



Universidad
Técnica de
Cotopaxi

COTOPAXI TECHNICAL UNIVERSITY
HUMAN SCIENCES AND EDUCATION SCHOOL
ENGLISH MAJOR

RESEARCH PROJECT

“STORIES FOR DEVELOPING ENGLISH READING SKILL”

Research project submitted previous to obtain the Science of Education degree
with major in English language.

Author:

Claudio Claudio Victor Patricio

Tutor:

M.Sc. Mena Vargas Nelly Patricia

Latacunga – Ecuador

October 2017

AUTHORSHIP

I, Claudio Claudio Victor Patricio declare to be the author of this research project: “STORIES FOR DEVELOPING ENGLISH READING SKILL”, being M.Sc. Mena Vargas Nelly Patricia tutor of this research work; and I exempt to the Cotopaxi Technical University and its legal representatives of possible complaints or legal actions.

Moreover, I certificate that the ideas, concepts, procedures, and results of this research work are my responsibility.

.....

Claudio Claudio Victor Patricio

0503451700

TUTOR'S ENDORSEMENT

As tutor of the research work titled: "STORIES FOR DEVELOPING READING ENGLISH SKILL", presented by Claudio Claudio Victor Patricio, of English Major, I certify this Research Report meets the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Human Science and Education Faculty of Cotopaxi Technical University assigns for its study and evaluation.

Latacunga, October 2017

Sincerely,

.....

M.Sc. Mena Vargas Nelly Patricia

Project Tutor

COMMITTEE APPROVAL

As member of committee, we approve this research work in accordance with the regulations issued by the Cotopaxi Technical University, and the Human Science and Education Faculty; since the researcher: Claudio Claudio Victor Patricio with the research project titled: **“STORIES FOR DEVELOPING ENGLISH READING SKILL”**, has considered the recommendations presented and the work has all the requirements to be deserted.

Therefore, it is authorized to present the project according to the institutional regulations.

Latacunga, October 2017

Yours faithfully

.....

Reader 1

M.Sc. Rosero Menéndez Jorge Luis

I.C. 0500862727

.....

Reader 2

M.Sc. Castro Bungacho Sonia Jimena

I.C. 0501974729

.....

Reader 3

M.Sc. Venegas Álvarez Gina Silvana

I.C. 0501598643

GRATEFULNESS

At first, I would like to thank to God for giving me strength to face the challenge of learning English and become a teacher. Furthermore, I am grateful with my family for giving me the support during my time at the university.

Moreover, my eternal gratitude with Cotopaxi Technical University, the place where I could enroll some years ago and where I met my teachers and friends who supported me during my academic training, and a special mention to my tutor M.Sc. Patricia Mena M.Sc. who guided in my second chance to get my Science of Education degree.

DEDICATION

I dedicate this research work to my dearest family because they are who have been there for me in good and bad times. Also, I would like to dedicate this to my teachers who spent their time not only to teach me English but also values. Thanks to all of you.

UNIVERSIDAD TECNICA DE COTOPXI

FACULTAD DE CIENCIAS HUMANAS Y EDUCACION

TITULO: “Historias para desarrollar la habilidad de lectura en Inglés”

Autor: Claudio Claudio Victor Patricio

RESUMEN

Este trabajo de investigación fue llevado a cabo con el fin de diagnosticar los beneficios de las historias para desarrollar la habilidad de lectura en inglés en los estudiantes de colegio. El problema de investigación fue la falta de comprensión de textos escritos en inglés. Para el efecto, fue seleccionada una muestra de treinta y ocho estudiantes del paralelo B quienes se encuentran en el de primer año de bachillerato y ocho profesores del colegio de bachillerato Primero de Abril de la ciudad de Latacunga. A fin de desarrollar la investigación, se siguió una estructura para describir el problema, investigar la fundamentación teórica, describir la metodología, analizar los resultados, y sugerir conclusiones y recomendaciones. El proceso de investigación se realizó mediante la investigación descriptiva porque permite observar y describir los resultados obtenidos. Adicionalmente, se empleó el método deductivo-inductivo. Al mismo tiempo, para la recolección de datos se empleó la técnica de la encuesta cuyo instrumento es una hoja de encuesta la cual incluye ocho preguntas para los estudiantes y nueve para los profesores. Los resultados obtenidos se emplearon para diseñar tablas y gráficos los mismos que permitieron realizar el análisis y la discusión. Finalmente, fue posible determinar las conclusiones y recomendaciones en base a los resultados. Los resultados obtenidos del instrumento dirigido a los estudiantes indican que no practican la habilidad de lectura como deberían sin embargo consideran que esta habilidad es importante. Además, se preguntó a los estudiantes sobre las historias y ellos piensan que podrían sentirse motivados si las leen, también mencionaron que las historias son muy influyentes para mejorar la habilidad de lectura en inglés, además mencionaron que están interesados en leer comedia. Al mismo tiempo, los profesores dijeron que a veces usan historias en sus clases, también piensan que usar historias podría ser muy influyente para desarrollar la habilidad de lectura en los estudiantes, finalmente, los profesores están de acuerdo con usar historias para trabajar en sus clases.

Palabras claves: Historias, habilidad, lectura, comprensión, Inglés

COTOPAXI TECHNICAL UNIVERSITY

HUMAN SCIENCE AND EDUCATION SCHOOL

Research topic: “Stories for developing English reading skill”

Author: Claudio Claudio Victor Patricio

ABSTRACT

This research work was carried out in order to diagnose the benefits of stories for developing English reading skill on High School students. The research problem was the lack of English written text comprehension. Therefore, it was selected a sample of thirty-eight students of the class B who attend to the first year of High School and eight teachers at Primero de Abril High School from Latacunga city. In order to develop the investigation, it is was followed a structure to describe the problem, investigate the theoretical foundation, describe the methodology, analyze and describe the results, and suggest conclusions and recommendations. The research process was developed through the descriptive research because this helps to observe and describe the results obtained. Additionally, it was used the deductive-inductive method. At the same time, for data collection it was used a survey as a technique which includes a survey sheet as instrument with eight questions for students and nine for teachers. The results obtained were used to design the charts and graphics which allowed to make the analysis and the interpretation. Finally, it was possible to determine the conclusions and recommendations using the results. The results obtained from the instrument addressed to students, show that they do not practice reading skill as they should, however they consider that this skill is important for them. Furthermore, students were asked about stories and they think that they could feel motivated when reading stories, also they mention that stories are very influential to improve English reading skill, then they mentioned that they are interested on reading comedy. At the same time, teachers said that they sometimes use stories in their classes, also they think that using stories could be very influential to develop reading skill on students. Finally, teachers agreed with using stories to work in their classes.

Key words: Stories, skill, reading, comprehension, English

INDEX

COVER PAGE	i
AUTHORSHIP	ii
TUTOR'S ENDORSEMENT.....	iii
COMMITTEE APPROVAL	iv
GRATEFULNESS	v
DEDICATION	vi
RESUMEN.....	vii
ABSTRACT	viii
INDEX.....	ix
CHART INDEX	xi
GRAPHIC INDEX	xii
1. GENERAL INFORMATION	1
2. PROJECT SUMMARY	2
3. PROJECT RATIONALE	3
4. BENEFICIARIES OF THE PROJECT	3
5. RESEARCH PROBLEM	4
6. OBJECTIVES	5
7. ACTIVITIES AND TASKS SYSTEM IN RELATION TO THE OBJECTIVES	5
8. SCIENTIFIC AND TECHNICAL FOUNDATIONS	6
ENGLISH LANGUAGE.....	6
THE ENGLISH LANGUAGE SKILLS.....	9
ENGLISH READING SKILL.....	14
STORIES OR NARRATIVE	16
NARRATIVES OR STORIES GENRES	17
BENEFIT OF STORIES	18
9. SCIENTIFIC QUESTIONS	19
10. METHODOLOGY	20
11. ANALYSIS AND DISCUSSION	21
12. IMPACTS.....	38
13. CONCLUSIONS AND RECOMMENDATIONS.....	39

14. BIBLIOGRAPHY	41
15. ANNEXES	43

CHART INDEX

Chart N° 1 Reading practice frequency	21
Chart N° 2 Reading comprehension	22
Chart N° 3 English reading skill importance	23
Chart N° 4 Use of stories	24
Chart N° 5 Influence of stories	25
Chart N° 6 Motivation to read stories.....	26
Chart N° 7 Aspect to improve when reading stories	27
Chart N° 8 Kind of stories	28
Chart N° 9 Reading practice frequency	29
Chart N° 10 Materials used by teachers	30
Chart N° 11 Students' performance at reading.....	31
Chart N° 12 Importance of English reading skill	32
Chart N° 13 Use of stories	33
Chart N° 14 Influence of stories	34
Chart N° 15 Aspects to improve when reading stories.....	35
Chart N° 16 Interest of using stories	36

GRAPHIC INDEX

Graph N° 1 Reading practice frequency.....	21
Graph N° 2 Reading comprehension.....	22
Graph N° 3 Reading comprehension.....	23
Graph N° 4 Use of stories.....	24
Graph N° 5 Influence of stories.....	25
Graph N° 6 Motivation to read stories.....	26
Graph N° 7 Aspect to improve when reading stories.....	27
Graph N° 8 Kind of stories.....	28
Graph N° 9 Reading practice frequency.....	29
Graph N° 10 Materials used by teachers.....	30
Graph N° 11 Students' performance at reading.....	31
Graph N° 12 Importance of English reading skill.....	32
Graph N° 13 Use of stories.....	33
Graph N° 14 Influence of stories.....	34
Graph N° 15 Aspects to improve when reading stories.....	35
Graph N° 16 Interest on using stories.....	36

1. GENERAL INFORMATION

Research topic

Stories for developing English reading skill

Starting date

June 5th, 2017

Completion date

September 30th, 2017

Place

Primero de Abril High School

School sponsor

Human Science and Education School

Major sponsor

English major

Work team:

Project coordinator

Name: Lic. Nelly Patricia Mena Vargas M.Sc.

Phone number: 0992648917

E-mail address: nelly.mena@utc.edu.edu.ec

Researcher

Name: Victor Patricio Claudio Claudio

Phone number: 0998675387

E-mail address: victorclaudio707@gmail.com

Knowledge area:

This research project is carried out to the educative area for developing English reading skill

Research line

Education and communication as human and social source development

Research sub-line

Methodologies to teach General English

2. PROJECT SUMMARY

This research work is focused on English reading skill and in the problems faced by students at the moment to develop this skill. Therefore, it is important to point out that in spite of the time spent by students studying English they have not developed this skill as they should. For this reason, this project is oriented on stories for developing English reading and their benefits for English language learners. The problem of this investigation is the lack of English written text comprehension since it is evident when the students have to do a reading activity and they are unable to perform it as they should.

In order to develop this research work it is was necessary to establish the objectives for the investigation. Thus, the general objective is to diagnose the benefits of stories for developing English reading skill and the specifics are; to establish the theoretical foundation which allows to carry out the investigation, to prove the reality of the use of stories for developing English reading skill, and to establish conclusions and recommendations related to the results obtained from the research process.

This research work was divided in stages in order to make it clear. Therefore, the first part is about the literature review about English language, English language skills, Reading skill, Stories or narrative, and Benefits of stories. The second part covers all about the result obtained from the survey applied to students and teachers at Primero de Abril High School from Latacunga city and the analysis and discussion. Finally, this research work concludes with the conclusions and recommendations. There is a part with annexes which are; a model of the surveys, the validations instruments, and a letter addressed to the headmaster of “Primero de Abril” High School to carry out the investigation and a curriculum vitae of the researcher.

3. PROJECT RATIONALE

Reading is one of the skills that students must improve and fortify because through reading they are going to be in real contact with English. However, students are not able to perform this ability since it is evident the lack of English written text comprehension. Consequently, this project seeks to diagnose the benefits of stories for developing English reading skill.

This work has practical contribution for those who are facing the challenge of learning English because through stories they are going to develop their reading skill. Moreover, it will permit students to acquire new vocabulary, learn grammar in context, and learn about contents included in the stories.

The beneficiaries of this project are thirty-eight students of the class B who attend to the first year of High School and eight teachers at Primero de Abril High School from Latacunga city. Additionally, there is a group of indirect beneficiaries such as; parents, authorities and the society. Therefore, the main beneficiaries are who will take part in this investigation to diagnose the benefits of reading stories.

Finally, this research work is relevant because it contributes to researchers who are going to carry out investigations related to the subject studied in this project. Furthermore, this research could be used on future investigations since this project could work as a foundation to develop and deepen in studies about English reading skill and stories. In fact, researchers can start from this research project to design a proposal to solve the problem of lack of English written text comprehension in High School student.

4. BENEFICIARIES OF THE PROJECT

The beneficiaries of this project are twenty one female and seventeen male students of the class B who attend to the first year of High School and eight teachers at Primero de Abril High School from Latacunga city. Additionally, there is a group of indirect beneficiaries such as; parents, authorities and the society.

5. RESEARCH PROBLEM

The problem identified is the lack of English written text comprehension and the consequences of those problems. In fact, students are unable to understand the vocabulary provided in their English school texts. As a result, they neither complete the exercises nor give an explanation about the topic studied. These difficulties are related with their previous experiences because they did not learn new vocabulary or it is quite difficult for them to remember. All the problems mentioned beforehand do not allow to advanced and achieve the objectives desired.

Previous research works which support the use of stories for developing English reading skill come into consideration. In fact, it was carried out a descriptive study about short stories in English language teaching. This research was developed by using a descriptive method at ELT department of Akdeniz University and it was selected 40 junior students to complete a questionnaire to learn their ideas about the benefits of short stories. The results obtained show that stories provide them a better understanding which permits to increase the wish reading more (Saka , 2014).

Moreover, it was made a study about Using Short stories in the EFL Classroom by using the quantitative and qualitative method to examine the students' general attitudes towards using short stories. The researcher selected a sample of 135 who were attending to the 2nd and 4th year of English major at Hebron University, Palestine. The results obtained showed that students have positive attitudes when using short stories in the EFL classes (Abu Zahara , 2016).

The two quotes above permit to say that stories are useful to teach English reading skill since the students who were part of the first research work had better understanding and feel encouraged to continue reading when they had to perform the activity while the students in the second research work showed a good attitudes to learn English by using stories.

The purpose of the study is to diagnose how stories could benefit for developing reading skill in students. Furthermore, this project claims to make students able to understand English written texts which will help them to interact and to be proficient in English. Finally, it is important for students to be always encouraged and disposed to learn a new language because through this they are going to be able to have a real communication with English native speakers.

6. OBJECTIVES

General objective

- To diagnose the benefits of stories for developing English reading skill

Specific objectives

- To establish the theoretical foundation which allows to carry out the investigation
- To prove the reality of the use of stories for developing English reading skill
- To establish conclusions and recommendations related to the results obtained from the research process

7. ACTIVITIES AND TASKS SYSTEM IN RELATION TO THE OBJECTIVES

OBJECTIVE	ACTIVITY	RESULT	WAYS OF VERIFICATION
To establish the theoretical foundation which allows to carry out the investigation	Literature review	Scientific information found in academic articles and books	Bibliographic foundation Books Academic articles
To prove the reality of the use of stories for developing English reading skill	Apply a survey to students and teachers	Data obtained from the survey addressed to students and teachers	Charts Graphics Analysis Discussion
To establish conclusions and recommendations related to the results obtained from the research process	Establish conclusions and recommendations in relation to the objectives	Conclusions and recommendations	Conclusions and recommendations

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

This research work is carried out to diagnose the benefits of stories for developing English reading skill. For this reason, it is important to make a literature review to understand better the technical foundations and the research process. Therefore, the fundamental categories established for this work are; English language, English language skills, Reading skill, Stories or narrative, and Benefits of stories. The information in this part of the work includes quotes from books and scientific journals.

ENGLISH LANGUAGE

English is a language that human beings use to communicate each other through oral and written communication in different domains. Roman (2008) states:

English is rapidly becoming a world language. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In addition, it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, and Japanese and South Americans as second language. It is widely known in India, Pakistan, Burma and Ceylon, almost four on earth can be reached with English.
(pag.4)

Furthermore, it is important to remember that English language belongs to the West Germanic family and it is known to be the most widely diffused around the world. As a matter of fact, it is the mother tongue of countries with the largest population such as; United States, Canada, Australia, and those which belong to the United Kingdom. Additionally, it is spoken as a foreign language by a large number of people who come from non-English speaking countries and their mother tongue is not English what makes English the most studied language around the planet.

English is not only limited to spoken communication since it lets people to people to share and find scientific information in written records. Therefore, it is possible to assure that English is the first language to produce scientific information. Parida (2007) says.

Among the language in the world, English has gained universal acceptance because of the number of factors. It is rich in literature, science, technology, medicine and social science. It has creative works of the highest intellectual and creative standard. According to media reports, 50 per cent of newspapers and scientific and technological periodicals in the world are published in English. (pag.2)

Moreover, English is the main language for other domains of interest for people such as; entertainment, sports, music, cinema and film, and so on. This makes English so important and this is why people around the world want to learn English because it is found in almost all fields.

Backgrounds of English

However, English was not as it is today because it suffered some changes on its structure and it developed in three different periods which are; OLD ENGLISH MIDDLE ENGLISH, and MODERN ENGLISH. Algeo (2014) states as a fact: “English language change from being the speech of a few small tribes to becoming the major language of the Earth, and in the process itself changed radically” (p. 1).

At the beginning, English was spoken just for a small number of people. This is because the origins of English go back to the fifth century and it extends until the beginning of twelfth one, this part of its history is called OLD ENGLISH or ANGLO-SAXON. It begins in England where there was a group of settlers who spoke Celtic which is probably the first Indo-European language and hence it is closely related to the first roots of English. English begins its process and change, therefore it was mainly influenced by West Saxon dialect, also people coming from the Roman Empire introduced Christianity in the British Empire, and as a result many words were borrowed from this language.

Once the British Empire was conquered by Norman a new period known as MIDDLE ENGLISH started for the language. However, it was the shorter period because it lasted four centuries from the twelfth to sixteenth one. The arrival of William the Conqueror was adverse for English because French was established as the language for high class while English became common into the lower one. English had lost its importance which implied predominance of French. During the 14th century, the power of Norman had decreased and Enrique III started a war against French. He helped to retrieve the importance of English into the population of that ages. First of all, some French speakers, such as priest and nobles were deported from England. Thus, after many years Henry IV decided to use English as his mother tongue.

Finally, English suffered most of changes during the Modern English, the last period. First, written records started to be more common because the first printing was brought from

Germany by William Caxton what made the language to follow a common guideline. Moreover, the alphabet had some changes and twenty six letters from Latin were borrowed. Thus, English went from a speaking language to written. Moreover, people from England started to immigrate to different countries and they took the language with them, thus it was introduced in different parts of the world and new varieties of English arose. There was more access to the language, even the first dictionary written by Samuel Johnson appeared, and people had the chance to learn to read.

Other important facts are the manuscripts written by Shakespeare which were published in 1623. After that, writing became more formal, and the first newspaper called the Daily Courant appeared in England and when the English was already established in United States many documents began to originate, such as The American Declaration of independence, the Webster American Dictionary, and so on.

Importance of English

The important of English is evidenced in the use that people give the language and in the advantages provided by itself. Nowadays, most of the information produced from sciences, technology, and education is published and defused in English. So that, English is growing constantly and it is found from the most basic issues like a simple ad to a more complex handbook of an aircraft.

English covers a wide territory what makes it easy to find, thus it has become international recognized. Having reached this recognition, English is considered as necessary for people who want to travel to a country where it is the main language, and even more where it is not the main one because English is the language for international communication. Also, it enables people to transmit their feelings, thoughts, and experiences to speakers of other languages. (Galloway & Heath (2015) states that: “No matter where you travel around the world today, English is heard in daily use especially in in large cities, it has become part of the daily lives of many people from diverse linguistic and cultural backgrounds” (p.11).

In spite of being the third largest language, it is the most thought around the world, with the largest number of people requiring instructions and trying to learn English. So that, all the

aspects mentioned beforehand probably are only a part of what English makes to keep the world going around.

THE ENGLISH LANGUAGE SKILLS

English language as the rest of the languages should be separated in different skills according to the encoding used for the communication. Therefore, the skill are divide in receptive; listening and reading and productive; speaking and witting. Christison & Murray (2014) argues that:

Language has traditionally divided into four separate skills areas, listening, speaking, reading, and writing. The four skills can be separated in other ways. Listening and Reading are known as the receptive skills and speaking and writing are known as the productive skills. (p.144)

Therefore, it is necessary to recognize that the role of each skill is related to the communication. It means that when the speakers transmit their information, it is sent through writing or a speaking way, and when they receive the information, it is received through a listening and reading way. These factors help people to know how a language works and how it makes more dynamic the communication process.

Moreover, it is evident that listening and speaking skills are the most relevant by speakers since most of the time the information produced is transmitted orally. The two remaining skills; reading, and writing are more useful for those who are interested on produce academic information such as; students, researchers, writers and for people who work as journalist in written media. This is why, these skills are the less used because not all people read or write but people always listen and speak to transmit information.

Listening skill

Listening is an interactive process which includes a speaker and a listener. This means that listening is to hear what someone is saying to receive a message and then it is interpreted to give meaning to the information received. Downs (2008) says that: “Hearing is necessary for listening, but listening is much more that processing sounds. Someone may hear very well but be a very poor listener” (p.1).

In fact, listening involves a set steps to follow in order to have a good performance on this ability. The listener in this case must attend, understand, interpret, respond and remember. When these steps are followed correctly it is possible to say that the listening process was accomplished, otherwise there could be a poor interpretation of the message.

Listening skill is mainly characterized because it has a speaker working as a sender and a listener one who receives the message. Another feature is that this skill is related to the oral communication, therefore it has a connection with speaking skill. Consequently, for the oral communication it is required a productive and a receptive skill. Finally, listening is critical, emphatic, informational and appreciative.

Effective listening skill

Being effective means to have a good performance in the activity that is carried out. Listening skill is probably one of the most difficult to achieve, and this is why an English language learner has to follow some steps in order to master this ability.

- **Non-verbal behavior:** Listener is focused on attention and keeps a good contact with the speaker through visual contact without getting distracted.
- **Focus on attention:** Listener is concentrated on the comments. This means that the comments should be coherent.
- **Acceptance:** Listener agrees with the ideas and comments and asks for more information about the conversation.
- **Empathy:** Listener makes an emphasis and makes some assumptions about the conversation.
- **Probing:** Listener probes the truth of the facts making inferences from the messages sent by the speaker.

- **Paraphrasing:** Listener paraphrases to analyze what he/she could understand.
- **Summarizing:** Listener makes a summary of the conversation. This means that the summary includes the most relevant aspects of the conversation.
- **Advice:** Listener gives comments and suggestions and also asks for new alternatives and more information.

Speaking skill

Speaking is an interactive process which includes a speaker and a listener to carry out a process of communication. The speaker is who send a message through oral communication in order to accomplish a request, which means making questions and also giving responses to the requirements of someone, also this happens in a particular place when two or more get together. Grauberg (1997) says that: “Speaking normally occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasions of a talk or a lecture, only a small group of people typically two are involved” (p.90).

The communication process carried out through speaking could occurs in different situations, that is to say people speak to have conversation and this is how they can transmit their ideas, feelings or demonstrate sociability, also people speak for an occupational purpose which means that that the message sent is related to their jobs for example; a conference, a work meeting and so on.

Effective speaking skill

Speaking skill is essential for communication. Therefore, the speaker first should be able to recognize the audio which is listening, and determine the feeling that could be expressed. Consequently, it is necessary to follow the steps detailed below.

- **Accents:** It is important to practice the accent of words to sound more like a native speaker. Star the practice with words, then continue with small phrases until to be able to produce a conversation easy to understand for the listeners.

- **Vocal production:** Speaker has to control the volume on the voice when speaking because it is not necessary to shout or whisper. Instead of this the speaker has to sound natural taking into account some aspects such as; the listeners, the environment and what the speaker wants to transmit.
- **Clarity:** Speaker first has to determine what is the message. This is because there could be unnecessary information that could interfere at when giving the message, as a result, listener could misunderstand the information. Therefore, the speaker should mention only the most relevant and necessary information.
- **Variety:** The speaker has to make the speech interesting and effective. Therefore, the speech should cover the correct time, correct information, good ideas, and the adequate conclusions to the topic.

Writing skill

Writing is a way that human beings use to transmit information represented by a language through symbols, talking about English these symbols are represented by letters. Moreover, writing is a productive skill because this is how keep information to be transmitted to the rest of the world population and the future generations. The information produced is called text and the motivations to write could be publication, storytelling, correspondence, and diary. Dash (2007) suggests that: “When we talk about the skill of writing in English, we generally mean handwriting. This means that this ability requires a process of using the hands to write on a paper or other surface” (p.35).

Moreover, writing has to interact with reading because this involves a writer who produce written information and the reader who read that information and decode the meaning and the message. This skill also permits people to share their thoughts and feeling, this is because it is possible to write messages

Effective writing skill

Writing is a way to transmit ideas through written records to the reader and the information transmitted must be easy to understand. For this reason, it is important to avoid writing useless

things that could be irrelevant to ensure a clear communication. The characteristic of an effective writer are explained below:

- **Be clear:** Try to write specific thing and focus on a topic related to the field of study selected. Include examples to support the ideas of the topic.
- **Be specific:** Uses the correct vocabulary and avoid including unnecessary vocabulary that does not contribute anything to the topic.
- **Use active voice:** When writing it is necessary to use active voice because it permits to be direct and short. Also, include third person when the writing is academic.
- **Use correct punctuation.** Using the correct punctuation permits to the reader identify correctly the sequence of the ideas. Also, this helps to increase the writing style.
- **Use terminology of technical words.** It is necessary to include a good vocabulary and technical terminology but also the writer should be acquainted with that vocabulary because using unknown words could be useless for the writing.
- **Use transitional words.** These words are also known as linking words and they permit to connect a sentence with another, a paragraph with another and so on.

Reading skill

This skill is one of the difficult for English language learners because reading is not to pronounce words find in a written record, reading means to analyze the structure, the meaning and the message provided by the reader and this is known as Reading Comprehension. Grellet (2010) states as a fact: “Understanding a written text means extracting the required information from it as efficiently as possible” (p. 24)

When reading it is important to focus on every singly detail included in a text to understand the information. Moreover, the reader should give a meaningful opinion about what he/she could learn and interpret from the readings.

Effective reading skill

Reading means to construct knowledge from the information found in a text. However, to achieve this level of comprehension a reader must assimilate the meaning of the message. The steps to follow in order to be an effective reader are detailed in the list below:

- **Reading list:** Before starting to read it is important to select relevant materials that catch the interest of the reader. Therefore, it is recommended to establish what the readers want to learn, investigate or just what he/she really motivates to read.
- **Add more to the list:** In order to fortify the first materials selected to read it is necessary to incorporate new materials such as: books, newspaper, magazines, and articles. These new materials will help the reader to make a comparison between first materials and new ones.
- **Select a technique to read:** According to the reader's needs, it is possible to do scanning or skimming depending on the situation. This means that one can focus on reading and specific information or read every single aspect of the reading.
- **Reading critically:** The reader has to give a critical suggestion about the reading. Moreover, it is important to make an analysis, questions from the reading.
- **Make notes:** If the reader considers necessary, he/she can take notes about the most relevant aspect from the reading.
- **Establish the time for reading:** Reading a long time could be a big challenge, for this reason the reader should take short periods of time for about 20-30 minutes.
- **Find a good environment:** A good environment will help the reader to feel comfortable and increase the concentration.

ENGLISH READING SKILL

Reading is a receptive skill because readers build knowledge through the decoding of writing symbols. As well as, this is the ability to understand written texts to infer the idea that the writer

wants to transmit. Farrewell (2009) explains that: “Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language and the context of the reading situation” (p.87). This means that the process of reading needs more than a paper with letters or texts. In fact, it involves a set of factors such as; a previous background, the current information and a specific subject, when all these elements join together listening becomes dynamic and allows a good reading comprehension.

Moreover, listening is a process which has to be analyzed and understood, therefore this is called reading comprehension. McNamara (2007) points out that: “Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationship between ideas conveyed in a text” (p.5). This is when the reader is able to decode the message and interpret what the writer seeks to transmit. Also, the reader has to show how important is the information received to give it a meaningful use.

Stages of Reading

Every stage is designed to make easier the reading process because during pre-reading students are asked about the topic, possible previous knowledge, and they are learn new vocabulary, while during reading students apply techniques to understand the message and finally, they evaluate what they could understand through post-reading. Grabe & Stoller (2013) assures that: “Reading lessons should be structured consistently around a pre-, during, and post reading lesson framework that prepares students for new readings” (p. 133).

- **Pre-reading:** This is the first step that every reader has to follow. During this stage it is important to establish the purpose of reading, this is to say the interest of the reader for a specific subject. Then, it is necessary to identify the unknown vocabulary investigate the meaning of each new word. Finally, analyze the topic and make a relationship with previous knowledge.

- **During reading:** Students start to read and analyze the structure of the text. Moreover, when the reading goes on, students could find more new words. During this stage, students have to evaluate what they are reading and prepare the possible answers.
- **After reading:** Students have to demonstrate what they could understand. This means that they have to give responses and discuss giving the main ideas and the most relevant aspect about the subject.

Reading techniques

English language learners have to determine the materials that they want to read according to their needs. The purpose of reading could be divided into academic and entertainment, therefore students are going to find from a short reading to a long complex text. For these reasons, they have to use a specific strategy which allows them to understand and find the information that they are searching. Jamison (2003) points out that: “Depending on the purpose for reading and the type of text. Both skimming and scanning involve running your eyes quickly over the page, attending to key words to get information. Therefore, the strategies are skimming and scanning” (p.57).

- **Skimming:** This technique helps those who are looking for a specific information, therefore the reading process is carried out fast. When skimming is applied, the readers do not give attention to particular information because this could be unnecessary, this could occur because the readers do not have enough time to complete the activity, therefore they try to find the main ideas of the lecture.
- **Scanning:** This technique helps the reader to find specific information such as; names, phone numbers, dates, and others specific data according to the reader’s needs. Scanning is carried out fast looking up and down the page.

STORIES OR NARRATIVE

A story is also known as narrative because it is a storytelling of events in a chronological sequence. These events can be real facts or just an imaginary record that did not happen but are interesting to catch the attention of the people. De las Casas (2006) assures that: “A story is the narrating or relating of an event or series; either true or fictions” (Pag. 68).

Every narrative is integrated by characters, setting, time and plot or complications. Each one of these parts aim to answer the questions: who, where, when, and how. Therefore, each story might be different since the organization followed in storyline varies according to the events relating. The aspects mentioned beforehand are going to be explained below.

- **Characters:** They are the main protagonists of every story. A character is about who is spoken while the story is related. According to the story, characters can be real ones or simply fictional. Also, characters are divided into minor or central and minor, this is because they play a different role. That is to say, the minors are the central in the story while minors are complementary.
- **Setting:** This refers to the place where the story takes. Furthermore, it is possible to mention other possible facts that could affect the plot of the story such as; weather, landscape, conditions and others related to places.
- **Time:** This is about the time when the story occurs. According to the story plot the story could occur in different ages.
- **Complications or plot:** Every story is based on a plot which also is the complication to the development for the story. A story always has to have a complication to detail every single event since they describe the facts which occurs during the story. Finally, it is necessary to say what happen before the events, during the events and how the complications are solved after the events.

NARRATIVES OR STORIES GENRES

Narrative or stories are part of literacy because they are not just transmitted orally, also it is possible to find written records. Therefore, each story has to be classified according to a genre. Turco (1999) says that: “The types of writing to be found in literature are called genres; the primary genres are fiction, drama, poetry, and nonfiction” (p.18)

According to the quote above, stories can be classified for the genre. Therefore, it is necessary to specify them and describe their features.

- **Fiction:** This type of story refers to the creative imagination which means that it is not based on real facts or historical backgrounds, rather it describes something invented or untrue such as: legend, myths, fantasy, fable and others which could be outside the reality.
- **Drama:** The plot of drama is associated with comedy, tragedy, farce, and melodrama and it describes a story. The features of drama is that it can be something real or something related to fiction. Drama is a narrative of a story through a dialogue represented by characters in a scenery to the audience rather than a written record found in books.
- **Poetry:** It is also a way to use the language. It is a composition written or spoken using rhythm, and metrical. The topics of poetry could be imaginative or real. Most of the times poetry is associated with poems, epic poem, and romantic topics expressing love, gratitude, loyalty and so on.
- **Nonfiction:** This is a genre of narrative and it describes real facts such as; a biography, historical records, news and others which show a real background related to history.

BENEFIT OF STORIES

Using stories to reach English Reading Skill has many benefits such as; giving students the chance to learn new vocabulary, feel more comfortable when reading topics that they like, avoiding to waste time, and completing all reading activities because stories are not so long and the students can read the all story. Farrah (2016) points out that:

Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development. Short story is considered as one of the literary genres that can be used in the EFL

classroom to enhance language skill, motivate students, and increase their cultural awareness and tolerance. (p. 12)

In fact, when reading stories English learners have the opportunity to improve their academic training. Additionally, they develop their language skills because reading stories aims to motivate students to make students able to develop their intellectual and critical thinking. The benefits of reading stories are explained in the list below.

- **Motivation:** Reading stories help students to complete all the activity and this is really useful for students because sometimes they refuse reading because the text are long and they get easily bored. Also, the plot of the reading catches the students' attentions because it is in the interest of the students.
- **Introducing literary elements:** Through the literacy elements students learn new vocabulary since here are included the characters, structures, plot, and theme, moral, structure, and setting.
- **Culture and values:** Learning through stories also permit students to learn culture, traditions, values and all the writer includes in the story. Also, students understand how values influence on the rest of world population.
- **Thinking skills:** Students are able to solve problems by themselves. They interpret and give their own suggestions. This makes students more critical and familiar with new topics.

9. SCIENTIFIC QUESTIONS

- How do stories help to develop English reading skill?
- What are the benefits of stories for developing English Reading Skill?
- Will stories help to make students able to understand English written texts?

10. METHODOLOGY

This research project is carried out to the educative area for developing English reading skill. Therefore, this work is supported on descriptive research which permits to describe the population for this investigation and the phenomenon of study. Consequently, it was selected a sample of 38 students of the class B who attend to the first year of High School and 8 teachers at Primero de Abril High School from Latacunga city. At the same time, it was applied the deductive-inductive reasoning method in order to analyze and discuss the scientific questions starting from a general statement to conclude with generalizations from specific observations. For that reason, it was necessary to use a survey as technique. This technique incorporates a survey sheet which includes eight questions for students and nine for teachers.

11. ANALYSIS AND DISCUSSION

ANALYSIS AND DISCUSSION OF THE SURVEYS APPLIED TO STUDENTS AT “PRIMERO DE ABRIL HIGH-SCHOOL”

1. How often are you encouraged to practice English reading skill in your classes?

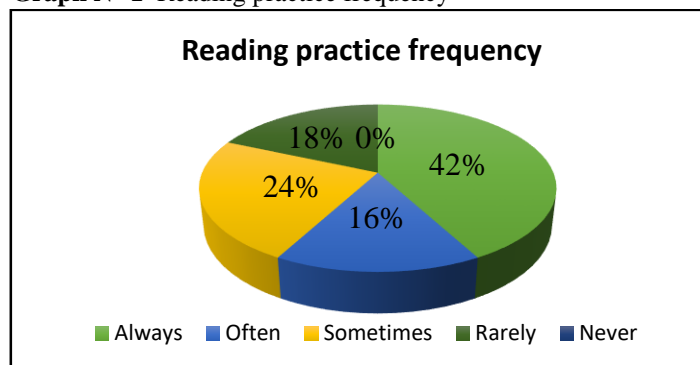
Chart N° 1 Reading practice frequency

OPTIONS	FREQUENCY	PERCENT
Always	16	42%
Often	6	16%
Sometimes	9	24%
Rarely	7	18%
Never	0	0%
Total	38	100%

Source: Students from Primero de Abril high school

Elaborated by: Researcher

Graph N° 1 Reading practice frequency



Source: Students from Primero de Abril high school

Elaborated by: Researcher

According to the data, the 42% percent of students said that they are always encouraged to read, while the 24% of respondents said that they sometimes do it. Additionally, the 18% of responders rarely practice reading. Finally, the 16% often read in English.

The results show that most of the students are not encouraged by their teacher to read when they are in class. This means that they are not practicing English reading skill as they should, and as a result, students will not achieve the goal of learning English. Owusu-Acheaw (2014) mentions that: “Reading is an intellectual action which is possible only if a man forms a habit of reading and practice these from childhood. Reading habits, therefore, play a very crucial role in enabling a person to achieve practical efficiency” (p.8).

2. How good are you at reading comprehension?

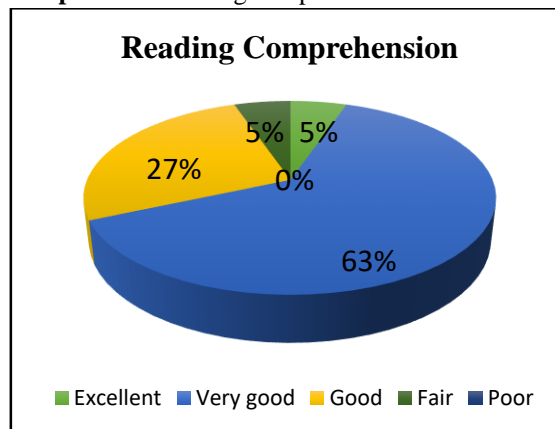
Chart N° 2 Reading comprehension

OPTIONS	FREQUENCY	PERCENT
Excellent	2	5%
Very good	24	63%
Good	10	26%
Fair	2	5%
Poor	0	0%
Total	38	100%

Source: Students from Primero de Abril high school

Elaborated by: Researcher

Graph N° 2 Reading comprehension



Source: Students from Primero de Abril high school

Elaborated by: Researcher

The results above show that 63% of students are very good at reading skill, while the 27% of responders believe that they are good when reading. However, just the 5% of students are very good at reading. Finally, the 5% of responders mentioned that they are fair.

According to the data, it is evident that students are not very good at reading skill. McNamara (2009) assures that: “It is clear that many readers lack sufficient reading abilities and knowledge to understand the genre of texts that pervade their classroom lives” (p.34). In fact, when students are given new topics to read it is difficult for them because their previous knowledge is quite limited since they do not remember vocabulary, grammar rules, and pronunciation patterns. Therefore, it is necessary to make a connection between the new topic and students’ backgrounds to determine what they already know and what they need to learn.

3. How important do you consider English reading skill while learning a foreign language?

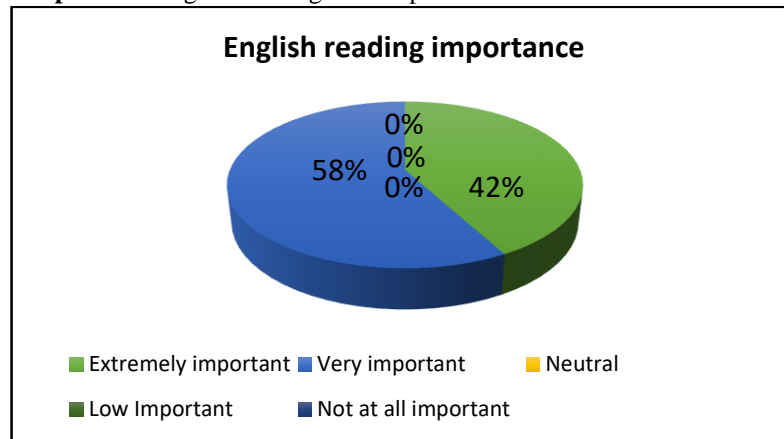
Chart N° 3 English reading skill importance

OPTIONS	FREQUENCY	PERCENT
Extremely important	16	42%
Very important	22	58%
Neutral	0	0%
Low Important	0	0%
Not at all important	0	0%
Total	38	100%

Source: Students from Primero de Abril high school

Elaborated by: Researcher

Graph N° 3 English reading skill importance



Source: Students from Primero de Abril high school

Elaborated by: Researcher

The data from the graph above show that the 58% of responders think that English reading skill is very important while the remaining 42% of students said that this skill is extremely important while nobody mention anything about, neutral, low important, and not at all important which means 0%.

Students who were part of this survey think that English reading skill is very important for them when learning a foreign language this is because reading permits to acquire new knowledge and to be in real contact with the target language. Kucukolu (2012) says that: “Reading is a lifelong skill to be used both at school and throughout life” (p.17). As shown above, reading is not only useful for academic purposes but also for other domains.

4. Has your teacher ever used stories to teach you English Language?

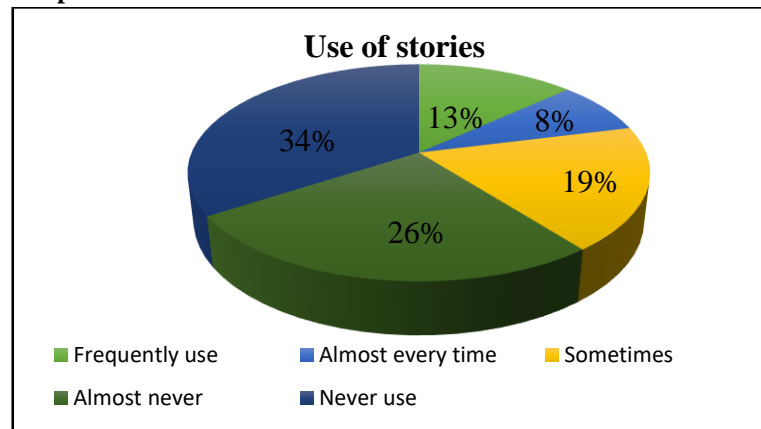
Chart N° 4 Use of stories

OPTIONS	FREQUENCY	PERCENT
Frequently use	5	13%
Almost every time	3	8%
Sometimes	7	18%
Almost never	10	26%
Never use	13	34%
Total	38	100%

Source: Students from Primero de Abril high school

Elaborated by: Researcher

Graph N° 4 Use of stories



Source: Students from Primero de Abril high school

Elaborated by: Researcher

According to the result above, the 34% of students said that their teacher has never used stories in class. Other group of responder which represent the 26% mentioned that the teacher almost never uses stories, while the 19 % of students said that the teacher sometimes includes stories in class. On the other hand a small group with the 13% said that the stories are frequently used and the 8% mentioned that stories are included almost every time.

According to the students' opinion, their teacher never uses stories when working with reading skill. This is because most of the time teachers just use the materials that they have for English classes, in this case the book. Spiller (2011) affirms: "Teachers can help to enhance this ability by using simple strategies that can form part of their day to day teaching" (p.2). In this case, teachers should look for new strategies to reinforce the class and not just use the materials provided by the institution or the government.

5. Do you think that reading stories could influence to improve your English reading skill?

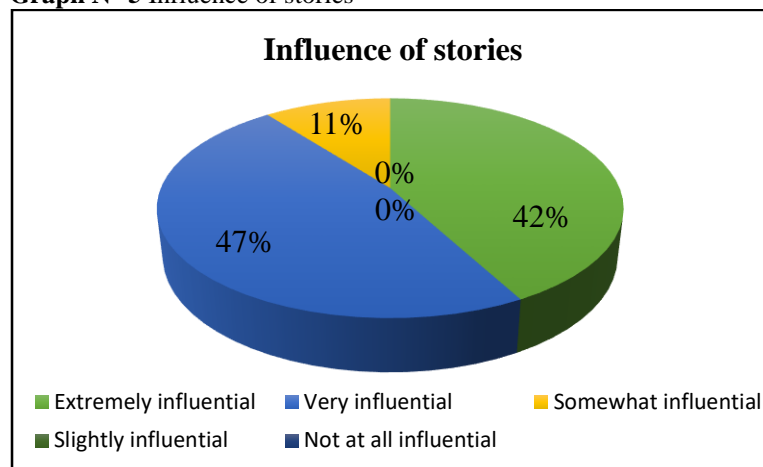
Chart N° 5 Influence of stories

OPTIONS	FREQUENCY	PERCENT
Extremely influential	16	42%
Very influential	18	47%
Somewhat influential	4	11%
Slightly influential	0	0%
Not at all influential	0	0%
Total	38	100%

Source: Students from Primero de Abril high school

Elaborated by: Researcher

Graph N° 5 Influence of stories



Source: Students from Primero de Abril high school

Elaborated by: Researcher

This question shows that the 47% of responders consider that reading stories is very influential, while the 42% of students said that stories are extremely influential to improve reading skill. Finally, the 11% of students consider that riding stories could be somewhat influential.

The criteria submitted by students lets to conclude that reading stories is very influential to improve their English reading skill. Abu Zahra & Farra (2016) argue that: “Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development” (p.12). Given these points, it is evident that the benefits of stories are useful when teaching English to young learners.

6. Would you feel motivated to learn English by using stories in your classes?

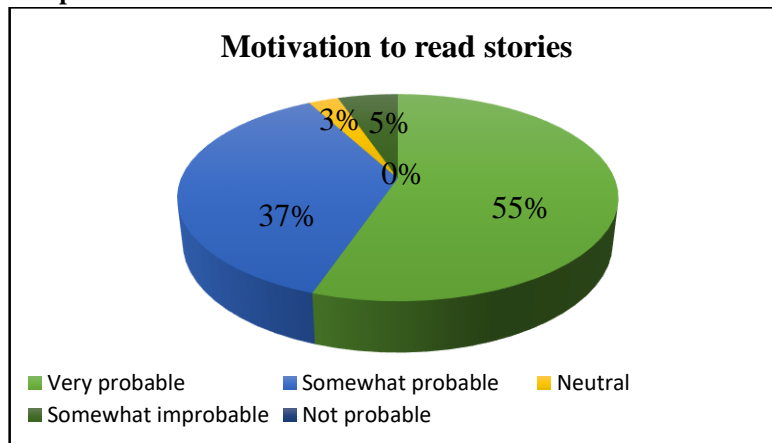
Chart N° 6 Motivation to read stories

OPTIONS	FREQUENCY	PERCENT
Very probable	21	55%
Somewhat probable	14	37%
Neutral	1	3%
Somewhat improbable	2	5%
Not probable	0	0%
Total	38	100%

Source: Students from Primero de Abril high school

Elaborated by: Researcher

Graph N° 6 Motivation to read stories



Source: Students from Primero de Abril high school

Elaborated by: Researcher

The data obtained shows that, it is very probable to be motivated learning thought stories with the 55% of responders, while the 37% believe that it is somewhat probable the be motivated. On the other hand, a small group of 5 % suggest that it is somewhat improbable. Finally, the 3% of responders believe that it is neutral.

Students believe that reading stories could motivate them at the moment to work on English reading skill. As a matter of fact, stories permit students to work better because they can complete all reading. Abu Zahra & Farra (2016) remark that: “Short story is considered as one of the literary genres that can be used in the EFL classroom to enhance language skill, motivate students, and increase their cultural awareness and tolerance” (p.12).

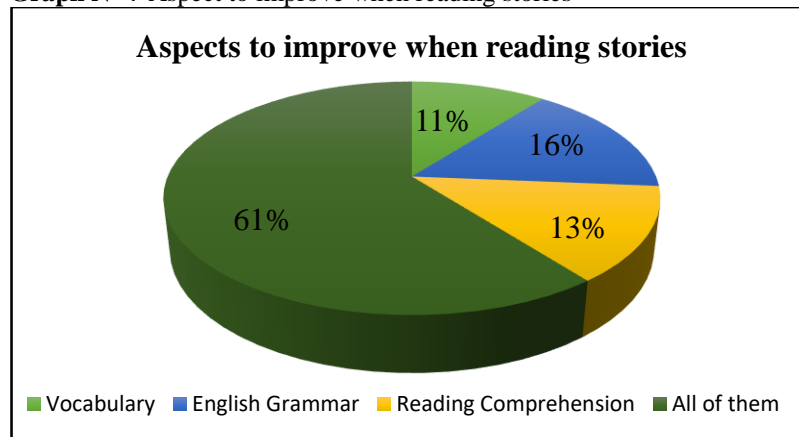
7. Which of the following aspects do you think that you could improve when reading stories?

Chart N° 7 Aspect to improve when reading stories

OPTIONS	FREQUENCY	PERCENT
Vocabulary	4	11%
English Grammar	6	16%
Reading Comprehension	5	13%
All of them	23	61%
Total	38	100%

Source: Students from Primero de Abril high school
Elaborated by: Researcher

Graph N° 7 Aspect to improve when reading stories



Source: Students from Primero de Abril high school
Elaborated by: Researcher

According to the results above, the 61% of students think that they can improve all the options suggested. Furthermore, some students with the 16% think that they can improve English grammar, the 13% reading comprehension and the 11% just vocabulary.

According to the results obtained, students think that they can improve all the aspect mentioned in this question. Miller & Pennycuff (2008) state that: “Using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing” (p.36). Reading stories is beneficial for students because they increase the level of comprehension and through this they are effective at communication.

8. What kind of stories do you think that could be more interesting for you?

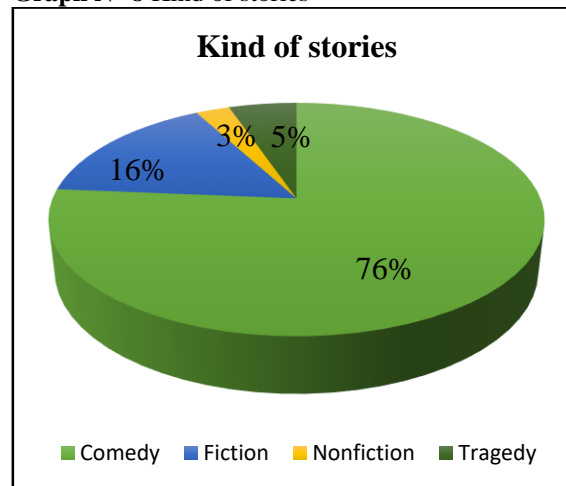
Chart N° 8 Kind of stories

OPTIONS	FREQUENCY	PERCENT
Comedy	29	76%
Fiction	6	16%
Nonfiction	1	3%
Tragedy	2	5%
Total	38	100%

Source: Students from Primero de Abril high school

Elaborated by: Researcher

Graph N° 8 Kind of stories



Source: Students from Primero de Abril high school

Elaborated by: Researcher

This question is about kind of stories. Therefore, the 76% of responders would like to read comedy. Also, some students with the 16% prefer fiction, the 5% are interested on tragedy and, the 3% remaining prefer tragedy.

According to this data, it is evident that students prefer comedy to read, this is because this kind of stories always catch the interest of readers since it includes an interesting plot and it is funny for them. Basque (2013) explains that: “Several studies affirm that book choice should come from the student rather than be imposed by the teacher” (p.34). This is very important because students feel comfortable when they read a topic of their interest.

ANALYSIS AND DISCUSSION OF THE SURVEYS APLIED TO TEACHERS AT “PRIMERO DE ABRIL HIGH-SCHOOL”

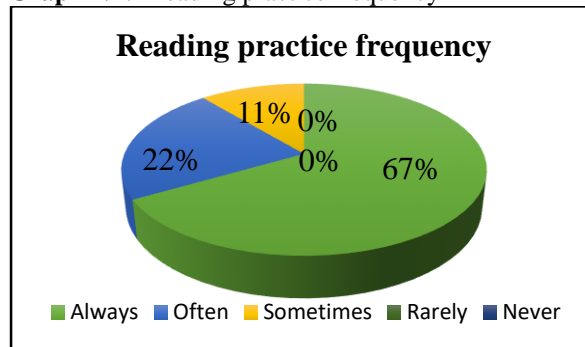
1. How often do you encourage your students to practice English reading skill in your classes?

Chart N° 9 Reading practice frequency

OPTIONS	FREQUENCY	PERCENT
Always	6	67%
Often	2	22%
Sometimes	1	11%
Rarely	0	0%
Never	0	0%
Total	9	100%

Source: Teachers from Primero de Abril high school
Elaborated by: Researcher

Graph N° 9 Reading practice frequency



Source: Teachers from Primero de Abril high school
Elaborated by: Researcher

According to data above, the 67% of teachers always ask their students to practice English reading skill. Moreover, the 22% of responders said that they often encourage their students to practice. Finally, just the 11% of teachers sometimes work on this skill in their classes.

Most of the teachers who were part of this survey mentioned that they always encourage their students to read but some of them do not always ask their students to read. Teachers have to remember that students have to develop the four skill together because if they do not practice one of them, they will not learn English as it should be. Stephenson & Harold (2009) comments that: “Teaching reading then involves helping students masters the challenges of linking written and spoken language” (p.15).

2. What kind of material do you use to teach your students reading skill?

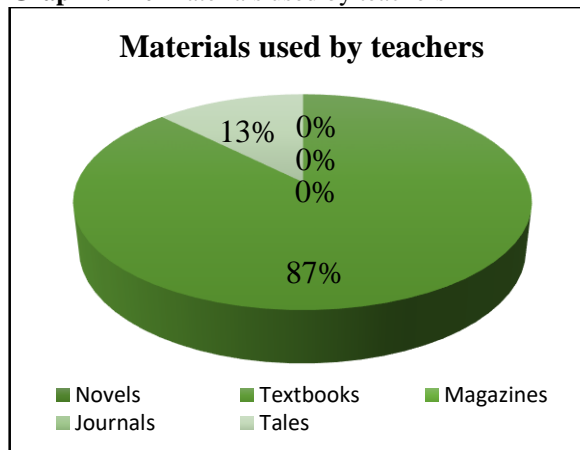
Chart N° 10 Materials used by teachers

OPTIONS	FREQUENCY	PERCENT
Novels	0	0%
Textbooks	7	88%
Magazines	0	0%
Journals	0	0%
Tales	1	13%
Total	8	100%

Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

Graph N° 10 Materials used by teachers



Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

The results obtained show that the 87% of teacher use the textbook to work on reading skill while the 13% of responders said that they use tales in their English classes.

According to the data obtained, teachers mentioned that they use textbooks in their English classes. This is common for teachers because textbooks already includes reading activities. Richards (2008) explains that: “The role of teaching materials is potentially more positive, including textbooks. However, teachers have to look for more materials and try to design their own material, this is going to help them and students to work and study” (p.8). For this reason, teachers should look for new methodological strategies to teach reading because this is a different way to make the class more interesting for students. In this case, using stories could be a good idea because students like the plot of stories.

3. How good are your students at reading comprehension?

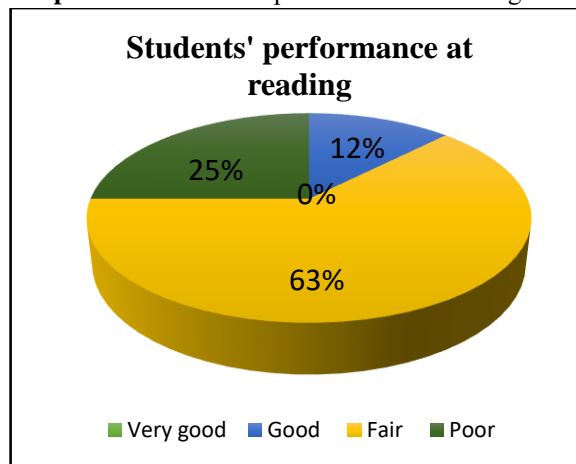
Chart N° 11 Students' performance at reading

OPTIONS	FREQUENCY	PERCENT
Very good	0	0%
Good	1	13%
Fair	5	63%
Poor	2	25%
Total	8	100%

Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

Graph N° 11 Students' performance at reading



Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

According to the chart above, the 63% of teachers think that the students' performance at reading is fair while the 25% of responders said that they students are poor at reading. Finally, the 12% remaining think that their students are good when reading.

According to the results, teachers believe that their students are fair at reading skill. The low level of reading comprehension probably is because they are not encouraged to read and this could cause some difficulties for them. McNamara D (2009) argues that: "It is clear that many readers lack sufficient reading abilities and knowledge to understand the genre of texts that pervade their classroom lives. World knowledge is particularly helpful to understanding text genres such as narratives or novels" (p.24).

4. How important do you consider English reading skill while teaching English to young learners?

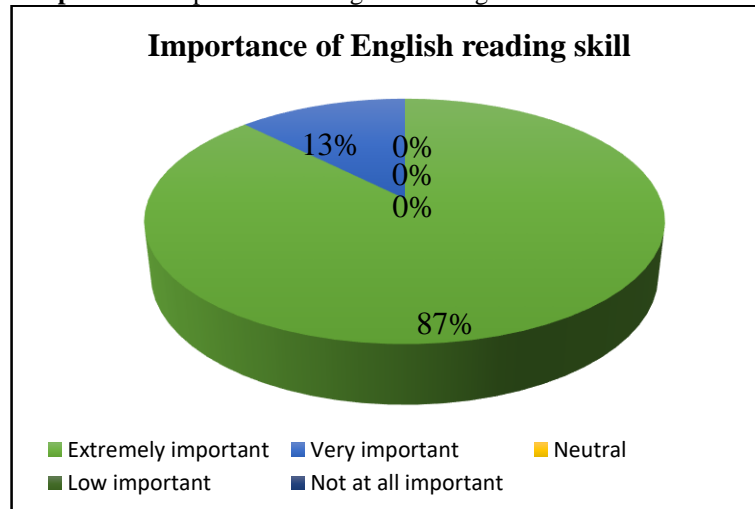
Chart N° 12 Importance of English reading skill

OPTIONS	FREQUENCY	PERCENT
Extremely important	7	88%
Very important	1	13%
Neutral	0	0%
Low important	0	0%
Not at all important	0	0%
Total	8	100%

Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

Graph N° 12 Importance of English reading skill



Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

The data from the chart above show that the 87% of responders think that English reading skill is extremely important while the 13% remaining think that this skill is very important.

The results above permits to say that the majority of teachers think that English reading skill is very important. In fact, teachers realize this because they are the responsible of their students and their learning success. Moreover, teachers know that reading is important because this allow students to learn new things. Apsari (2014) says that: “Reading is important not only in developing language intuition and determining academic success, but also for completing certain task” (p.88).

5. Have you ever used stories to teach English language in your classes?

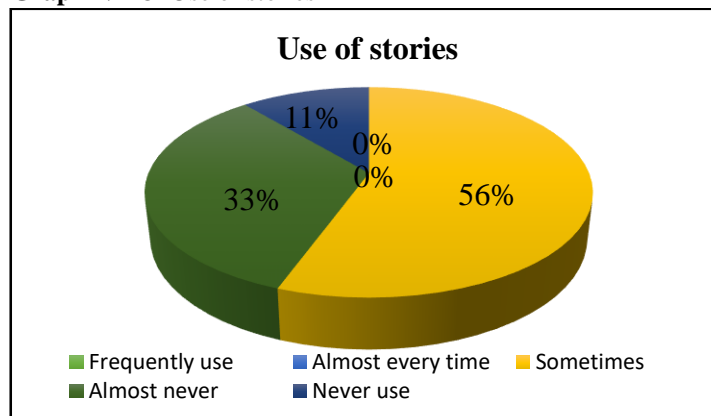
Chart N° 13 Use of stories

OPTIONS	FREQUENCY	PERCENT
Frequently use	0	0%
Almost every time	0	0%
Sometimes	5	56%
Almost never	3	33%
Never use	1	11%
Total	9	100%

Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

Graph N° 13 Use of stories



Source: Students from Primero de Abril high school

Elaborated by: Researcher

According to the data obtained, the 56% of teachers sometimes use stories in their classes while the 33% of responders assure that almost never use stories for teaching reading. Finally, the 11% of teachers never use stories in their classes.

The results above show that the use of stories in class is not frequent because teachers use the readings included in their text books. However, teachers should look for new strategies to teach reading. Miller & Pennycuff (2008) argue that: "In order for schools to improve the literacy learning of all students, different pedagogical strategies need to be employed". In fact, teachers can use stories as a new methodological strategy to teach their students.

6. Do you think that reading stories could influence to improve English reading skill on your students?

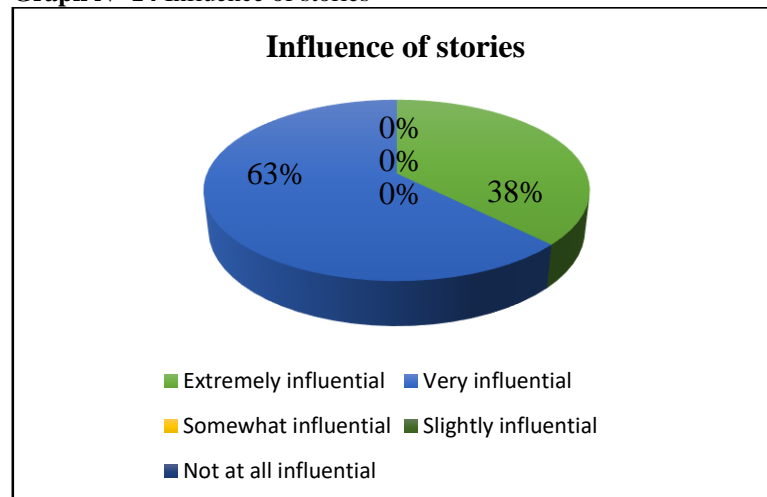
Chart N° 14 Influence of stories

OPTIONS	FREQUENCY	PERCENT
Extremely influential	3	38%
Very influential	5	63%
Somewhat influential	0	0%
Slightly influential	0	0%
Not at all influential	0	0%
Total	8	100%

Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

Graph N° 14 Influence of stories



Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

This question shows that the 63% of responders think that reading stories could be very influential to improve English reading skill. Moreover, a group of teachers who represent the 37% said that reading stories could be extremely influential to improve English reading skill.

According to the criteria provided by teachers, they believe that stories can be very influential for young learners. Working with stories is really useful because they permit teachers and students to understand the context even with basic knowledge. Anne (2007) says that: “The short story is probably the most pleasurable of the literacy genre for young people. A good story can be understood and appreciated at many different levels” (p.20).

7. Which of the following aspects do you think that your students could improve when reading stories?

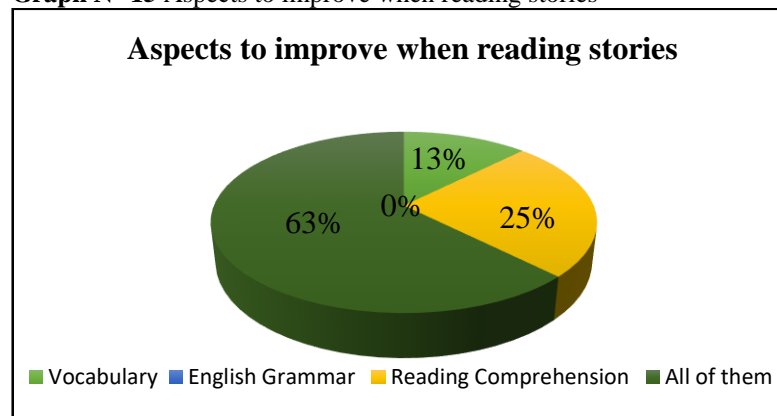
Chart N° 15 Aspects to improve when reading stories

OPTIONS	FREQUENCY	PERCENT
Vocabulary	1	13%
English Grammar	0	0%
Reading Comprehension	2	25%
All of them	5	63%
Total	8	100%

Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

Graph N° 15 Aspects to improve when reading stories



Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

According to the results, 63% of teachers think that students could improve all the aspect suggested in the question. Moreover, the 25% of teachers say that students could improve reading comprehension. Finally, the 12% remaining suggest that students could improve vocabulary.

Conforming to the data obtained, teachers believe that students can improve all the options suggested above. In fact, reading stories allow students to learn more vocabulary, reading comprehension and English grammar. Krishna & Sandhya (2015) argue that: “Short stories help instructors to teach literary, cultural and higher order thinking aspects. Short stories have the power of motivating and inspiring capacities. They promote language skills as well as vocabulary development” (p.60).

8. Would you include stories in your classes to teach your students in order to make them to improve English reading skill?

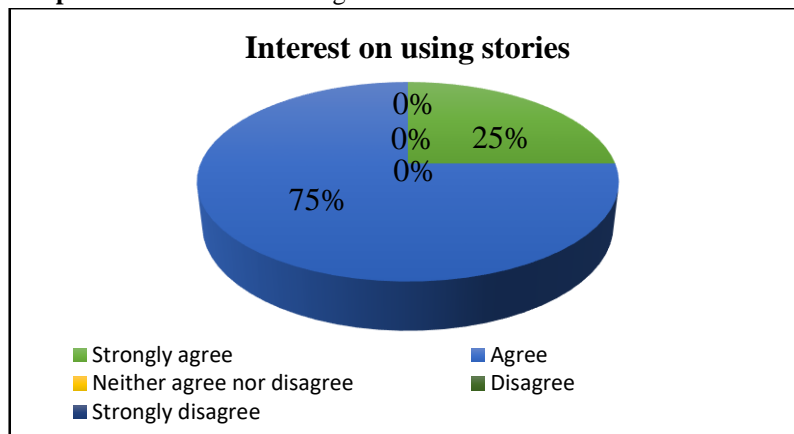
Chart N° 16 Interest of using stories

OPTIONS	FREQUENCY	PERCENT
Strongly agree	2	25%
Agree	6	75%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	8	100%

Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

Graph N° 16 Interest on using stories



Source: Teachers from Primero de Abril high school

Elaborated by: Researcher

According to the result obtained, the majority of teachers who represent the 75% agree with using stories in their classes to teach their students in order to make them to improve English reading skill while the 25% remaining strongly agree with using stories in their classes.

In agreement with the data obtained, teachers agree with using stories in their classes. Therefore it is important to recognize the benefits of using stories. Hence, stories could be a new material for teachers when teaching English language. Panteeva (2015) states that: “Many instructors start to include reading authentic or adapted stories in their classes. This means that teachers can create their own materials or investigate on websites, books and so on” (p.16).

9. Which difficulties could you face when teaching English reading skill through stories? Please explain.

Finally, it was included an open ended survey question in order to know the teachers criteria about difficulties when teaching English reading skill through stories. They think that students could face some difficulties when reading stories since they are going to find new vocabulary and this could stop their advance because their reading skill is quite limited. Also, teachers said that the stories could not be interesting for all students.

However, it is important that the role of the teacher is also to encourage students to read and make them to develop English reading skill. Lucas (2010) thinks that: “The good teacher encourages students to read first for pleasure and then helps them to develop appropriate reading skill” (p,8).

12. IMPACTS

The impact of this research work will be evidenced on future investigations because this project will work as a foundation to develop and deepen in studies about English reading skill and stories. In fact, other researchers can start from this research project to design a proposal to solve the problem of lack of English written text comprehension in High School student. Therefore, it will be possible to proof the benefits of stories for developing English reading skill.

13. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- After having carried out the research process and according to the general objective, it was concluded that the stories have several benefits which can contribute for improving English reading skill on High School students such as; learning grammar in context, acquiring new vocabulary and improving reading comprehension. Another key point identified during the investigation is the motivation since reading has to be a pleasant activity and it should catch the attention of the students.
- In agreement with the first specific objective, it was investigated the theoretical foundations about the case of study. In that case, it was necessary to look for information in books and in academic articles which allowed to reinforce this research work .Therefore, it is possible to conclude that investigations related to the stories and reading skill have been carried out previously. In fact, those investigations also seek to help students to develop English reading skill through reading stories.
- The result obtained from the second specific objective allowed to conclude that students need to practice more English reading skill because their teacher argues that they still have not develop this skill which they consider very important. Consequently, one strategy to make students to improve is reading stories. In fact, students consider that reading stories could be extremely influential and they could feel motivated to read since they mentioned that they would like to read comedy.
- The third specific objective let to establish the conclusions of the results obtained from the research process and also to provide the recommendations to solve the possible problems found through the investigation. Finally, it was concluded that this information will be useful for future investigations.

RECOMMENDATIONS

- It is recommended to analyze how stories can benefit the development of English reading skill because through the analysis teachers can learn how to use them in a class. After doing this, it is possible to implement stories in a class because the teacher is going to know how to teach by using stories to High School students.

- It is recommended for the next researchers to continue with more investigations and deepen in the search of new theories about reading skill and stories because thought this, it will be possible to contribute with new findings which can help to improve the teaching and learning of English reading skill.

- English reading is a skill that students should always practice. For this reason, it is recommended to include this stories in English classes in order to encourage students to read. Furthermore, it is suggested to choose carefully the stories according to the student's needs.

14. BIBLIOGRAPHY

- Abu Zahara , N. (2016). Using Short Stories in the EFL Classroom. IUG Journal of Humanities Research, 24.
- Abu Zahra, N., & Farra, M. (2016). Using Short Stories in the EFL Classroom. ResearchGate, 24.
- Abu Zahra, N., & Mohammed, F. (2016). Using Short Stories in the EFL Classroom. ResearchGate, 24.
- Algeo, J. (2014). The origins and development of the English Language. Boston: Wadsworth.
- Anne , J. (2007). Developing reading skills through the short story . Institute of Education (Singapore), 28.
- Apsari , Y. (2014). The use of authentic materials in teaching reading. eltin journal, 92.
- Basque , M. (2013). Impact of Students' Reading Preferences on Reading. Creative Education , 35.
- Christison , M., & Murray , D. (2014). What English Language Teachers Need To Know . New York : Routledge.
- Dash , N. (2007). Teaching English as Additional Language. India : Atlantic .
- De las Casas, D. (2006). Story fest. London: Teacher ideas press.
- Downs, L. (2008). Listening Skills Training. United States of America: ASTD Press .
- Farrah, M. (2016). Using Short Stories in the EFL Classroom . IUG Journal of Humanities Research, 24.
- Farrell, T. (2009). Teaching reading to english language learners. California: Corwin Press.
- Galloway, N., & Heath , R. (2015). Global Englishes . New York : Routledge.
- Grabe , W., & Stoller, F. (2013). Teaching and Researching reading . London: Routledge.
- Grauberg, W. (1997). The Elements of Foreign Language Teaching . Frankfurt: Modern Languages in Practice .
- Grellet, F. (2010). Developing Reading Skills . New York : CAMBRIDGE UNIVERSITY PRESS.
- Jamison, L. (2003). Guided Reding Basics. Markham: Pembroke Publishers.
- Krishna, M., & Sandhya, K. (2015). The impact of short stories on teaching of english. journal of english language and literature, 36.

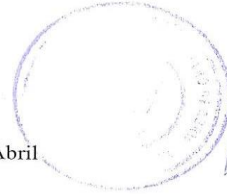
- Kucukolu, H. (2012). Improving reading skills through effective reading. *Procedia Social and Behavioral Sciences*, 39.
- Lucas , J. (2010). Developing reading skills through the short story. *Teaching and Learning*, 28.
- McNamara , D. (2007). *Reading Comprehension Strategies* . Mahwah: Lawrence Erlbaum Associates .
- McNamara, D. (2009). The Importance of Teaching Reading Strategies. *The International Dyslexia Association*, 40.
- McNamara, D. (2009). The Importance of Teaching Reading Strategies. *Perspectives on Language and Literacy*, 40.
- Miller , S., & Pennycuff, L. (2008). The Power of Story: Using Storytelling. *Journal of Cross-Disciplinary Perspectives in Education*, 43.
- Miller , S., & Pennycuff, L. (2008). The Power of Story: Using Storytelling to Improve Literacy Learning. *Journal of Cross-Disciplinary Perspectives in Education*, 43.
- Owusu-Acheaw, M. (2014). Reading Habits Among Students and its Effect on Academic Performance. *Digital Commons@ University of Nebraska* , 22.
- Panteeva, K. (2015). Adapting Stories for Teaching English to Young Learners: A Brain-Friendly Learning Perspective . *International Journal of Education and Social Science*, 34.
- Parida, B. (2007). *Improving english teaching*. new delhi: discovery publishing house .
- Raman, S. (2008). *Teaching of English*. Navin Shahdara: APH Publishing Corporation.
- Richards , J. (2008). *Methodology in Language Teaching* . New York: Cambridge University Press .
- Saka , O. (2014). Short stories in English language teaching. *International Online Journal of Education and Teaching* , 288.
- Spiller, D. (2011). Teaching Strategies to Promote the Development of Students' Learning Skills. *Teaching Development*, 37.
- Stephenson , L., & Harold, B. (2009). *Elements in the teaching of reading* . Teachers, Learners and Curriculum, 21.
- Turco , L. (1999). *The book of literary terms*. London: University Press of New England, Hanover.

15. ANNEXES

Latacunga, 6 de octubre del 2017

Dr. Fernando Santana

Rector del Colegio de bachillerato Primero de Abril



*Antes de
06/10/2017
[Signature]*

Yo, Claudio Claudio Víctor Patricio, ecuatoriano, con cédula de ciudadanía 0503451700, Estudiante de la Universidad Técnica de Cotopaxi, Carrera de Ciencias de la Educación Mención Inglés, solicito de la forma más comedida y respetuosa me autorice aplicar una encuesta a los señores y señoritas estudiantes de primer año de bachillerato, la misma que servirá para realizar un proyecto de investigación con el título de "Stories for developing English reading skill", para lo cual se consideró una muestra de 38 estudiantes. Para dar constancia del trabajo de investigación adjunto la respectiva encuesta que será aplicada.

Por la atención que se digne dar a la presente, anticipo mis agradecimientos y éxitos en sus funciones como rector de esta prestigiosa institución.

Atentamente,

A handwritten signature in blue ink, appearing to read 'C. C. V. Patricio', written over a horizontal line.

Claudio Claudio Víctor Patricio

0503451700



COTOPAXI TECHNICAL UNIVERSITY

HUMAN SCIENCES AND EDUCATION FACULTY

ENGLISH MAJOR

Survey addressed to the students of high-school at Primero de Abril School

Objective: To obtain information to diagnose the benefits of stories for developing English reading skill

Instruction: Please read every question and select the best option according to your experience.

1. How often are you encouraged to practice English reading skill in your classes?

Always

Often

Sometimes

Rarely

Never

2. How good are you at reading comprehension?

Excellent

Very good

Good

Fair

Poor

3. How important do you consider English reading skill while learning a foreign language?

Extremely important

Very important

Neutral

Low important

Not at all important

4. Have your teacher ever used stories to teach you English Language?

Frequently use

Almost every time

Sometimes

Almost never

Never use

5. Do you think that reading stories could influence to improve your English reading skill?

Extremely influential

Very influential

Somewhat influential

Slightly influential

Not at all influential

6. Would you feel motivated to learn English by using stories in your classes?

Very probable

Somewhat probable

Neutral

Somewhat improbable

Not probable

7. Which of the following aspects do you think that you could improve when reading stories?

Vocabulary

English grammar

Reading comprehension

All of them

8. What kind of stories do you think that could be more interesting for you?

Fiction

Comedy

Nonfiction

Tragedy



COTOPAXI TECHNICAL UNIVERSITY

HUMAN SCIENCES AND EDUCATION FACULTY

ENGLISH MAJOR

Survey addressed to teachers of high-school at Primero de Abril School

Objective: To diagnose the benefits of stories for developing English reading skill

Instruction: Please read every question and select the best option according to your experience.

1. How often do you encourage your students to practice English reading skill in your classes?

- Always
- Often
- Sometimes
- Rarely
- Never

2. What kind of material do you use to teach your students reading skill?

- Novels
- Textbook
- Magazines
- Journals
- Tales

3. How good are your students at reading comprehension?

- Excellent
- Very good
- Good
- Fair
- Poor

4. How important do you consider English reading skill while teaching English to young learners?

- Extremely important
- Very important
- Neutral
- Low important
- Not at all important

5. Have you ever used stories to teach English Language in your classes?

- Frequently use
- Almost every time
- Sometimes
- Almost never
- Never use

6. Do you think that reading stories could influence to improve English reading skill on your students?

- Extremely influential
- Very influential
- Somewhat influential
- Slightly influential
- Not at all influential

7. Which of the following aspects do you think that your students could improve when reading stories?

- Vocabulary
- English grammar
- Reading comprehension
- All of them

8. Would you include stories in your classes to teach your students in order to make them to improve English reading skill?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

9. Which difficulties could you face when teaching English reading skill through stories? Please explain.

.....

.....

.....

.....

.....

.....

.....



UNIVERSIDAD TÉCNICA DE COTOPAXI

DATOS INFORMATIVOS PERSONAL DOCENTE

DATOS PERSONALES

APELLIDOS: MENA VARGAS
NOMBRES: NELLY PATRICIA
ESTADO CIVIL: CASADA
CEDULA DE CIUDADANÍA: 0501574297
NÚMERO DE CARGAS FAMILIARES: 2
LUGAR Y FECHA DE NACIMIENTO: LATACUNGA 20/12/1966
DIRECCIÓN DOMICILIARIA: CDLA. EL MECANICO BOLIVAR 5757 Y MANABI
TELÉFONO CONVENCIONAL: 032812769 **TELÉFONO CELULAR:** 0992648917
EMAIL INSTITUCIONAL: nelly.mena@utc.edu.ec
TIPO DE DISCAPACIDAD: ninguna
DE CARNET CONADIS:



ESTUDIOS REALIZADOS Y TÍTULOS OBTENIDOS

NIVEL	TITULO OBTENIDO	FECHA DE REGISTRO	CÓDIGO DEL REGISTRO CONESUP O SENESCYT
TERCER	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, PROFESORA DE ENSEÑANZA MEDIA ESPECIALIZACION DE IDIOMAS: INGLES Y FRANCES.	25 DE MAYO 2005	1005-05-576906
CUARTO	MAGISTER EN DOCENCIA UNIVERSITARIA Y ADMINISTRACIÓN EDUCATIVA	20 DE FEBRERO DE 2008	1045-08-671303

HISTORIAL PROFESIONAL

UNIDAD ADMINISTRATIVA O ACADÉMICA EN LA QUE LABORA: CARRERA DE CIENCIAS ADMINISTRATIVAS HUMANÍSTICAS Y DEL HOMBRE.

ÁREA DEL CONOCIMIENTO EN LA CUAL SE DESEMPEÑA: INGLÉS

FECHA DE INGRESO A LA UTC: MARZO-SEPTIEMBRE 2004

FIRMA

CURRICULUM VITAE

DATOS PERSONALES

Apellidos : Claudio Claudio

Nombres : Victor Patricio

Cédula de Identidad : 0503451700

Edad : 25 años

Estado Civil : Soltero

Cargas Familiares : Ninguna

Dirección : Latacunga, barrió la Cocha, Calles Colorados y Puruhaes

Teléfono : 0998675387

E-mail:



ESTUDIOS REALIZADOS

PRIMARIA : Escuela Simón Bolívar

SECUNADARIA : Colegio de Bachillerato Primero de Abril

TITULOS OBTENIDOS

Bachiller en Comercio y Administración mención Informática

REFERENCIAS PERSONALES

Ing. Licenia Claudio: 0995330874

Victor Patricio Claudio Claudio