of using literature looks forward to enhancing reading comprehension levels by approaching texts connecting their contexts and the process of reading by analyzing literature, extracting elements of narrative and expressing their own insights regarding their sense of motivation.

This approach is stated as a cycle in which is stated as a scheme, according to Sorensen & Lehman (1995) there are four (4) recommended stages: the first one is exploration, there the students are getting an encounter with the material. In this stage, the participant must be introduced to the text. Then, the reading process is carried out to have an initial approach to the general idea of the text concerning the possible notions about the structure and possible connections that may emerge. Second, enrichment is following the students' responses towards the text, here the participant is able to participate individually or in a group to develop activities in the class related to the analysis and construction of ideas gathering the written text and going beyond. Third, extension is the combination of the literary text to the curriculum elements of the class, the connection that could be made is related to the elements studied in the current curriculum of EFL class. Finally, reexamination is the consideration of what was

read in the story, here students reflect on their own perspectives created about the message of the material or the idea built, and the process of reading in the class (p.108).

Regarding the stages mentioned before, the authors Sorensen & Lehman (1995) stated that it is not necessary to follow all steps in one class, it depends on how the lesson is being addressed and the main focus of it (p.109). In consonance with that, this project alludes the importance of working with more than one stage to approach the analysis structure, the development of activities, the students' creative process and the building of ideas regarding the context with the text.

Subsequently, this approach allowed the existence of a link between students and literature pieces, with the purpose of motivating participants in the process of reading and their attitude towards the material, hence their connection with EFL is following the next idea, "Language flourishes in situations that make sense to learners: reading what they choose to read because it interests them; reading to answer their own questions; speaking to persuade others to read their favorite books; listening to discover others' ideas about a book" (Sorensen & Lehman, 1995, p.17). In essence, the application of this approach suggests to help students to connect with the material and to make them aware of their reading process and foster situations that enrich the development of ideas regarding the activities.

Figure 1 displays a graphic representation of how the theoretical concepts converge in the project. Hence, the process of plants nutrients uptake is a precise characterization to follow, the procedures are described as follows; therefore, short stories are depicted as the root of the plant uptaking the nutrients from the earth and sunlight given by the star that is displayed as situated contents, making a connection between short stories with situated contents as one concept. Then, the process of absorption goes to the stem in which a link with the literature-based approach is made to conjoin the material adapted to the class with the principles of the approach, making

their way to the levels of reading comprehension that are represented as the leaves getting to the final destination. As a conclusion, the confluence of the theoretical constructs is shown as a process that took some steps to accomplish the result of developing the target skill, following the same notion of work in the classroom and the implementation of the proposal during the project.

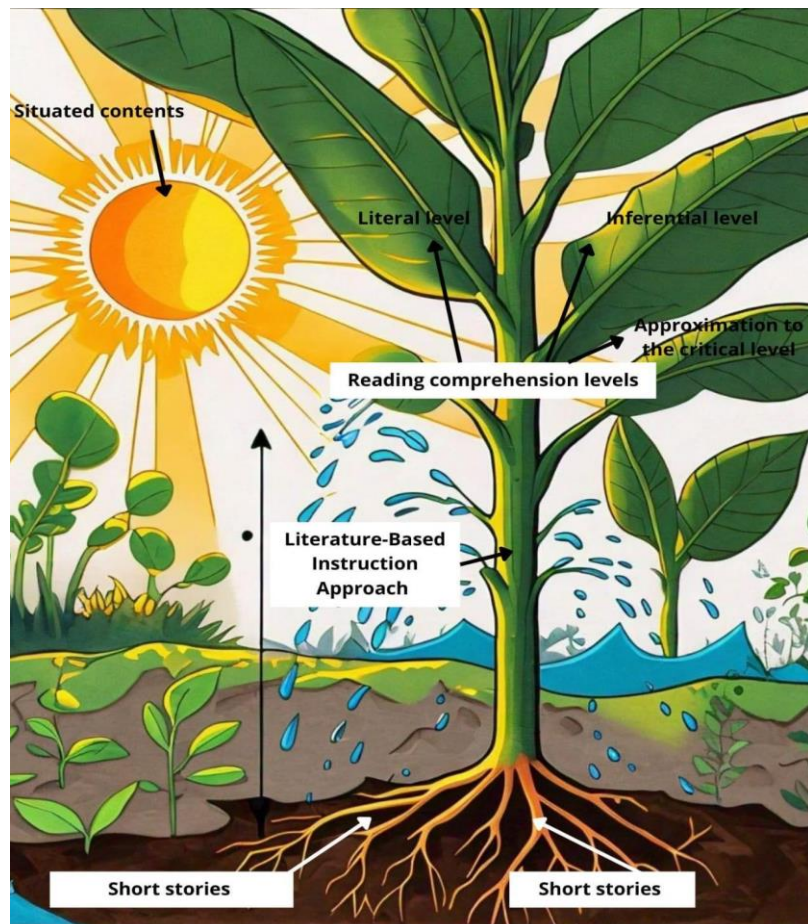


Figure 1 The process of nurturing reading comprehension levels through short stories with situated contents using the principles of literature-based approach. Adapted from the uptake of nutrient process generated by Meta AI.

Chapter III: Research Design

In this chapter, the research paradigm, the type of research and data collection instruments are addressed. Firstly, the research paradigm that guided the investigation carried out in the classroom is characterized. Following the type of research, this component is shown and defined according to the purposes of the investigation, and finally a definition of the instruments used to accomplish the gathering of information and implementation.

Research Paradigm

Regarding the research paradigm that frames this project is qualitative. According to Merriam & Tisdell (2016), one of the main goals of the researcher is “understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p.6). In this manner, the perception that is taken into account regarding the vision of students’ reality, understanding their interactions and perceptions with the new concepts, material and strategies presented in the classroom. With reference to the previous information and getting to know the ingrained context, “qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2013 cited in Merriam & Tisdell, 2016, p.15-16). Thus, the phenomena that are concerning this project are the learning process in the students’ insights following reading comprehension levels and the teaching process of the reading skill to the researcher’s purpose.

On the grounds of this, in the project, qualitative research is offering its qualities to comprehend what may inquire or emerge with the use of short stories and their impact in the reading skill in the EFL classroom. Stated before, literature brings different perspectives and understandings concerning the process of reading, because each student will have their proposals about the meaning of what they have read. It is important to mention that interaction and work groups are important mechanics

showing important roles to identify students' stance in which they explain what they have extracted from the texts and the connections they were able to do. As Merriam & Tisdell (2016) stated, the interest of the investigator is to extract the comprehension made by the participants of the inquiry, getting different kinds of academic constructs.

In this sense, the type of research is suitable for the purposes of this project, since the objectives laid out at the beginning are linked to the ideas presented here; in addition, the results that will be obtained are effortlessly analyzed, taking into account the students' personal experiences and notions of the EFL material.

Type of Research

Action research approach was selected in this project to carry out a self-brooding and an analytical process involving the teaching procedures that were implemented. According to Burns (2009), action research involves different kinds of the researcher's internal considerations about self-reflection, being critical regarding the practices. Afresh with Burns (2009) one of the main objectives to be mindful, "the central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice" (p.13). Regarding that idea, for the purpose of this approach, there must be a re-invention of the practice so as to try to remove the traditional perspectives of English teaching and reinforce a new way of approaching the EFL in the classroom with literature that is open to new perspectives.

In this sense, action research is practical for the intervention in the EFL classroom, starting by having a problem to work on in the classroom, then the process could start by understanding the context in a deeper way. In addition, following the perspectives of Leppich (2018) "teachers who explore their own classroom work with a view to enhancing it and then effect necessary or advisable changes are – whether knowingly or unknowingly, whether formally or informally – conducting research in their

own way” (p.85). In view of what Leppich (2018) stated, the approach of action research brings values to develop an ideal class work taking into consideration the problems that already exist and to be prepared for the ones that may emerge.

Action research approach is composed of four phases or cycles to work on; they are considered important, because they portray the position of the researcher with the purpose of guiding the procedure through a path. These four phases are going to be defined with the perspectives of Merriam & Tisdell (2016) and Burns’ (2009): planning, action, observation, and reflection.

The first phase is planning, in which the researcher must recognize and characterize the context, the population and a contemplation of what are the possible problems, solutions and what could be enhanced, “This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible” (Burns, 2009, p.8). In regard to that, there must be considered the boundaries of the project in order to know what is applicable and what could be worthless.

The next phase is action, it is related to put into practice a specific type of plans for the purpose of the research, here the researcher must be an active member within the context of investigation, this phase “involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time” (Burns, 2009, p.8). In this manner, the perspective tends to be critically addressed, since the problem of research is already stated and being worked on. Then, the implementation of a proposal started within a timetable established for different lesson plans addressing the main focus of the project.

Differing from the previous phases in the observation, the process that was set out is evidenced, furthermore it allows the researcher to observe the action, according to Burns (2009) “observing systematically the effects of the action and documenting the

context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools" (p.8). This phase permitted the researcher to perceive the theory arranged in practice, the implementation of the approach that guided the sessions and the collection of data.

Considering the last phase, reflection is the end of the process, in this stage it is necessary to create a reflection about the process, instruments, population and the experience got from the participants and from the researcher, hence the purpose of this phase "involves creative insights, thoughts and understandings about what you have been doing and finding, and it happens right from the beginning" (Burns, 2009, p.141). To conclude, this final phase is giving the steps to finish the process, since the findings gathered offer notions of analysis from artifacts, field notes and questionnaires. Therefore, the researcher must arrange a set of categories to reflect about data collected during the development of the proposal.

Data Collection Instruments and procedures

In this section the instruments used to collect information are defined. Accordingly, the instruments presented here are the following: questionnaires, field notes, artifacts and diagnostic test. In addition, the ethical considerations are defined as an important part that informed parents and participants about the project, allowing the researcher to work with the data collected. Considering the purposes of this research, these instruments allowed the researcher to gather information from different sources to determine and develop an integral characterization and implementation of the proposals.

Therefore, the variety of data collection instruments helped the process of triangulation by assembling each type of students' creations, permissions and field notes, that bring information about the proposal and its results; hence, this data collection was accompanied by this approach to ensure a valid and a reliable process

that try to give propositions regarding the problem addressed; in consonance with this plan, Mathison (1998) stated that triangulation is an important approach to bring validity and reliability to the data presented towards the research findings regarding the phenomenon studied. Consolidating the previous information, data collected must be appreciated with a proper triangulation process to select multiple sources of essential information regarding the different participants in the proposal.

Diagnostic Test

The first approach with students' creations and ways to work in the EFL classroom was related to the deployment of a diagnostic test to evaluate students' knowledge, strengths and weaknesses. Therefore, as Cortizas and Iglesias (2007) stated, the use of a diagnostic in education is a systematic process in which the researcher gets to know in depth the situation of students and the group to evaluate the level of academic and personal development to optimize a holistic intervention. Taking into consideration the previous information, a diagnostic test (see annex 6) was considered as an essential tool to evaluate students' listening, reading and writing skills with the purpose of recognizing the improvement points to establish the foundations of the proposal. It was designed following levels of English regarding their state of being ninth-graders from *Estandares Básicos de Competencias de las Lenguas Extranjeras: Inglés* (2006) with a B1.1 level.

Field Notes

The field notes consisted of the description of information about the classroom's elements, situations that emerged, the intervention and analysis given by the researcher. Hence "The research diary provides a form through which the interaction of subjective and objective aspects of doing research can be openly acknowledged and brought into a productive relationship" (Newbury, 2001, p.3). According to the perspectives shown here, there is a form that supported the taking of field notes in this

research, it linked the subjective conceptions of the researcher with the ideas that could be helpful in the project and also the objective ones that allow the process of characterization in the classroom and the institution, the relations in the classroom, the material and the topics of teaching.

Hence, an accurate process of note taking could bring more reliability and stability to the project, because it allows to see the vision of the adequate research to the conception in the classroom and participants' reactions, "Field notes contextualize the study and provide perspective on participants' lives that can be useful when looking at the data in the future or examining perceptions across time" (Hinds et al, 1997 cited in Phillippi & Lauderdale, 2018, p.383). In this project, the use of field notes (see annex 3) helped to comprehend the academic situations connecting what was proposed to the reality in the classroom; hence, eleven field notes were taken during the project, each field note was taken after the end of each session, considering what was evidenced in the class.

Questionnaires

This project considers the questionnaires as a key element to get information during the implementation of the proposal. Hence, McGuirk & O'Neill (2016) stated that questionnaires are constructs that allow the seeking of information to understand ways people experience events, places and processes as part of a fluid reality. Also, their purposes are related to the following idea, "Questionnaires are useful for gathering original data about people, their behaviour, experiences and social interactions, attitudes and opinions, and awareness of events" (McGuirk & O'Neill, 2016, p.3). In the current research, five questionnaires were carried out to gather qualitative information about students' perspectives, in agreement with the previous information, the first questionnaire (See annex 2) designed for this first phase of the project permitted to get qualitative information about students' perceptions in the EFL classroom in accordance with the use of literature, their reading habits and demographic information. The

following four questionnaires were carried out during the implementation of the project, they helped the researcher to understand their point of view and advances in the intervention phase, each questionnaire was executed at the end of all cycles, however one of them was fulfilled during the second cycle (see annex 3).

For the purposes of this research, it is important to take into account the qualitative information written by the students, since they are going to make an important contribution to the selection of the materials and the processes they want to be involved in.

Artifacts

In the sense of qualitative research, collecting students' creations is necessary, in this case they are named artifacts, they surge out of the lesson plans designed(see annex 5); consequently, these kinds of materials seems to be beneficial for the purpose of showing the results from the proper hand of the participants; following Merriam & Tisdell (2016), the existence of those documents could be physical or digital, being more specific the category of the artifacts prepared are "Researcher-Generated Documents", they follow the perspectives of the initiated research to have tracks of what is learned or understand the experiences of the research subjects, these objects are created once the research has already begun by the researcher. As a matter of fact, these research-generated documents are created out of class activities; the purpose of it is to review or evaluate students' learning process and create a self-reflection on the researcher to have a notion of the class mechanics, it is important to highlight the fact that in each class artifacts were gathered out of activities.

Ethical Considerations

In this segment, the issues related to the permission of the participants are addressed, since they are minors, there must be a parental permission to treat the information in the results, thereupon taking into consideration this perspective,

“Researchers face ethical dilemmas at every stage of a study, from conception to conclusion. Concerns include the authors' potential impact on respondents and vice versa, as well as confidentiality and anonymity” (Oswaldo, 2021 cited in Hasan et al, 2021, p.1). In this sense, a consent (see annex 1) was sent at the beginning of the process to the responsible adult of the participant allowing the researcher to express the data collected in the project keeping their identity confidential.

In addition, the perspective of integrity followed in Nilesh (2013) “Keep your promises and agreements; act with sincerity; strive for consistency of thought and action” (p.2). That agreement of confidentiality was made at the beginning of the project with the students and must be accomplished to protect and hide personal information.

Data Collection Procedures

The data collection process began with the researcher providing informed consent forms to the responsible adults of the participating students, informing them that personal information would be protected and that participants' identities would remain confidential. This permission was given only once, at the beginning of the study when the participants were in ninth grade, and the entire process involved only these participants. Then, a process of observation was carried out to recognize students and class mechanics; after that, the first cycle started with the intervention process, the classes lasted 90 minutes and in the last two cycles of implementation the classes were divided into sessions of 45 minutes one per week. Hence, to be more precise, the beginning of the project has to do with the observation that started on April 21st, 2023 and lasted until May 31st, 2023, the main tools to gather information were the field diaries, questionnaires and a diagnostic test to characterize the classroom, teacher's insight, methodologies and students; subsequently, the implementation phase could start, it was conformed of three cycles. The first cycle started on August 9th, 2023, and finished on October 25th, 2023, it consisted of three lesson plans that took 90 minutes

each one and a closure of cycle that worked as a questionnaire for students to give their insights and reflect about the process. The second cycle started on April 1st, 2024, and finished on April 29th, 2024, it was conformed of two lesson plans that took 90 minutes each one and a closure of cycle that was used as a questionnaire and evaluation to reflect on students' process, knowledge and willing to keep working on the project. Finally, last cycle is taking the role of closing the project, it started on May 6th, 2024, and finished on May 27th, 2024, it was composed of one lesson plan that took two classes of 90 minutes and the closure of the project that considered the final opinion of students about the whole work during the classes.

To conclude, this process was described using the instruments previously defined, in order to show the process of students and the progress guided by the researcher teacher considering different points of view.

Chapter IV: Pedagogical Instruction

This chapter portrays the definitions of curricular vision, vision of language, vision of learning and vision of classroom, delineating their importance in the characterization of the pedagogical instruction, reflecting on the academical and methodological processes. Therefore, these visions are explained according to the purpose of the research guiding the processes of devising the lesson plans designed. Finally, the instructional design is presented.

Curricular vision

The curricular vision followed in this project establishes a relation with the ideas conceived in the curriculum as praxis; hence, this position allows the students to become active participants more than objects in their academic environment. Moreover, this new subject is an active participant in the classroom's mechanics and decisions (Grundy, 1987); it is crucial to note that a student as an active participant can object against or propose the contents, material and methodology, with the purpose of

enhancing their learning space; regarding this project, the contents were related to situated short stories considering curricular, social and cultural perspectives in the classroom, the use of situated short stories allowed students to choose the literary genre and the changes of methodology.

In addition, curriculum as praxis considers human interaction as an important boundary-breaker in which students and teachers are able to manifest their ideas openly. Keeping in mind what was stated before, curriculum as praxis reinforces the proposal made in this research, the process in which students were going to be involved was related to an integral perspective of the methodological proposition and materials prepared, students' opinions and ideas are considered by the researcher to create an equal place among the target language and knowledge. Eventually, as Grundy (1987) expresses, curriculum is more than a set of activities or plans, there must be practical considerations as soon as the process starts until it has finished. Accordingly, this project shows that level of approach; hence, the integration of situated short stories permitted students to feel included in the process, in addition, their notions over the change of methodology helped them to keep what made them inspired to work in the class activities.

Vision of language

This project perceives the language as a way of communication, parleying and creation of meanings. In this sense, the language becomes the main tool for students to express their ideas. On this basis, students' voices are presented in written and spoken forms. Hence, Prabavathi & Nagasubramani (2018) highlight the effectiveness of a positive process of oral communication by evaluating the use of the language of both or more parts, it needs human touch and consent of the topics to talk. That previous information is considered for the purpose of this project, the oral language allows students to come up with the details extracted from the text, their foregoing ideas and knowledge connected with other areas of their interest.

On the other hand, written language takes an important role in the classroom dynamics, then thought it students are supported to convey complex information since the receiver can read the information repeatedly; also, this type of language works as a tool for permanent recording of information to use for future reference, finally it deals with anxiety to talk for big audiences (Prabavathi & Nagasubramani, 2018). In this manner, the use of the written language is shown as personal or public, students can choose whether or not their productions could be presented as an educational example. Those perspectives gather the important aspects of the use of the language and the confidentiality intrinsic in the project, both written and spoken productions are guided, but most importantly students prepare their own voice to give their insights of the material performed in class.

Vision of learning

This project contemplates learning as experiential, because of the nature of learning formal and non-formal aspects in the language area. Also, considering Tudor's (2001) conceptions, students' processes are guided by learning by doing, in which they create and work in activities that involve them in non-traditional learning contexts. In consonance with this vision, Tudor (2001) states five concepts that conform the experiential vision of learning, but for the purposes of this research not all are being considered, in addition the ones that help the structure and definition of learning are: holistic practice, the use of authentic materials and the use of collaborative modes of learning.

Regarding the holistic practice, learners are immersed in a natural context, however there are some modifications to the communicative parameters and practice; the main focus of this, is to achieve the practical activities and get the experience for finalizing the tasks proposed, the central point of learning is attempting to finish the performance of a series of activities (Tudor, 2001). After that, the use of authentic materials in this project represented an important role to connect the situated contents

in the participants' process, it gave them notions to new perspectives and natural contexts that are portrayed for the native speaker giving learners the opportunity to have an input through material that was not meant with academic purposes connecting their own notions to the messages found in the reading and the their way of living in this society. Finally, the use of collaborative modes of learning resolves the interaction in the process of learning in this project, consenting the following information, "This can manifest itself in the conveyance of messages from one student to one or more other students in the framework of role-play or simulation tasks, or in information or opinion gap activities" (Tudor, 2001, p.82). Therefore, group and opinion gap activities took an important role in this research to mark an important trace to learning, since students' interactions help the completion of activities by sharing their own insights.

Vision of classroom

In coherence with the focus of the project, the vision of the classroom that prevails is *the communicative classroom*. Thereby, the principles presented in this perspective have an accordance to what have been stated during the project, following the next information "... a significant role is attributed to communicative language use as a means of learning. This involved an attempt to break down the dichotomy between the classroom and 'real world' by making the classroom itself a place for communication..." (Tudor, 2001, p.111). Therefore, elements that could be understood outside of the classroom could be brought inside of it keeping its meaning.

To this extent, the elements that conform communication inside of the classroom tends to be meaningful since they can perceive reality inside of it. Thereby, the use of short stories introduced standpoints of the real and imaginative world showing conversations that students may follow to express themselves in this context. In this sense, expressions or personality given to the reading material by the authors are taken as an advantage to show how communication happens outside of the classroom, but that process of communication was portrayed to it and to the students

with the purpose of giving them that sort of non-formal ways of acquiring knowledge in which different communicative situations were able to happen giving them notions of how they can express themselves as a native speaker in the classroom considering it as a natural environment.

Instructional design

This instructional design sought to foster reading in the literal, inferential, and reach approximations to the critical level through the analysis of short stories under the principles of the literature-based instruction approach in an EFL ninth grade classroom at Instituto Pedagógico Nacional; it is important to mention that students took an important role in the selection of the reading material, since a questionnaire was filled up with their insights about their favorite literary genre, on the other hand, the researcher prepared and adapted the material following a situated literacy focus in which the activities and material allowed students to reflect on their own context.

Therefore, the proposal was organized in three cycles in which the objectives of each lesson plan (see annex 5) guided a process starting from the basic level of reading to the approximation to a higher level. In fact, considering the nature of the process, the difficulty of the material and the activities escalate as soon as they get more categories to analyze short stories and the criteria to select the material took into account the English level of students, reading comprehension and their advances in this process. Thus, the following table displays the plan of intervention considering the specific objectives, language contents and stories used. (see Table No. 1)

Table 1

Instructional Design

Cycle	Lessons	Objectives	Suggested language	Situated stories and Reading level
Cycle 1: Let's read the literal world. <i>(Science fiction stories)</i> Duration: 3 Lesson plan for 5 classes.	Lesson plan 1: Are we part of the problem?	-To analyze the message given by the story connecting it to their own context following human's actions. -To recognize structural elements that compose the plot of short stories: exposition, rising action, climax, falling action and resolution.	-Vocabulary about the natural environment. -Literary elements of analysis in the plot: exposition, rising action, climax, falling action and resolution.	<i>Before Eden by Arthur Clarke (literal reading)</i>
	Lesson plan 2: Owning knowledge is not the problem!	-To recognize the literal message portrayed in government decisions in a science fiction story -To describe human's personalities by getting the description of their actions.	-Body language expressions. -First conditional.	<i>Examination day by Henry Slesar (Literal reading)</i>
	Lesson plan 3: Do others think the same as me?	-To recognize the type of narrators that compose short stories: First-person, third-person (Omniscient, limited omniscient and objective).	-Literature vocabulary about type of narrators: First-person, third-person (Omniscient, limited omniscient and objective).	
Cycle 2: Comprehending more than I can see.	Lesson plan 4: Am I that scared?	To make inferences about the implicit message represented in the horror short story that are portrayed in human's fears.	-Vocabulary about human fears, trauma, and obsession.	<i>The only thing to fear is... By Nicola Prentis (Inferential Reading)</i>

<p>(Horror stories)</p> <p>Duration: 2 Lesson plan for 4 classes</p>		<p>-To thrive the inference-making in class by analyzing the symbolism in a horror short story.</p>	<p>-Conditionals review.</p> <p>-Zero conditional.</p> <p>-First conditional</p>	
	<p>Lesson plan 5: Am I crazy? I'm not me!</p>	<p>-To identify the specific type of conflict in short stories: man vs man, man vs self, man vs nature and man vs society.</p> <p>-To develop the inference-making in class reading a horror short story going along with the characters' motivations.</p>	<p>-Description of a sequence of events, following human feelings and philosophical own perspective.</p> <p>-Conditionals: first and second.</p>	<p><i>The Other Man by Jan Carew (Inferential Reading)</i></p>
<p>Cycle 3: Let me bring what it's outside</p> <p>(Socio-cultural stories)</p> <p>Duration: 1 Lesson plan for 3 classes</p>	<p>Lesson plan 6: Recognizing others' voices</p>	<p>-To start a process to read critically in the class through a short story with socio-historical aspects.</p> <p>-To analyze the relation that the previously acquired knowledge could have with the one presented in the short story.</p>	<p>-Vocabulary about social and historical movements.</p> <p>-Conditional: second and third.</p>	<p><i>Geraldo no last name by Sandra Cisneros (Critical Reading)</i></p>

Cycle 1: *Let's read the literal world.*

Regarding the beginning of the intervention, the cycle one is named "*Let's read the literal world*", it is divided into three lesson plans designed for five sessions; the main focus of this cycle was to bring the introduction of the main topics related to the literal level of reading using science fiction stories. The first lesson plan is entitled "*Are we part of the problem?*", the main objectives of this class were, to analyze the message given by the story connecting it to the own context following human's actions and, to recognize structural elements that compose the plot of short stories: exposition, rising action, climax, falling action and resolution, accordingly the purpose of the lesson was to generate a first contact with literal structural parts of short stories. The following lesson plan is named "*Owning knowledge is not the problem!*", hence, the principal objectives were, to recognize the literal message portrayed in government decisions in a science fiction story and, to describe human's personalities by getting the description of their actions, this lesson plan worked as a reminder for students to practice analysis of literal level structures. Finally, the title of the last lesson plan in this cycle is "*Do others think the same as me?*", the objective for this class was to recognize the type of narrators that compose short stories: first-person, third-person (Omniscient, limited omniscient and objective). Thus, in this lesson a new category was added to describe the type of narration following the use of the language through the story. It is important to mention that the lesson plans followed a sequence in which the previous knowledge would help the participants to continue the process in line.

Cycle 2: *Comprehending more than I can see.*

In consideration to the continuity of the intervention, the cycle two is entitled "*Comprehending more than I can see*", this part of the implementation process had two lesson plans designed for four sessions, the focal point of this cycle was to keep working on analyzing stories with more tools that allowed students to go beyond the literal reading reaching the inferential level by working on horror stories. Therefore, the

first lesson plan is "*Am I that scared?*", this lesson plan had two main objectives that were, to make inferences about the implicit message represented in the horror short story that are portrayed in human's fears and to thrive the inference-making in class by analyzing the symbolism in a horror short story, the aim of this lesson plan was to re-connect students to the project and to keep advancing on the types of analysis they could make. Subsequently, the next lesson plan "*Am I crazy? I'm not me!*", the main objectives in these classes were, to identify the specific type of conflict in short stories: man vs man, man vs self, man vs nature and man vs society and to develop the inference-making in class reading a horror short story going along with the characters' motivations, the activities designed in these sessions conceived students as creators of knowledge by giving more significance to what they believe. To conclude, this cycle embraced new categories of analysis that guided the participants to give their own notions of what they read to follow a process that has a link among the topics.

Cycle 3: *Let me bring what it's outside*

In the last part of the intervention, the cycle three "*Let me bring what it's outside*", is conformed by one lesson plan designed for three sessions. Concerning the previous information, the main focus of this cycle was to bring students into a new development of reading perspective that is the critical level. On this basis, the lesson plan is named "*Recognizing others' voices*", the objectives were to start a process to read critically in the class through a short story with socio-historical aspects and to analyze the relation that the previous acquired knowledge could have with the one presented in the short story, the story selected and the activities arranged were designed to give students the opportunity to bring knowledge outside of their minds and the reading material. Based on the development of the sessions, this final cycle connected the literal, inferential and critical levels of reading, since they were the great aspects of each cycle, this connection was meant to evidence the inner process made by students in the end of the project.

Chapter V: Data Analysis and Findings

This chapter presents the procedures followed for data analysis regarding the information gathered in the intervention phase through artifacts, questionnaires and field notes. Additionally, the categories and subcategories of analysis are presented and developed discussing the progress and main outcomes of the research project.

Data Analysis Procedures

In this research the principles of the grounded approach helped the analysis and the arrangement of qualitative information and results that were gathered in the intervention process. Therefore, to know more about this procedure, the methods to address this data allow experienced and new researchers to evaluate, conduct qualitative inquiry with the purpose of structuring data (Charmaz, 2015). According to that point of view, this research project took into account the aspects of grounded theory to start the process of analysis and arrangement of information; hence, the exploration of artifacts, questionnaires and field notes gotten, allowed the modelling and creation of a set of categories and subcategories of analysis. In addition, Charmaz (2015) stated that “Grounded theory methods are suitable for studying individual processes, interpersonal relations and the reciprocal effects between individuals and larger social processes.” (p.29). Therefore, the qualitative data was addressed and treated through these perspectives following the nature of the artifacts, field diaries and questionnaires applied.

Regarding the process of analysis following the grounded theory, the stages started with the open coding, in this phase the researcher must create categories and subcategories to organize and segmentate the information and give properties to each piece of data gathered (Creswell, 2016). Hence, a categorical matrix (see table 2) was designed for that purpose, in which categories and subcategories are stated. The next stage is axial coding, for that purpose the data organized in the previous phase is reflected to clarify and connect the central phenomenon, causal conditions, strategies,

context and consequences, establishing the point of view of the researcher and make relations of commonalities in consonance with the information. Finally, in the selective coding phase the explanation and development of the categories are written according to the topic of study, generating a consistent proposition of hypothesis in the analysis (Creswell, 2016).

To start the process of data analysis, the sources of information collected during intervention were studied to identify common themes that were presented in more than one fragment in artifacts and field notes. Hence, the pieces that got information alluding to the same topic were grouped, they acquired a name and were separated for a reviewing process. After that, a matrix with categories was designed to organize the information following the information to do the corresponding analysis of data, in this sense the axial coding phase was guided with putting a name to each group of segments. Finally, it was necessary to carry out a process of triangulation that was defined in the chapter 3, in Mathison's (1998) words, triangulation allows the addressing of multiple sources of information to bring a higher validity to the data collected to be analyzed.

Categories of the Analysis

The data analysis took into consideration the main objective of the research: To analyze the impact of using a set of activities based on short stories with situated contents designed under the principles of the literature-based instruction approach to develop ninth grader's reading comprehension levels at Instituto Pedagógico Nacional, then the specific objectives addressed were to outline the roles that a set of activities designed using short stories with situated contents could play in the development of the reading process in the EFL classroom and to identify students' responses to the implementation of short stories in their reading comprehension levels through the literature-based instruction approach in the EFL classroom, this with the purpose of answering the research question that was stated at the starting point of the project.

To begin with the analysis process, the first category was named, *Supportive role of activities based on short stories with situated contents*, and the second category labeled *Literature-based approach as a methodic guide to undertake reading* was addressed following the first specific objective. The third category was entitled *Influential factors in the development of the proposal* was established in consonance with the second specific objective. Regarding the main categories, the first is conformed of two subcategories: *Situated Contents: From the literal to critical approximations* and *Enhancing diverse language skills*. In addition, the third category is composed of two subcategories: *Reactions towards reading material* and *The standpoint of my perspective concerning activities in the class*. In order to illustrate the previous information a categorical matrix designed displays the organization (see table 2).

Table 2

Categorical Matrix

Research Question	Research objectives	Categories	Subcategories
What is the impact of using a set of activities based on short stories with situated contents designed under the principles of the literature-based instruction approach to develop ninth grader's reading comprehension levels?	To outline the roles that a set of activities designed using short stories with situated contents could play in the development of the reading process in the EFL classroom.	Supportive role of activities based on short stories with situated contents	Situated Contents: From the literal to critical approximations.
			Enhancing diverse language skills.
	To identify students' responses to the implementation of short stories in their reading comprehension levels through the literature-based instruction approach in the EFL classroom.	Literature-based approach as a methodic guide to undertake reading	
			Influential factors in the development of the proposal
		Reactions towards reading material	
		The standpoint of my perspective concerning activities in the class.	

Category 1: Supportive role of activities based on short stories with situated contents.

The first category illustrates the supportive role played by the activities while using short stories with situated contents in the EFL classroom to guide the reading process to see the benefits and development of applying these sources of material. Therefore, reading skill worked in this project was conceived as a process in which students could create meaning and extract knowledge regarding multiple interactions in the academic environment; specifically, the analysis of data is following the levels of reading comprehension, in which students demonstrated a concrete work with a set of activities. On the other hand, short stories with situated contents took an important role during the proposal, helping students to connect with the written text in a deeper way regarding their own context, creating their own conceptions about human nature and social aspects. Overall, students were able to follow a process going from decoding the message to connecting other sources of information to enrich their progress, in addition the material helped this task because short stories with situated contents allowed participants to be connected to the topics.

Regarding the previous information, in this project the data collected through artifacts, questionnaires and field notes, revealed that the academical proposal in the instructional design (Chapter 4, see table 1), supported students to develop their reading comprehension levels, also during the implementation they reinforced different language skills and reflected on their improvement in the process. In order to bring evidence of these notions, two subcategories were stated: *Situated Contents: From the literal to critical approximations* and *Enhancing diverse language skills*.

Situated Contents: From the literal to critical approximations.

In this subcategory, the development of the reading process is addressed considering the levels of reading comprehension using the short stories as a situated content. To give commence, it is important to mention how this project considered each

level of reading comprehension starting with the literal level, which was referred to read the lines and to decode the semantic meaning, getting the main events of the plot and characters out of the written text (Cassany, 2003). In this sense, students were going to extract information regarding the elements of the story showing how they understand the sequence of events.

At the beginning of the implementation, the activities were focused on the literal level of reading, for that purpose students worked to recognize the structural elements of stories while giving their points of view. Look at the next excerpts on how students created their first notions of the extraction of the central idea by doing a short summary, some of them were in Spanish due to the lack of preparation to work on reading material in this project.

904

⊕ What did you learn?

Entendi que unos científicos fueron a explorar otro planeta y encontraron cosas y como raro en el ser humano lo destruyeron

[Artifact #1. Lesson plan 1 First cycle: September 22nd, 2023. Student A]

Before Eden
Activity

I learned that the human destroy everything

[Artifact #3. Lesson plan 1 First cycle: September 22nd, 2023. Student B]

What did you learn?

I learn that where our, the humans, find a new mystery treasure, sometimes, were fell scary and then, will destroy it :-(

[Artifact #4. Lesson plan 1 First cycle: September 22nd, 2023. Student C]

(...) students analyzed briefly the story by themselves using the concepts and the elements learned in class, they used notes taken during the explanation. To finish the lesson students answered some questions giving their insights about concrete elements of the class and the reflection created by them about the material worked and its contents. Some students were beyond, and they started to create inferences about what happened, they let their imagination speak for them, and others tried to reach the critical level by trying to connect everything outside of their own context.

[Field note #2. First cycle: September 22nd, 2023.]

As it can be witnessed in these excerpts, student A gave a short synopsis recognizing the structure of the story and also addressed her own opinion about human beings and actions, since it was something new she ended up writing her opinion in Spanish; similarly student B gave the conclusion of the story reading the lines directly with a similar communicative intention about humanity, finally student C analyzed the feelings of the characters going beyond the lines and inferring the actions that lead to that outcome of the story. It is important to highlight the fact that students analyzed the story by themselves using what was explained in class and their notes taken in the session. Regarding the information of what was recorded in the field notes, data demonstrated that they are able to read the literal message and even put their own opinion, however there was a lack of preparation since it was something new for them and they guide themselves with note-taking.

Moreover, the process followed its steps to help students to recognize the literal structure of the plot and the messages reading the lines, but keeping the exercise of letting them say more of what is stated in the text or to infer the intentions of the actions done by the characters. Hence, the level of analysis was more punctual and they had to state part by part the sequence of events and answer some questions about the reading.

Regarding the next excerpts, a development of reading comprehension was worked with a higher focus, because students were analyzing not only the structure of the narrative, but also answering questions in which they bring their points of view about the events.

A) What do you think was the real purpose of the exam?

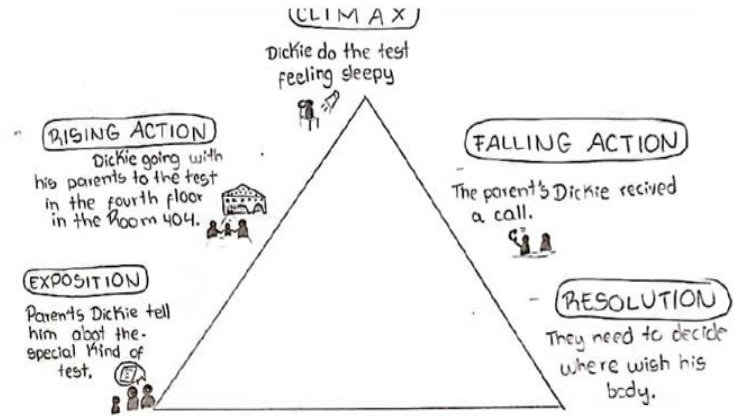
I think that the real purpose of the exam was identify the child and then, kill him because he has an exceptional intelligence and for that reason, is dangerous to the Government.

B) What was the outcome of the exam?

The outcome of the exam was a really good result, more than the result that a child of his age will be get.

C) Why did Dickie not approve the exam?

Dickie didn't approve the exam because he officers completed the exam, but the Government reprove him because his result was really really good for a child of his age, and at the Government don't like the "super nerds".



[Artifact #4 Lesson plan 2 First cycle: October 18th, 2023. Student C]

2. Answer the following questions concerning the story that was read.

A) What do you think was the real purpose of the exam?

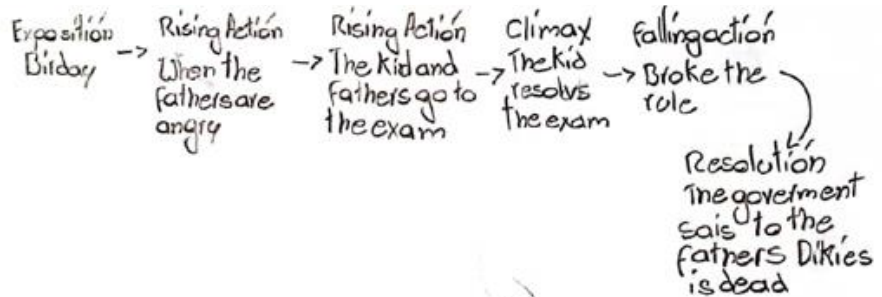
Thats so terrible because limit the advance of society and immoral

B) What was the outcome of the exam?

Kill the kids wen there is a lot smart

C) Why did Dickie not approve the exam?

Because Dikie's broke the rule 84, because he is so smart



[Artifact #5 Lesson plan 2 First cycle: October 18th, 2023. Student D]

The topic of the lesson was to evaluate students' reading in the literal level and review the categories of analysis. According to the literal level, students in this grade showed great development, they started to bring inferences of the story and they wanted to talk with me about the associations they made through reading going beyond the process in the class.

[Field note #3. First cycle: October 18th, 2023.]

In the previous information, data illustrated that students in this grade proceed to have advances, since they started to go beyond this first literal level and started to bring their inferences of the story, in fact they wanted to talk and develop more about the story presented, everything was followed with the hints of the text and getting the intention of the author. At this point, students were showing an evolution in the development of their extraction abilities to get the literal meaning and main elements of the narrative. On the other hand, their inferential making process was being developed,

because they were inferring information that was not stated directly by the author and connecting it to a possible impact in society showing connections with the situated content. For example, student C got the elements of the story correctly and then gave her point of view about the exam that happened there, everything she wrote was not mentioned in the story and was open to different interpretations; similarly, student D interpreted about the intelligence and the implications of being a smart child.

Furthermore, in the workshop of closure of the first cycle, the data revealed that they could dominate the literal elements of the plot structure and types of narrators.

2. Write a short definition in front of each point of view (narrator).

First-person: When the point of view (narrator) is in first person. Like: this morning, I saw a beautiful butterfly (me, we, us).

Third-person omniscient: When the point of view (narrator) shows us all the character's characteristics and feelings in the history.

Third person limited-omniscient: When the point of view (narrator) is in 3rd person and shows us all the characteristics and feelings of a one specific character

[Artifact #4 - Closure of the first cycle. October 25th, 2023. Student C]

Exposition:
The act or situation that presents the characters and all the history context

Rising action:
Improve the rhythm of the events that are happening, giving a biggest development to the history problematic.

Climax:
Is the most shocking point of the plot, it's when the history gets more attention from the reader

Falling action:
Make the history ambient more relax after all the events that the climax envelope.

[Artifact #8 - Closure of the first cycle. October 25th, 2023. Student F]

The material was printed, and students could write by hand their opinions to enhance future cycles., the structural elements of the plot, characters and their characteristics. They answered by themselves, few doubts appeared, they were able to answer without the notes they took and they have internalized the knowledge and concepts.

[Field note #5. First cycle: October 25th, 2023.]

To close the first cycle, it was necessary to address the main elements of the structure of the plot to see the progress in their process, in this case data revealed that students internalized the concepts explained during the first part of the intervention, their literal reading was greatly worked by showing that they are able to define each part without their notes and only what they learned in the proposal, for example student F and C could recognize the plot structure giving a short definition and a concrete definition, the type of narrators with their characteristics and pronouns used by each narrator.

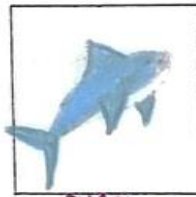
Getting into the inferential level that was addressed during the second cycle of the proposal, in this project this type of reading is conceived to be a higher level of comprehension of the text, there the type of reading must be deeper to get more information than it is provided literally, for that purpose it is necessary to analyze the symbolism and possible hidden messages (Cassany, 2003). In response to that, students were aware of the connections related to the messages they found using the real world as a tool to contextualize their notions.

Look at the following excerpts to see how the first notions of inferential reading were addressed, students were giving their notions about the events of the story when they developed a workshop in two parts. Therefore, students worked on the creation of ideas regarding the reading done, they could state literal and inferential information about the story, according to the data some of them could respond to the story with their emotions.

The only thing to fear

- 1) What would you do if you were the main character?
* I would cry for the embarrassing moment then I will probably be angry.
- 2) What do you think about the main character's behavior?
and why?
* the main character is so paranoid, I don't like that kind of personality they made me stress.
- 3) What is the inner of the main character?
* She is has the fear about public opinion.
- 4) What was not clear?
Nothing

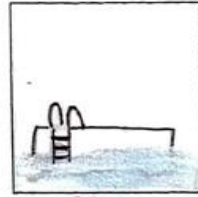
1.



SHARK

The shark represents her phobia.

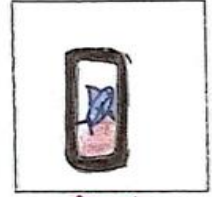
2.



POOL

The pool represents a trigger effect of her phobia.

3.



PHONE

The cell phone is the representation of the disease that she has.

[Artifact #6 Lesson plan 4 Second cycle: April 1st and 8th, 2024. Student G]

1 C What would you do if you were the main character?

RtA: If I were the main character maybe I would be scared being alone while facing the situation where my subconscious thinks there is a shark, I know that as I overcome what happened, I would try to find a solution to face my fear when get in a pool.

2 C What do you think of the main character's behavior?

RtA: According to the characters, the protagonist is usually brave but defenseless, at the beginning of the story she experiences fear at the idea of a shark, implying that she lets herself be carried away by her fears and then we can see that it serves as an inspiration that we all can face our fears if we try.

3 C What is the main character's fear?

RtA: The main character's fear is due to the presence of the shark in the pool, although no one knows if it exists or not, she feels terrified by what she believes and is shocked, because of this she cannot enjoy new experiences.

4 C What was not clear?

RtA: Is it if there really was a shark in the pool or is it just the subconscious of the protagonist, also the fear that she has since they do not say if in the past she had traumatic experiences that would have caused this fear.

[Artifact #13 Lesson plan 4 Second cycle: April 1st and 8th, 2024. Student V]

The topic of symbolism was understood correctly and they were able to recognize the concept, but the activity about the extraction of symbols out of the story was not possible; also, the inference-making process was developed indirectly, since they started to give their insights about hidden messages.

[Field note #6. Second cycle: April 1st, 2024.]

Reviewing the data gathered, both students G and V, showed a process in which the inferential level was worked. First, student G connected her own reading experience about the character's behavior, the connection produced with the reading allowed her to create an emotional response about something that "made her stress", and how her reaction would differ from the one that happened in the story. Also,

student G could draw and write an explanation about the symbolism representing an element of the story. On the other hand, student V introduced a solution regarding the events and how the outcomes could have gone differently, in addition she wrote a description of the character alluding to her perspectives; it is important to mention that student V tried to think reasonably about the sequence of the events and the narration of them, for that purpose she was questioning the reading. In student V's notions, the shark that was questioned is an element of the symbolism presented in the story. Hence, students in this activity were able to connect with the main character and show how events would have gone, in consonance with that, they could recognize different mental statements about the character according to the actions, besides they could represent the symbolism and write an explanation of elements that were important in the reading material.

The development of symbolism was key for inferential level, the next excerpts show more development of students making their own points of view about the elements and their representations following the plot.

Scared _____ Evil _____
 Surprise _____ Discovered _____
 Confusion _____ Superiority _____

Explain here:
The man outside of the mirror feel scared, surprise and confusion because saw his own reflection with a beard, and The man inside the mirror feel Discovered.

3. What do you think these elements represent in the story? Write below each image and explain.

a.



Magic

b.



Reality

c.



Communication

a. These element represent something magic because is some natural.
b. These element represent the reality of what we feel.
c. These element represent communication because He tells us this story.

[Artifact #2 Lesson plan 5 Second cycle: April 29th, 2024. Student AS]

fear	scared
confused	confused
strange	strange

Explain here:
I choose that feelings because I think that represents what the characters felt

I think the type of conflict is man's self, because the man in the story feels very confused, because he looks him at the mirror, and listen strange things.

3. What do you think these elements represent in the story? Write below each image and explain.

a.



• Their qualities

b.



• Their fears

c.



• transmitted

I think in the mirror he saw their qualities and details, with the hand represents their fears and with the things that he wrote, he transmitted a lot of things.

[Artifact #6 Lesson plan 5 Second cycle: April 29th, 2024. Student H]

The workshop allowed students to work on their inference-making processes, they brought their point of view about elements of the story and some others that were not there. Also, the nature of the workshop let them write more about the central elements of the story.

[Field note #9. Second cycle: April 29th, 2024.]

Regarding the data collected, students' level of inferential reading grew enormously. They were understanding their reading world differently, because they are now identifying the type of conflict represented in the story. Students AS and H recognized the same by following the reading sequence of events and actions of the main characters. However, when they tried to state their feelings and behaviors, the perceptions of students vary since they understand the information with different points of view. On top of that, the nature of the workshop allowed students to work on different symbolism, the third point of the exercise got different representations and conceptions, regarding the beholder some elements are not the same, student AS and H found separate characterizations of what was stated in the reading.

Concerning the closure of the second cycle, a workshop was carried out, in which students showed the structural elements learned, in this part literal elements were taken into account. Hence, students were able to define, exemplify each type of conflict and define symbolism according to the class topics.

Man vs man:
 This is the most common type of conflict in stories. It occurs when the protagonist faces another character, be it a rival, enemy or even a friend for example in the story of Robin Hood when the protagonist has to face evil Sheriff.

Man vs self:
 In this type of conflict, the protagonist fights against his own internal demons, such as his fears, doubts or insecurities. For example in The Chronicles of Narnia when Edmund fights against his own conscience when tempted by the White Witch.

Man vs nature:
 In this type of conflict, the protagonist face the forces of nature, such as the weather, wild animals or diseases. For example in the movie Alpha when Keda fights to survive in the wild to return home.

Man vs society:
 In this type of conflict, the protagonist face the norms, values or expectations of society. For example in the Hunger Games when Katniss Everdeen fights against the Capitol.

2. Write a definition of symbol in literature and give an example.
 In literature, a symbol is an element that represent something beyond its literal meaning. For example, the white dove symbol that represent peace.

[Artifact #3 - Closure of the second cycle. April 29th, 2024. Student DB]

2. Write a definition of symbol in literature and give an example.

The symbol is the form of representate a problem with one element.
 Example: the sunflower representate a sun

[Artifact #12 - Closure of the second cycle. April 29th, 2024. Student K]

The lesson followed the category of analysis of conflict and its types. (...) In addition, the evaluation of the cycle allowed me to know that they are learning everything and they are interiorizing the knowledge beyond the lesson.

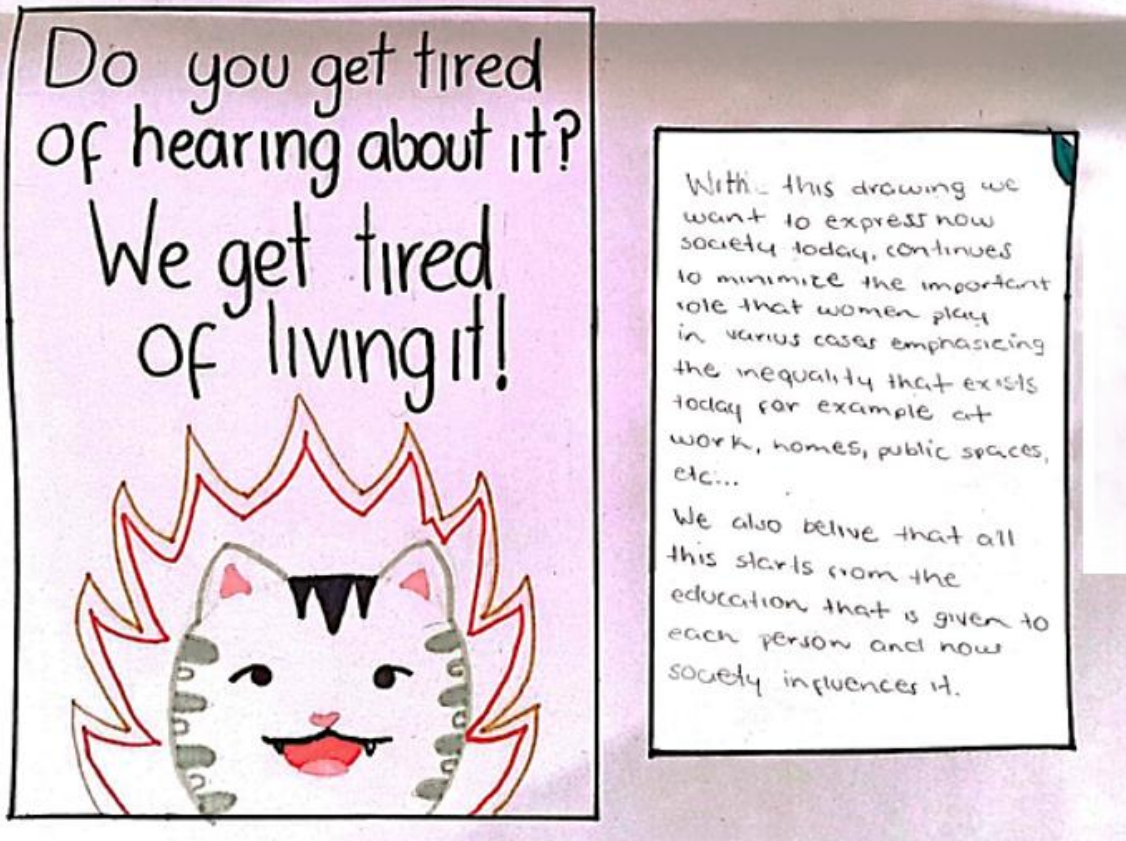
[Field note #9. Second cycle: April 29th, 2024.]

In this segment, data illustrated the approach made by students towards the analysis of literal and inferential elements, the concepts and the exemplifications allowed me to see that they were obtaining the notions of the conflict and symbolism correctly.

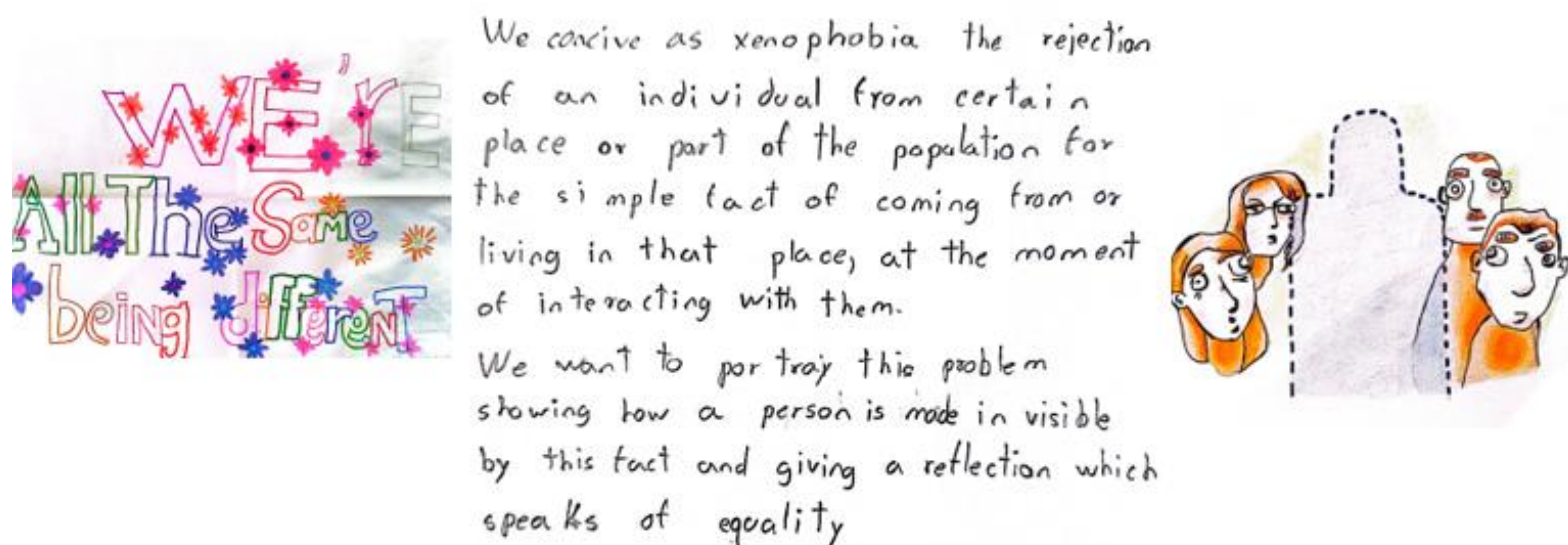
Getting to the last part in the levels of reading comprehension, the critical level was the last to be worked in the third cycle, this project perceives as the one that is bringing the process of reading to a high level of understanding allowing the reader to reach and connect external responses related to the information presented in the written text (Cassany, 2003). In this proposal, the purpose of working this level of

reading was to reach its approximations. Eventually, data demonstrated that students were ready to work deeply at this level.

Look at the next excerpts, to see the development of students in the last session regarding this higher level of reading.



[Artifact #1 Lesson plan 6 Third cycle: May 20th, 2024. Group 1]



[Artifact #2 Lesson plan 6 Third cycle: May 20th, 2024. Group 2]

Following the process of creation, students showed a great sense of autonomous work, they called me to evaluate their ideas or to discuss their plans for creation. In this sense, the class followed self-reflection processes in each group. For this session, the creation was key to see what students have to say about their inner perspectives, with a high sense of self-awareness of reality. Students assumed a position in which they correctly developed the exercise of giving their points of view about social problems in society in relation to the story.

[Field note #11. Third cycle: May 20th,2024.]

In this final activity and story, students alluded to some social problems. The data assembled in this work showed the awareness of students towards critical reading, because in this third cycle students read and connect elements outside the reading going beyond literal and inferential levels. In consonance with that, the group 2 wanted to portray how people are invisible around other points of view regarding the socio-cultural aspects. On the other hand, group 1 addressed a social problem in which women are seen with less importance in society. The posters created by both groups allowed them to raise their voices about the injustices within our society.

To conclude, students went through a process in which literal, inferential and critical approximations were approached, their creations allowed me to see the evolution of that progress, from extracting structural elements from stories, gathering hidden messages and symbolism to create notions of the society connecting socio-cultural problems to their own contextual portrait.

Enhancing diverse language skills.

In the project the set of activities assumed indirectly more complex roles, in which students practiced and enhanced some skills that were outside of the proposal. Then, through the development of the intervention data revealed that students were aware of their process regarding the progress of diverse language skills. As noted in the following set of excerpts organized from the start to the end of the project gathering notions of their learning and developing of skills.

1. I learnt a few words, my pronunciation is better now

[Artifact #9. Lesson plan 1 First cycle: September 22nd, 2023. Student J]

- What did you learn?
I learned some word.

[Artifact #15. Lesson plan 1 First cycle: September 22nd, 2023. Student ST]

D) Why do you think it is important to analyze stories? we can learn more about english

[Questionnaire 1 - Closure of the first cycle #18. October 25th, 2023. Student ST]

Digital material for this class was important, since it made students talk and to contrast what they saw to what they already knew and to what they could learn.

[Field note #2. First cycle: September 22nd, 2023.]

Starting here, the first perspectives gathered from the beginning are connected to the learning of vocabulary, as student ST stated in the first lesson plan applied to overall knowledge about English in general in the closure of the first cycle showing a process and broadening her notions in the class. On the other hand, student J wrote about the learning of vocabulary, in addition the enhancement of pronunciation due to the reading aloud in the beginning and approach to the reading material. It is remarkable that in the class the presentation of vocabulary was key in the beginning of the class and then students were able to practice by expressing themselves during the class in English.

As soon as the class was getting more complex topics, data displayed that students were using their new grammatical knowledge to the lessons, additionally vocabulary was considered an element developed in students' progression. As it is distinguished in the following excerpts.

1. What did you learn in this lesson?

I learned the conditionals and parts of the history

[Questionnaire 2 – Lesson plan 4 Second cycle #14 April 8th, 2024. Student V]

1. What did you learn in this lesson?

new vocabulary and expression

[Questionnaire 2 – Lesson plan 4 Second cycle #6 April 8th, 2024. Student L]

Students were concentrating on writing, drawing and asking about vocabulary to express their ideas. (...) also they expressed that they learned more about conditionals and they liked how the class went.

[Field note #7. Second cycle: April 8th, 2024.]

In this case, data showed the constant development of vocabulary and grammatical structures. Student V reflected on what she learned during the implementation of the project, specifically conditionals worked in the previous lessons until questionnaire 2, in addition, she mentioned key elements of the project regarding the parts of the story. Conversely, student L picked up the development of vocabulary mentioned in previous excerpts, besides the learning of expressions that were present in the content of stories.

Furthermore, data illustrated the insights of students at the end of the project getting their written productions regarding the last closure of cycle addressing perceptions of improvement finishing the proposal.

A) What did you learn in this cycle?

I learned about pronunciation in english

[Questionnaire 4 - Closure of the third cycle #2 May 27th, 2024. Student B]

1. Considering the project, what was your favorite topic? And why?

My favorite topic was reading since it helped me more
to understand at first sight and to have fluency
and vocabulary.

[Questionnaire 4 - Closure of the third cycle #6 May 27th, 2024. Student G]

(...) the audio material was a good tool to consider for future sessions. Students showed that they liked audio material and followed the reading while they listened, some of them said "with the audio I learned how to pronounce some words that I thought were hard, but they are not".

[Field note #8. Second cycle: April 22nd, 2024.]

In consonance with the end of the proposal, data illustrated different points of view about students' learning, hence student B expressed the development of pronunciation, it was necessary to mention that in the class audio material was presented in the process of guiding the reading in class. Therewith, student G expressed more ideas about the process stating positive aspects of reading as a topic and mentioning their fluency and the development of vocabulary.

Regarding the last element to develop, data showed how the topics of the proposal allowed students to contrast the ones that are part of the class curriculum letting them to see different perspectives about knowledge in the English class.

D) Why do you think it is important to analyze stories?

Because they ~~teach~~ ^{teach} us about topics
and themes that the school don't
do.

[Questionnaire 3 - Closure of the second cycle #7 April 29th, 2024. Student G]

A) What did you learn in this cycle?

I learn the symbolism, future simple,
zero conditional and first conditional and
my favorite topic of this is symbolism.

[Questionnaire 4 - Closure of the third cycle #9 May 27th, 2024. Student K]

Students got a good reception of the printed material; they even asked me to allow them to take that material home or links to find that information on the internet about the conflict and where to read the story by themselves.

[Field note #8. Second cycle: April 22nd, 2024.]

Hence, student G stated an important answer about a question of the class, regarding the analysis and how that type of activity allowed her to see and be aware of topics that school curricula have not taught her yet. Then, student G showed that out of the grammatical topics, she preferred the topic of symbolism addressed in the lesson plans and connected to the reading material and process. In consonance with that, both students asserted that the central information presented in the class, according to the focal point of the project, had an important perception to them. On the other hand, some students asked for the sources to read the material by themselves, fostering the reading in non-academic environments.

To conclude, the process carried out in the proposal allowed the participants to develop a variety of different skills, going beyond the reading skills, learning vocabulary, enhancing pronunciation, getting more knowledge about the English language and fostering their expression of ideas to build their knowledge creation environments.

Category 2: Literature-based approach as a methodic guide to undertake reading

In this project, the use of an approach was key to guide the process of addressing the reading material, in this sense as it was mentioned in the chapter 2, this approach is formed of four main stages or steps that are: exploration, enrichment, extension and reexamination. Regarding the steps, this project gathered data about each one in different classes through questionnaires, artifacts and field notes. It is important to highlight the fact that these four steps are not necessary to be developed in one lesson, in the words of the authors Sorensen & Lehman (1995), the approach in a class must follow at least one of the steps and they depend on the focus guided for

each class (p.109). Hence, in this project the use of more than one step was guided to connect different elements in the EFL class and the use of the approach was unknown by students, however they felt that there was a methodology applied.

To start this analysis, data showed the process in which the approach's stages were addressed in the project. In consonance with that, at the beginning of each class the phase of exploration was addressed to introduce key vocabulary, the topic and the process of reading. Therefore, the following excerpts illustrates how this first stage was being carried out in the proposal.

3. The story was interesting. I had the chance to participate, that's the reason why I was concentrated in the class

[Artifact #9 Lesson plan 1 First cycle: September 22nd, 2023. Student J]

What was not clear?
Some words like: cliff, dried-up, and something parts of the history (but small).

[Artifact #4. Lesson plan 1 First cycle: September 22nd, 2023. Student C]

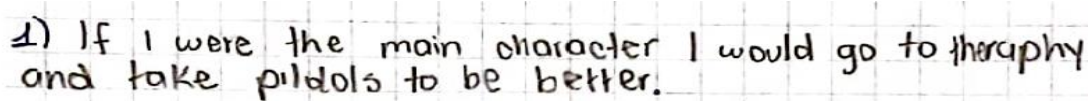
At the beginning of the class, students were not ready to work on the new topic. After a discussion and introduction, they participated in the activity using the tv and the board to answer the questions. (...) Then, the process of reading was followed correctly by the students, two students did not participate in the activity regarding the exploration, even though they paid attention and answered questions in the post reading or enrichment phase.

[Field note #1. First cycle: September 8th, 2023.]

As data revealed, the exploration phase allowed student J to participate in class mechanics and also fostered her concentration to keep working in the process of addressing and introducing the reading material. However, student C expressed that some elements were not clear, it is important to mention that those words were part of the key vocabulary of lesson plan 1, hence the exploration phase must be focused to

avoid misunderstandings and breaches that interfere with students' reading process. On the other hand, there were some students that seemed to not fit with the methodology of the approach in the exploration phase, they did not participate nonetheless, the activities proposed allowed them to engage with the class and the material during the enrichment phase.

Moreover, the introduction of the extension phase was addressed intrinsically, students tended to use grammatical structures explained or introduced in the class to answer the workshops or the questionnaires given.



1) If I were the main character I would go to therapy and take pills to be better.

[Artifact #5 Lesson plan 4 Second cycle: April 1st and 8th, 2024. Student H]

Then to finish the session, the teacher gave them questions that were connected to the comprehension of the story connecting the reading with the class topic, the students took advantage of the conditionals explanation and review to answer questions and give them their own point of view as a reflection.

[Field note #6. Second cycle: April 1st, 2024.]

Data showed that student H looked forward to answer questions recognizing the grammatical structure, some of the questions alluded topics recently worked in the English curriculum with the purpose of reviewing them with their answers, in this case student H took advantage of the explanation about conditionals to answer a question showing that the topic of conditionals went beyond the grammatical lesson going to the class activity regarding the reading material.

Furthermore, data illustrated that there are two stages that were easily addressed together during the implementation of the proposal, they are enrichment and reexamination, due to the nature of the activities in class students worked on the analysis of short stories in the enrichment phase and reflected on the work done, reading material and the way the class was carried out methodologically. See the following excerpts to evidence the connections of these stages.

Exposition

The exposition it's when they present the characters who are: Dickie (the first character) and his parents and the context of this history.

Rising Action

The rising action in this history it's when the parents talk with Dickie about the exam and to relax because he was very good, not to worry.

Climax

The climax it's when he arrives to the Government Educational Building. The nerves he had before the exam and when he taking the exam.

Falling Action

When he already took the exam, after present the exam.

Resolution

When tell us that they are asking how they want the body to be buried, whether the government will bury it or a private place.

[Artifact #10 Lesson plan 2 First cycle: October 18th, 2023. Student I]

At the last part of the class, students started to work on a workshop related to the reading material. There students could analyze the literal elements of the reading material and they were able to bring their utterances or points of view regarding the message of the story. At first sight there were many doubts with the workshop, but then they started working on it.

[Field note #3. First cycle: October 18th, 2023.]

C) What would you change from the methodology? nothing.

D) Why do you think it is important to analyze stories? because let to know how the history really is developed.

[Questionnaire 1 - Closure of the first cycle #8 October 25th, 2023. Student F]

C) What would you change from the methodology? I wouldn't change anything.

D) Why do you think it is important to analyze stories? The stories get easier to understand and the plot becomes more interesting, the spelling also improves.

[Questionnaire 1 - Closure of the first cycle #11 October 25th, 2023. Student J]

The enrichment phase took into account the development of the analysis of short stories in the lessons, as student I stated in her literal analysis in the first cycle. It is important to remark the fact that the analysis of the structure was supported from the exploration phase, in consonance with the activities the enrichment stage allowed students to recognize the central and literal elements out of the stories. According to that, students F and J reflected on the activities done in this phase, because when they talked about "analyze stories" they were reflecting on the process carried out in the

enrichment phase. In addition, these excerpts demonstrated that this stage allowed students to get the meaning of the story and the plot with a higher understanding and the acceptance to work with this methodology.

Moreover, data illustrated key elements of the reexamination phase, because students were mentioning important information about the process of reflection and their advances in the reading process going beyond the literal information stated and getting more notions to think of.

D) Why do you think it is important to analyze stories?

Because stories are the "reflect" of society so analyzing stories we can evaluate society

Questionnaire 3 - Closure of the second cycle #17. April 29th, 2024. Student S

D) Why do you think it is important to analyze stories?

The important thing about analyzing stories is that thanks to them we can improve our reading comprehension.

E) What did you learn in this cycle?

In this cycle, I learned that in stories we can find different symbols and that in these there are different conflicts between the main characters.

[Questionnaire 3 - Closure of the second cycle #3. April 29th, 2024. Student DB]

In this sense, the teacher delivered a workshop in which students had to draw what they considered a symbol in the story. The material was attractive and the instructions were clear (...) they seemed interested in giving a good answer.

[Field note #7. Second cycle: April 8th, 2024.]

Regarding these excerpts, student S found a connection of the stories with society, going beyond in the relationship and finding important aspects from the written material to their own context. On the other hand, student DB showed her reflections about the enrichment phase and the process of analyzing stories, in addition expressed a reflection about what she learned when the reading went beyond the literal to the inferential. Consequently, both students stated a process in which a reexamination stage is developed due to the nature of returning the work done in previous sessions

regarding the topics of the class and creating a reflection of what they were able to build.

Eventually, the reexamination stage is shown with more development since students were not only reflecting on their process, but also when they took up the story read to answer questions in the class generating their own questioning, look over the next excerpt.

1. What did you learn ?
 I learned that possibly Venus has life before

2. What was not clear ?
 What is the "rock" in the history, what is it ? and who is the characters are scientific ?

3. What did you like about the history ?
 I liked the history by the characters and the subject.

[Artifact #8 Lesson plan 1 First cycle: September 22nd, 2023. Student I]

To finish the lesson students answered some questions giving their insights about concrete elements of the class and the reflection created by them about the material worked and its contents.

[Field note #2. First cycle: September 22nd, 2023.]

On this basis, data showed the process of answering questions regarding the story addressed, student I were able to answer questions of the story using the elements presented in the story, the exercise of picking up these details let student I to engage with the content, to give their insights and to create questions about the things that were not clear.

Overall, the implementation of this approach allowed a series of different tasks for the purpose of the project, it is important to recall that students were not conscious about the methodology, since they did not know any of the steps applied. However, the participants of the project were aware of a methodology with no specific information

about it. See the next excerpt to contemplate one of the common perceptions concerning the use of a methodology.

2. Do you think that this project allows you to assume positions as a citizen in this society?

I think it can be useful in the best interpretation part. since with the previous activity we were to see more understanding of problems in society

3. What is your opinion about the methodology applied during the project? Write down the aspects you want to highlight.

the methodology was creative because in the activities we were able to see an improvement in the interpretation of the readings.

[Questionnaire 4 - Closure of the third cycle #15 May 27th, 2024. Student SC]

Their attitude in this lesson was satisfactory because they tried to do a good job, they wanted to deliver a good workshop and evaluation. They considered their point of view heard, because they contemplated that they can express their voices through it.

[Field note #9. Second cycle: April 29th, 2024.]

To conclude, data showed that students felt an improvement while working with this approach and the steps that guided the process of activities, reading and introduction. It was remarkable that, reexamination phase allowed students to talk about the reflection of society and its problems within, as student SC showed in the previous excerpt regarding her perception about understanding problems in her own context and her point of view about the methodology. Hence, this approach seemed to be worth addressing literature, activities, contents and reflections in class; data showed that the process of expression and creation were favorable to this project.

Category 3: Influential factors in the development of the proposal

This category gathers the influential factors converged in the intervention of the proposal, therefore different perspectives about the material, activities and students' points of view are conceived to develop the ideas laid out. Furthermore, in this segment there is a development to respond regarding the second specific objective; in consonance with the previous information, two subcategories were set out: *Reactions*

towards reading material and *The standpoint of my perspective concerning activities in the class.*

Reactions towards reading material

The development of this proposal showed different perspectives about the reading material used as a main source in the project, data illustrated that students found positive viewpoints about the implementation of it that are taken into account for further approaches.

To start this section, data revealed that students confirmed the lack of literature to work in the English class.

B) Did you like the reading material? Yes, no, and why? Yes, because it was other form to learn english more fast.

[Questionnaire 1 - Closure of the first cycle #4 October 25th, 2023. Student C]

B) Did you like the reading material? Yes, no, and why? Yes, 'cause before I didn't read in english

[Questionnaire 1 - Closure of the first cycle #3 October 25th, 2023. Student B]

I like the reading material, I think it's very interesting for us.

[Questionnaire 3 - Closure of the second cycle #9 April 29th, 2024. Student H]

The process of reading was slow, because some students found the story hard to read, there were words unknown to them, some students felt discouraged and they wanted to stop reading because they did not know how to pronounce a word. (...) In the end of the class some students were interested in the stories that I have brought to them, and they asked me "teacher where do you find those stories?" "Could you give us some easier recommendations?"

[Field note #3. First cycle: October 13th, 2023.]

Regarding the excerpts, at the beginning of the project student C felt that the use of reading materials helped her to learn English hastily and student B stated that she did not use to read in the foreign language, however the nature of the project introduced reading material allowing her to be connected to new sources of learning. In this sense, their reception towards the material started with positive perspectives to

keep working with the same tool. On the other hand, student H displayed that it is interesting for the group in the class to use this device, it is important to highlight that questionnaire 3 was carried out considerably with a long time period after. In addition, in some classes students asked for more reading material to look through outside of the class, showing their growing interest to read fostered by this project and the intervention.

Moreover, students took advantage of the questionnaires to talk about reading topics that they liked from the proposal. Look at the following excerpts.

2. What did you like about the lesson?

read about fears, disorders and
the fear themselves

3. What do you think of the reading material?

I like it a lot, I like this type
of readings

[Questionnaire 2 – Lesson plan 4 Second cycle #8 April 8th, 2024. Student M]

According to the reading, students seemed interested in the story, they wanted to read more stories of that kind and they would like an introduction to horror literature with more known authors and books.

[Field note #6. Second cycle: April 1st, 2024.]

In this case, data demonstrated that students had a great reception to work with these topics, and they wanted to have a deeper work with the same literary genre, with a complete introduction with authors and longer stories.

At the last part of the proposal, students gave their final opinion about the use of the material, for example student JF stated her last point of view regarding the main tool employed in the project. As the excerpts show below.

C) What is your opinion on using readings in the English class?

I enjoy the readings because they are diverse and
engaging

[Questionnaire 4 - Closure of the third cycle #8 May 27th, 2024. Student JF]

The material in the words of some of them was “aesthetic, because it is something that guides us by using images”. Again, these words give me traces to know what something could be successful to attract their attention and make them connect with the reading.

[Field note #9. Second cycle: April 29th, 2024.]

Therefore, student JF stated that the reading material is diverse and engaging, thus it was possible due to the use of different genres and ways to approach; it is important to mention that the reading material was eye-catching to be more attractive and aesthetic.

As a conclusion, short stories were addressed slowly with different topics, genres and reading difficulty. The reading material was perceived as a process to be built and worked following students’ pace, the importance of giving them the time to understand and connect with the material was key to attract their attention to keep working into it.

The standpoint of my perspective concerning activities in the class

The development of this subcategory took into account students’ perspectives about the set of activities applied during the project. Hence, the insights written by the participants illustrated what elements satisfied and enriched the process and what could have been better.

Regarding the data collected, students remarked positive elements about the activities at first sight, their opinion tended to be similar. Look at the following excerpts to see students’ viewpoints.

2. What did you like about the lesson?

I liked that it was so didactic

[Questionnaire 2 – Lesson plan 4 Second cycle #5 April 8th, 2024. Student JF]

3. A) What aspects of the class did you like?

I like that the class is dynamic and didactic.

[Questionnaire 3 - Closure of the second cycle #3 April 29th, 2024. Student DB]

Students found the presentation with images interesting, with it they could create associations using the images with the text, some of them gave a lot of tries to guess, they seemed to be engaged with the class.

[Field note #3. First cycle: October 13th, 2023.]

Hence, student JF and student DB appeared to be involved with the development of the activities by saying that it was didactic and dynamic, both students wrote a common comment towards the activities, because in the classes the approach to develop the activities in the enrichment phase were considered to be different allowing multiple participations and ways to create their ideas in their unfolding of speaking.

However, at the end of the project few students stated their preferences to the activities in class, showing a contrast about the work done with the activities planned; check the following excerpts.

B) What would you change from the class?

The only thing I would change about the class would be to work more in a group.

C) What is your opinion on using readings in the English class?

I found all the classes very interesting, with the different readings and I would have liked to do more group work.

[Questionnaire 4 - Closure of the third cycle #10 May 27th, 2024. Student KV]

B) What would you change from the class?

I would put more dynamic activities to
~~varify~~ the classes

C) What is your opinion on using readings in the English class?

its a different methodology that helps to
 work autonomously

[Questionnaire 4 - Closure of the third cycle #6 May 27th, 2024. Student G]

Some students felt comfortable working alone, but some others asked me to allow them to work in pairs or groups of three, according to the nature of the workshop, it was complex to organize them, because there were few minutes to finish the class.

[Field note #9. Second cycle: April 29th, 2024.]

These excerpts demonstrated that students wanted to change the application of the activities. As data illustrated, student KV stated that she preferred more group work and that would be the only thing she would change. On the other hand, student G claimed that the activities were not dynamic enough, however stated that they were able to work autonomously showing the lack of group work that was done at the end. Regarding students' points of view, in this project were taken as an important element, participants were able to talk about possible changes to make the class a different learning environment. Concerning the field note, group activity was developed at the end of the project connecting their perspectives and their will to work in groups, even though participants did not mention group work directly, this mechanic was considered.

To conclude, students build positive perceptions about the set of activities, also they stated what could have enriched the process for them. It is important to highlight the fact that students' comments in the classroom and desires of working were taken into account as soon as it emerged to bring a better experience in the activities brought to the academic environment.

Chapter VI: Conclusions and Implications

In this chapter, the conclusions of the study are stated considering the analysis and the findings presented in the previous chapter. It also displays the implications that arose from the development of the project regarding EFL classroom working with literature, the institution in which the project was addressed and the participants in the research; similarly, the explanation of the limitations found along the implementation of the proposal and finally, some suggestions for further research.

Conclusions

To begin with, this qualitative project attempted to address the development of the reading skill, specifically the reading comprehension levels by using short stories. Hence, the question that guided the project was: What is the impact of the use of a set of activities based on short stories with situated contents designed under the principles of the literature-based instruction approach to develop ninth grader's reading comprehension levels? Therefore, to answer this question two specific objectives were set out: 1. To outline the roles that a set of activities designed using short stories with situated contents could play in the development of the reading process in the EFL classroom. 2. To identify students' responses to the implementation of short stories in their reading comprehension levels through the literature-based instruction approach in the EFL classroom.

Regarding the first specific objective, data showed that the roles of the set of activities were supportive to address short stories and also as a methodic guide to undertake reading; in this sense, both roles allowed participants to start and handle their process of reading comprehension from the literal to the critical approximations. In this consonance with the skill tackled, it was evident the existence of an enhancement of the reading comprehension levels, the participants were able to recognize and extract literal elements from the reading material, also the inferential-making exercise was notable in the class in the recognition of symbolism in different elements from the

texts, hidden messages and the expression of their point of view connecting their ideas to the material. Finally, the approximations to the critical level could have a beginning in the last lesson plan, there students were able to show their knowledge and opinions about different social problems and they could state their side with a critical view from their context expressing what they used to see in the society. On the other hand, the development of diverse language skills was evidenced since students practiced pronunciation, fluency, learned new words to enrich their vocabulary, reinforced grammatical structures and acquired knowledge about topics nonrelated to the school's curriculum. Moreover, the literature-based approach has demonstrated to play an important role in the guidance of the activities mentioned in the previous information, the steps taken into account for each lesson plan were decisive to the work in the classroom and the time available for the class. In addition, to address each reading comprehension level was necessary to recognize the principles of the steps, since they could develop the class with different purposes with correct transitions. In the words of students, the methodology was something to remark in the project, even though they did not know the steps, but they reflected on how this methodology allowed them to work in the class. It is important to highlight the fact that the essence of the set of activities had the purpose of connecting the themes and contents tackled with students' academic and social settings.

In relation to the second specific objective, students' responses were essential to evaluate the process, in order to make changes in the proposed activities, material and methodology. Therefore, data showed that the development of the activities were successful, the participants expressed in different moments and repeatedly that they were dynamic and didactic, helping them to get on. However, there were few comments to the activities to create more group activities. Similarly, students demonstrated a positive reception in the use of short stories stating that the material was interesting, a new form of learning English and a new device to explore since they

were not used to reading in the foreign language outside of the classroom. Regarding the methodology applied, the literature-based instruction approach was the central guide to address the set of activities and lesson plans; hence, the stages proposed in the approach helped from the exploration phase to bring a first approach to the reading material, data showed that this stage should be worked with more emphasis to avoid misunderstandings, then the enrichment phase allowed students to develop their creation of ideas, in the extension step participants could connect the curriculum in the English class to solve class's exercises, finally the reexamination moment was key to evaluate the class, activities and material used to keep enhancing the intervention. Thus, in the end the participants of the project stated a positive outcome about the implementation of activities, material and methodology.

In view of the above, data revealed that the impact of the set of activities using short stories with situated contents in participants' reading comprehension levels was mostly positive, however some other aspects related to the activities must be changed. It was notable that students started to answer correctly to different types of reading and materials, by getting literal elements, inferring events and connecting elements outside of reading to enrich their idea production, nevertheless it is necessary to make few changes in the activities to fulfill participants' expectations.

Implications

A number of diverse implications arose from the implementation of the current proposal. Firstly, I focus on the implications for the academic area regarding Colombian EFL classroom and curriculum. Secondly, on the ones for the Instituto Pedagógico Nacional, which is the school where this project was conducted. Finally, the implications for the participants, for me as a pre-service teacher and novice researcher.

To begin with, the implications found regarding the academic area of EFL teaching in the Colombian classroom are related to a little preparation and few tools

encountered when implementing the use of literature in the current EFL curriculum. Therefore, it is crucial to address new educational strategies and instruments around the process of learning English, showing different ways of creating ideas, notions and approaches. In fact, fostering the inclusion of the literature world in public education would lead to a solution to the problem of EFL teachers being prepared to explain topics with no grammar-centered classes allowing students to express their ideas in the target language.

In the same vein, at the Instituto Pedagógico Nacional the use of literature was underestimated and the lack of a reading plan evidenced this situation. Nonetheless, it is necessary to promote English literary training for students and teachers. On one hand, learners need more preparation to work with different sources of material that allow them to get in touch with the target language. In this sense, the school and teachers must create different kinds of activities to bring literature constructs to the classroom. In addition, the institution must facilitate the use of digital resources to undertake the process along with multimodal texts that enrich the didactic dimension of the use of literature.

In consonance with the previous information, the progression conceived in the project was slowed due to the necessity of the pre-service teacher to propose a new perspective in an EFL environment with literature, creating a positive reception in students disconnecting them from previous ways of learning through grammatical explanations. Likewise, the pre-service teacher must consider the English performance of students to select and design material and activities according to their necessities to successfully address and catch the attention inspiring them to be in contact with literature. On the other hand, the pre-service teacher has to be ready to encounter different attitudes, doubts and discussion of ideas from students when the intervention is ongoing, with the purpose of enriching the process. Finally, the participants must be open-minded to engage in new materials, devices, methodologies and sources of

learning English. Additionally, they must range in an adequate level of reading comprehension in the target language to address literature and its constructs, fostering different types of discussion and creation of ideas. Therefore, learners' main task relies on putting their effort and interest into the activities and reading the material recognizing the importance of literature inside and outside of the classroom.

To conclude this section, the educational field and the institution must recognize the use of literature and digital tools that comes from it to foster the teaching and learning of English, conceiving as a main purpose the addressing of different devices to create ideas about the foreign language. Similarly, head teachers must be open to changes in the methodology by introducing literary constructs showing new ways of acquiring knowledge. Eventually, the pre-service teacher must take into account the group to address a positive intervention regarding attitudes, knowledge and level of language skills; correspondingly, the participants must be part of the implementation of new sources by putting their utmost with the literary elements.

Limitations

During the implementation of the project, different difficulties arose that interrupted or drew out the development of the project. To begin with, the institution presented a diverse advance of extracurricular events that happened exclusively in the English class reducing the number of sessions planned to intervene, causing disconnection of the reading process and slowing down students' progression. Moreover, the little time in the classroom given by the head teachers to apply the proposed activities, this problem grew stronger from the second cycle, since, there the time was reduced to forty-five minutes and one class per week to carry out the classes; in point of fact, the pedagogical proposal was changed to accomplish the lessons in the new time proposed to finish the intervention. The last limitation found was related to the use of the elements of the class, at the beginning the use of a TV was an option to present topics, nonetheless the use of that tool was not available from the second cycle

on, due to the constant change of classroom. To conclude, the project went through different difficulties considered a challenge for the proposal, the main limitation was the time available to carry out the proposal, the short time did not permit the development of more activities and the ones that were implemented had a quick conclusion.

Further Research

In this research, it was evident the beneficial advance of the use of reading material to develop levels of the reading skill. However, for further exploration it could be taken into account the focus on the enrichment of more English language abilities using the literature-based instruction approach; this could widen the perspectives of working with literature using the same approach to be aware of participants' individual and group progress regarding writing, listening, reading and speaking productions.

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Annexes

Annex 1 - *Informed consent*

	FORMATO		
	AUTORIZACION TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____

Yo, _____, identificado con C.C. C.E. No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. NUIP No. _____

declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA _____

Nombre: _____

Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex 2 - Students' questionnaire



Universidad pedagógica Nacional
Diagnostic Survey

Name: _____

Date: May 24th 2022 Neighborhood: LAURELES Social Strata: 3 Age: 15

Dear student

The main objective of this survey is to recognize students' topics of interest with the purpose of developing a searching process of literary material to work in the class. By virtue of considering one of the main purposes of this project, that is to follow an integral process in which the teacher and the student can discuss the selection of reading material, regarding the possible literary preferences in the classroom.

Read the question carefully and mark with an X the option.

1. Do you like to read in English?

- a) Yes b) No

2. If you marked the option No, explain why. (You can answer it in Spanish)

no me gusta porque no entiendo la mayoría de palabras

3. How often do you read English material in a week? (In the class and outside the classroom) Specify the time.

Cuando hay actividades por ejemplo con el libro de ingles leemos pero no es mucho tiempo

3. What do you like the most in English class?

ir a la sala de computadores, actividades con juegos

4. What would you add to the English class?

dinamicas fuera del salón

5. What English literary theme would you like to read in the class? (Choose one)

- a) Terror b) Love c) Culture d) Social e) Other: _____

Annex 3 – Students' questionnaires of cycle

Closure of Cycle 1

- A) What aspects of the class did you like? The methodology the class, and activities the teacher
- B) Did you like the reading material? Yes, no, and why? Yes because is interesting and informative
- C) What would you change from the methodology? Yes is motivated for me
- D) Why do you think it is important to analyze stories? Yes is important for comprehension lecture
- E) What kind of readings would you like to read? I like reading the history, the love or mystery

Students' questionnaire about the lesson plan 4

Name: _____ 8/4/24 Group: W044

1. What did you learn in this lesson?
I learn to recognize the symbolism in the story.
2. What did you like about the lesson?
I like the material of the class.
3. What do you think of the reading material?
The reading material was interesting, the story was cool and funny.

Closure of Cycle 2

3. A) What aspects of the class did you like?
The readings were interesting.

B) Did you like the reading material? Yes, no, and why?

yes, the stories were some unrealistic and
fantasious. I liked it

C) What did you like from the methodology?

The readings, was innovator and different

D) Why do you think it is important to analyze stories?

To have a better reader comprehension

E) What did you learn in this cycle?

I learned about symbolism, and some new
concepts

Closure of cycle 3

A) What did you learn in this cycle?

I expanded my vocabulary and now
I can read a little better.

B) What would you change from the class?

nothing

C) What is your opinion on using readings in the English class?

I like it, it's very nice. I think Johan will
be a good English teacher.

Annex 4 - Field Notes Template

Field note N° 1	
Institution	Instituto Pedagógico Nacional
Date	September 8 th , 2023
Grade	904
Lesson plan objective	<ul style="list-style-type: none"> - To analyze the message given by the story connecting it to the own context following human's actions. - To recognize structural elements that compose the plot of short stories: exposition, rising action, climax, falling action and resolution.
Pre-service teacher	Johan Stic Mendoza Rodríguez
Teacher	

Criteria	Observation	Reflection/analysis
Development of activities	<p>At the beginning of the class, students were not ready to work on the new topic. After a discussion and introduction, they participated in the activity using the tv and the board to answer the questions.</p> <p>Then, the process of reading was followed correctly by the students, two students did not participate in the activity regarding the exploration, even though they paid attention and answered questions in the post reading or enrichment phase. Some students wanted to read aloud more than once.</p> <p>In the end, some students were not prepared to write their insights of the class in English, since they wanted to do it in Spanish.</p>	<p>According to what was observed and analyzed, students in the classroom tend to follow instructions correctly. Also, their attention was easily gathered when visual material was used, they could connect the words to what they were seeing.</p> <p>After that, the reading process in the classroom was difficult, they did not have preparation to read in English, some students were afraid to commit mistakes and they tended to read with a low voice. On the other hand, most students wanted to participate in the reading process even though they showed some pronunciation mistakes they asked how to pronounce, or they figured it out by themselves showing their interest to learn how to read correctly.</p>
Effectiveness of the material used	The material used made them feel familiar with the methodology of a normal class, since the use of the TV was important to introduce the initial vocabulary and understanding of the reading.	Therefore, the material was attractive to them, because in their words "the material is new, we are not used to reading in the class", they were interested in the purpose of reading in class. They showed

		their motivation to continue working with reading material.
Topic of the class	The main topic of the class was presented at the beginning; the presentation of vocabulary about the natural environment that was connected to the story.	The vocabulary that was presented was easy for them to understand, since the words with the image attached, consequently, some of these words were known and the reading was easily addressed.
Other aspects	Concerning the skill to work in this class that is reading, students seemed to be nervous and they were not prepared to read for others, as soon as the topic was being explained, students talked more and kept exploring plot structure.	In this case, students were not ready to read, since reading was not a skill commonly developed in class. But, as soon as they get familiar with the topic they build their curiosity towards it.

Annex 5 - Lesson Plan Sample

Lesson Plan Template	
Lesson Plan	Owning knowledge is not the problem!
Intended Course Level	904
Duration of the class	1 hour and 30 minutes
Session	3

Institution: Instituto Pedagógico Nacional (IPN)
Date: October 18 th , 2023 (Wednesday)
English teacher: Yeni Mayely Camacho.
Pre-service teacher: Johan Stic Mendoza Rodríguez
Language Contents: <ul style="list-style-type: none"> • Body language expressions. • First conditional.

Objectives: <ul style="list-style-type: none"> - To recognize the literal message portrayed in government decisions in a science fiction story - To describe human's personalities by getting the description of their actions.
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Procedures

TIME	<i>Story: Examination day by Henry Slesar</i>
10 minutes	Exploration: To start the session, the teacher is going to present some sentences with the class keywords on the TV, then students will try to decipher the meaning of these (Annex 1).

	<p>Class keywords: <i>alert-eyed, moistness/moisture, scowl, shrouded, puckered brow, puzzlement, reluctantly.</i></p> <p>A) <i>He was an alert-eyed youngster.</i> B) <i>...and saw gloomily at the veil of mist that shrouded the glass.</i></p> <p>C) <i>...again saw moisture in his mother's eyes.</i> D) <i>the scowl on his father's face.</i> E) <i>Dickie's face showed puzzlement.</i> F) <i>Dickie saw a boy leave his father's side reluctantly and walk</i></p> <p>Then, students are going to answer some questions with the purpose of getting the first notions of the reading material.</p> <p>The teacher is going to contextualize the story by asking a question about the title of the story "<i>Examination day</i>"</p> <p><i>What kind of exam do you think is done in the story?</i></p> <p><i>Do you think is it important to run an exam to measure IQ? Is it positive or negative to do it?</i></p>
55 minutes	<p>Exploration:</p> <p>To start the process of reading students will have to read aloud, the reading will be guided by students to control the pace. (Annex 2).</p> <p>Afterwards, the teacher is going to show them an activity in which they must give the correct characteristics to the characters presented in the story. Students will say whether the descriptions are correct or not (Annex 3).</p> <p>Enrichment:</p> <p>In this part, students are going to write in their notebooks an alternative ending to the story.</p> <p>And they must also answer the following question.</p> <p><i>Could the story happen in real life? Why or why not?</i></p> <p>Extension:</p> <p>Students are going to create ten sentences, five sentences using first conditional and five sentences using zero conditional related to the story, they must write them on a piece of paper and deliver it to the teacher.</p>

25 minutes	<p>Reexamination:</p> <p>After finishing the reading process, students are going to work on a handout (Annex 4).</p> <p>Students will be asked to give their insights about the story, they must mention whether they like the story or not. For that purpose, they must answer the following questions in a paragraph:</p> <p><i>What did they like about it?</i></p> <p><i>What would you change from the class's methodology?</i></p> <p><i>What do you think is the impact of analyzing stories in class?</i></p>
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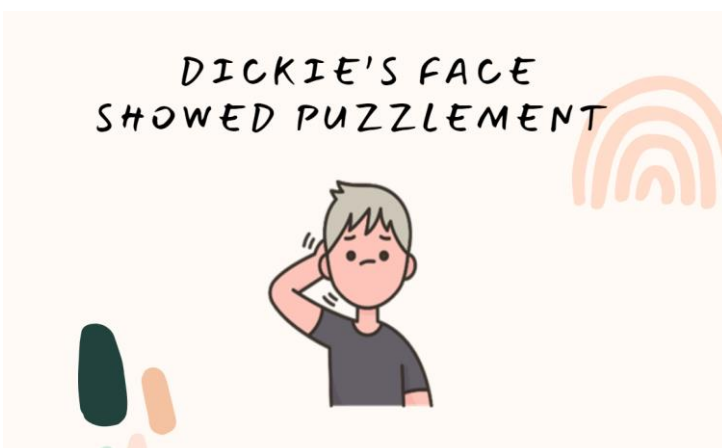
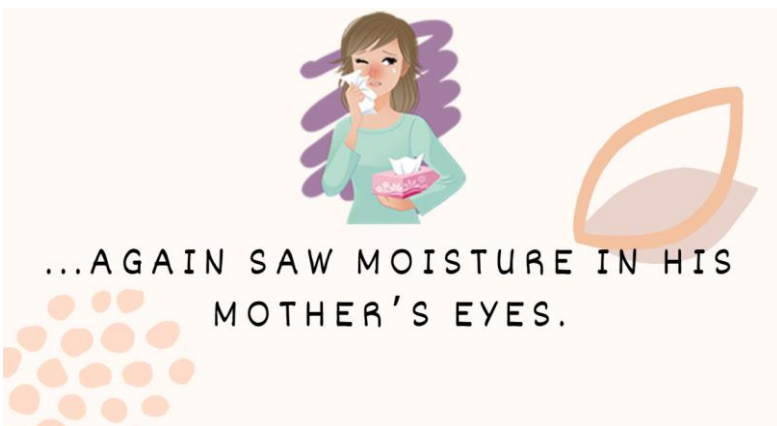


...AND SAW
GLOOMILY AT THE
VEIL OF MIST
THAT SHROUDED
THE GLASS.



He was an alert-eyed
youngster





Examination Day

The Jordans never spoke of the exam, not until their son, Dickie, was twelve years old. It was on his birthday that Mrs. Jordan first mentioned the subject in his presence, and the anxious manner of her speech caused her husband to answer firmly.

'Forget about it,' he said. 'He'll do all right.'

They were at breakfast table, and the boy looked up from his plate curiously. He was an alert-eyed youngster with flat blond hair and a quick, nervous manner. He didn't understand what the sudden tension was about, but he did know that today was his birthday, and he wanted harmony above all. Somewhere in the little apartment there were wrapped, beribboned packages waiting to be opened, and in the tiny wall-kitchen something warm and sweet was being prepared in the automatic stove. He wanted the day to be happy, and the moistness of his mother's eyes, the scowl on his father's face, spoiled the mood of fluttering expectation with which he had greeted the morning.

'What exam?' he asked.

His mother looked at the tablecloth. 'It's just a sort of Government Intelligence test they give children at the age of twelve. You'll be taking it next week. It's nothing to worry about.'

'You mean a test like in school?'

'Something like that,' his father said, getting up from the table. 'Go and read your comics, Dickie.' The boy rose and wandered towards that part of the living room which had been 'his' corner since infancy. He fingered the topmost comic of the stack, but seemed uninterested in the colorful squares of fast-paced action. He wandered towards the window, and saw gloomily at the veil of mist that shrouded the glass.

'Why did it have to rain today?' he said. 'Why couldn't it rain tomorrow?'

His father, now sit into an armchair with the Government newspaper. 'Because it just did, that's all. Rain makes the grass grow.'

'Why, Dad?'

'Because it does, that's all.'

Dickie puckered his brow. 'What makes it green, though? The grass?'

Later in the day, it was birthday time again. His mother smiled as she handed over the colored packages, and even his father managed a grin and a rumple-of-the-hair. He kissed his mother and shook hands gravely with his father. Then the birthday cake was brought forth, and the ceremonies concluded.

An hour later, seated by the window, he watched the sun force its way between the clouds.

'Dad,' he said, 'how far away is the sun?'

'Five thousand miles,' his father said. Dickie sat at the breakfast table and again saw moisture in his mother's eyes. He didn't connect her tears with the exam until his father suddenly brought the subject to light again.

'Well, Dickie,' he said, with a manly frown, 'you've got an appointment today.'

'I know Dad. I hope –'

'Now, it's nothing to worry about. Thousands of children take this test every day. The Government wants to know how smart you are, Dickie. That's all there is to it.'

'I get good marks in school,' he said hesitantly.

'This is different. This is a - special kind of test. They give you this stuff to drink, you see, and then you go into a room where there's a sort of machine –'

'What stuff to drink?' Dickie said.

'It's nothing. It tastes like peppermint. It's just to make sure you answer the questions truthfully. Not that the Government thinks you won't tell the truth, but it makes sure.'

Dickie's face showed puzzlement, and a touch of preoccupation. He looked at his mother, and she composed her face into a misty smile.

'Everything will be all right,' she said.

'Of course it will,' his father agreed. 'You're a good boy, Dickie; you'll make out fine.

Then we'll come home and celebrate. All right?'

'Yes sir,' Dickie said. They entered the Government Educational Building fifteen minutes before the appointed hour. They crossed the marble floors of the great pillared lobby, passed beneath an archway, and entered an automatic elevator that brought them to the fourth floor.

There was a young man wearing an insignia-less tunic, seated at a fancy desk in front of Room 404. He held a clipboard in his hand, and he checked the list down to the Js and permitted the Jordans to enter.

The room was as cold and official as a courtroom, with long benches flanking metal tables. There were several fathers and sons already there, and a thin-lipped woman with short black hair was passing out sheets of paper.

Mr. Jordan filled out the form, and returned it to the clerk. Then he told Dickie: 'It won't be long now. When they call your name, you just go through the doorway at the end of the room.' He indicated the place with his finger.

A hidden loudspeaker sounded and called off the first name. Dickie saw a boy leave his father's side reluctantly and walk slowly towards the door.

At five minutes to eleven, they called the name of Jordan.

'Good luck, son,' his father said, without looking at him. 'I'll call for you when the test is over.'

Dickie walked to the door and turned the knob. The room inside was dark, and he could barely see the features of the grey-tunicked attendant who greeted him.

'Sit down,' the man said softly. He indicated a high stool beside his desk. 'Your name's Richard Jordan?'

'Yes, sir.'

'Your classification number is 600-115. Drink this, Richard.'

He lifted a plastic cup from the desk and handed it to the boy. The liquid inside had the consistency of buttermilk, tasted only vaguely of the promised peppermint. Dickie downed it, and handed the man the empty cup.

He sat in silence, feeling sleepy, while the man wrote quickly on a sheet of paper. Then the attendant looked at his watch, and rose to stand only inches from Dickie's face. He unclipped a penlike object from the pocket of his tunic, and flashed a tiny light into the boy's eyes.

'All right,' he said. 'Come with me, Richard.'

He led Dickie to the end of the room, where a single wooden armchair faced a multi-dialed computing machine. There was a microphone on the left arm of the chair, and when the boy sat down, he found a microphone head conveniently at his mouth.

'Now just relax, Richard. You'll be asked some questions, and you think them over carefully. Then give your answers into the microphone. The machine will take care of the rest.'

'Yes, sir.'

'I'll leave you alone now. Whenever you want to start, just say "ready" into the microphone.'

'Yes, sir.'

The man squeezed his shoulder, and left.

Dickie said, 'Ready.'

Lights appeared on the machine, and a mechanism whirred. A voice said: 'Complete this sequence. One, four, seven, ten. Mr. and Mrs. Jordan were in the living room, not speaking, not even speculating.'

It was almost four o'clock when the telephone rang. The woman tried to reach it first, but her husband was quicker.

'Mr. Jordan?'

The voice was clipped: a brisk, official voice.

'Yes, speaking.'

'This is the Government Educational Service. Your son, Richard M Jordan, Classification 600-115 has completed the Government examination. We regret to inform you that his intelligence quotient is above the Government regulation, according to Rule 84 Section 5 of the New Code.'


Across the room, the woman cried out, knowing nothing except the emotion she read on her husband's face.

'You may specify by telephone,' the voice droned on, 'whether you wish his body interred by the Government, or would you prefer a private burial place? The fee for Government burial is ten dollars.'

Mother

Gentle Sterling Unhappy Dreadful Brave Over-critical

Affectionate Sentimental Submissive Anxious




Description	

Father

Friendly Cordial Unruly Motivating

Cold Wise Bossy Strict

Grumpy Bad-tempered




Description	

Dickie

Curious Diligent Polite Amicable

Independent Chatty

Innovative Insolent Smart Worried



Description	



EXAMINATION DAY



Name _____ Date _____ Grade _____

1. Look at the images, then organize the story in the correct order of events.











2. Answer the following questions concerning the story that was read.

A) What do you think was the real purpose of the exam?

B) What was the outcome of the exam?

C) Why did Dickie not approve the exam?

3. Analyze the story using Freytag's pyramid. You must identify and write below the *exposition*, *rising action*, *climax*, *falling action* and *resolution* extracted from the story. Write it on the back of this paper.

Annex 6 - Diagnostic Test Template



Universidad Pedagógica Nacional
Diagnostic Test

Name: _____

Date: 10/08/23 Group 904

Dear student,

The main purpose of this test is to diagnose your performance in the use of English.

Listening section:

1. Listen carefully to the next audio. Then, organize the correct order of events according to the information given.



5



1



3



4



2

1.2. Match the question with the correct answer based on the information from the interview.

How much time does Dan swim?

He is at the gym or at a café.

Where is Dan after his classes?

At 5 o'clock

When does Dan have lunch?

At the university

Where is Dan from 11 o'clock to 4 o'clock?

About 2 o'clock

At what time does Dan go to the pool?

From 6 o'clock to 8 o'clock.

Reading section:

2. Read the following short story and answer the questions below based on your understanding of the text.

Being honest with you, I don't know how I got here. There is no light, just pure darkness. I don't even know where this is. I was looking at my reflection, like always, and now I'm here. Perhaps I was kidnapped? It would make sense with the lack of light. When can I leave? I have never been afraid of the dark, but I can't help feeling uneasy. Wait, is that my sister? She could help. I try to scream but my words are cut short. I can't believe it. Am I on the opposite side of...my mirror?

Pamela Slinn – The Dukeries Academy, Nottinghamshire.

2.1. Mark with an (X) the correct option according to the question. One option per question.

2.1.1. What is the initial feeling of the protagonist with the darkness?

- a) Fear b) Curiosity c) Excitement Confusion

2.1.2. How does the protagonist attempt to communicate with someone during their time in the darkness?

- By shouting for help b) By searching for a phone c) By using a flashlight
d) By sending a message

2.1.3 Which of the following themes is the most explored in the story?

- a) Dreams and aspirations b) Friendship and trust Loss and grief
d) Identity and self-discovery

2.2 Organize the events in the story:

- 2 The protagonist's sense of unease and confusion intensifies.
3 The protagonist tries to call out to his/her sister for help, but his/her words are silenced.
4 The protagonist's destiny and the nature of their problem remain unresolved.
1 The protagonist is in complete darkness and is uncertain about how she/he got there.

Writing section:

3. Write a short paragraph, about something that you have enjoyed before. For example: reading a book, watching a movie or a trip.

skates are used by many people as a fun and exciting form of exercise and recreation. they are appreciated by both children and adults, as they provide a feeling of freedom and fun.