

Short stories and Reading comprehension through Content based Instruction an Action Research
among Ninth Grade at Policarpa High School Cucuta

University of Pamplona
Faculty of Education
Foreign Languages Program
Integral Practice Project

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INTRODUCTION

This proposal, which is called, Short stories and reading comprehension through content based instruction (CBI), is presented to the foreign languages program of the University of Pamplona.

This project presents the use of short stories as an effective tool in order to improve the reading comprehension among Ninth (9) grade students at the Policarpa Salavarrieta Institution.

With the previous institutional observation that was noticed by the researcher-practitioner at Minuto de Dios Policarpa Salavarrieta in ninth grades, students between 13 and 16, additionally, it was detected the deficiencies related to the development of the reading and writing skills. Other issues in relation with the development of the English class were remarked. This permitted to deduce that:

- Students present a clear lack of vocabulary
- Students present a clear lack of interest on the development of the reading skill
- The topics are basically grammatical structures

The researcher determines a proposal which attempts to improve student's reading comprehension through the use of short stories which could help students to encourage their understanding and interest to read and learn English as a foreign language.

The visible lack of reading comprehension skill practice in English is basically the main aspect which incites the researcher-practitioner to start and make use of this project.

Consequently, this proposal seeks to develop short stories as principal tool and strategy to promote the achievement of this goal, reading comprehension can be gained through development of short stories.

English plays an important part in the cultural, political and economic life of the human being. For this reason, English has become one of the main language taught at school. Nowadays, Studying English as a foreign language is an indispensable element to achieve some job opportunities in foreign countries.

Graddol (1997) says that English is recognized as the most important language to learn for the increasingly international community. This is a reality that give the impression to be unchangeable. English has become the official language of the business and scientific world.

In Colombia the article 21 of the Education (1994) provides that institutions must offer their students learning a foreign language from the basic level. Therefore, the Ministry of Education defines the 1990s the curriculum guidelines to guide the teaching and learning of students in primary and secondary education. Nevertheless, most students have a low level of English (A1-A11: Basic) which is derived from the low communicative competence in foreign language teaching most of the area (A1 – A2: Basic).

Afterward, in 2004 the Ministry of Education supplied the need for a common framework for learning, teaching of languages, in adopting the Common European Framework of Reference – CEFR on the strength of its proposal and its applicability to the education sector.

Firstly, from that framework were established, the language level goals for different populations, and then made the English proficiency standards for elementary and secondary education, which were published in December 2006.

It created the National Bilingual program (NBP) which is the organization in charge of offering all students the opportunity of reaching a level proficiency in English.

According to the NBP, the objective was follow the Common European Framework of reference for foreign languages (CEFR) which plays a central role in language and education policy worldwide, in order to define language proficiency levels and interpret language qualifications.

The CEFR describes language ability on a scale of levels from Basic A1, A2, intermediate B1, B2 and Proficient C1, C2.

JUSTIFICATION

The current project Short stories and Reading Comprehension through content based instruction is presented to the foreign languages program of the University of Pamplona, which attempts to increase reading comprehension in students from ninth (9th) grade in English as a foreign language, relay to at Policarpa Salavarrieta School located in Cucuta. It seeks to explain the experience addressed by the researcher-practitioner during the whole process of Integral Practice.

The present project is a study based on the content based Instruction. It attempts to promote the use of short stories to improve reading comprehension among thirty-five (35) students of ninth (9-01) grade in a school in Cúcuta, Norte de Santander.

This project starts from the importance in learning of a foreign language inside of the classroom. Such is the need in this community of the Minuto de Dios Policarpa Salavarrieta School, that is necessary and important contribution that this project has to help, to understand and to improve as far as the English learning.

Learning a foreign language implies the development of four main skills understood as: Listening, Reading, Speaking and writing. These skills are essential to communicate in a foreign language. However, during observations made in English classes the researcher-practitioner analyzed that learners had specifically difficulties at the moment of reading, and understanding a text were noticed.

On the other hand, according to the requirements of the University of Pamplona this paper is divided into four (4) main components or chapters which are: Pedagogic component, Research component, Out-Reach Component and Administrative component.

The first component is the pedagogical component, which has as an objective to reinforce reading comprehension in English through collaborative learning by using storytelling, where students have the opportunity to increase reading skill in the learning of English as a foreign language.

The second component is the research, this component is based on the action research, where the main problem is identified and the objective is to search answers to the general question and to show the sample that is chosen, and the different instruments applied in order to collect and analyze the information and to give a conclusion about the study.

The third chapter is called Out-reach component. This component sought to extend the teacher assistant's teaching labor to other communities in the school and to other purposes according to their needs and interests. It involves the teacher trainees in the daily functioning of the institution, by participating actively in all the activities that the school carries out during the whole teaching practicum process.

The final chapter called the Administrative component is related to a more detailed description of the institution and structure of the organization. This component presents a detailed list of the names of the personal who integrate the directives, academic council and governing board. Additionally, it presents the most relevant points of the manual of conviviality and a general perspective of the institutional elements at Policarpa Salavarrieta School.

GENERAL OBJECTIVE

To implement short stories in reading comprehension through content based instruction approach among Ninth Grade Students at Policarpa Salavarrieta School, Cucuta, Norte de Santander.

SPECIFIC OBJECTIVES

- To identify the position of the institution associated to the English teaching process
- To associate reading comprehension skill through short stories
- To apply reading comprehension activities
- To establish short stories according to the students' interest.
- To present the advantages and disadvantages of the use of short stories in the English learning process.

CHAPTER 1: PEDAGOGIC COMPONENT

In this chapter is explained the approach, Content Based Instruction, and the technique, short stories, that this project use in order to be developed Reading comprehension skill.

1.1 Introduction to the Pedagogic Component

Nowadays, English as a foreign language is a tool that allows people to exercise their communication skills in a society that every day demands more competition in different labor areas such as education, business and others. Colombia has developed the foreign language acquisition through the National Bilingual Program (NBP), as strategy to ameliorate the English level in students. In this way a person who has the opportunity to speak a foreign language ,in this case English, has a lot of opportunities in this society ,taking into account this item, speaking is seen as one of the most important skill in the English language. (El Reto, Ministry of Education, 2006)

The Pedagogical component of this study refers to the use of short stories to improve reading comprehension skill in an educative field. The main purpose of this study is to improve ninth (9) grade students reading comprehension skill by encouraging and motivating their English reading process.

Education permits human development and offers answer to the citizens who are part of a society. In Colombia the General Law of Education in its article twenty-four (24) establishes as one of its goals “the study and the critical comprehension of the National Culture and of the ethnic and cultural diversity of the country as a fundamental factor of the National Unit and of its identity”. The same article states “as objectives of the Basic and Medium Education, the acquisition of the communicative elements at least in a foreign language and the comprehension and the ability to express in a foreign language”.

Taking into account this regulation the majority of Colombia institutions have chosen to offer to their students the opportunity to learn English as a foreign language with the purpose of having citizens capable of communicating in English to insert the country into universal communication processes. (Crystal, 2000).

To develop this plan, the adoption of a common language which establishes the level goals of performance in the language through different stages of the educational process was necessary; for this reason, the Education Ministry (MEN) adopted the Common European Framework of reference for language. It took into account different aspects that explain what a learner has to know using a language with the purpose of communicating. Each educative institution in Colombia must take into account these guidelines to teach English.

1.2 Justification of the Pedagogic Component

Based on the results of the observations made by the teacher trainee was possible to determine that there is a clear lack of interest in English reading which difficult its comprehension. Likewise, other English skills need to be reinforced; these are the major reasons why the researcher-practitioner decided to work with short stories in order to motivate the acquisition of the foreign language (English) and integrate the four skills understood as listening, speaking, reading and writing which are essentials to communicate in the language.

Through the institutional observation that was conducted during a week, it was possible to choose the sample that were 12 students of ninth grade. And according to this the capacity chosen by the researcher-practitioner was the reading.

The Content Based Instruction approach is a combination of language and content learning, that students will acquire the linguistic or other type of syllabus.

The purpose of working with the Content Based Instruction approach through short stories for the reading comprehension skill is according to the main aim of the Content Based Instruction approach which is to combine language and content learning in order to teaching English in effective way.

In order to promote the development of principles Content Based Instruction, this paper proposes a set of specific principles that can be subjected to theoretical and empirical evaluation.

The project discusses two types of principles that may be used for pedagogical decision-making. The first type of principle is one that categorizes learning activities according to their properties. The second type of principle is that learners needs for learning a second language.

In this paper, the reading activities proposed were more dynamics, therefore the students played an active role and took their experiences as an important learning aspect, contributing positively the implementation and development of the reading comprehension through the flexibility offer by the Content Based Instruction approach.

Moreover, the selection of ninth (9th) grade students comes from the decision of the trainee teacher who preferred work with students whose are in the beginner English level in order to foster them the habit to learn English language through short stories and development the reading comprehension.

1.3 Objectives of the Pedagogic Component

Before starting the application of this pedagogic component, it is necessary to elaborate a series of objectives to accomplish

1.3.1 General Objective

To develop reading comprehension skill through the use of short stories with the Content Based Instruction approach among ninth (9th) grade students at Policarpa Salavarrieta school

1.3.2 Specific Objectives

- To use short stories as an effective tool with the purpose to evaluate the English learning process.
- To design a plan according to the pre-while and post reading comprehension strategies.
- To apply short stories according to the Institution's syllabus
- To prepare lesson plan based on topics established in the institution

1.4 Theoretical framework of the Pedagogic Component

Taking into account the purpose of this study, the present framework explores to conceptualize each of the variables, which make part of the problem situation. This first section of this chapter explains the importance of reading comprehension skill through different activities that had been applied to achieve this entire project.

Nowadays is a necessity to learn a new language, because it allows to be connected with the entire world. According to Ramelan (1992) English as an international language is used to communicate, to strengthen the relationship among every country in the world in all fields, tourism, business, science, technology.

According to the NBP, the objective was follow the Common European Framework of reference for foreign languages (CEFR) which plays a central role in language and education policy worldwide, in order to define language proficiency levels and interpret language qualifications. The CEFR describes language ability on a scale of levels from Basic A1, A2, intermediate B1, B2 and Proficient C1, C2.

Table 1 English Proficiency Levels Adaptation for Colombia

Common levels' name in Colombia	Educative level Develop	Levels according to the CEFR
Beginner	1st to 3rd grade	A1
Basic	4th to 7th grade	A2
Pre-intermediate	8th to 11th grade	B1

Supported by the bilingual national plan the scholars of this study should have level pre-intermediate first (1st) level (B.1 level). Thus, each of the proficiency is divided into the four

language skills writing, speaking, listening and reading.

1.5 Reading

According to Rouhani and Kowsary (2013) reading is “one of the most important language skill and one of the most complicated act that everyone has to learn. Reading is not a single skill but a mixture of many skills in which the readers interact with printed words and texts for content and pleasure. Through reading, the reader can learn writing, speaking, vocabulary items, grammar, spelling and other language aspects”.

On the one hand, Rustipa (2010) affirmed that when the learner read a story or a newspaper article, s/he employs her/his previous knowledge in the process of comprehension. The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension

Certainly, due to the constant tests to which students are subjected during their education, reading skill become indispensable to reinforced in the English class. Reading must be practiced and frequently evaluated according to the levels that students reach with the passage of time and the change of grades. Teachers tend to apply reading activities in the classroom, often conditioning students just to translate contents or to identify unknown vocabulary.

Taking into account the previous concepts and theories, reading is suggested as a skill to be practiced in the classroom.

1.5.1 Reading Comprehension Skill

Comprehension is certainly the most crucial reading skill addressed by educators. Rumelhart proposed a view of reading as an interactive, cognitive psycholinguistic process where both, bottom-up and top-down processes are simultaneously involved. This was called “the interactive approach” and it also considers an interaction between the reader and the text.

According to Perfetti and Hart (2001) reading comprehension is the process of transformation and decoding of a text which implies a cognitive process. Comprehension is a constraint reduction process, in which memories, knowledge, beliefs, body states and goals combine with perceptual processes in a discourse context to form idea units.

Engagement is fundamental to developing reading comprehension, and engagement depends upon four things: a coherent curriculum, high motivation, sufficient instruction about strategic reading, and sufficient choice in all areas of reading.

Taking into account the importance of reading properly, as teachers, it is necessary to change the reading practice into something that students can see the benefit clearly, easily and in this case, attractive. Students truly engage in the reading process when the texts are at the appropriate reading level and can be connect to their own context.

A systematic teaching strategy for the use of the short story to improve reading skills can include the following stages:

- Pre-reading activities: to provide students with vocabulary exercises and cultural background
- In-class oral reading: to improve oral and spoken abilities
- Textual analysis and group work: to improve reading comprehension and small scale

writing tasks

- Post-reading assignments: to establish the acquired knowledge and improve more comprehensive written skills.

1.5.2 Types of reading

There are common reading forms that were applied by the reader, according to the purpose of reading or personal interests to reach.

According to McDonald, K. (2012) He establishes four (4) main types of reading techniques, which students should use the most appropriate, according to their level and depending on what the teacher- practitioner wants students to develop. It is necessary to take into account that here the time takes an important paper for the realization of the reading activities.

- ❖ **Skimming:** “Skimming” alludes to reading the essentials. In this type of reading it is about understanding the text at its most basic level. According to this, reading comprehension can become very simple and at the same time partial.
- ❖ **Scanning:** According to McDonald (2012), “scanning involves getting your eyes to quickly scuttle across sentence and is used to get just a simple piece of information.” In this type of reading, the author states that readers can understand a text with the help of extracting the key words or information from it, without the need to read it in its entirety. Following this the reader only focuses on the specific and important facts of the reading.
- ❖ **Intensive reading:** To undertake the intensive reading, the reader has to have very clear the objectives of it. Because intensive reading requires much more time than skimming and scanning, as this type of reading is perfect for students who are learning a foreign

language and through different essays they conclude that in this way it helps them to acquire certain vocabulary and to link Meaning in context

- ❖ **Extensive reading:** According to this type of reading the reader takes it as a moment of enjoyment. That is to say that if the text is very difficult the reader does not lose that thread searching for words unknown in the dictionary. That is why the readings should be easy to understand and catch the attention of the reader to achieve that motivation and likewise to improve their reading skills.

According to the types of reading discussed above, one of them was taken for the development of such activities presented by the teacher-practitioner. In this case it was Intensive Reading since it fulfills the proposed objectives of reading comprehension activities. In addition, the process of this reading unlike the others is slow what it means is that it helps to understand the vocabulary and the retention of information that extends in the long term.

1.5.3 Purpose of reading

Although, the purpose of reading in L2 in the classroom often varies depending on the teacher view, the necessities of the group for improving certain area or to follow the syllabus of the course established. The only requirement "is that the story or main idea be comprehensible and the topic be something the student is genuinely interested in, that he would read in his first language" (Krashen, 1982)

Moreover, the purpose can turn into an informative task that serves as feedback about a topic or event to reinforce grammar. In some other cases, the teacher can use a text to deepen in any situation that might interest students.

Research has shown that when teachers provide instruction on specific strategies to monitor and repair comprehension, it improves children's reading achievement (Carlisle & Rice, 2002). This proposes to give a goal to the reading activities developed in the class and avoid using superficial translation of words instead of adapting contexts according to real situations and to encouraging students to understand complete ideas, fomenting autonomy and critic thinking to differ and defend one's position.

English Level: In this case, according to The Common European Framework the English level where the students are positioned is A1: Basic User.

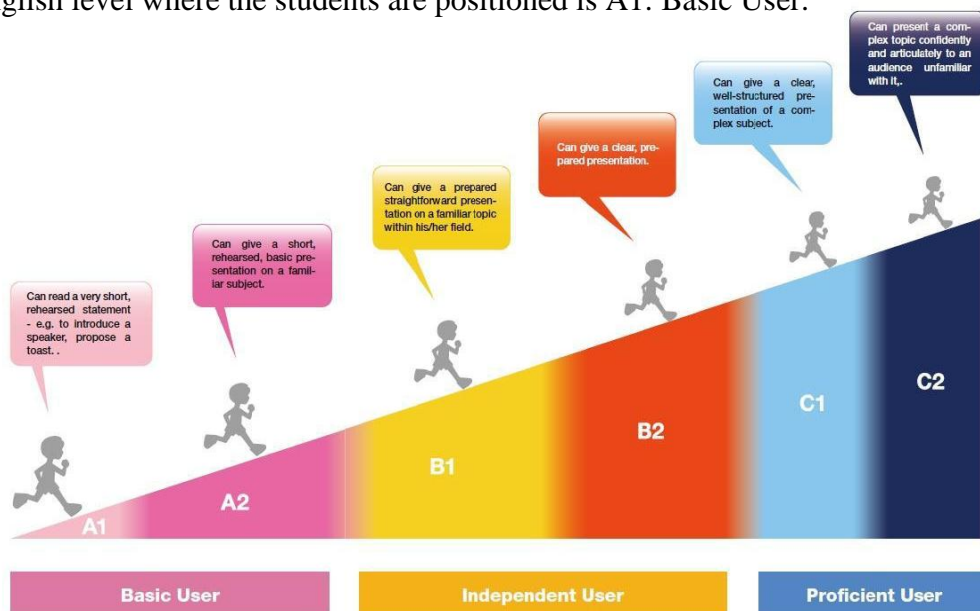


Figure 1 Common European framework of reference for the languages Performance levels.

The A1 level aims to make students to manage basic elements of the different abilities or features of the language. The (A) approach seeks to prepare students to understand basic

vocabulary, recognize simple words when speaking comprehend basic phrases or give personal information.

1.6 Strategies for reading comprehension.

Since the 80s there have been a lot of researchers improving the foreign language reading comprehension area. Some known and remarkable authors and researches are Stanovich and his work “Toward an interactive-compensatory model of individual differences in the development of reading fluency” (1980), Eskey (2005) and his work “A model program for teaching advanced reading to students of English as a foreign language” (1973), Grabe and his work “Current development in Second language reading research” (1991), and finally Rumelhart, and his work “Toward an Interactive Model of Reading” (1977).

1.6.1 Visualizing

Duke & Pearson (2002) states that “There is an old saying that a picture is worth a thousand words. When it comes to comprehension, this saying might be paraphrased, a visual display helps readers understand, organize, and remember some of those thousand words.”

According to the above mentioned, the visual aids can influence positively in the development of the reading comprehension skill. A picture or an image can show a lot of information, that is for some students an easy way of predict or understand a written text.

1.6.2 Knowing how words work

It is known that the improvement of reading depends on the acquisition of words. If the reader acquires more vocabulary the reading will be a comprehensible process.

“Research conducted in the past ten years reveals that vocabulary knowledge is the single most important factor contributing to reading comprehension”.

Moreover, studies conducted on the importance of vocabulary instruction demonstrate that it plays a major role in improving comprehension.” (Laflamme, 1997).

1.6.3 Summarizing

Summarizing it is seemed as a difficult task. When learners summarize a fragment of a reading, they determine the main idea and important information and use their own words to demonstrate a real understanding of the text. Duke and Pearson (2002) affirm that “research suggests instruction and practice in summarizing not only improves students’ ability to summarize text, but also their overall comprehension of text content.”

1.6.4 Evaluating

According to Barton and Billmeyer (1998). “Effective readers are strategic. They make predictions, organize information, and interact with text.” Evaluating is considered as the most important strategy, through the evaluation the reader noticed not only the message but the way and strategies implemented to get to the interpretation.

In this way, readers are monitoring their understanding and making connections with the text. Taking into account the previous concepts and theories, reading is defined as a skill to be practiced in the L2 classes.

Reading is one of the most important skills for mastery of a foreign language. Some scholars believe that ability to read is the prerequisite for autonomous learning (Stern, 2001). Reading is an active, fluent process which involves the reader and the reading

materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader. (Anderson, 1999).

Certainly, due to the constant tests to which students are subjected during their education, reading skill become indispensable to reinforced in L1 as in L2. Reading must be practiced and frequently evaluated according to the levels that students reach with the passage of time and the change of grades. Teachers tend to apply reading activities in the classroom, often conditioning students just to translate contents or to identify unknown vocabulary.

Maibodi (2008) states that “Reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and a skill to comprehend what someone else has written”. Some Current education approaches as communicative approach, proposes reading skill as an instrument to make students to try to build a notion of the real meaning by their own considering previous knowledge, recognition of situations and discussion of what they have comprehended.

Reading comprehension requires complex thinking, specific strategies, and motivated reading. Just like other reading skills, comprehension takes years to become fluent and automatic. Teachers can assess children’s comprehension with questions, tests, writing, and discussions to diagnose strengths and weaknesses. Research has shown that when teachers provide instruction on specific strategies to monitor and repair comprehension, it improves children’s reading achievement (Carlisle & Rice, 2002). In addition, reading serves to L2 learner as an authentic source of instruction, which brings interaction with the language enriching vocabulary background.

Taking into account the previous concepts and theories, reading is suggested as a skill to be practiced in the L2 classes. Reading is one of the most important skills for mastery of a foreign language. Some scholars believe that ability to read is the prerequisite for autonomous learning (Stern, 2001).

Finally, students read in their mother tongue to acquire information about a specific topic, on the other hand, reading in L2, might constitute an important source for learner to be informed about events, to obtain new vocabulary background, expressions, and to be enough motivated to continue reading in L2 occasionally. From beginning readers who struggle to decode print to skilled readers with fluent skills, understanding the meaning motivates readers to interpret and analyze the text (Paris, 2002).

-
- 1 Differing amounts of lexical, grammatical and discourse knowledge at initial stages of L1 and L2 reading

 - 2 Differing amounts of exposure to L2 reading

 - 3 Varying linguistic differences across any two languages

 - 4 Varying L2 proficiencies as a foundation for L2 reading

 - 5 Interacting influence of working with two languages

 - 6 Differing motivations for reading in the L2

 - 7 Differing learners' expectations and anxieties for L2 reading

Table 2 Difference between L1 and L2 reading, according to Grabe & Stoller, 2002

In order to read comfortably, skilled readers need to have receptive mastery of 95% or more of the words in a text, recognizing them rapidly (Grabe & Stoller 2002:186). (Receptive

mastery does not require that learners be able to use all of these words productively in their speaking and writing.) Contrary to previous assumptions, good readers do not use context to infer meaning so often as less-skilled readers do; they do not need to, because they know the words (Juel 1999). Moreover, guessing word meanings is a low-yield strategy: in Parry's (1991) study, L2 university students only guessed meanings correctly 50% of the time.

1.6.5 Definition of Short stories

Several studies have been conducted the effectiveness of the use of short stories as a tool learning inside of the classroom.

According to Denning (2007), states that a short story is a narrative of events connected together, whether real or imaginary which leave a message. As written before, the idea of using short stories in the classroom is because the overloaded syllabus and limited time that the institution presents for teaching English. In accordance with Denning's definition short stories becomes the most suitable option to apply in this kind of classes.

Reading short stories is an effective tool learning that motivates students to improve the skills of comprehension, drafting and listen, so it is a strategy that can be effective in learning a second language. For this reason, some authors explain that the educator through the short stories can teach new subjects, grammar, phrases that the students know and facilitating in this way learning, Ellis and Brewster (2002).

According to different sources of research related to the short stories the results are similar and it is considered, that short stories are a valuable tool to exploit to the fullest. In this way the results will be as expected, short stories can be applied to different levels of teaching - learning

through different didactic means as conversations and dramatized, Murdoch (as cite by Pardede 2002).

On the other hand, teaching of a foreign language needs to integrate literature because of its rich potential to provide an authentic model of language use. Usually, institutions and teachers are focused only on developing grammar structures which do not allow the integration of the others English skills. Short stories among literary genres, seem to be the most suitable choice for this due to its potential to help students enhance the four skills—listening, speaking, reading and writing more effectively because of the motivational benefit embedded in the stories. Pardede (2011).

1.7 Methodology

Based on the observations done among ninth (9-01) and (9-02) grade at the Minuto de Dios Policarpa Salavarrieta School. Afterward to the observation week, was necessary to apply a diagnostic test to the both ninth grades: 901 and 9-02 to measure the English level of them and to know their performance according to the curriculum of the institution.

Subsequently, to apply the diagnostic test were chosen twelve (12) students of ninth (9-01) grade due to the results obtained in this assessment there was a considerable advantage between of the students of 901 grade compared with the 902 grade. As well, the discipline aspect was another point for the selection of this group.

In order to accomplish the objectives proposed in this pedagogic project, it was planned to develop in students reading comprehension skills during their English learning process. Therefore, the implementation of assessment reading activities was relevant to improve students' language skills. Due to, this project took into account the content based instruction approach as a teaching guide, achieving apply it according to course plan proposed by people in charge on that.

1.7.1 Content based Instruction approach

This approach, Content based Instruction was selected as the principal approach to guide the development of this integral practice project.

Content-based instruction offers to the educator, a new way of teaching the same way, students will have the opportunity of learning a foreign language.

This method also integrates language instruction with academic disciplines, strengthening skills and general knowledge, according to Krashen (as cited by Hui-fang Shang, 2006) says a

second language is acquired more successfully when more attention to meaningful education is provided, that the rules set out to learn English. On the other hand, the student learns a second language naturally as the mother tongue is learned.

It is not enough to only include the content inside the language classroom, but it should also be done in a very real way. A detailed description of how to use Content based Instruction methodology is given by Stoller (2002) that enumerates eight sequence of activities in a lesson that give permission to the integration of natural content:

1. Extended input, meaningful output, and feedback on language and grasp of content
2. Information gathering, processing, and reporting
3. Integrated skills (using reading, writing, speaking and listening in natural classroom activities)
4. Task-based activities and project work, enhanced by cooperative learning principles
5. Strategy training (to produce more metacognitive aware strategic learners)
6. Visual support (i.e. Images, graphic organizers etc.)
7. Contextualized grammar instruction
8. Culminating synthesis activities (knowledge is displayed in writing and orally)

According to the development of the activities, two of the principles of the CBI are taken into account. In this case it is possible to work with this principle since the development of some activities were done in a group way and the evaluation was done individually.

And also takes into account the following principle: contextualized instruction since the different grammatical issues that were handled in the activities were raised by the institution.

1.7.2 Development of the reading activities

According to the objectives presented to this project, it is planned to improve students' comprehension reading skill.

This pedagogic proposal has been applied to ninth grade (9-01) which was composed of thirty-five (35) students for the development of the activities achieved was important to consider the characteristics of the population and context.

The level A1 is catalogued as Beginner, due to the fact that students have their first contact with the target language here a definition given by the Common European Framework of Reference for the languages of both levels.

1.7.2.1 Activity one:

Short story name: Marie's family

In this first short story reading, it was implemented a short story with an informal and simple vocabulary. This short story was about the Marie's family. This simple text was chosen take into account the English level of the students and also pre-knowledge and based on the curriculum of the institution. (Appendix C).

The students applied different strategies in order to comprehend the text. They followed the next phases:

Pre-reading

Previewing and visualizing: First of all, the trainee- teacher introduced the characters of the story. The key vocabulary was introduced to students through pictures and flash-cards. The other non-familiar words were learnt from context.

For this activity, it was necessary to explain the past simple tense. This activity started with a small brainstorming. This reading is interesting because students can use easy vocabulary and understand a short story in simple past. In this section students employed dictionary to find different vocabulary and understand better the text.

While-Reading making connections and monitoring: The trainee teacher read the story and asked the students to continue reading aloud. After that students had to underline the unknown words. Then, of this introductory part, the trainee teacher gives to the pupils the meaning of some words in order to students could understand the reading. The unknown vocabulary had to be drawn in their notebooks.

Post-reading evaluating: During the whole activity almost all of the participants were active, some other remained passive. At the end of the activity they made the reading comprehension test.

This first activity had as main objective to identify the verbs that were in simple past and to know its form in infinitive and its meaning. This type of material was realized by the teacher practitioner

Summary of developed activities. Workshop # 1

Table 3 Summary of developed activity 1.

TOPIC	ACTIVITIES	APPROACH
Marie's family	Pre-reading: vocabulary While-reading: choice the multiple	Content based Instruction

Post-reading: meaning in

unreal situations.

1.7.2.2 Activity two

Short story name: A story that Deisy liked

The second reading was a short narrative story (Appendix D). In this story was reinforced the grammar and the vocabulary saw during the class. The activity begins with the greeting, classroom organization, prayer and list. This activity was taken from UCLES (2013).

Cambridge, England. Cambridge University press (p.21-32)

Pre-reading

Self-questioning and visualizing: In this part the teacher trainee showed a video of a different types of stories. Then the teacher asked them about the stories. Pupils has been learned it in a previous class. After the educator asked the follow question: What is your favorite story? In couples they asked and answered the question. Some students answered in Spanish.

While-reading

Making connections and monitoring: In this part the students had to analyze the story and interpret the meaning of it. After they read individually and examine carefully the short story. As well, they wrote the new vocabulary in their notebooks. Then, they answered some questions proposed in the reading in order to check the comprehension of the text. They had to fill the gaps.

Post-reading

Summarizing and evaluating: In the final the students had to create a title for the reading and organize a short story according to the topic exposed.

This activity was focused on to identify the simple past of some verbs and at the same time to organize the story in the best way.

Table 4 Summary Activity 2

TOPIC	ACTIVITIES	APPROACH
A story that Deisy liked	Pre-reading: vocabulary- types of stories While-reading: fill in the gaps Post-reading: create a new title	Content based Instruction

1.7.2.3 Activity three:

Short story name: A family holiday

As usual the class began with the greeting, classroom organization, prayer and list. The goal of the activity is to learn to use and understand the simple past tense.

This activity of reading, was a short story about a family holiday which it tells important events in the past family holidays.

Pre-reading

Previewing and visualizing: In this part, the trainee teacher showed them a picture related to the topic. And the students had to give the vocabulary and guess what the story was about.

While-reading

Making connections and monitoring: After that students had to underline the unknown

words. Then, of this introductory part, the trainee teacher give to the pupils the meaning of the some words in order to students could understand the reading. The unknown vocabulary had to be drawn in their notebooks. Then, they answered some questions proposed in the reading in order to check the comprehension of the text. They had to fill the gaps.

Post-reading

Summarizing and evaluating: later the teacher gave the students a list of 10 questions that they had to answer according to the previous text and what they understood of the history.

This activity was focused on the strategies applied so as to help student in their English reading skill; pre-while and post reading. . This activity was taken from UCLES (2013). Cambridge, England. Cambridge University press (p.21-32)

Table 5 Activity 3

TOPIC	ACTIVITIES	APPROACH
A family holiday	Pre-reading: vocabulary-guess what the story was about. While-reading: fill in the gaps Post-reading: answer the questions	Content based Instruction

1.7.2.4 Activity four:

Short story name: Cats

The fourth reading was a short story (Appendix F). In this story was reinforced grammar and vocabulary.

Pre-reading

Previewing and visualizing: In this part the teacher introduced the activity and gave clear instructions to students what they should do. The students observed three different pictures (characters) were explained on the board, which were related to the topic of the reading proposed and what the story was about. . This activity was taken from UCLES (2013). Cambridge, England. Cambridge University press (p.21-32)

While-reading

Making connections and monitoring: According to this part the students had to analyze the story. After they read individually and examine carefully the text. As well, they wrote the vocabulary in their notebooks. Then, they had to fill the gaps and to choose the correct option. The three options were (multiple choice) proposed in the reading in order to check the comprehension of the text.

Post-reading

Summarizing and evaluating: In this final part the students had to create a new reading, they used the present simple tense and make a short summary story about it.

The fourth activity was focused on to choose the correct answer.

Table 6 summary activity four

TOPIC	ACTIVITIES	APPROACH
Cats	<p>Pre-reading: vocabulary-guess what the story was about.</p> <p>While-reading: fill in the gaps- multiple choice</p> <p>Post-reading: create a new reading</p>	Content based Instruction

1.7.2.5 Activity five:

Short story name: My favorite vacation

As frequent the class begins with the greeting, classroom organization, prayer and list. The objective of the activity is to learn the past simple tense.

Pre-reading

Previewing and visualizing: for this activity, it was an interesting reading, with the purpose to the student understand what is being reading and reinforce the past simple tense saw during the class. (See Appendix G)

While-reading

Making connections and monitoring: In this part, the activity was individually, at the same moment the students underlined the unknown words. After that each student shared the principal information of the text. Then, they had to choose the correct option. The three options were (multiple choice) proposed in the reading in order to check the comprehension of the text.

Post-reading

Summarizing and evaluating: Here the students reading comprehension is evaluated through the composition of a new story according to the structure given.

The fifth has the purpose to identify the student's responses toward the activity. This type of reading material was realized by the teacher practitioner

Table 7 Summary activity five

TOPIC	ACTIVITIES	APPROACH
My favorite vacation	Pre-reading: vocabulary-guess what the story was about. While-reading: choose the correct option- multiple choice Post-reading: The composition of a new story	Content based Instruction

1.8 Schedule

The current project was carried out in the morning in normal English classes.

For the development of this project it was necessary to work with ninth grade (9th) three groups; experimental groups (9-02) and (9-03) a control group (9-01) in order to measure and compare the results of the short story technique as a method to improve the reading skill.

Table 8 Ordinary Schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
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Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6:25 to 7:15 am	9A				
7:15 to 8:05 am					
8:05 to 8:55 am					
9:25 to 10:15 am					
10:15 to 11:15 am		9A			
11:15 to 11:55 am		9A			
12:35 to 13:25 pm					
13:25 to 14:15 pm					
6:25 to 7:15 am	9A				
7:15 to 8:05 am		9C			9B
8:05 to 8:55 am					9B
9:25 to 10:15 am			9C		
10:15 to 11:15 am		9A	9C		
11:15 to 11:55 am	9C	9A			
12:35 to 13:25 pm					
13:25 to 14:15 pm		9B			

Table 9 Schedule of project application

CHAPTER II: RESEARCH COMPONENT

This chapter explains all the research process developed by the teacher trainee, in which it is possible to find the selection of the research design, results and conclusions.

2.1 Introduction to the Research Component

Teacher always has to face the diversity of different learning process from students in a classroom, which makes it a real challenge to overcome. For this reason, this project was focused on teaching English in a public school as a foreign language, because it has become one of the main subjects taught among students, giving to them the possibility not to miss to learn a new foreign language. In this way, it can strengthen the four (4) skills in the process of a second language acquisition such as reading, speaking, writing and listening.

Therefore, this study was focused on develop among students, English reading skills inside classroom, getting them to use this learning. As it was explained in previous chapter called pedagogic component, this study was based on content based instruction approach in order to accomplish the objectives proposed before. This approach was developed through use of short stories as a learning tool which its purpose was to evaluate the process in a second language acquisition, creating autonomous learning among students of Policarpa Salavarrieta School.

In addition, this chapter explains in detail the research method, which was used during development of this project. In this study, the type of research applied was action research. Because of that, the use of action research method was elemental at the moment to gather data through instruments that are essential to obtain results.

2.2 Justification of the Research Component

Considering that the principal skill to develop during the implementation of this study was reading. This project applied content based instruction as a pedagogical approach but in this part of the study, it is used the action research as research method in order to gather information about the use of short stories as an effective tool teaching and learning in a foreign language.

Thus, in the present project action research was necessary to identify the pedagogical problem and to analyze the influence of the pedagogical proposal. Besides, this report should include this component because it shows the different stages of this research.

As this project was applied to Ninth grade students, all the details related to the population and sample were described in deep, as well the relation of the two variables are explained in this chapter.

2.3 Research Question

This study presents one (1) general research question and four (4) specific questions.

2.3.1 General Question

How do short stories influence in English reading skills among ninth one (9th -01) grade students in Policarpa Salavarrieta School?

2.3.2 Specific Questions

- How do students' attitudes in front of the employment of CBI?
- Which principle of CBI was the most relevant to strength the reading comprehension?
- How can a short story be useful in a foreign language classroom?

2.4 Theoretical Framework

2.4.1 Type of Research

This project applied action research and mixed methods. They were applied to the used of four (4) instruments such as non-participant and participant observation, an interview, a questionnaire and a likert scale in order to collect qualitative and quantitative information.

For the development of this project, the methodology is based on an action research design, since the validity of this type of research consists in the modification of educational practice to improve learning of a foreign language.

Action research demonstrates a tool to improve practice of educational problems. The model proposed by its principal author allow experiencing problem-solving in order to produce knowledge in learners.

Nowadays, action research has become so useful in the educational field that it is also called teacher research. Authors like Simon Borg (2006) have explained all the conditions for conducting teacher research. They are: Awareness, motivation, knowledge and skills, choice, mentoring, time, recognition, expectations, community, and dissemination potential.

Action research focuses on the actor (in this case, the teacher) who formulates strategies according to the needs in order to improve classroom teaching. Moreover, the emphasis on the examination of the teacher himself (self-reflection) to determine which strategies are more or less effective in the teaching process; and the power for decide about the design and interpretation of research.

Furthermore, this type of research is an opportunity to understand better the information that teachers' researchers collect in a school. So, it is becoming a cycle process that guides a plan conducted to students in classrooms. For that reason, the responsibility to create action

research in a classroom is managed by a school administrator with a principal's support, taking into account any decision that benefits students.

2.4.2 Type of action research

There are different types of action research according to Ferrance, E. (2000) it is possible to find three types of action research depending upon the participants involved, such as Individual teacher research, Collaborative action research, School-wide action research and District-wide action research.

Individual teacher research, the first type of action research focuses on a single issue in the classroom. It means when a teacher seeks some solutions in order to solve a problem in the classroom by using some strategies or material in order to make students learn.

Collaborative action research, this second action research includes as few as two teachers working on the same group or classroom in order find solutions. School-wide action research, the third action research focuses on issues common to all.

Finally, District-wide action research it refers to a problem common to others schools that utilizes a lot of resources. This project is working on the individual teacher research in which a person has to find a need and to search solutions in order to try to improve student achievement.

2.4.3 Steps in action research

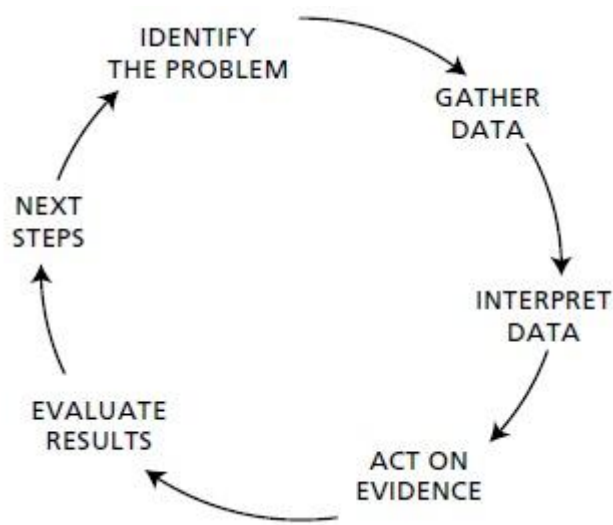


Figure 2 Action research cycle by Ferrance, (2000).

According to those steps, Ferrance, (2000). Describes each one, whose were applied in this research project.

2.4.3.1 Identification of a problem area

In this first step teachers have many questions that they want to investigate in the same way, the research question should be redacted in common language not already has an answer, these aspects help to avoid bias, without researcher's influence.

2.4.3.2 Gather data

The collection of data is an important step in order to determine what action research need to be taken in the educative context, also there are different instruments such as interviews, questionnaires and others that it is possible to use in order to collect data, as well it is necessary to select the appropriate data in order to start the research.

2.4.3.3 Interpret data

At the moment of analyzing and identify data, quantifiable data can be analyzed without the use of statistics or technical assistance and qualitative data such as opinions, attitudes can be analyzed in a table form. Probably these steps can be considered as one of the most important steps in the research in order to answer the research question.

2.4.3.4 Act on evidence

According to the data analysis it is possible to know that maybe only one variable can be altered but if there are several changes it is a little difficult to know which action is responsible for the outcome.

2.4.3.5 Evaluate results

In this final step in action research is to evaluate the effects of the intervention in order to know if improvement has occurred, but if improvement has occurred the data evidently provide the supporting evidence.

Therefore, the methodology of the present action research began with a non-participant observation in order to identify the problem. It continued with the design of the pedagogic proposal based on reading comprehension activities with the aim to reinforce this skill. Then, the plan was applied following the Content Based Instruction methodology. And then, all the process was evaluated with a final questionnaire. Finally, the data collected was analyzed in order to get the results.

2.5 Literature Review

Action research demonstrates a tool to improve practice of educational problems. The model proposed by its principal author allow experiencing problem-solving in order to produce knowledge in learners.

Nowadays, action research has become so useful in the educational field that it is also called teacher research. Authors like Simon Borg (2006) have explained all the conditions for conducting teacher research. They are: Awareness, motivation, knowledge and skills, choice, mentoring, time, recognition, expectations, community, and dissemination potential.

Furthermore, this type of research is an opportunity to understand better the information that teachers' researchers collect in a school. So, it is becoming a cycle process that guides a plan conducted to students in classrooms. For that reason, the responsibility to create action research in a classroom is managed by a school administrator with a principal's support, taking into account any decision that benefits students.

2.6 Methodology of the Action Research Used in the Present Study

The methodology of the present action research began with a non- participant observation in order to identify the problem. It continued with the design of the pedagogic proposal based on reading activities with the aim to reinforce this skill. Then, the plan was applied following the Content Based Instruction methodology. After that, all the process was evaluated with a final questionnaire and a final test. Finally, the data collected was analyzed in order to get the results.

According to Dominguez (2003), action research emerges as a method to solve problems relevant to teaching, and defines how it is conducted in the classroom in the following steps:

- To choose the problem that you want to change or fix.
- To review the relevant literature.
- To raise the question that we want to answer.
- To raise hypothesize or attempt to answer the question.
- To determine the methodology to be used for the collection of the data.
- To effect the data collection.
- To analyze data and conclusions are given. "

2.7 Participants of the Study

The population of this research is taken from the institution Minuto de Dios Policarpa Salavarrieta Cucuta, Norte de Santander, the number of all participants in this research is one hundred and two (102) from Ninth grade, and the institution has three grades in the morning 9-01, 9-02 and 9-03.

2.7.1 Sampling Method

According Crossman, (2013) sample is a subset of the population being studied. It represents the larger population and is used to draw inferences about that population. It is a research technique used in the social sciences as a way to gather information about a population without having to measure the entire population.

The sample chosen of this study was taken from ninth one (9th-01) grade students of “Minuto de Dios Policarpa Salavarrieta School”. The number of participants was thirty-five (35) students. The people selected are from Cúcuta, Colombia which the age ranging from fourteen (14) years old to seventeen (17) years old belong from a recognized public school in Valles del Rodeo; a neighborhood in Cúcuta.

Learners have A1-A2 level proficiency, according to Colombian standards of Education and the Common European Framework (CEFR).

Taking into account main teacher comments about ninth one (9th -01) who has been working with them the complete scholar year and observations this group was selected, because students were most interest for learn English and the complete group

worked better in class. For this reason, teacher trainee chose to work with this group, applying reading comprehension activities and short stories as an effective tool for teaching.

2.7.2 Criteria of Selection of the Sample

This project developed the Convenience sampling method because it is a good choice for the researcher and the participant agree to participate in this study, for that reason this project uses convenience.

As a solution this project uses convenience because it is not necessary to select the sample because they agree to participate without selection.

Another reason is that it is least expensive to the researcher in relations of time and currency.

According to Mahmoudi-Hamidabad, A. (as cited in Mackey and Gass 2005) Convenience sampling may have a disadvantage about bias as well convenience sampling is not a representation of the population.

2.7.3 Observation

This project applied nonparticipant observation in order to collect data to develop the research project. Like this study uses nonparticipant observation this project collects real information about the participants because, they do not have knowledge that they are observed. Moreover, this research uses the nonparticipant observation because the researcher cannot interfere in the process of observation; is in a real context.

During this process it is necessary to take notes about qualitative and quantitative data such as it is important to know the number of participants, what they are doing and all the objects find in the context research.

According to Evaluation brief (2008) observation is a way to collect information by observing behaviors and physical characteristics in a natural context. It means that it is important to take notes about all the things that are observed in the natural setting as well it is necessary to specify the notes in the observation.

2.7.4 Likert scale.

This project applied a liker scale in order to collect information about how people agree or disagree with one of the following statements. It is a popular format of questionnaire that is used in educational research, to measure attitudes of respondents. (Likert, 1932).

According to this study the researcher only applied one (1) Likert scale to population selected. It was done in order to know opinions and thoughts about English classes and the use of short stories as an effective tool for learning and teaching for acquiring a foreign language. However, in this project the items use in Spanish was Totalmente en desacuerdo (Totally disagree), desacuerdo (Disagree), neutral (Neutral), deacuerdo (Agree) and totalmente deacuerdo (Totally agree). The Likert scale was applied in Spanish language because students develop their daily routine in a speaking Spanish context.

2.7.5 Questionnaires

According to Devellis (2003). He alleges that “a researcher also can falsely economize by using scales that are too brief in the hope of reducing the burden on respondents. choosing a questionnaire that is too brief to be reliable is a bad idea no matter how much respondents appreciate its brevity. Respondents’ completing “convenient” questionnaires that cannot yield

meaningful information is a poorer use of their time and effort than their completing a somewhat longer version that produces valid data.

A questionnaire is one of the instruments that this project uses in order to collect qualitative information through responses from closed ended questions.

The questionnaire applied in this research project is compound by nine (9) questions with open-ended and multiple choice responses.

According to Thomas F. Borgess (2001) a questionnaire is necessary to create and to take into account different important points like the objective of the research, the population and sample and how applied replies.

On the other hand, it is necessary to define the research objective because the researcher has to know what is the information that is necessary to collect for the research project. As well the researcher has to identify the population and sample in order to create the questions. Additionally, to know what types of questions are going to be included in the questionnaire.

According to Thomas F. Borgess (2001). There are four (4) types of questions such as open and closed questions, single, multiple responses and ranked and rated questions. It means the open questions not limit the answer of the participant and in the other questions the participants have to select only one choice or according to the instructions of the questionnaires.

This questionnaire was conducted in the mother tongue of the sample to avoid misunderstandings so in this way researcher gathered relevant information. So, it was applied inside classroom while students were in their English class; the application of this instrument only was taken during ten (10) or fifteen (15) minutes.

2.7.6 Interview

It is important to consider the implementation of interviews. An interview can give another

view of the process of the research project. According to Fox (2009) he states that an interview is a useful way that a researcher uses to collect very important data which combine the researcher and the individual in a conversation. The interview was the final instrument used in the present study in order to collect final data and in this way obtain general conclusions.

Moreover, this project applies the semi-structured interview because it will have more control of the respondents. In addition, the interview is informal and flexible in order to take the opinions of the respondents. At the same way it organizes a list of open questions and explains about the general topic.

2.7.7 Semi-structured Interview

The type of interview applied in this research project was semi-structured interview. The questions in this type of interview are open-ended questions. And this type of interview the questions can be informal for answer. Also, the interview was a good way in order to collect information from an individual or group.

According to Kvale (1996) states that the principal goal of semi-structured interview is to perceive the purpose of what is the respondent try to say or explain. At the same time, the researcher attaches great importance to the responses and opinions of the respondents in order to associate the knowledge that they have acquired during the learning process.

The semi-structured interview was applied to the students at the Minuto de Dios Policarpa Salavarrieta School. Before to apply the questions it was necessary to explain the importance of the answers of the project. The interview was composed of five (5) questions. All questions show the complete reading process taking inside of the classroom. At the same way this interview presents the opinions and more information about the students learning process.

2.8 Data collection

Data collection is a systematic approach to gathering information from a variety of sources to get a complete and accurate picture of an area of interest. (Rouse, 2007).

Observation, Likert Scale and questionnaire were the major sources of data for this integral practice project. The observation provided descriptive data and information about the group studied. It showed the way in that the classes were managed. The Likert scale accomplished by the students gave information about the methodology used by the teacher and the methodology expected by them. Interview achieves conversations with structure and purpose that are defined and controlled by the researcher. Finally, the questionnaire done to the sample studied showed in depth information about the use of reading activities in classes, in order to improve their English reading comprehension process.

Taking into account the development of the data analysis, the researcher analyzed the data through the content analysis suggested by Powell (2003), it is described as a qualitative approach to analyze, interpret and reflect upon narrative data. The qualitative information was analyzed in a narrative way and the quantitative data was analyzed in a numerical way as well it is important to know that it was necessary to create graphic in order to express the information.

2.9 Results

This study presents the results of each data collection instruments. The results are divided in two (2) sections. The first is related to the observations; the second part belongs to the questionnaire and its interpretation with graphics which illustrate and explain the results obtained.

2.9.1 Results of the Observation and Teacher Research Journal

This project posed objectives in order to answer the research question. It presented general and specific objectives. One general important objective that proposed this work is to describe a specific variable. It also has specific objectives; the main is to analyze the students' attitudes in front of the reading activities developed inside of the classroom in order to help students' English learning process.

The second one refers to reinforce the students' reading strategies developed inside of the classroom.

According to the previous observations and proposed objective, this project found some general results in order to understand what was observed taking into account some external and internal factors, the subjects and topics used by the teacher during the English class, the development of the English classes, it is to say, the way how the teacher teaches the English class, what kind of sources the teacher uses in order to be understood; participation by part of students in class, their attitude when they are acquiring knowledge, behaviors between themselves; how they respond to the reading activities and competences which they have and the moment to perform the English language.

Besides all the observations had a complete description in which each element is reflected together with the variables. In this data collection instrument because through the instruments used in this study as the interview, the questionnaire and the Likert scale was observed in the responses of the students who do not show great assertiveness towards English classes but also say it is very important, all this shows that there are positive relationships between the strategy of learning and the ability.

This project is focused on the strategies used by the teacher to encourage students in their reading comprehension. All this can be conducted by the analysis of causes reasons and effects were observed such as when the teacher invite to the students to participate in activities that they like most.

In other way, the observation indicates that there is a good relationship between the teacher and the students, an example of this, can be the sharing of examples about the topics worked. It might be suggested that there is confidence among the teacher and the students, which facilitates students' participation.

These observations allow reach one of the specific objectives focused on students' attitudes employment reading activities. This project succeeds in showing how important is the implement of different strategies when teaching a foreign language.

Related to the second specific objective, it can be accomplished. The reason is because more information provided by data collection instruments, which have been applied.

2.9.2 Results of the Likert Scale

The Likert scale was applied to the sample chosen which twelve (12) students of ninth one grade. It was composed by eight statements related to the variables studied. All the statements gave 5 options to be chosen: totally agree, agree, neutral, disagree, and totally disagree. (See Appendix_____). The following chart and graphic show the information gathered in the Likert scale.

Table 10 Results of Likert Scale

Statement	Totally agree	Agree	Neutral	Disagree	Totally disagree
-----------	---------------	-------	---------	----------	------------------

1	5	7	
2		6	6
3	5	7	
4		8	4
5		8	4
6	6	6	
7	5	3	4
8	5	5	2

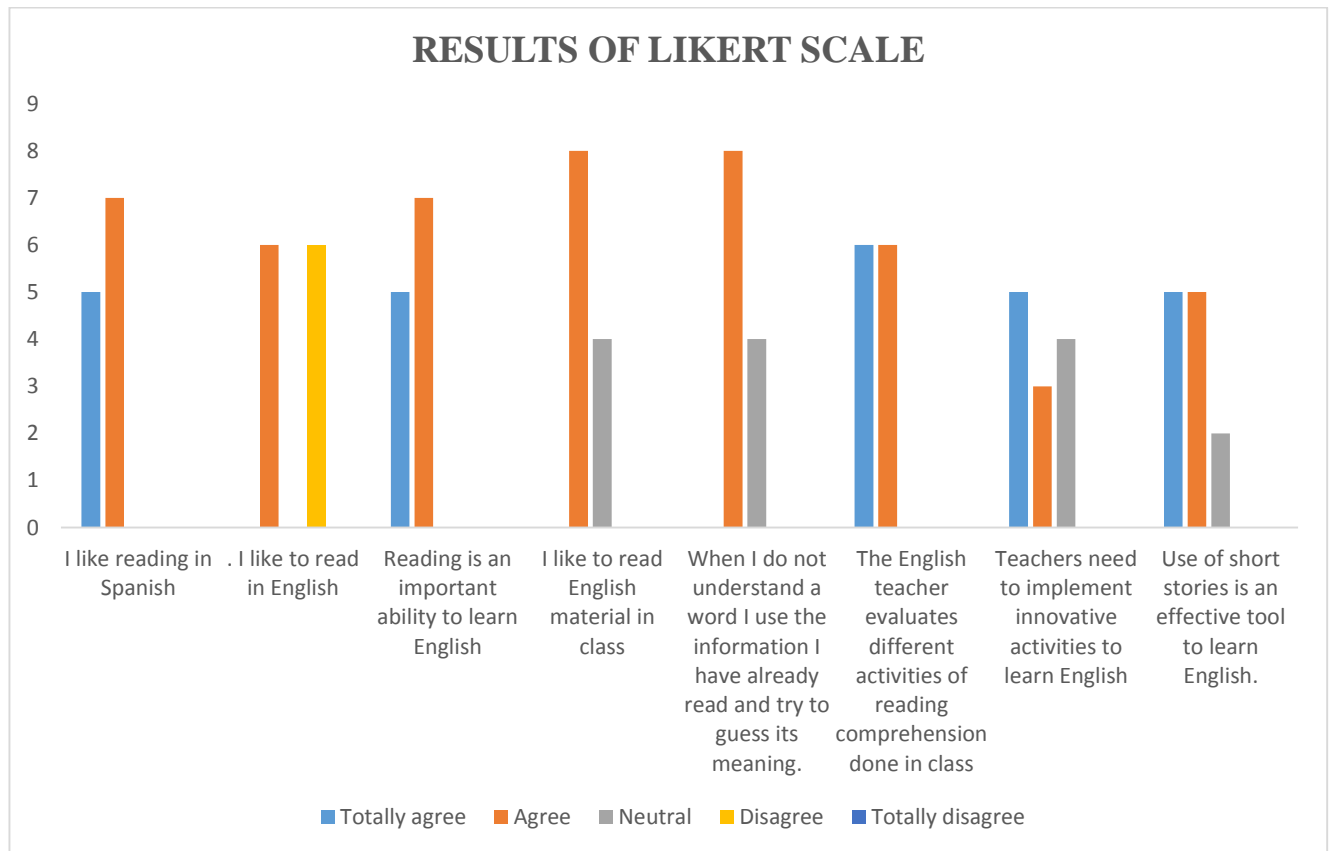


Figure 3 Results of Likert scale

Taking into account the data gathered and analyzed some interpretations can be done:

- The option most selected by students was “totally agree” showing their agreement what their though but also “disagree” and “totally disagree” indicate were not chosen.
- In statement number four (4) reading English material that teacher researcher presented during classes eight (8) students considered that reading material in English help in the comprehension at the moment to learn.
- The use of short story was an effective tool to motivate students and was an evidence tool for researcher. So, in statement number eight (8) in which mentioned the use of short stories in English classes, as an effective Tool, five (5) learners chose "totally agree", five (5) students chose "agree" and two (2) students chose "neutral". They always used in classes and the all activities and exercises according topic seen.

2.9.3 Results of the questionnaire

The questionnaire proposed by this integral practice was composed by ten questions divided into two (2) sections. The first one made reference to demographic information of the sample, and the second one was based on the variables studied.

In order to analyze the data gathered in a valid way, it was planned to analyze question by question. This instrument was applied to the same sample selected for the Likert scale, twelve (12) students of ninth 01 grade of Minuto de Dios Policarpa Salavarrieta School.

2.9.3.1 Demographic Data

The demographic section of this questionnaire was composed by two (2) questions related to the gender and age. The following graphics show the results gathered through this research instrument.

2.9.3.2 Results of Demographic Questions

Demographic questions showed that twelve (12) students selected after application of Likert scale were aged between fourteen (14) and seventeen (17) years old so according results seven (7) girls and five (5) boys, all of them were born in Cúcuta-Colombia.

2.9.3.3 Results of Questions

The questionnaire was one of the main instruments used in this project in order to collect data. In order to accomplish the first phase of mixed method proposed for the analysis of data this instrument was applied after the observations. One (1) questionnaire was proposed and applied to collect numerical data. This questionnaire open-ended questions were formulated. All the questions proposed were related to the variables of this project in order to find the relationships in the variables, short stories and reading comprehension.

This questionnaire is composed by eight (8) questions, at first is presented a short explanation about the purpose of the project and its utility in order to let the students know the reason why this project was proposed.

This questionnaire was applied twelve (12) students who belonged the sample group besides; the students had to justify their answers.

Question number one (1): Do you think reading material done in class helps in the process of learning English?

Reading material and Learning English process

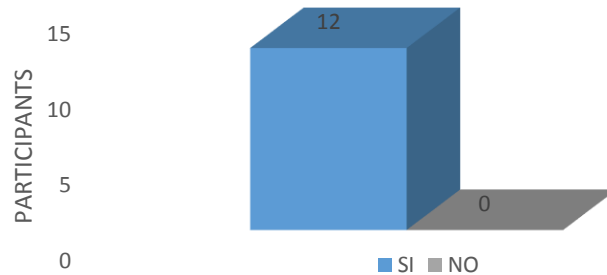


Figure 4 Reading material and learning English process

In question number one (1), students chose one option “yes” or “not”, justifying that through of the reading material they learn with more facility, twelve (12) students answered “yes” and cero (0) chose “not” as the best answers for them. So, according to these answers, it was clear that students considered reading activities helps to the English learning process.

Question number two (2): Do you like reading comprehension activities in the classroom?

Reading Comprehension Activities

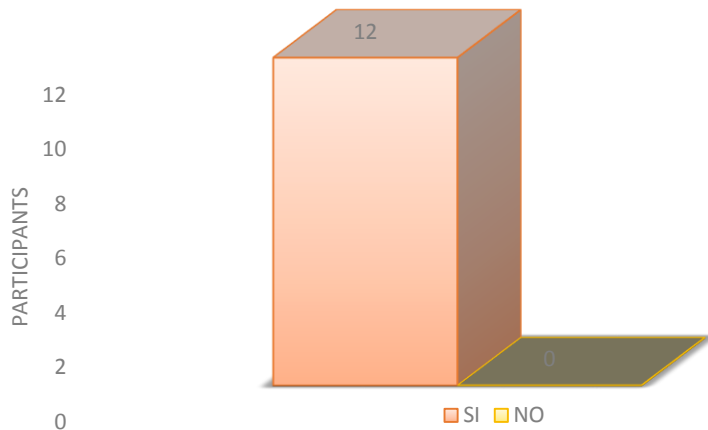


Figure 5 Reading comprehension Activities

In question number two (2), students chose one option “yes” or “not”, this question served to see if students liked or not reading comprehension activities inside of the classroom, in this question the tendency found was that all twelve (12) students answered that they liked reading activities, and cero (0) chose “not”. Adding that reading is an important skill to expand the vocabulary and is fundamental to function in today’s society.

Question number three (3): Do you think using short stories influences the process of reading comprehension?

Short Stories influences the process of Reading Comprehension

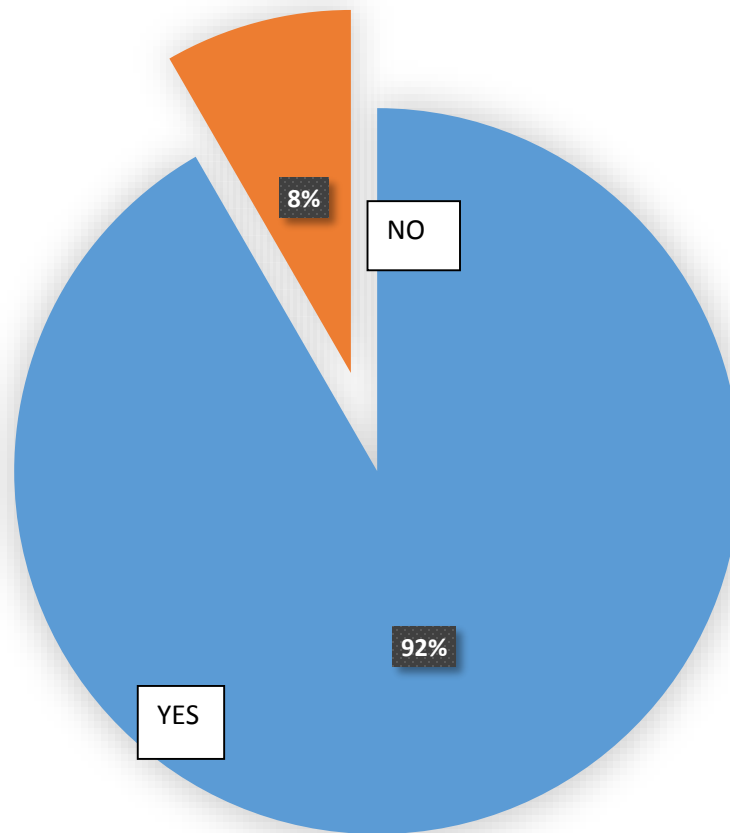


Figure 6 Reading Comprehension

In question number three (3), students chose one option “yes” or “not”, this question served to see if students think or not short stories influences reading comprehension process inside of the classroom, in this question the tendency found was that eleven (11) students answered that short stories influenced the reading comprehension process, and only one (1) student chose “not”.

Question number four (4): Do you think reading material in class helps me to better understand English?

Reading Material in Class

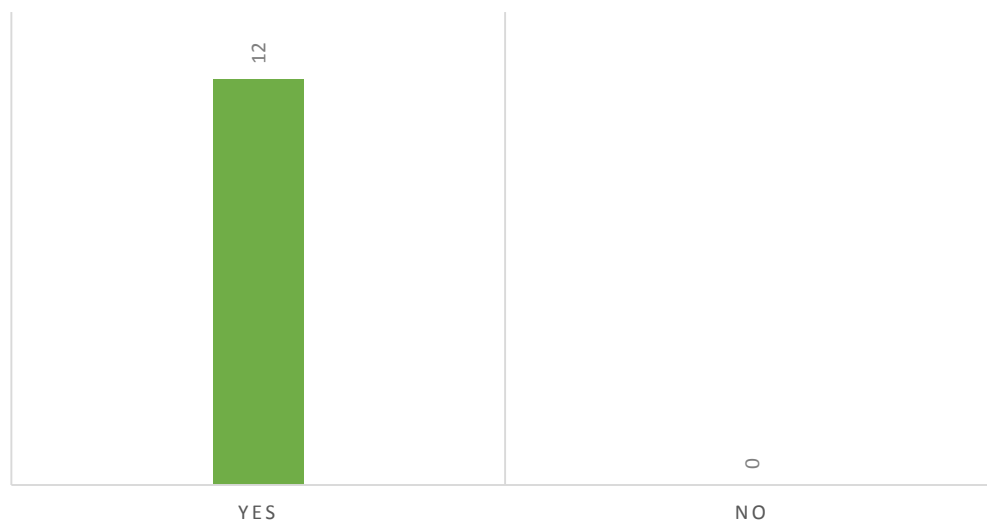


Figure 7 Reading material in class

In question number four (4), all twelve (12) students answered that reading material in class helps to understand English in a good way.

Question number five (5): Do you consider that using short stories has improved your reading comprehension?

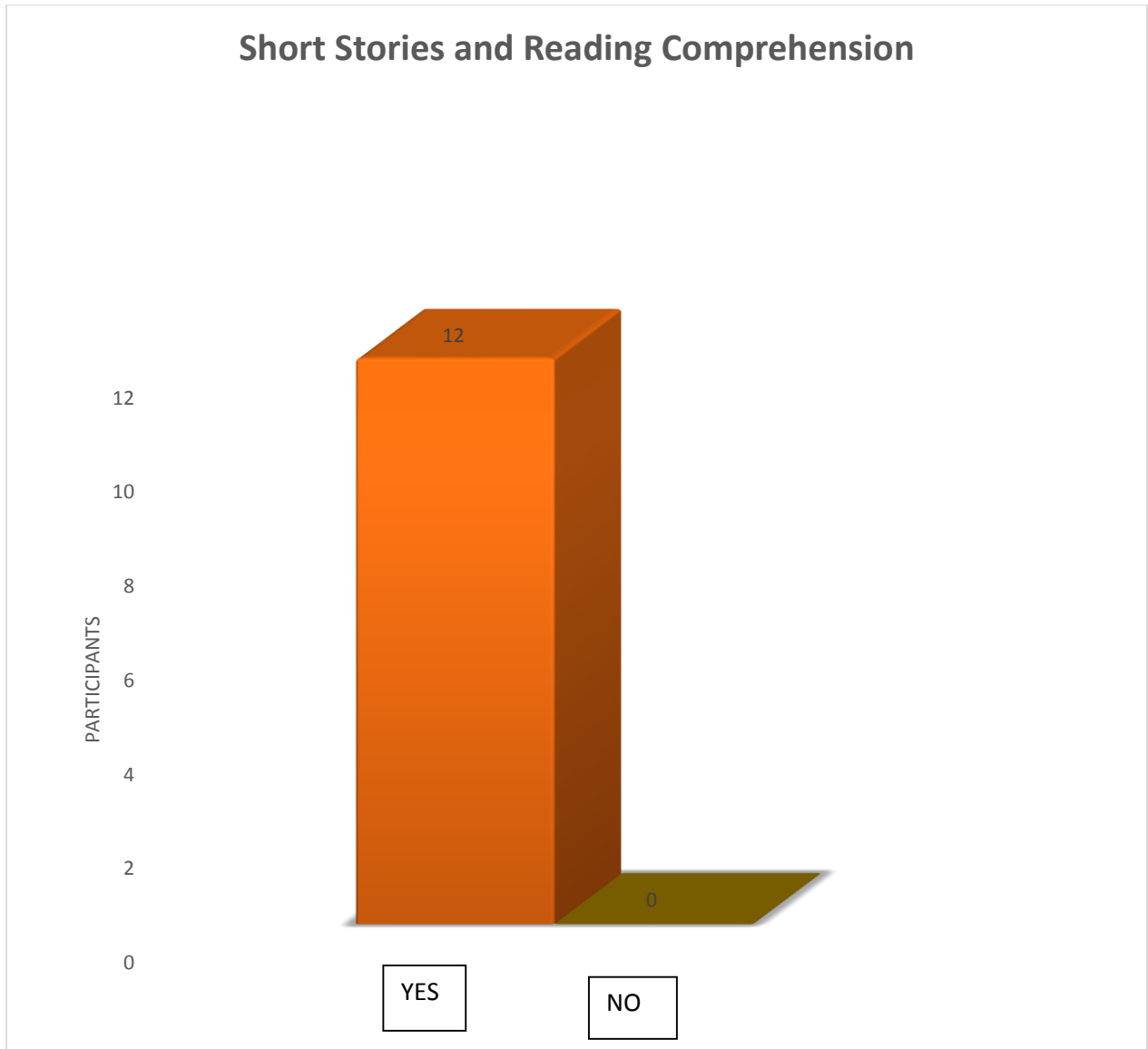


Figure 8 Short stories and reading comprehension

In this fifth (5th) question, all students claimed that their reading comprehension improved, right through short stories in class. Also, they justify that short stories require higher concentration of all students, which allowed learning better.

Question number six (6): Is it the first time you have comprehension activities in the English class?

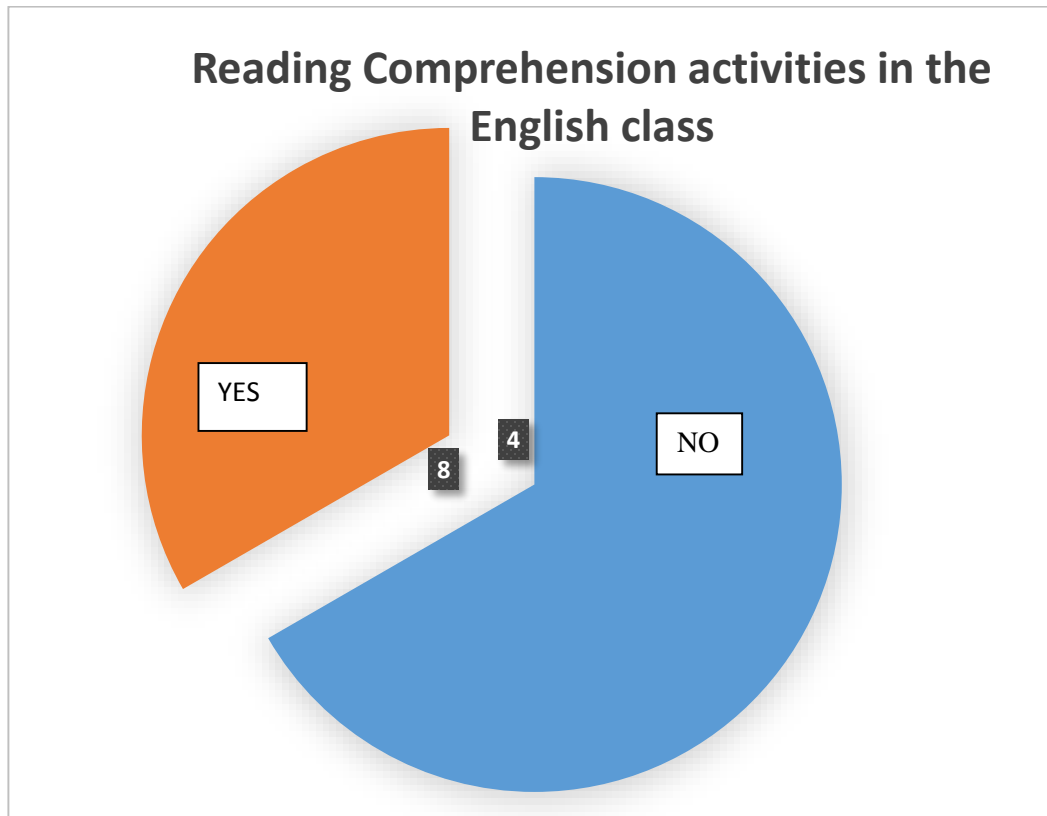


Figure 9 Reading comprehension activities in the English class

The question number six (6) showed a high negative tendency which four (4) students have been read an English short stories before in a previous English Classes.

According to the answers of the students, clarify how an evident difference between the responses addressed to the importance of this project and the development of short stories in the English language learning.

Question number seven (7): How do you consider the use of short stories in English class?

Short Stories in English class

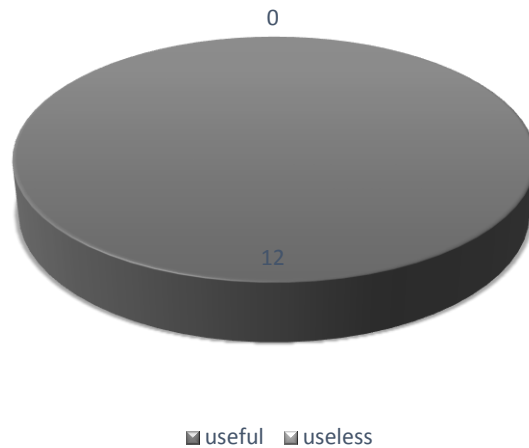


Figure 10 short stories in English class

In this question, all twelve (12) students considered the short stories as a useful tool, so according to their justifications they admitted it because this tool helped them to observe all their learning progress through all activities they developed in class. Also learners considered the short story was a significant tool in which they could learn new vocabulary and to develop better the reading comprehension skill.

Question number eight (8): During the reading comprehension activities proposed by the teacher-practitioner, you learn best if:

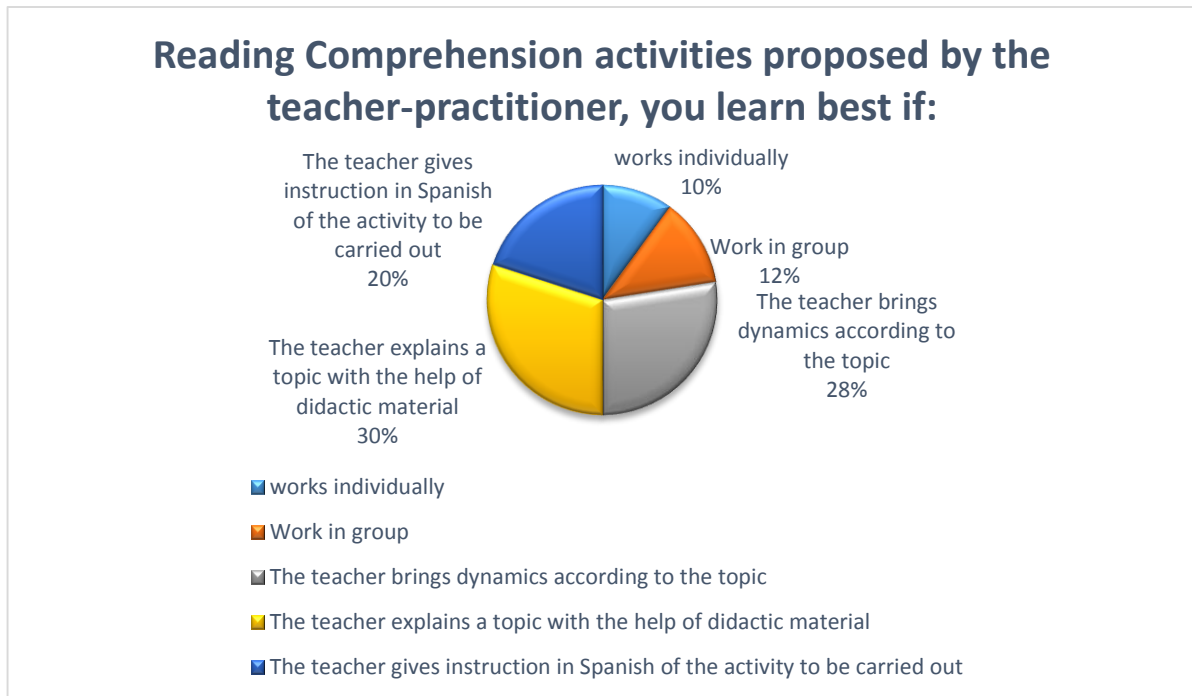


Figure 11 Reading comprehension activities

The majority percentage of students prefer work with the help of didactic material, at the same way when the teacher brings dynamics according to the topic. In this question is possible to identify that the students work in a good way when the teacher gives the instruction in Spanish of the activity to be carried out. In this question it is possible to say that reading comprehension activities proposed by the teacher is validated through this response, this being a source of motivation to learn English.

2.10 Results of the interview

The semi-structured interview conducted in this project is focus on qualitative data. Therefore,

all the information collected was analyzed by means of the examining relationship technique which divides each question in simple description for better understanding of each answer. (See Appendix ___)

This interview was applied to the same and available sample results from the questionnaire and the Likert scale but in this case just 5 students, one (1) girl and four (4) boys, in addition, this interview was conducted in writing and was transcribed in order to gather narrative data. (See Appendix ____)

Question number (1) Do you like reading in English?

The results in this question indicates that all twelve (12) students agreed that they liked read in English language.

Question number (2) Do you consider reading as an effective tool to learn English?

In question number two (2) the students gave their personal opinions about the reasons they considered as important to learn English. All twelve (12) students think that reading favors the acquisition of vocabulary.

Question number (3) what was the short story you liked the most?

According to the preference of students about their favorite reading developed during the application the results showed that they preferred the second and the fifth reading activity. In this c is possible to detect the results obtained with the preferences of the respondents.

Question number (4) Did you enjoy the different reading sessions?

In this question the scholar answered that they enjoy the sessions and moreover they learned vocabulary and grammar constructions. A high tendency related with the liked of the session is observed in this graphic.

Question number (5) Will you read texts in English?

After to apply the reading session students manifested that they will read short test and they will continue developing the reading comprehension skill for learn English. All twelve (12) students answered that they will do it.

2.11 Conclusions

This research project after having collected and analyzed all the relevant information as well the interpretations of the results of each instruments applied.

This research project discloses if the research question is answered and explains about each of the objectives set at the beginning of this project. The research question is how How do short stories influence in English reading skills among ninth one (9th -01) grade students in Policarpa Salavarrieta School? And the general objective is to analyze the relationship between the short stories and reading comprehension.

Moreover, according to the results gathered; the research question is answered thanks to the methodology, the instruments and objectives, it means that the influences of short stories in reading comprehension. In the same way, general objective is achieved by the results of each specific objective of this research.

CHAPTER 3: OUT-REACH COMPONENT

This section explains in detail how the practitioner-researcher involved the whole school community with extra activities and events organized during his integral practice.

3.1 Introduction to the Out-Reach Component

This component attempts that teacher trainee is involved in all activities prepared to students, so the person in charge to develop this practical project not only is focused on development of academic activities but also in cultural. Therefore, this type of activities is developed outside the classroom in order to increase in students their capability to integrate with the rest of the school. The school promotes all the activities in which students can be in a different place and in different extra-curricular ones.

3.2 Justification of the Out-Reach Component

The “Minuto de Dios Policarpa Salazarrieta School” has the responsibility to give students the opportunity to integrate with all students who belong to this educational institution.

Teacher plays an important role the formation of students and in the identity defense of the institution, in other words teacher needs to give to the institution with extra academic help and provides innovating ideas that rich the articulation and classed methods in the institution.

This out-reach component shows the different activities applied by the teacher training and students. Those activities involve the active participation and engagement of the educative agents. The principal objective is to generate free environments, where the students can express their opinions, show their talents and special abilities and share special experiences with their classmates.

In this case the need of involve the whole community in the English environment, leads

to create a good activity which involved a big part of the whole community, for them and with also with their collaboration.

3.3 Objectives

3.3.1 General objective

To develop activities related to the learning of the linguistic and cultural English aspects involving the educative community.

3.3.2 Specific objectives

- ❖ To promote activities that involves all the ...
- ❖ To participate into the academic activities of the school, promoting the integration of students from different ages and teachers
- ❖ To collaborate in the organizing and planning of activities in which English subject is related.

3.4 Methodology of the Out-Reach Component

The methodology applied in the out-reach component describes the activities proposed by principal of the school during teacher trainee development integral practice. The out-reach activities were the following:

3.4.1 English Reinforcement

The teacher practitioner and the principal agreed to establish a schedule to work in English subject. Some students were selected in order to participate in the reinforcement course time. The idea was to bring the opportunity to receive orientation in English area to different activities proposed as the “FE Y ALEGRIA” week, and student’s day preparation.

This proposal aimed to profit the knowledge of the practitioner in English language to help students, as to support the labor made by the teacher in charge in the process of teaching. Giving the chance to the students to clarify their doubts and freely participate in all the activities proposed by the institution.

3.4.2 Schedule of the Outreach Component

The following chart shows the exactly schedule determined to carry out the practicing of the events. The events performed took place in the normal shift of the institution; however, a specific schedule was established in order to prepare the presentations proposed.

Table 11 Out-Reach’ Schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
6:25-7:15					
7:15-8:05					
8:05-8:55					
8:55-9:25					
10:15-11:05				Re. Area	
11:05-11:55					
11:55-12:40					
12:40 – 13:30					

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CHAPTER 4: ADMINISTRATIVE COMPONENT

The administrative component shows a detailed description of the institution where the integral practices was developed

4.1 Institutional Observation

The institutional observation permits the trainee teacher to recognize the different members of the community and localization of Minuto de Dios Policarpa Savarrieta, situated in Cucuta, Colombia.

The institutional observation started from September 6th and 9th, the assigned groups to work along the semester are ninth (9A), ninth (9B) and ninth (9C). These groups are composed by an average of 35 to 38 students; each group should be move to the English classroom.

The classroom has a good ventilation and illumination. Also, the classroom is decorated with several posters in English.

4.2 Topographic Location

Minuto de Dios Policarpa Salavarrieta high school has as physical characteristics as well as internal authorities. The following information provides a general understanding of its graphical location and administrative personal.

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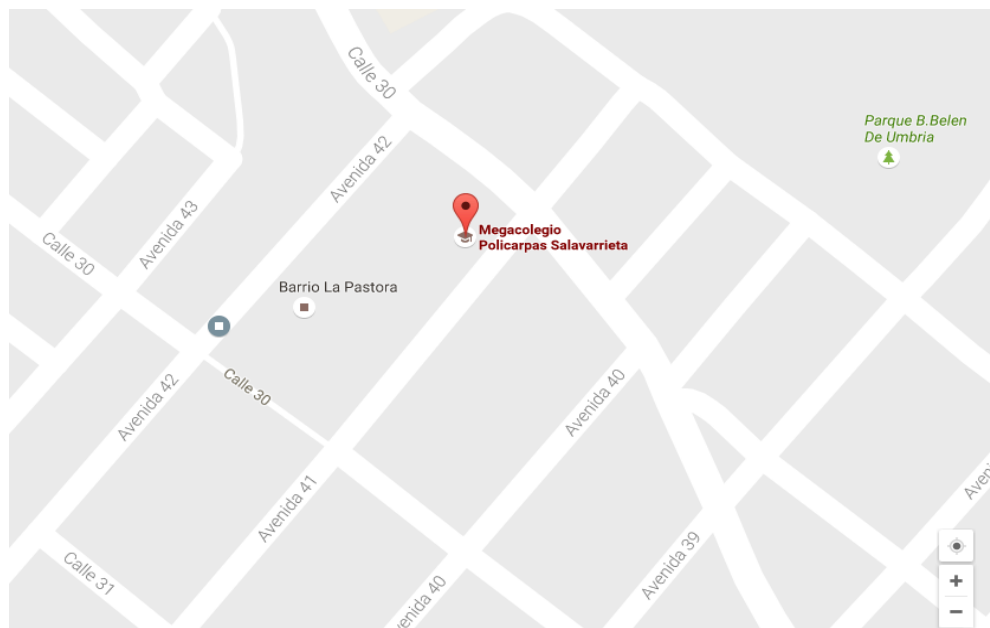


Figure 12 School Location

Table 12 General information of the institution

Official Name	Institución Educativa Minuto de Dios Policarpa Salavarieta
Location	Cúcuta, Norte de Santander. Colombia
Principal	Alba Rocío Carvajal Flórez
Nature	Official (Public)
Type	Ladies and gentleman
Owner	Department of Norte de Santander
Address	31 st street , 105 th and 41st Avenue Valles del Rodeo Neighborhood

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4.3 Identification of the Educative Authorities

The institution has forty-four (44) teachers who work with primary and high school. In addition, it has a principal, an educational coordinator, and a chief of each educational department.

The following charter shows the educative authorities of the Minuto de Dios Policarpa Salavarrieta Institution

Table 13 Authorities' names

Authorities' Names	
Principal	Alba Rocío Carvajal Flórez
Coordinator	Jose Alexis Martinez López
Chief of the Educational Department	Yohanna Rodriguez
Practice Supervisor	Marisol Flórez

4.4 General purpose of P.E.I

PEI (Proyecto Educativo Institucional) was made with the whole educational community involvement. In this case, the project was prepared under the parameters of the Law 115 of 1994, Decree 1860 of August 3, 1994, Chapter III, Article 14, 15 and 16, taking into account the general, pedagogical and organizational aspects. Addressed by the Constitution of Colombia (1991), Law 115 of 1994 establishes the routing of education in Colombia in training people with the capacity to generate development with clear life plans enclosed by the Institutional Educational Project, the addresses the pedagogical towards

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forming active citizens in society.

Environment and Context

The Institution Minuto de Dios Policarpa Salavarrieta collects relevant information related to the context, which was obtained using instruments as survey parents, observation guide and meeting with authorities near to the community (Health Care and Social Garden of ICBF). Only recognize educational institutions and ICBF, as the only entities providing public service. Ignoring the national police.

Philosophy of the institution

The philosophy's school is inspired by the ideology of Fe y Alegría, comprehensive popular education movement, which builds and develops a project of social transformation, based on Christian values of justice, participation and solidarity.

Fe y Alegría is a movement of popular education and social promotion, targeting marginalized and excluded from society, born and driven by the Christian faith population; therefore based his work on a, Christian humanist conception of learners, recognizing their uniqueness and corporeal, spiritual nature and responsible freedom.

Conceives a person as:

A transcendent person in progress, endowed with a few gifts to develop and faculties to awake the moral, emotional and intellectual and social environment.

A personal being, single, master of himself and of things, a person in time (historical) that is building himself.

A social Person called to live in relationship with others and with deep awareness of the

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society in which he lives, personally and collectively undertakes to history.

A Christian person saved and redeemed that recognizes, appreciates and respects the dignity of him/herself and other.

According to this view, will aim at imparting comprehensive training that enhances all dimensions and encouraging the development of autonomy.

4.4.1 Objectives of the Institution

Fully educate children and youth in their dimensions: axiological, cognitive, spiritual, socio - affective, labor, creative and cultural from the principles of the Christian faith and pedagogy of joy, to realize their potential and reality around them are agents of change, agents of their own development and contribute to the transformation of social reality.

Integrate educational agents in a real active and participatory community that continually build and implement an educational project, capable of transforming the lives of its students and its context.

Learning – Teaching: To promote the usage of a pedagogical proposal based on the development of educative quality which responds to different needs in the context and contribute to the transformation of the society

Cohabitation and Citizenship: to develop actions which let to share of a harmonious school climate that contributes to the development of meaningful learning and build a school project that responds to the need to live in a more just and peaceful country.

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4.4.2 Mission

Minuto de Dios policarpa salavarrieta institution Cúcuta- Norte de Santander is guided by the pedagogy of Fe y Alegría as Movement for Integral Popular Education and Social Promotion, based on the values of justice, freedom, participation, fraternity, respect diversity and solidarity that contribute to the transformation of society

4.4.3 Vision

The educational institution will be a space of critical reconstruction of knowledge, a place for the exercise of democracy and the development of democratic convictions, an open environment space, a space that generates processes of appropriation of culture, science and technology as a mediator and facilitator element of knowledge attitudes of creativity. As part of this vision of establishment, youth and adults develop skills relevant to their life project that enables them material, moral, spiritual, social and professional fulfillment.

4.4.4 Component of Teaching Learning

4.4.4.1 Teaching Approach

The institution has a clear intention of transforming today's society marked by injustice, imbalance, inequality and inequity passing to promote the comprehensive development of the actors in the educational process, in order to take responsibility for their own personal transformation and their community; the pedagogical approach that will guide the design of the curriculum and the curriculum should be consistent with those intentions.

The curriculum of School Minuto de Dios Policarpa Salavarrieta articulates principles and practical guidelines for the training of the person in the entirety from human dimensions, which emphasizes the link between the individual and his environment, taking into account this aspect as an element that focuses on the person as part of a collective rather than individual;

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Likewise, the option from the popular, that you opt for a pedagogy that is supported from a dialogic learning, which allows individuals to discover themselves and become aware of the world around them. Through this curriculum the institution promotes the formation of professionals preparing students, by using means and methods that enable to find the human, intellectual excellence and personal accomplish. It will allow the integral development, improving the living conditions of students and therefore the social transformation of the context in which the school is located.

4.4.4.2 Pedagogical Model

The educational system, the pedagogical model is the main reference in the work of educational institutions founded and which determines the set of methodologies, content and processes involved in everyday teaching and learning.

The critical socio pedagogical model, proposed by Paulo Freire is a model that seeks to transform the learning style of students, since learning of this model is based on the experiences and reflections which is aimed at making students, generate a critical awareness, and reflective, so that in this way he can handle his own judgment, its purpose is to ensure the formation of a free and autonomous man, through cooperative work.

Knowledge is built from everyday problems, social values and political positions. Prioritizing the needs, interests and problems of the immediate environment where the teacher is able to innovate and link students in research processes and teacher-student relationship is horizontal and participative.

However, despite this pedagogical model is the ideal to which you want to reach with some conscious of what they want to learn students and what they want those learning it is important and necessary to land these postulates a diverse institutional reality where students

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come with different rhythms and learning styles which must be brought to a homogeneous walking pace allowing consistent with the principles and tenets of this model; at the same time this pedagogical model it becomes the inspiration for the work of all teachers, requires knowledge and entry into the reality of each of the content and educational theories underlying this paradigm of education.

4.4.4.3 Lesson Plan

The lesson plan is also a sequencing of content both within each grade, and from the different levels or degrees cycles. The meaning of this sequencing is seen in the need to procedurally present the learning and teaching, allowing, among other things, respect for the diversity of starting points and learning styles and facilitates the organization of teachers to assume shared responsibility for the results of learners.

Table 14 General Schedule

SUBJECTS	PREE, 1°,2°,3°	4°, 5°	6°, 7°	8°, 9°	10°, 11°
	H.S	H.S	H.S	H.S	H.S
NATURAL SCIENCES	5	3	3	3	3
PHYSICS	0	0	1	1	3
MATH	5	5	5	5	4
SOCIAL SCIENCES	5	3	4	3	1
PHILOSOPHY	0	0	0	1	2
SPANISH	5	4	5	5	3
ENGLISH	2	3	3	3	3
RELIGIOUS STUDIES	2	2	2	2	2
ETHICS	2	2	2	2	1

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PHYSICAL EDUCATION	2	3	2	2	2
ARTS	2	2	3	3	1
INFORMATICS	1	2	2	2	
TECNOLOGY	0	2	3	3	3
CCPV	2	2	2	2	2
SPECIALTY	0	0	0	0	1
COURSE' DIRECTION	1	1	1	1	1
TOTAL	34	34	38	38	38

4.4.5 Description of the Physical Structure of the Institution

Minuto de Dios Policarpa Salavarrieta has a large physical structure composed by all the main areas that facilitate the educational process. The following table shows the division of the building.

Table 15 Physical Structure

Place (number)

- 42 Classrooms
- Restrooms (8)
- Photocopier (1)
- Cafeterias (2)
- Multimedia room (1)
- Field (1)
- Library (1)
- Targeting signals
- Security alarms (5)
- Fire extinguishers(6)
- Chemical Laboratory (3)
- Virtualteca (1)
- Yards (2)
- Restaurants (2)
- Infirmary (1)
- One (1) big basketball court
- Teacher's room (1)
- Principal's office (1)
- Secretary office (1)
- Coordination office (1)
- Stationary (1)
- Sport's department
- Maintenance and plant operation (1)

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4.5 Manual of coexistence

Registration and Admission

The admission is the act by which Fe y Alegria School receives to the students who qualify to enroll themselves in the corresponding course.

Enrollment

1. To have good academic and disciplinary performance in the previous grades.
2. To show commitment in the process of integrated education according to the proposition included in the P.E.I.
3. To deliver the required documents such as;
 - The complete registration form duly filled out.
 - Civil Registration.
 - Certificates of marks from previous years.
 - Sisben, E.P.S or student insurance.
 - Three photos.
 - Bill in which appears the social stratum.
 - Photocopy of the (ID) Identification Document.
 - To acquire the scholar uniforms required by the educative institution.

Concepts and Criteria

The evaluation of the students, in every one of the levels and grades, will be according to the laws and criteria of the Institution, evaluation will be permanent and formative, and it will be expressed in concepts which indicate the achievements and shortcomings that present the

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student, like the suggestions that seek to improve the learning process.

The evaluation seeks to help the learner to appreciate his/her advance in the acquisition of knowledge in his/her learning process. The evaluation in pupils will be continuous and complete and it will be done with four periods of equal duration in which the scholar year will be divided.

Types of marks

The assessment of a student will be **EXCELLENT** when:

1. Get every achievement proposed in the maximum expected level, without complementary activities.
2. Present homework well done.
3. Have a good behavior in the different scholar activities and get good social relations.
4. Show sense of belonging for the Institution.
5. The assessment of a student will be **OUTSTANDING** when:
6. Get the majority of achievements proposed, without complementary activities.
7. Present little absences and justifies them.
8. Have a good behavior in the different scholar activities and get good social relations.
9. Show sense of belonging for the Institution.
10. The assessment of a student will be **ACCEPTABLE** when:
11. Get a mid-level the achievements proposed with or without complementary activities.
12. Present frequently absences in class, interrupting his/her learning process.
13. Present homework out of the required time or without the demanded quality.

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14. Show sense of belonging for the Institution.
15. The assessment of a student will be **INSUFFICIENT** when:
16. Get a minimum of proposed achievements.
17. Frequently, he/she didn't go to class and doesn't justify his/her absences.
18. Develop the minimum of scholar activities required.
19. Present meaningful shortcomings that affect the behavior and healthy living.

Misdemeanor

Misdemeanors are those that are committed spontaneously without any acquiescence or will and they are done by a natural instinct like reaction or attend to an external stimulus without physical or moral prejudice to others.

1. To eat food inside of the classrooms.
2. To disobey the indications or dispositions given by the teachers or directors.
3. To enter in the classrooms in hours which are not allowed such as: recess, or at the moment when students need to be required in extracurricular activities.
4. The use of extravagant garments that go against the aesthetic, hygiene and good presentation of the uniform inside and outside the institution.
5. To absent or to come late to class without justification.
6. The inappropriate posture, gestures, hints which are not parts of the moral and manners.

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Pedagogical actions for misdemeanors

Student who commits any of these offenses will be applied the following disciplinary actions.

1. Readings of writing homework with the manual of social coexistence. Reflexive activity of the offending student before the person, the group of the institution when the misdemeanor is with them.
2. Confiscation of items which are a distraction in its inappropriate usage, when the items be brought back to the student, he/ she will sign the hand over.
3. To make reflections about the misdemeanor made.

Gross misconducts

It is considering a gross misconduct the relapse in misdemeanors and those types of behaviors which violate laws of people and interfere considerably in the performance of the institution which are contrary to the manual of coexistence.

4. To be seen doing graffiti on the walls of the institution.
5. To intentionally damage the real and personal property and natural environments of the institution.
6. Libel or slander proven.
7. To do acts of bad behavior inside or outside of the educative institution in community, sportive, cultural religious, recreational events and so on.

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Due process to the gross misconducts

1. Identification of the foul.
2. Notification of the charges to the involved or guardian.
3. Student's defense. The student will have three days to submit releases or accept the foul.
4. To write the foul in the student's observer must be done by the teacher who is aware of the situation and also the student who committed it, must sign in the student's observer, and finally the teacher must make a photocopy of that case for giving it to coordination.

The Grossest misconducts

5. Any act that threatens life, the integrity and the peacefulness of the members of the educative community, like the physical or verbal aggression, blackmail, bribe, threat and comments that goes against of the physical and moral integrity of people who integrate the educative community.
6. To be presented under the influence of alcohol to the escolar activities.
7. To have, distributed, eat, or be under the influence of psychoactive drugs which alter the students' behavior.
8. To commit an offense against the scholar patrimony such as; to steal, swindle, extort, abuse of confidence, calumny, use of anonyms, blackmail, threat of the word of action in any member of the institution.
9. The usage or distribution of cigarettes, alcohol, narcotics and all of them which are in the children's code.

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Due process to the grossest misconducts

10. Identification of the foul.
11. Notification to the student so as to submit releases to the partner.

4.5.2 Chapter VI

4.5.2.1 Student welfare

One of the priorities of the institution is the welfare of the educative community, by which will be developed activities such as; spiritual retirements, connivances, seminaries, pedagogical and cultural journeys, recreational groups, dance groups, group of cheerleader, marching band every single activity done by the school is going to be planned, controlled, and evaluated with the approval of the educative community.

4.5.2.2 Institutional Schedule

The schedule managed by the school varies depending on the day or the activities, but in general the entry is at 6:15 a.m. and the leaving is at 2:15 p.m., there are two breaks. The first one is given after the third hour of class, 8:55 to 9:25 a.m. And, the second one is carried out after the six hour, 11:55 to 12:35. Each hour of class takes fifty-five minutes for its development.

On Wednesdays, the schedule is planned to be develop until 12:00 p.m. This due to pedagogical activities carried out by teachers and directors of the school. For this reason, teachers and directors complete their schedule as a normal day.

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18	PAREJA MORALES ANYELICA LUCERO
19	PEÑARANDA VERA LAURA
20	RAMIREZ RINCON JAIDER OMAR
21	RAMIREZ VARGAS KAREN DAYANA
22	RINCON MANOTAS JEISON FERNANDO
23	ROBAYO ARDILA MAIRA YULIETH
24	RODRIGUEZ CORAL JEINER JULIAN
25	RODRIGUEZ LOPEZ JHONYER FAVIAN
26	ROJAS GARCIA MARIA CAMILA
27	ROPERO CONTRERAS YEIMAR FABIAN
28	RUBIO ORTEGA JESUS ALDAITH
29	SANDOVAL CEPEDA YULETZY
30	SERRANO CARDENAS NEILA MARIA
31	SOLANO PEÑARANDA JOSE MIGUEL
32	SORACA OBREGON KAREN DAYANA
33	TORO SOLANO DANIELA ALEXANDRA

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