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**Short Stories as a Strategy to Improve the Reading Skills on 8th
Graders at Colegio Nocturno de Puriscal High School During the II
Quarter 2022**

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Abstract

This investigation aims to make a full analysis to understand how the reading skills can be potentially improved with the implementation of short stories within the class. The full research was developed with 8th graders, who contributed to the final results that were intended to be proved.

In this document, there is a fair quantity of other details that play an essential role to analyze more in depth what the reading skill is. A reader of this investigations will have all the resources to comprehend the objectives that wanted to be reached initially.

Based on the teaching approach that was implemented, it was possible to see all the benefits that could be subtracted from using short stories in a class with a group of 8th graders. All the benefits that were obtained can be seen in the last sections (Chapters) of this project.

A qualitative method was taken as reference to depart and discover how short stories were going to help the students with their reading skills. The qualitative focus helped to gain a lighter perspective of what was intended to be achieved.

There was a series of testing phases that were developed in this investigation. Thus, the best results could be taken from all the tests that were brought. Students, who participated in the lessons, had the opportunity to interact with short stories. Likewise, all the results were projected in figures to better understand them.

Resumen

Esta investigación tiene como objetivo hacer un análisis completo para comprender cómo las habilidades de lectura pueden mejorarse potencialmente con la implementación de cuentos dentro de la clase. La investigación completa se desarrolló con alumnos de 8° grado, quienes contribuyeron a los resultados finales que se pretendían probar.

En este documento hay una buena cantidad de otros detalles que juegan un papel esencial para analizar más a fondo qué es la habilidad lectora. Un lector de estas investigaciones tendrá todos los recursos para comprender los objetivos que inicialmente se querían alcanzar.

Con base en el enfoque de enseñanza que se implementó, fue posible ver todos los beneficios que se pueden sustraer al usar cuentos en una clase con un grupo de estudiantes de octavo grado. Todos los beneficios que se obtuvieron se pueden ver en las últimas secciones (Capítulos) de este proyecto.

Se tomó como referencia un método cualitativo para partir y descubrir cómo los cuentos iban a ayudar a los estudiantes en sus habilidades lectoras. El enfoque cualitativo ayudó a obtener una perspectiva más ligera de lo que se pretendía lograr.

Hubo una serie de fases de prueba que se desarrollaron en esta investigación. Por lo tanto, los mejores resultados se pudieron obtener de todas las pruebas que se realizaron. Los estudiantes que participaron en las lecciones tuvieron la oportunidad de interactuar con cuentos. Asimismo, todos los resultados fueron proyectados en cifras para una mejor comprensión de los mismos.

Chapter I

Introductory Framework

Reading is the key that will allow students, and all people, to acquire knowledge. Through this skill, all the students will be able to build a proper verbal ability, have a good orthographic sense, and have the capacity to develop an excellent composing skill. Reading is certainly a part of the learning process of all students from early ages and for the rest of their lives. Furthermore, it will guarantee a better construction of the students' mental development, inclusion in their culture, a smooth educational process, and a part of their personality.

Nowadays, reading has become a fundamental skill that will influence students' lives. Therefore, it is important to know all the benefits that students will have in their future as an outcome of enhancing their ability to read in a successful manner. When these students grow up, they will face a world that demands reading efficiently and catching all the ideas from what they might be reading. It is worth mentioning that students will have a better professional path if their reading skills are strong enough to perform their duties nicely.

On the other hand, students who can read well are going to have an easier way of living. According to Davis (2021), there are many necessities that will require people to read in their daily activities. These activities are simple, but they demand a good command of the reading skills. Something simple like driving and understanding what the traffic signs say, reading the newspaper, reading advertisements, and following instructions for any reasons they may have to read those.

Now that the importance of the reading skill has been delimited, this work will expose how the application of short readings or stories can boost the students' abilities to read. For this, it

is important to emphasize how these short readings or stories can work better for students than reading an entire novel or book. Moreover, it is important to acknowledge all the important reasons why short readings or stories want to be included as a part of the English learning process as a foreign language, and how this skill can be accentuated and taken to a level of excellence with this idea. Based on what Rocha (2014) believes, the motivation that students can have when they are given the chance to practice the reading skill with short readings or stories can be huge. Students will encounter a reading story that can be easily read in one sitting, and this will motivate them to read the story completely without leaving missing parts.

With short readings or stories, all the reading skills can be perfectly placed in action and help students to get a fast evolution from the moment they start to read them. It will be demonstrated how teachers can rely on this method and include it in their classes to start working with their students when they begin high school, so that students will have a high proficiency in the language.

1.1 Problem Statement

Students in Costa Rica's public high schools have shown important deficiencies in the reading skills. As a potential solution to this problem, this investigation seeks to do an analysis of short readings or stories to know if they are a suitable teaching strategy that can be implanted in the teaching lessons to take the skill to a level of excellence. In order to succeed in this proposal, teachers must innovate their lessons to have an inclusion of these short readings or stories to make this a feasible strategy. With the details that were previously mentioned above, the main problem can be defined as: How can short stories be used to improve the Reading Skill on 8th graders at Colegio Nocturno de Puriscal high school during the II quarter 2022?

1.2 Objectives of the Investigation

1.2.1 General Objective

To analyze the effect of using short readings or stories as a strategy to improve the reading skill on 8th graders at Colegio Nocturno de Puriscal high school during the II quarter 2022.

1.2.2 Specific Objectives

- To identify students' deficiencies that may be encountered in their reading skill based on short readings or stories.
- To apply short stories as a strategy to promote the reading skill in the English learning process.
- To evaluate the results of using the short stories to enhance the reading skills of the high school students.

1.3 Justification of the Study

This investigation work points to the demonstration of how short readings or stories can be implemented in high schools for students (seventh or eighth graders) in their English learning classes to reinforce their learning process of English as a foreign language. Thus, it wants to be shown how students can develop an analytical way of reading as a result of using short stories on a regular daily basis. Likewise, this project will seek to prove how much the reading skill can work on the benefit of the students to acquire a fluent reading where they can read at a fast pace, understand main ideas, criticize the content of the story, and gain a considerable quantity of vocabulary. In addition, this research looks to expose ways, that teachers can use, to adapt their teaching lessons to include these short stories.

Students who are a part of the public educational system in Costa Rica do not have the ideal teaching orientation they need in order to learn English efficiently. The English programs, in the public sector, are designed to teach students in a really mechanical method where they are introduced to the language with poor lessons that lack the majority of the needed resources to achieve a successful learning process. Teaching English as a foreign language demands working on the different skills in order to be a proficient speaker. This investigation will be emphasized, as specified before, on the reading skill and the advantages of using short stories to polish it. Students will take the most important benefit since they will be learning faster and will reach the desired objectives.

If students learn the planned objectives, it means that the teacher is doing his duties right. Therefore, it can be said that a teacher will be a part of the beneficial outcome of proving the purpose of this work to his pupils. A good teacher is one who can be innovative and idealistic to help his students to learn properly. Certainly, a teacher who decides to look for suitable options, for his students to learn English, will get as a benefit a smooth class environment where students give good results on the reading skill as an outcome of implementing short stories to facilitate the learning process.

This study will highlight the importance of the reading skills and most importantly, how short stories can be used in the class to obtain a better-faster way of practicing English. The investigation will indicate how students can put into practice the different reading skills and how beneficial these practices can be for them. This work wants to test the different approaches that teachers can use with their students when introducing short readings to the class and the most efficient way they can fit those short stories to the aimed objective, which is improving reading.

1.4 Antecedents

Reading is a skill that can potentially help students to be more efficient when they start to learn the English language from basic levels. It is fundamental to build a teaching strategy that can contribute and help learners to develop their reading skills. In addition, it is essential to know the sub-categories in which the skill can be cataloged. These different categories can be considered as methods or strategies for reading and they will play an important role in how students will move forward and accomplish a noticeable progress on their learning course. It is worth establishing an objective and at the same time setting the possible types of approaches that will be used to allow learners to understand what they need in order to construct an outstanding reading ability.

In Costa Rica, public institutions do not pay the necessary attention to what students can do to start polishing their reading abilities; thus, they can acquire a proper and decent pace when it comes to going over paragraphs or stories that can be used at high schools as practice. Furthermore, the academic system (which does not meet the students' needs) lacks the methodological structure to provide teachers with all the resources needed in order to give a satisfactory English class where their pupils will learn properly. Even though the method-plan issue impacts, importantly, the learning process, there are some other factors that will affect how teachers will emphasize all their resources prepared by them for their learners.

Independently of the skill, time is a factor that plays against the pace the language is being taught and practiced. For public institutional high schools, they can count only with a few hours per week for teaching-learning and this can be a huge drawback that blocks somehow the chance to practice what is being taught, in this case the reading skill. Since students do not have a prudent time to process what is being learned during a class, it can be deduced that they will not have

enough time to achieve a rich and coordinated reading fluency. When it comes to this skill, there are significant areas that can be covered to reach the objectives aimed at by teachers. These areas will determine what students will learn from reading short stories.

The areas mentioned previously are divided into five sub-skills and they have their names based on their correspondent scope within the objective that is being placed on practice. Based on Altamirano & Navarro (2013), these sub-skills are considered essential for students to enhance their reading skills. The techniques involved were scanning to locate details, skimming to get main ideas, guessing meaning from context to infer what a word means without using a dictionary, predicting a topic to know what a text might be about, and identifying word reference to understand in more detail the relation of such words to important elements or subjects used by an author (p 15). Students in a public educational system do not have sufficient time to practice these different skills to master fluent reading. Likewise, it can be said that teachers do not know how to include these techniques in the class and teach the students how to apply them to accomplish the effective reading. Unfortunately, English programs for public institutions do not intend to plant and raise these critical ways that can be used to read and understand a reading. Instead, these programs are intended to have students learning tons of vocabulary, which supposedly will help students to read effectively.

In the last years at high school, students are taught how to look for certain ideas in a text to find answers to specific questions. However, they are not taught how to start analyzing these texts in a critical way that could add up much more to their general knowledge and could reinforce their learning process. Students are not capable of comprehending what they are actually reading since they are programmed to look for specific ideas within the text. Therefore, it is elemental to think about the best methods that teachers can use to have their students drawn and

attracted to reading. It is well-known that when a person shows interest in a topic, this interest will boost their desire to know more about it, and the same happens with reading. If students are given the chance to pick a short story, which is of their interest, they will have an interrupted reading progress. Nowadays, adolescents are people who can get easily distracted and they may lose commitment to their academic activities. Therefore, students and any kind of English learners should be offered a motivational or faster way to achieve the learning goals which are in this case the improvement of the reading skills.

Short stories are considered to be great helpers when it comes to promoting a continuous reading habit. There are certain aspects that can motivate a learner or student to read. The usage of short stories can be that final ingredient that can be implemented to have a successful improvement of the reading skill. One of the main reasons why short readings are important is because students will not have to spend a myriad of time finishing them. This will, certainly, motivate them to go from beginning to end of the story and not leave readings incomplete.

A second reason that can be added is that students will get the main idea of the short story faster and will understand better the essence of it. When students are obligated to read long readings, they may lose track of the primary idea and context, too. According to Kowalczyk (2020), short readings will have a huge impact on readers, as these can be extremely positive for them. Since this kind of stories can be read faster than a book or novel, students or learners may read a higher quantity of them, which means more chance to practice any of the reading skills alongside the vocabulary that can be gotten from each of it, acquiring knowledge and technique.

Readers, in high school, should be given the opportunity to choose from a variety of short readings in order to let them read a story that will keep them with their full attention on it. It is almost a hundred percent certain that a person will digest and comprehend better the idea in the

reading if they are allowed to pick the short stories they want to read as they practice this skill.

As a part of keeping an alive interest in reading and learning at the same time, readers should find that alignment among having fun when reading, understanding context, learning vocabulary, and completing their readings (Montgomery, 2020).

A teacher must know what their students' needs are; therefore, teachers need to come up with the best strategies to get the outcome desired, which would be practicing short reading to get a noticeable improvement in this skill. In this case, if a teacher knows that a group of pupils need to strengthen their reading skills, he or she will need to work on materials or ways to help all the students. For this, the teacher will know what should be the best short reading types to provide his students with. These readings will be considered the materials that will be prepared by the teacher prior to teaching his class. Based on what Molina (2018) believes, "When we talk about materials, we can refer to them as the different resources that mediate the process of learning a language" (p. 13).

After all this analysis, it might be a good idea to wonder when the short reading first took place in history in order to know where it comes from and how it has evolved. Short stories or readings have been written and read from many years ago. It may be tough to track the actual origin of when these short stories were read and written for the very first time. However, there are some historical events that point out to when they actually emerged and gained popularity among readers. According to Boyd (2006), short stories (readings) have delighted readers since decades ago, but they were not considered a literary form. It was in the 19th century when these types of stories gained a lot of power and fame.

One of the main reasons why short stories were not being published officially was because publishers would not accept to post any kind of literary form that was only fifty pages

long or less. These works needed to be bigger than that to be published; nonetheless, the market somehow noticed how popular short stories could become and changed their publishing rules to satisfy the reading audience and started to accept short stories for publishing. Afterwards, many of these short stories became masterpieces that even nowadays are read worldwide and used specially in high schools to promote the practice and improvement of the reading skills. For English learners, these readings can be really useful to get started on the language and soak into majestic narratives loaded with a diverse variety of entertainment for readers or students.

1.5 Scope

This investigation work will amplify the usage of short readings or stories to obtain a high percent command of the reading skills to help students in their learning course of English as a foreign language. In addition, the project is designed to provide the reader with a background that will explain what the reading skill is and its origins. Some other points will be covered in order to convey a clear meaning of how reading itself is important to the mental, personal, and professional development of folks in their lives. Therefore, every section of this research work will include specifications to know more about the objective that is sought to be reached. All these aspects may go from general to more specific as the information is being displayed throughout the entire information. Furthermore, it will include an overall review of the different skills students can effectuate to gain an improvement in them. These ones can be listed as the following:

- Predicting topics based on general ideas they can get from reading some lines of a short reading or story.
- Scanning within the short readings or stories to find more information about the same one.

- Skimming to get main ideas when reading short readings or stories.
- Guessing meaning from words they may find in their short readings or stories.
- Enhancing the reading comprehension as a result of practicing with short readings or stories.
- The improvement of the English command in the reading skill and the language itself.

Chapter II

Theoretical Framework

Reading is one of the most useful skills used to learn English, and there are diverse views that will be included in this investigation to provide the reader with a full understanding of the skill. The reader will need to understand these aspects to comprehend why short readings will be tested in the English learning process for students.

2.1 Literature Review

This second chapter of the investigation will be organized in a way that can show the varied sub-topics that will let the reader know in detail about reading itself as a skill. Furthermore, it can be said that this piece of the research work will be dedicated to deep dive from top to bottom the theories that will be proven in order to have a full analysis of why short stories should be a part of learning the language in the classroom.

2.1.1 History of Reading

Reading has existed since many years ago and it has changed throughout the time. This communication method has evolved depending on the historic phase it is present in. Every phase will vary from one another since there is a progressive and interrupted advance of it. It is tough to establish or think about an estimated time when reading emerged as a communication method that people would use to transmit ideas; nonetheless, some experts have based their studies to come close to an approximate time when reading became a communication habit. There was a time in history when writing itself did not exist. As a result of this, people had to communicate themselves in an oral manner. It was until certain civilizations came up with ways to put their thoughts in a particular representation of their ideas, which later on would become a part of a

more established written process. The current written systems that exist today are the final outcome of a progressive evolution that has been changing over the years from one culture to another, and all these actions allow readers today to read the way they do.

As per Tierney & Pearson (2021), the origin of reading, as a part of language, can be seen from the point of view, in which it is a communication method that has been used by cultures since thousands of years ago and it was entirely different from what readers are accustomed to seeing in books, short readings, texts or paragraphs. When the reading activity first appeared, it was represented by symbols. People used to communicate using symbols as a reading method to express ideas. In the beginnings of history, these symbols had an important role in those cultures since they were going to be the written method to make others read and understand stories of big achievements, wars, and to narrate daily activities, religious beliefs or rituals, other important events, and as a mean of commercial trading.

A good example, which can be used to support the importance of these symbols as a reading method, was the Egyptian culture. They implemented a symbolic written system that they learned to read and interpret. Even nowadays, there are people, Egyptologists, who dedicate their time to studying the way that Egyptians learned to read those symbols as a part of their language reading communication skills. Reading has not only been an essential part of our communication system in present times, but also it has been an enculturation ever since it was first created. Reading has always been a language form used by old civilizations to communicate. It can be said that this communication skill contributed significantly to the formation of the enculturation of those people in the past, which was adapted by them to include reading abilities as a language form.

After understanding the origin of reading a bit more, the reader needs to know that this one is connected with writing. As mentioned before, the first civilizations started reading due to the writing systems they came up with. A close view of pictograms can tell how these graphic symbols were the starting basis of the pictographic symbols we have currently. Pictograms can carry many meanings and this might have been the reason why some old cultures relied on them as a starting writing method that could transmit ideas easily. In America, cultures used this method to express their ideas in many ways. Natives used to print these symbols in caves as labels that could convey the meaning of those paintings to others. For them, every single painting would represent a single meaning and some would have a heavier importance than others (Fisher, 2020).

Afterwards, there was a gradual transformation that shows how pictograms evolved with the passing of time and how they were molded by different cultures. A clear example of this can be the Phoenicians, who started the inclusion of a writing method based on sounds. This is a view of how writing methods changed to the point where sounds were used with different symbols, affecting reading perception. The reading history is about thousands of years and all the aspects that impacted it through this time. All these aspects allow readers today to have a standard reading system to read.

2.1.2 What is reading?

Reading is an elemental habit for the assimilation and understanding of knowledge of any kind. It is a fundamental skill needed to build the intellectual capacity of individuals. Reading can also be defined as an activity that allows people to construct their personality and intellect. In addition, this skill will be a communication means that will let people convey ideas without using oral sounds when transmitting them.

As per Manarin (2022), reading plays a great role in the students' educational path. This skill, academically speaking, will help students to succeed in a higher percentage when they develop an adequate proficiency in it. It can be added that reading itself does not necessarily start when children attend kindergarten or school, as it could be said that reading starts from an earlier age when children start associating sounds with any type of words they may see in their surroundings, plus any kind of symbolic images they can come across with. All this adds up to a reading process that starts before children step into elementary school.

The beginnings of the reading process, in children, goes far beyond of what people usually think. Kids are in contact with their reality. Therefore, from an early age, children start reading everything that is present in their environment. The reading can be translated to the things they see or feel like the leaves of trees, the wind, water, fire in a fireplace, and all the things that are in constant movement. This can be taken as how reading is awakened in people from young ages.

The approach mentioned before contributes to readers, significantly, to construct a solid perspective to see and understand all the world's events in the present time through other people's eyes. This means that readers, as a result of what other people write, can know more about personal experiences of others, the way they feel, living habits, and many other aspects or information that can be conveyed through reading. Thus, reading can be considered an essential method of communication. It is believed that the exact way, which can be used to know how readers will interpret what they are currently reading, is the result of many factors that will provide the real meaning a reader will get from whatever they are reading. Furthermore, the individual who reads might get a different context from a reading than a second person who is reading the same. This happens since the reader, at the time of doing the data analysis of what they read, will build and set up a personalized meaning of the main idea, which can be attributed

to the emphasis the reader wants to give it depending on his way of thinking and also to his sociocultural influences.

2.1.3 Styles of reading

As per Ruegg & Williams (2018), there are two different styles of reading that have been defined and those are the intensive and extensive reading. These two forms of reading will indicate how the reader focuses on what he is reading. Likewise, it will tell how the reader will process the information and how much it will learn from it.

The intensive reading is a method that will be used to make an efficient and remarkable reading act of short readings. This kind of reading seeks to provide the students with a detailed comprehension of what they are currently reading. Moreover, it is a perfect alternative to do an exhaustive reading which will enhance and boost the implied strategies in the reading comprehension process. It is worth mentioning that the intensive reading does not obligate the students to read at a high speed. Quite the opposite, the intensive reading is intended to be done at slow paces to promote a smooth and friendly learning process of the reading skill in English. This reading style gets along pretty well with short readings or stories, and the benefits that students can get from employing this style in short readings or stories can be manifold.

On the other hand, the second reading type is the extensive reading. This type surely refers to exposing students to read extended readings, in which the reader will have a more general comprehension of the reading and it will emphasize the promotion of reading habits and the desire a reader will have to read from beginning to end. The extensive reading can be quite beneficial for readers as well. However, this reading type is not associated with short readings or stories as an option to learn English since the extensive reading will require a large amount of reading resources to be put into practice.

With the information presented above, it will be good to know that there are two types of learning styles that can be applied to either the intensive or extensive reading. In accordance with Hedgcock and Ferris (2018), the two ways of learning the reading skill are the global and analytical learning styles. The analytical learning style can be connected with the intensive reading since it is focused on reviewing more accurately the information in readings and learning with a specific purpose. The global is related to the extensive reading since it will be focused on getting a major general idea of what is being read with a lower interest on the important details.

In spite of the two reading styles that were previously mentioned, there are some other reading styles that readers can easily use to learn and develop their skills at higher levels. It will depend on how the teacher will apply to his students or what the students will pick up. In this section, those other reading styles will be presented, as well. First, silent reading is an extremely practical reading style that teachers can opt to introduce in their English classes. A silent reading can enrich the knowledge acquisition of the students and can promote a self-guided reading structure that will be up to the student's pace, which can progressively be accelerated by themselves. When students practice the silent reading, they need to bear in mind the strategies learned prior to the reading activity. They must be aware of the importance of applying those strategies to their silent reading practice. Eventually, students will perform their silent reading without the teacher's help; thus, the after-practice discussion will not be necessary and will be omitted (Gelzheiser et al., 2018).

Oral reading is another reading style that delivers important results when it comes to improving the reading skills. Teachers can rely on the oral style to help their students with the correct articulation of words and their correspondent sounds. It is believed that as the students become more proficient in reading, they will be replacing the oral reading with the silent reading.

Based on what Rasinski et al. (2021) believe, the oral reading is hugely essential to helping students improve considerably their fluency when they read aloud. Additionally, students will improve their oral pronunciation as a result of oral reading.

The informative reading will be of great help for students to have a more accurate orientation as it lets them evacuate concerns or doubts about any topic or situation. The main objective of an informative reading is to inform students of various affairs and make their vocabulary richer. Likewise, the students will improve their grammar and fluency. Moreover, the recreational reading should be included in the learning process of this skill since it could be highly beneficial for students to have the off-time practice when they are not at high school. For this, students could choose a reading of their interest and start reading it not only to have fun, but also to practice the reading strategies that must be learned in class. It is crucial to allow students to pick their own readings and advise them to set goals and take advantage of those readings as much as possible. As per Merga (2018), readers will get a myriad of benefits from the recreational reading. These benefits will be related to reading comprehension, which would be increased, and the quantity of vocabulary that the reader will get when he or she is taking free time to read for pleasure.

The last reading style that can be of great importance for the purpose of this research work is the critical or reflexive reading. This reading style makes the student to meditate on what they read; moreover, it lets students to collect main ideas and a varied amount of supporting details to understand better the reading. It is crucial to perform this reading style at a slow pace since it demands a full understanding of the reading to organize ideas. DiYanni (2017) stated that “The larger goals of critical reading include recognizing a writer’s purpose, understanding his or her

idea, identifying tone, evaluating evidence and reasoning, and recognizing a writer's perspective, position, and bias" (p. 4).

This is how some reading styles can be cataloged. It is important that teachers know them in order to guide their students with the reading style that can be more beneficial for them. Teachers should also incentivize their students with readings that can motivate them to keep reading. Short readings or stories can be considered to make these incentives a part of the reading learning process and help students considerably.

2.1.3 Reading goals

When students are learning a foreign language, it is a good habit to set goals throughout the trajectory they will be experiencing. These goals should be set by the students and also by the teacher in the classroom. Students will need to have a full commitment and be willing to learn the language and the skills that will be taught. Meanwhile, teachers will need to be aware of the needs that students have, so that he can provide them with the best learning resources. In this case, for the learning process of the reading skill in English, there are two remarkable aspects that can be recognized as the main goals a teacher can have to teach his students.

First, teachers need their students to have a decent control of the reading technique to accomplish a better and smooth adaptation to the learning environment that is being performed in class. Second, teachers should promote reading as a habit or hobby, so that students can take it as a resource of personal benefit for their future lives. For students of the English language, it is important to gain a natural interest in reading since many of them do not continue with the language learning process when they get graduated from high school. If they have an interest in reading because they like to read, they will keep the good reading habit even after they graduate; thus, the skill will be practiced after all.

Among other important goals that teachers can work with their students; there are a few more that will influence noticeably how much students will advance in their learning course. A fundamental goal that can be set is the inclusion of a study program that can be a part of the English program in public educational schools. This will help teachers to propose reading habits that can help students from their first day in high school. Furthermore, another objective that can be included in the goals list is to make reading a tool that students can use to accomplish an educational process in their time of study, either in high school or in what comes after that. This way of thinking will help students to strengthen vocabulary, improve reading itself, and the grammatical construction. It is important to remember that this goal will be of a great help after high school since at college, students will encounter English subjects in their study plans.

All this will allow satisfying personal interests such as the formation of study habits, self-education, and independence in their work projects. This will let them formulate their own criteria from that. At the same time, it would be great to make teachers aware of how reading can be a instrument to solve problems and how students can apply their reading. That can be a great goal a teacher can set towards to his students.

Finally, there will be other goals or objectives that can be adjusted to the students' necessities. For instance, teachers can always procure that their students develop an attitude towards reading that later on will become a lifelong habit. Moreover, the increase in reading speed and fluency can be a goal set in the class as well as the comprehension of what is being read.

Goals are essential in a class when teaching students. They will allow teachers and students to determine the path that must be followed to get over the obstacles that can be found in the middle. Teachers should be responsible for informing their students of what those goals are

and making sure they are given with the necessary learning resources to achieve the desired goals, which can be even their own (Heritage, 2021).

2.1.4 Importance of the reading skill

There is no doubt that reading is a key component that has gained an enormous importance in present-days for all human beings. This skill will be a part of the most frequent daily activities and will be a necessity either for academic purposes or day-to-day life operations. Moreover, English is a universal language that has become extremely essential around the world. The world keeps changing quickly and continuously; therefore, the reading skill has become a competency and it has been forced to evolve drastically to satisfy the different duties and tasks that readers may encounter. It has been noticed that this skill should be cultivated from early ages in everyone; independently whether English is a child's mother tongue or not. This way, students will not only learn by accumulating information, when learning English, but also by stimulating their memorization capacities to acquire a large range of knowledge that will be useful for their entire lives.

It is elemental for individuals to have the capacity of accessing, comprehending, and analyzing any kind of written information which is fundamental for them to have a full participation in the society they are a part of. Due to this reason, there is a necessity that students need to feed and it has to do with all the contents that should be covered in order to learn properly. Here in this point the dedication that will be implied by teachers and students in the classroom will be important to facilitate its development.

The reading skill offers a diverse variety of advantages that will demonstrate the real reason why it is considered so important in the English learning course for students. Teachers will

need to be aware of how important reading is, so that they can give it more emphasis to the skill and start including teaching techniques that involve reading more.

Every single student should know that reading will contribute to the development and perfectionism of the language. Moreover, it will help them to enhance the oral expression alongside the written skill. In addition, this will make a more fluent management of English itself. Adding a bit more to this, reading will improve the human relationships and will enrich all the personal interaction with others. It is worth mentioning that reading is considered to be so important since it will facilitate the way that students will expose their own ideas after practicing it and will let them expand their thinking capacity. Furthermore, this skill has gotten more weight among the others since it is an extraordinary tool that can be used to increase the intellectual abilities in students and this is connected with how well students will perform in the class.

The reading skill will boost the observation, attention, and concentration capacity in all the students who are given a proper teaching method derived from reading. This skill can also be incentivized to be practiced even outside the classroom. This is why teachers need to make their students believe that reading can become a hobby. It can be an activity that students can do during their leisure when they are at home or so. Parents will play a role in this as well since they need to make his sons and daughters aware of the importance and benefits they can get from reading at home in their free time, which can be translated as a reading activity for pleasure (Sheldrick et al., 2018).

2.1.4 Reading learning process

Learning English as a foreign language involves a lot of factors that should be cultivated from primary school and continue its process through high school. Learners, who are not a part of the native nation, must be well instructed and provided with all the necessary tools and resources

to have a successful learning process. Any language will be formed by different skills. Native speakers of English will be acquiring these skills periodically from the moment they are born. It can be assured that babies who were born in a country, whose mother tongue is English, are going to be fully exposed to the language. Therefore, their language acquisition will be natural, as they are going to be surrounded and influenced by advanced speakers, who already have a full command of the language, like their parents.

With the previous facts being said, there is an adverse situation or reality ready to be broken down. This situation has to do with all those people who are learning English; nevertheless, they have acquired a language before they start to learn English. These learners will need to be taught from scratch the language. The difference here is that people, who are born in a country where English is the primary language, will acquire the language and those, who are learning it as a foreign language, will need to learn it (Gunderson et al., 2019).

Like it was mentioned above, a language will be composed by different skills. These skills together will form the language itself. It is important to give emphasis to the reading skill since it contains a myriad of benefits that will upgrade the language proficiency of learners. It is important to say that the reading skills will also improve the rest of the skills. Therefore, teachers need to think carefully about the teaching method they will use to introduce their students to the reading learning process in English. When students are introduced to a language that it is not their mother tongue, they will feel the necessity of knowing all the details that will be required to learn and perform an adequate reading, and there are plenty of them. Therefore, it is quite critical that these students feel accompanied by their teachers throughout the process. Students will need to be provided with materials and all the vital insights in order to board the reading process in English.

Hence, teachers will need to elaborate an action plan, which can be called a teaching program plan, that will fulfill all the areas that students need to be supported at.

Teachers will need to pay attention to how proficient their students are and how much they actually learned in primary school. Parting from that, they can work on a plan that will include either a mixture of basic and advanced approaches or an intermediate approach. Based on what the teacher detects, they will need to teach his student phonemes, vocabulary and sounds, so that students can recognize better the rhythm in a text or paragraph. Afterwards, the teacher can, gradually, introduce readings for practice. The ideal kind of readings are the short readings or the short stories. The learning curve includes some other methods than just reading what is in a short reading or story. It also includes the comprehension of what is being read, acquiring new vocabulary; practice new sounds, fluency, and data analysis in general like skimming, guessing meanings, and scanning. The teacher must bear in mind that all these reading techniques will potentiate the readers' proficiency and will allow them to notice a considerable advance in their reading learning process in English.

2.1.5 What are short readings or stories?

When students are learning English as a foreign language, they need to focus on polishing the four skills to learn a good percentage of it. Those four skills are speaking, writing, listening, and reading. These skills are connected, and the improvement of one of them will certainly impact the rest of them positively.

The reading skill itself will benefit in a wide range the rest of the skills. Nevertheless, taking full advantage of the reading skills will demand the use of strategies that can help boosting the students' learning capacity. For this, teachers will need to come up with the easiest ways to help their students find the more feasible learning course to advance quickly and efficiently.

The proposed strategy for this investigation is the usage of short readings or stories in the classroom to enhance the students' reading capacities. However, before getting deeper on how to implement the short readings or stories as a teaching-learning strategy, the students need to be aware of what a short reading or story is, how it is generally composed, reading strategies they can practice when reading them, and the rest of benefits for their English learning paths. First, like it was mentioned before, the students need to know what a short reading or story is. A short reading or story can be defined as a reading piece that can be fully read in a short time frame. For some people, a short reading or story can be completely read with just a few hours of dedication to it. A short reading or story should be easy to understand since the entire plot will be rotating around the same root cause or topic. This kind of reading will most of the times be fifty pages large.

Short readings can be composed differently depending on what is the author's objective. Some of these readings or stories can be shorter than fifty pages, and the genre can vary as well since there is not a specific genre that defines the short readings or stories. Once again, these details will depend on the author's way of working. Moreover, a huge and remarkable aspect that characterizes short readings or stories is that all their plots will be really straight forward to the reader's eyes and understanding. These readings should flow smoothly and naturally. All the details found in them will be emerging from an epicenter, but they will not go far beyond that of the root plot. The reader will notice how centralized the story is and how details are kept specific in order to maintain the story compact and concise.

According to "What is a Short Story" (n.d.), there is a common pattern that forms a short story. This pattern describes the usual written structure that a short story will represent on its lines. It will start with the exposure of the story, which is going to equal the introduction of the

whole plot. Continuously to that, the reader will get to the summit of the story; here is where the story exposes its biggest events. Finally, the reader will get to the finish line, which contains the closure of the entire story with final details.

Short readings or stories have a diverse quantity of figurative language elements. The students will be soaked into these figurative forms and will have the chance to study them at the same time they are processing data when reading. Even though in short readings or stories the words are clear and concise, sometimes these words can be false cognates and can confuse the student. Here is where the teacher needs to take the ownership and be next to his students to understand these language variants that were mentioned.

When a teacher thinks about adding short reading or stories to his class as a part of a teaching strategy, they need to scheme up what reading skills their students will be reproducing or practicing when they start reading. Short reading is a great learning advantage for those who are learning English as a foreign language since they are short and do not necessarily require much of the student's effort to go through it. Among the reading skills, that can be practiced by students, reading comprehension and fluency are part of the most important ones. Afterwards, the student can learn strategies like how to skim, scan, predict, and guess meaning from vocabulary by looking at the reading surroundings. These are some of the examples of reading skills that can be enhanced on students once they are introduced to short reading.

In shortened words, short readings or stories are a literacy variation that does not have a large longitude. Likewise, it counts with a really solid structure that can be easily understood by students or any kind of readers. These readings have a maximum of fifty pages and can be read in a one-sitting time. They are a perfect method that can be used by teachers to help their students to practice and enhance the reading skill since they are easy to read, contain tons of vocabulary, are

short, motivate the students to keep reading, and promote a continuous reading avoiding incomplete readings.

2.1.6 Strategies to improve the reading skill with short readings or stories

The reading skill can be cataloged into sub-skills that students will learn through their learning process based on what their teachers want to accomplish. There are different resources that can be used to improve certain reading areas; for example, novels, paper news, articles, short reading or stories, and many others.

The teacher needs to evaluate what are the students' weaknesses. Once those areas of improvement are identified, the teacher can decide what reading resources he will use to help their students with. Short readings or stories are a great option since they nurture all the improvement areas that need to be taken care of.

If short readings or stories are included in the classroom as a learning strategy to improve the reading skills, teachers and students will be able to take a huge advantage of them for all the content that can be found there. The practice of reading comprehension, fluency, the acquisition of new vocabulary, and even the practice of pronunciation of words (if read out loud) are going to be some of the main areas of improvement that can be reached when students practice with short readings or stories. Furthermore, the students will be able to practice reading strategies such as skimming, scanning, predicting, guessing meaning, summarizing, and even a pre-viewing. These strategies will contribute spectacularly to the students' progress on reading at fast paces and most importantly, in an effective way (EduGorilla, 2020).

Before the student gets into more details in regards to those reading skills or strategies, the teacher needs to explain how to process an effective use for each of them. For this, the student

needs to know the objective that can be achieved if they use them when reading a short reading or story. In this section, those strategies or skills will be reviewed in order to have a better understanding of the same ones. First, skimming can be described as the overview or quick reading that the student will perform to have a general understanding of the reading; thus, the student can figure out what the main idea or topic of the reading is. This skill does not necessarily imply reading any of the sections that a reading can contain. It is important for the students to know that to perform a good skimming, they need to read the appropriate passages to narrow down ideas correctly. Since this is a quick glance at the reading to understand the main idea, students need to read the correct sections to avoid wasting much time on something they should be doing fast.

In accordance with Habibah (2016), this reading strategy works perfectly to accelerate and promote fast reading. It is worth mentioning that skimming is not about reading any part of the reading that the student is looking at. In order to accomplish a successful skimming process of a reading, the student must know what sections he should skim, so that he can get the main idea that is being pursued. Additionally, the reader needs to know that skimming can be performed in different ways, such as reading the first sentences of the story to understand in a general manner the topic, reading the last sentences that can contain main details, and skimming based on what the headline contains.

Secondly, scanning is one of the other reading strategies that benefits the students in a great scale when they are practicing reading itself. This reading strategy is about looking for specific words or any kind of key signals that can allow the student to find detailed information within a reading. The scanning strategy does not demand an enormous effort when the student is concentrated on his reading, but it demands to look for those specific key words that can let him

locate the information easily. With short readings or stories, students will be able to practice the scanning skill since these readings have well-organized ideas and spin around a concise topic, which is established in the entire reading. Knowing this, students will have a smooth practicing process when they test the scanning strategy in their short readings or stories. Teachers need to inform their students the main purpose of this method; likewise, they need to let them know that scanning is mainly used to look for those words or key components that will help them to find answers that can contribute to their reading comprehension. It is always a good habit that teachers give the students the liberty of knowing the background of the short reading or story. Thus, the student will be able to use the scanning even more effectively since they have an idea of the reading structure.

A third reading strategy that builds the basis of a good reader is prediction. Predicting is a great skill that will let the reader prepare ahead his conclusions about what is going to happen next in the reading. The predicting strategy will help the student to assimilate and digest better the ideas that will be shown in what they are reading. Predicting can be practiced by locating specific clue details that will tell the reader the next event in the reading. A student who is trying to predict upcoming events in a short reading or story can pay attention to the reading title, the headings, the over-all plot if included, the author's preferred genre, and key words within the short reading or story itself, and even from the table of context. The prediction strategy has demonstrated a great support when it comes to digesting ideas better. A student, who has made predictions before getting into the reading, will handle the reading better and will absorb more knowledge of it since they are building an idea of what might happen next.

Previewing should be counted as one of those important reading strategies or sub-skills that need to be handled by students. First, the student needs to know what previewing is and how

to perform it. Based on what Habibah (2016) thinks, the previewing strategy is a preparation time that the student will have prior to he or she starts reading in depth their readings. This is a great strategy since it permits the students to mold in their minds a straight forward idea of what the content in the reading is or what will happen as well.

It is highly important to include the summarizing strategy to this all-to-in-list that shows the value of the different reading strategies and all the advantages that students can get from them. In order to know a bit more about how to use this strategy, the student needs to understand the objective that can be reached with it. In accordance with Habibah (as cited in Palmer, 2003), the summarizing of a reading is a strategy that will let the teacher to know how much the student is learning from the reading; moreover, it lets the teacher know to how much the students are comprehending from it, too. Moreover, summarizing is the overall recapitulation of the entire reading. Students need to include the main ideas and develop a short review that demonstrates they are summarizing the story itself. For this, students need to include relevant details and they have to avoid speculation and unconcise ideas. Finally, it is worth mentioning that teachers can benefit their students if they bring these strategies to the classroom and open reading spaces where their students can put them into practice. As stated before, it is essential that the teacher introduces the strategies before students start working with them, so that they can know what strategy they are using and the goal they will achieve based on the strategy that is being practiced.

2.1.7 The increase of reading comprehension with short stories

Reading comprehension contributes mostly to the construction of a solid and well-established reading skill basis for students. Reading comprehension is fundamental to enhance the reading skill and students should try to accomplish a comprehension of all the reading material they will be studying. This ability, reading comprehension, is known as the capacity that readers

have to understand the major idea of an entire reading. Moreover, reading comprehension involves understanding all the details in the reading, the course the story took, the development of events, and how the story concluded with the final outcome. Reading comprehension works as a key element that shows how proficient students can actually be in the reading skill.

It is believed that the reading comprehension capacity of readers, independently of their age, can be affected by some factors that will determine whether the comprehension is successful or not. These factors can play against readers and make their process a bit harder since comprehension is not actually an easy task to perform. These difficulties can affect the students' academic good standing; as it can affect how much time a student will dedicate time to a reading, and, in the future, they can affect their professional careers (Bates, 2019).

Teachers can certainly polish the reading comprehension ability of their students by using short readings or stories. There are some details that teachers need to know, so that they can use the short readings or stories adequately to improve the reading comprehension of the students.

The first beneficial fact that proves how short readings or stories can potentiate the reading comprehension on students is the motivation that readers can find when they are reading these short stories. When students read short readings or stories, they find themselves motivated since they are about to begin a reading that can take a relatively short scale of time to complete from beginning to end. Additionally, students will be more incline to shortcuts rather than staying committed to long processes like reading big books or novels. The short reading or story can be defined as the shortcut since it takes less time and a lot can be practiced and learned, and the novels are a long process since they demand more time and concentration. Since students will find motivation in short readings and stories, they will have their minds open to digest information easily. When a person shows interest towards something, it will be more probable

that they can collect more information because of the high rate of attention that they are giving to that. On the other hand, those students who are exposed to something that does not raise motivation to them, will not pay the correct attention and neglect it.

When it comes to reading comprehension, the attention that students will pay to their readings needs to be impeccable. The actual reason why students need to present an impeccable process of attention is because this will determine their comprehension over the reading they are working on. The more they are involved in the reading, the more information they will be able to collect at the end. Reading comprehension is all about testing how much information the student can hold afterwards the reading has been completed. Therefore, the attention they give will be essential. Short reading or stories do not only offer the chance to practice reading comprehension itself, but also allows students to develop some other cognitive fields in their academic lifetime. These benefits go from the development of their mental development, the strengthen of their emotional behaviors, and the reinforcement of the learning process of the reading skill in general (Mustafa, 2018).

In addition to all this, short readings or stories will be a great resource to practice reading comprehension since these types of readings are written based on a single scenario. This means that there are no other themes that can distract the reader. These readings only circle around a main theme, and the whole story will be developed from that. The same situation can be evidenced with the characters since there will be no more than three main characters narrated in short readings or stories. These details allow the students to repose their concentration on specific details and be more conscious of what the content of the reading is.

Chapter III

Methodological Framework

This third chapter of the investigation will include all the resources and methods that were needed by the researcher to accomplish a desirable data analysis and to carry out the main objective of the project. The improvement of the reading skill using short readings and stories will be studied and tested in order to get a strong result that can prove the effectiveness of this learning method to enhance the reading skill. Likewise, it is important to give emphasis to how teachers can slowly introduce this learning strategy in their classes using an amicable and smooth process that will not affect the students' learning process with aggressive changes in the classroom environment.

3.1 Research Approach

This investigation is going to be centralized in a qualitative method, which will be the core to demonstrate the different approaches to get to the desired objective. There are a few terms that will allow a full understanding of how a qualitative research approach can be constructed to acquire the investigation objective. First, it is quite necessary to comprehend that a qualitative research is a mere expression of the researcher that will expose a wide perspective of the topic that is being analyzed in the project. The perspective that is intended to be revealed will be the result of the overall observance of the events that turn around the root cause of the issues and their correspondent proposal to address the problematic. Researchers who decide to develop a qualitative approach for their projects need to be aware of the exposure they should give it. This development will be based on beliefs that can decipher the various methods that are being chased (Teherani et al., 2015).

Since this research will have a qualitative thematic, it will be focused on the analyzation of the general information that has been gathered throughout the writing process. The analysis will include aspects, such as learning strategies, teaching approaches, concepts to understand the reading skill, and the methods to apply the proposed topic in real-life scenarios for the benefit of students. Moreover, this investigation will present a method that will be the main point of reference for the continuous exposure of the topic and all the subtopics that can be a deviation from the main root. The principal objective of this work is to prove how short readings or stories can benefit students in high school to considerably enhance their reading skills and acquire a higher proficiency in the English language.

Accomplishing this objective will require a progressive data collection that will permit the exhibition of the actual results that can be expected at the end. One of the biggest tasks will be the testing of the short readings and stories in the classroom to see if students can actually adapt to the method and take advantage of it. In addition, the researcher will have the task of finding a suitable introduction to the methodology in order to have the students engaged. A qualitative approach to these two aimed goals is an inductive process that will be added to assemble the most logical path to address the questionable topic (Merriam & Grenier, 2018).

A qualitative research will allow the construction of all the understanding for the theory that has been proposed in the main topic of the investigation. Therefore, the qualitative aspect will remark the necessity of bringing up all the information found and transmitting the information properly. Consequently, there are certain aspects that must be considered when working with a qualitative research approach. In accordance with Merriam & Grenier (2018), a qualitative research approach will be composed by a series of items such as the descriptions of the result for the data investigated, the opinion of the people who the investigation is being applied to, and the

activities that will be used to test the different theories. Moreover, these aspects will be a part of the findings, which will be a result of the past activities, and complement the evidence collected. Based on the information explained previously, this investigation will be focused on two special types of qualitative research approach, which are going to be the Grounded and the Interpretative Theory.

The interpretative approach looks to show how people, who are a part of the investigated group, will react to the proposed topic and theory. For this, the data has to be analyzed and covered adequately in order to decipher the main phenomena that is being studied. The best way to gather the information that equals the phenomena is by making observations, consulting different data resources, and interviews with those who are involved within the investigation (Merriam & Grenier, 2018). On the other hand, the grounded research approach seeks to dig into the root cause of the theory within the data in order to discover how the proposed theory can be connected to its grounded data; thus, the main objective can be proven. It is known that this second approach will be based on real life examples that will complement the primary theory (Merriam & Grenier, 2018).

With the previous details being said, this investigation will evaluate all the potential benefits that short readings or stories can bring to high school students in their reading skill. Furthermore, it will seek to analyze feasible instruments that can be applied to confirm that the proposed topic can actually work effectively. The background of the topic will be reviewed to establish a starting line and know how to bring the students into this topic. Finally, students will be practicing the reading method with short readings or stories and, therefore, the positive and negative aspects will be observed to determine how suitable the investigation will be.

3.2 Research Design

The research design for this work will be molded into a plan that consists on the inclusion of short readings or strategies to significantly boost the students' reading abilities. Additionally, it will be shown how teachers can start working with this new reading method to take advantage of the reading skills to improve the rest of the skills too. High schools in Costa Rica barely promote a reading habit in the students' academic lessons. Quite the opposite, students are only given tons of vocabulary and are taught superficially some grammar structures. The issue with this learning method, which has been established by MEP, is that students are not being truly engaged in the English learning process. Even though teachers bring materials to them, such as vocabulary or flashcards, the student will only take those when they are within the class. At the moment the lesson is finished, the student will not review or read the content of that material.

The action plan that has been thought for this investigation is the addition of the short readings or stories as a strategy that can keep the students engaged with the reading skill while they polish their English. It is worth mentioning that teachers should provide their students with a diverse selection of short readings or stories where they can pick the one that catches their attention. Thus, the students can have the opportunity to read something they are actually interested in, so that they will feel motivated to complete their readings rapidly and effectively. This method is intended to accelerate the way that students can absorb knowledge through a reading that will not take much more time from them to be completed. Among some of the areas that will be benefited by this, the student will be able to have better reading comprehension, acquire a faster reading pace, gain a considerable amount of vocabulary, and practice different reading strategies.

The theory will be applied to students of high school and they are going to be well explained how short readings or stories will be a new part of their academic lessons to acquire a more stable learning basis. The estimated time will go from three to four months in order to have that grace period to deliver the results expected by students and the plan that teacher has inserted. The entire process will count with three phases: the introductory stage of short readings or stories in the class as a learning strategy; the development of the central objective, and the results of the concluding results.

3.3 Information Sources

In the case of this investigation, the information sources will be manifold. The topic that has been proposed demands a wide band of resources that have been consulted to provide solid statements for each of the reasonings that have come up until this section. Some of the main sources have been books and other investigation works that have shown a similar purpose for the reading skill. Another resource that has been consulted are articles or blogs that are authentic and can provide reliable information to work with. It is important to mention that all the consulted resources have been validated to make sure that the information is accurate and have all the background that can support this research. Moreover, this investigation will be tested in a high school and the supervisor teacher will be included as a source since she needs to consent all the activities related to the investigation and how it will test the students. This supervisor will be a great point of contact and reference since she has worked with those students and can easily predict how beneficial the applicability of short readings and stories can be.

3.4 Analysis Categories

The analysis of the categories will be connected with the qualitative aspect that has been reviewed throughout this section. As per Bhandari (2022), there are a few alternative options to execute a successful analysis of the categories that will be presented in an investigation research. It will depend on what paths will be chosen to make the proposal of the approach; thus, it can be determined the best types of qualitative analysis of categories. In order to understand better those steps, they need to be introduced and explained since their scopes will differentiate themselves.

The preparation and organization of the data will be a fundamental step since it refers to the convenient transcription of the interviews that will be done in the investigation to collect valuable information that can certainly support the theory that is being tested. Afterwards, reviewing and exploring the data will be essential to identify what ideas have been proposed repeatedly and need to be taken care of. In addition, it is important to count with a coding system that can allow the categorization of the data that is being developed in the investigation research. Furthermore, this coding of information should be assigned specifically to the data to have a will record of the potential participants or events that will take a place in the investigation. Finally, recurring themes must be identified in order to create linking codes.

3.5 Data collection Instruments

Data collection must be a consistent process that will deliver accurate results to successfully complete the research project. The same ones, will provide a better understanding to the reader to know more in depth the reason why the proposed theory is being developed and tested in the educational process of the language. Due to the importance of data within the investigation, the reader should encounter the best instrument in which the information will be measured. When the instruments in a research work are well developed, the core of the topic will

be exposed in a wider range, which will facilitate the digestion of the data. Likewise, it will turn all the content into a more appealing narrative, since all the facts that were proposed are being actually tested with any of the instruments that could provide an actual result of truth.

Collecting data works as the mediation point that will let the readers comprehend the purpose of the project and will let the researcher prove his point of view to all the analysis that has been initiated. The collection of data does not only seek to validate all the information that has been gathered, but it also seeks to enhance the quality of the content and the accommodation that was given to it in every section (Houston, 2022). There are different instruments that could be easily used to accomplish a successful collection of data such as interviews, questionnaires, observations, case studies, scales, experiments, archival documents, etc.

The main objective of this research work is to prove how short readings can boost the reading abilities of students that are getting started into the English language. In order to get the best results, an instrument that can be adapted to a qualitative project needs to be implemented to collect all the data accurately. Ideally, a researcher should conduct his studies through several instruments to deep dive into the topic and ensure that actual facts are being gathered under the strictest criteria. In this case, three instruments will be used in order to collect all the data that is needed to best prove the proposed topic. The three instruments that will be put in place to collect the data will be a questionnaire, an interview, and observation. Each of these tools has been taken into consideration to collect the data since they could perfectly deliver the best outcomes when they are applied to the research focus point.

Firstly, a series of observations will be performed. The researcher will create that first engagement with the individuals and will observe how their behavior goes on when they start getting tested with the short readings. Based on Houston (2022), observations are a useful

instrument since they allow the researcher to experience a real live collection of the data. In observations, the person in charge of collecting the data will see directly how students read throughout the short readings and will be able to take strict note of all the events that will be going on during the testing time.

Interviews are a great instrument that facilitates the approach with those folks who played a role within the investigation. This is a hugely useful instrument since it lets the researcher directly get the data from the participants. The researcher could easily work on a series of questions, which would be asked orally, and have every person in the group interviewed in order to collect the data that was sought. According to UKEssays (2018), an interview will promote the increase of knowledge that is extracted from the people that were under the subject of study. A good interview counts with well-proportioned questions that can be easy to understand and provide the best resolution to the answer that is being pursued. This instrument will open the opportunity to create a full engagement with the individuals in the case of study and will open the window of a communication channel, in which the researcher can listen and talk to the participants. Moreover, there are different types of interviews like structured, unstructured, and semi-structured. In this research the model of interview that will be seen is the structured method since students will be interviewed with a series of questions (same questions for every one) in a manner that can allow the researcher to get actual and punctual facts.

Lastly, a questionnaire is an instrument that is composed of a diverse and varied selection of questions that will help the researcher to group up all the information that was intended to be collected. In particular, a questionnaire will provide the facility to know the vivid experience that participants had during the time they were under the test period. The main objective of these instruments is to discover how people, who took place into the investigation results, felt during

the time when they encountered the different tasks that were proposed by the researcher, and this one wanted to prove. A questionnaire will let the researcher to understand the ratio in regards to the opinions that students had against how much they liked what they did, and could learn from the experience. Furthermore, there are two basic types of questionnaires that can be put in place to achieve successful data collection. These different types are the Self-administered or the Researcher administered questionnaires. Self-administered are somehow easier to set in place since they could be handed down in different formats such as sheets of paper or on a web platform with easy access for the participants (Bhandari, 2022).

Questionnaires are mainly formed by open-ended and closed-ended questions. In this research the students (participants) will be given a combination of these two types of question formulation. In other words, the questionnaire that will be created to evaluate the final results will be a mixture of open-ended and closed-ended questions. This is thought with the unique purpose of making good use of elements that are being experimented and to interpret them in a good manner when results are gotten.

3.6 Collection data process and data analysis

The process to collect the data will count with various elements that will contribute to a successful completion of this section. It is a good habit to know beforehand how to structure the process that will bring a major understanding of the data that was gathered for the investigation. Likewise, it is good to make a proper analysis of the data since it will reflect all the results in a timely manner. There is a chronological order that will be followed, in which the information will be analyzed to fully shape this investigation. This order will make the notion of a well-organized workflow easy to comprehend.

First, some short readings will be collected to make the evaluation with the students. The intention is to look for short stories that can fit the main goal of the investigation, which is to prove that they can help students to make great progress in their learning path of the English language. Second, a group of 8th graders will be invited to take part in the investigation and they will be introduced to the main goals and what is intended to be achieved with their participation. It is important to let them know in advance the tasks they will need to perform to gain consent and agreement upon what is being investigated. Third, the students will be given short stories. Before they get started reading them, the researchers will provide some tips that will make it easier for them to go over the readings and understand as much as possible. The collector will share some benefits of performing the reading in an adequate pace and how that can help improving their skills over a regulated period of time.

Fourth, the collector of data will start the observation and will observe the students in the process of reading the short stories for the first time. Students will be given the chance to read the short stories three times. The last time they read it, they will do it out loud. The researcher will take note of the ongoing events and actions the students show during the reading time. Final notes will be taken during the last reading chance. Fifth, the formulation of five interviews will be done. The students will be interviewed, after every activity, and will be asked to share some information about the experience they had while reading and practicing the reading skills with the theme of short stories. The interview is not going to be extensive and will contain straight-forward questions that can be easily answered.

Sixth, a questionnaire with a series of questions will be shared with the folks that contributed to the investigation. These questions will be used to evaluate the full side vista of what students think about the process they went through. It will be used to know how comfortable

students feel with this reading method, and, most importantly, how much they think they could learn from the developed technique. Finally, the collector will work on the final results and will mold them to provide the proper recommendations. The final outcomes will be adapted into figures that can reflect the evidence collected with clearer detail.

Chapter IV

Data Analysis

This chapter will include all the analysis of the data collected to understand better the results of the investigation. In order to make an adequate analysis and interpretation of the data, which was collected via three main instruments to gather information from the participants to evaluate all the aspects that impact the objective of this research. The three instruments used in this section of the research project were: an observation, a short survey, and a questionnaire.

The first instrument applied was the observation to the group of students who participated in the investigation. This instrument was used first to detect all the strengths of the students and their areas of improvement. It was essential to see how the group reacted to the English language and to the reading skills in a class. The second instrument applied was the questionnaire. The questionnaire provided a series of questions that were directed to the students, and the answers were fundamental to understand better the perspective that students initially had on the short stories and how beneficial they can be to improve the reading skills. The last instrument applied was the short surveys, which were completed by the students after their reading assessment activities. These surveys were applied three times and were useful to determine how they felt after completing the activities. The final instrument was the questionnaire. The analysis of the results, presents clear and concise data. Likewise, all the questions incorporated in the instruments revealed valuable data for this investigation, which are really close to what the reality is in a regular high school.

Figure 1

The Average Age of the Students in the Classroom

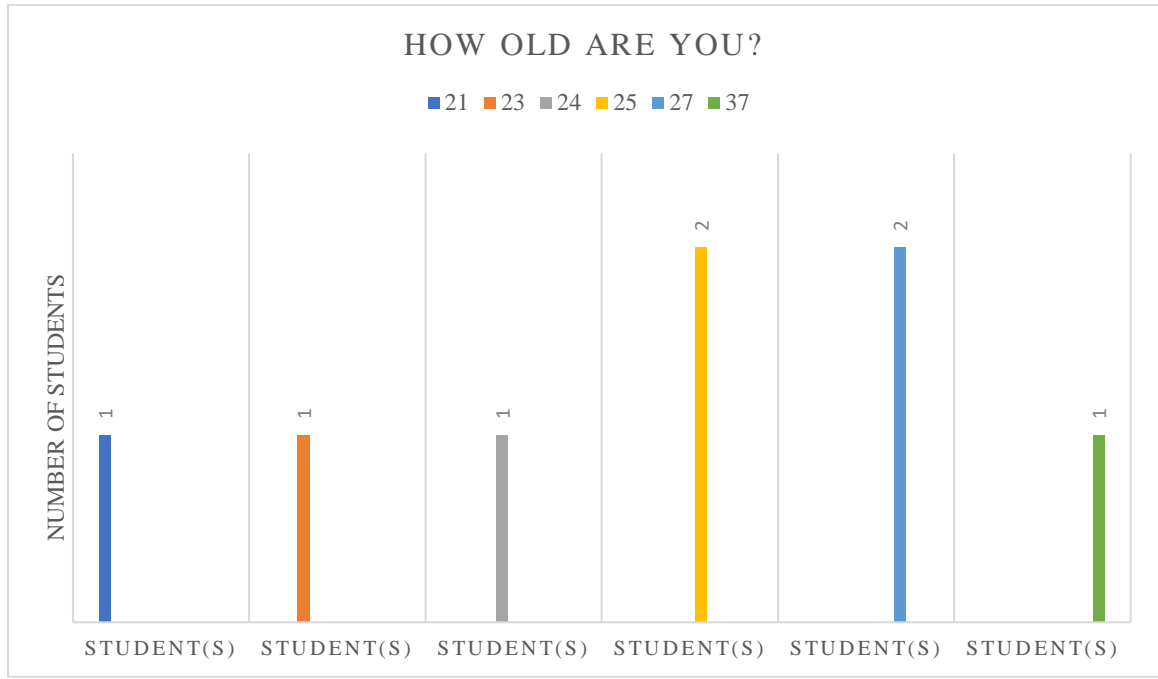


Figure 1. Measurement of age for group 8-2. Source: Researcher’s own creation.

Figure 1 shows the average number of students in group 8-2, which is formed by eight students. This was the group that participated in the investigation. As it can be seen, the age of students varies and the ratio of students, who are on the average from 20 to 30, is higher than the student(s) that are over 30 years of age. There are only two matches that are for two students that are 25 years old, and then the second match is for two students that are 27 years old.

Figure 2

Percentage and Number of Students that Like to Reading

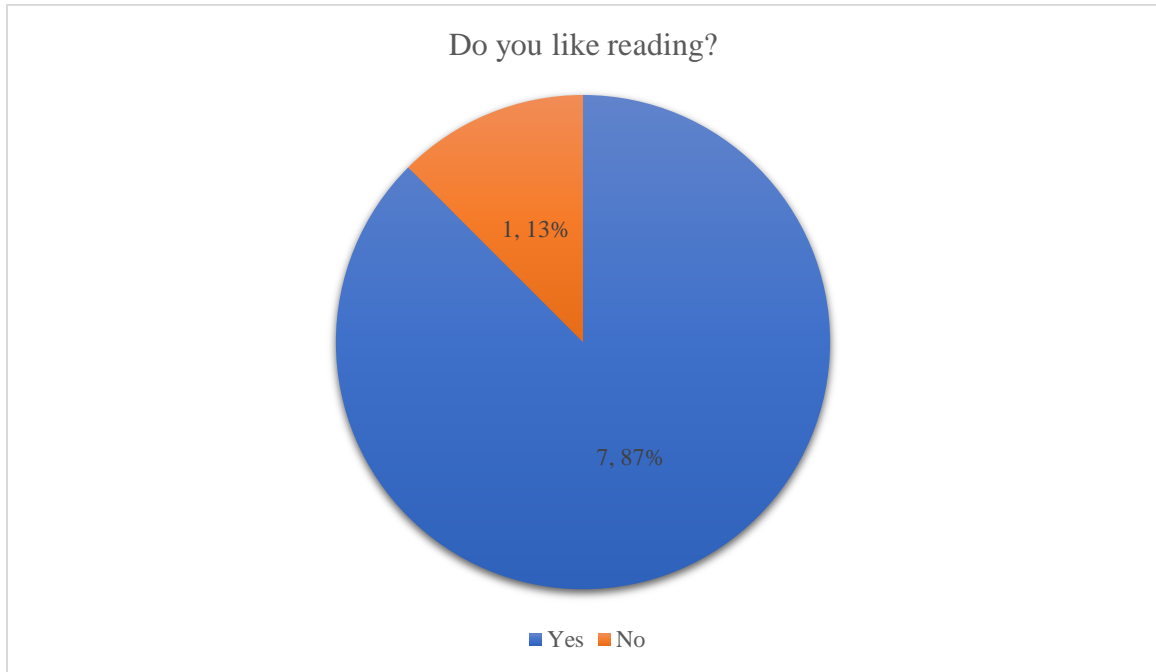


Figure 2. Data for students who like reading. Source: Researcher's own creation.

According to the results displayed for this question, there is a great percentage of students that show a strong interest in the reading skills in English. This 87% in the figure is the equivalent to seven students who answered this question affirming their interest in reading in English. Since the 8-2 group is formed by eight students in total, there is one student left that selected No for this question, and demonstrated his low interest in the skill. This student equals the 13% out of the hundred percent within the figure.

Figure 3

Literature Genre that Students Like the Most

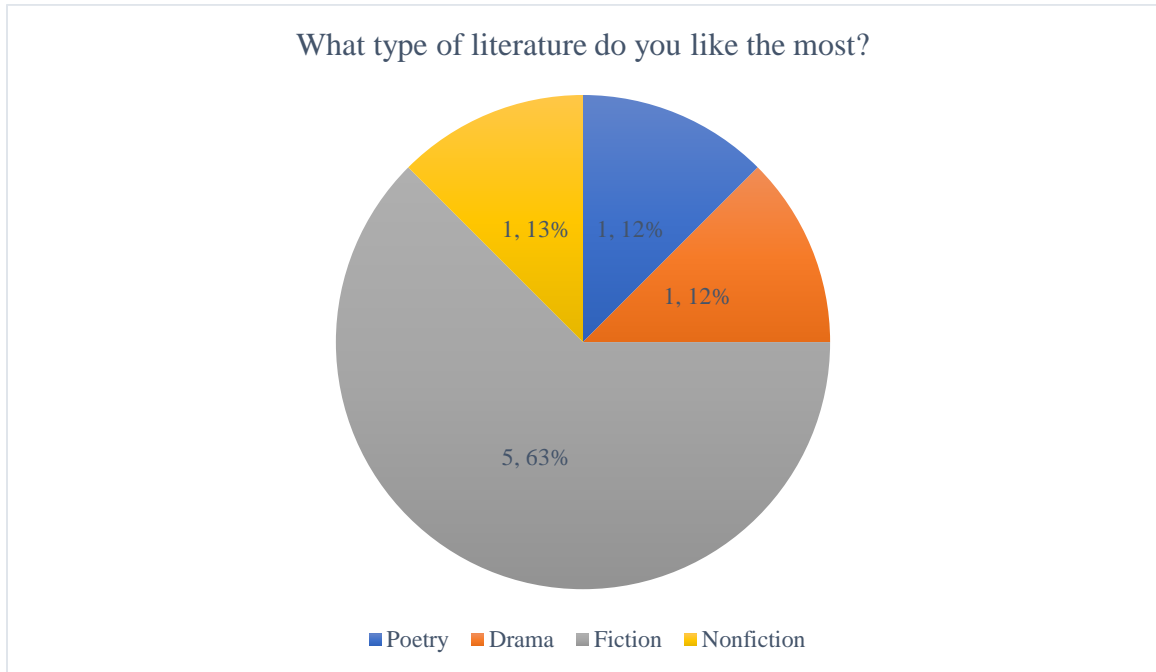


Figure 3. Literature that students like when reading. Source: Researcher's own creation.

The question in the previous figure was included in the questionnaire to know more in detail what genre the students prefer when it comes to reading. For this question, students were given four main options, which are cataloged as the general genres that are present in literature. In the figure above, it can be appreciated that the majority of students, who are 5 people and equal 63% of the full total in the figure, prefer and like the fiction genre, more than any other of the literature forms in the available options they could pick from. There is a single student who prefers to read drama; a single student that chose poetry, and a last student that picked nonfiction as his preferred literature form.

Figure 4

Frequency of how Often Students Read in English

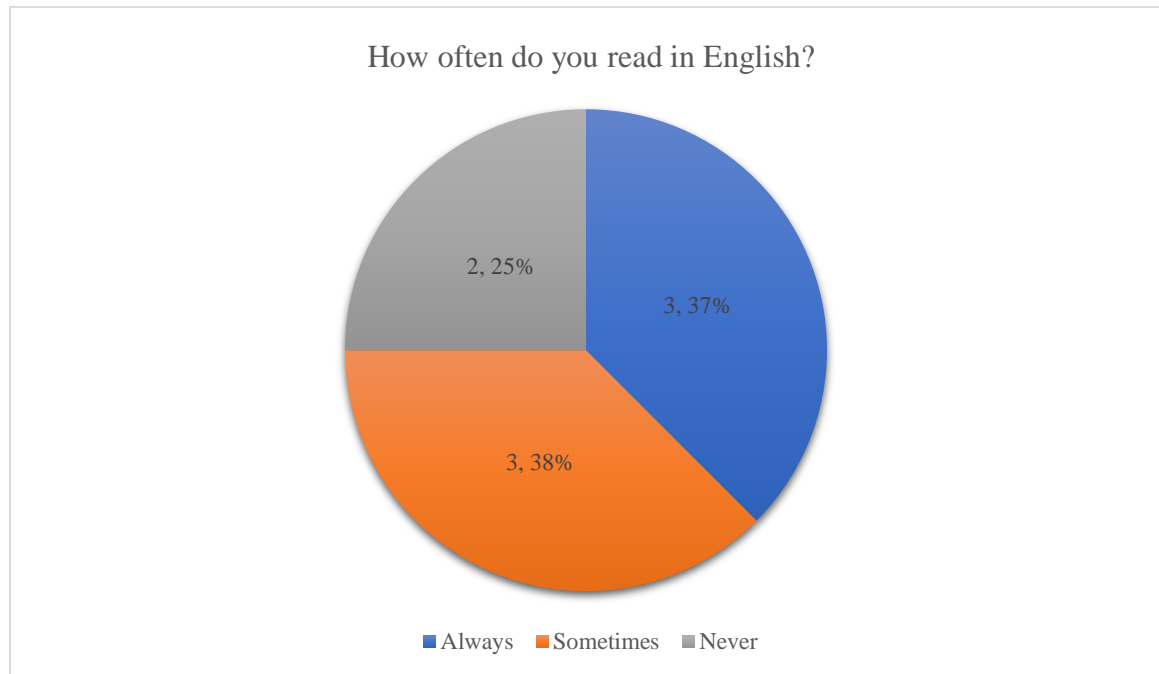


Figure 4. Prevalence of the reading habit for students in English. Source: Researcher's own creation.

The main objective of this question is to know the frequency with which students have contact with reading itself in the English language. The results showed that a total of only three students, which equals a 37% in the figure, always keep that approach to the habit of reading in English. Additionally, there are a total of three other students (38% represented in the figure) that practice this habit less frequently and stated that they read sometimes in English. Finally, there are two students that stated they never read in English. These two students are the equivalent of a 25% in calculated values.

Figure 5

Average of Time Dedicated to Read per Day

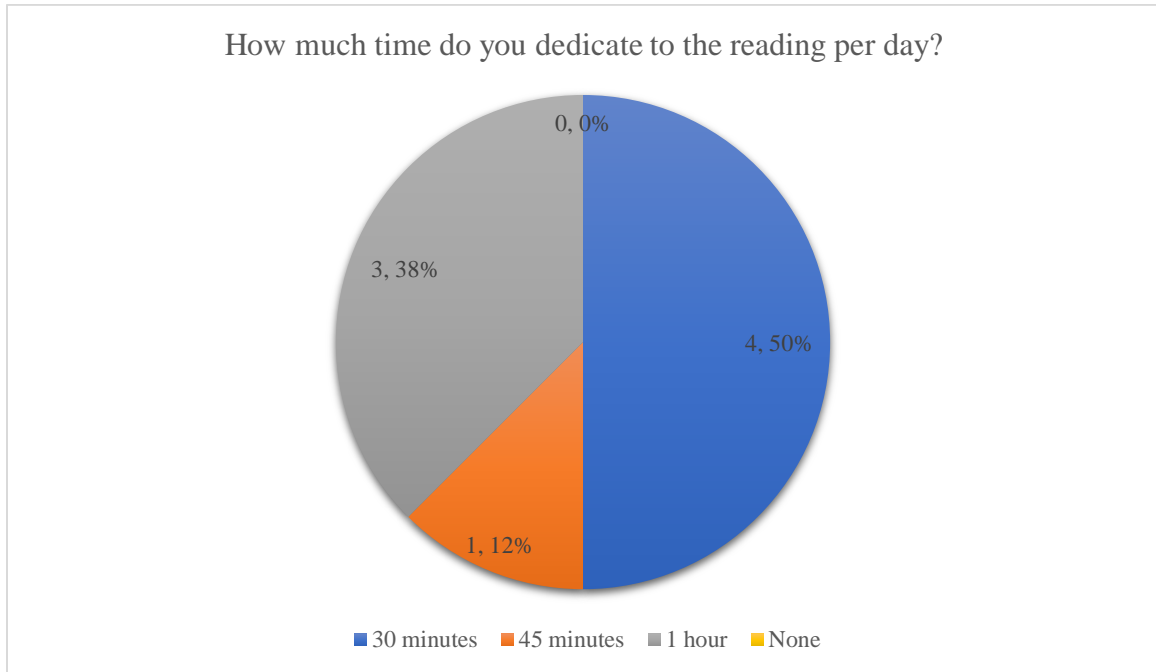


Figure 5. Time invested by students to read daily. Source: Researcher's own creation.

This figure was projected based on a question that would provide an insight about how much time students actually dedicate to their reading habits. In this question students were given estimated timeframes, which can be taken as general periods of time that a student could potentially set aside to read in English. The final results for this question show how a total of four students dedicate an estimated of thirty minutes per day to reading in English. These four students are reflected to a 50% in the figure against the other results. Meanwhile, there are three other students (38% in the figure) that have stated they spend a complete hour on their reading activities. There is only one result of a student that takes 45 minutes per day to satisfy his reading activities.

Figure 6

Students Who Know Short Stories

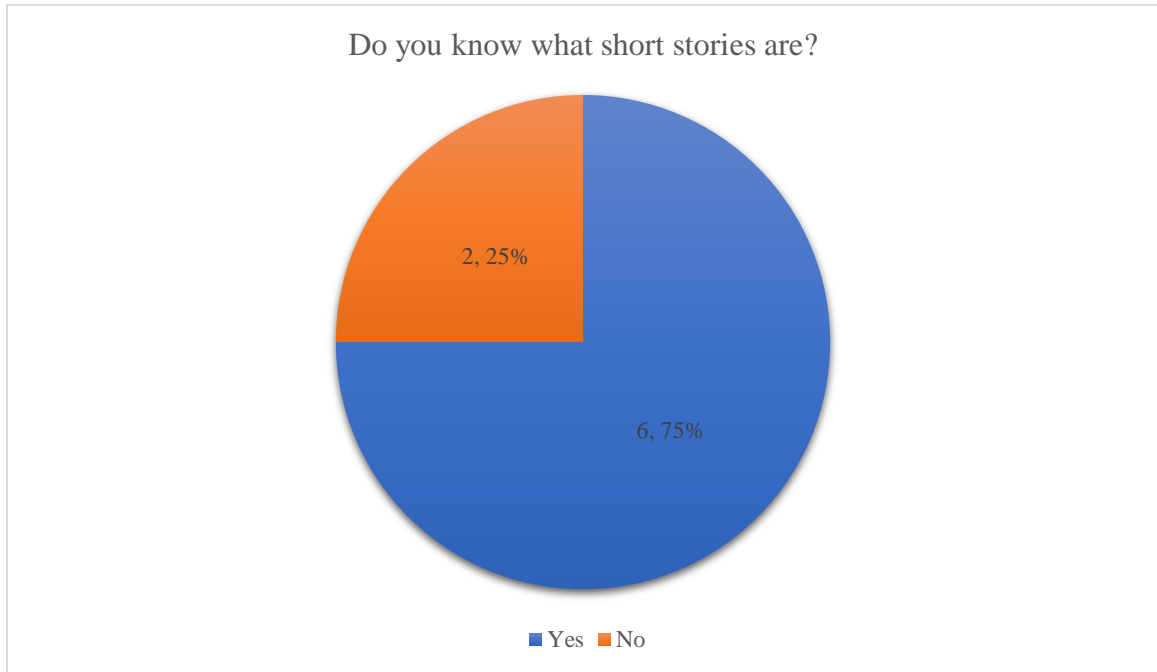


Figure 6. Number of students that identify what short stories are. Source: Researcher's own creation.

It is always important to know how many of the participants in the investigation are aware of the definition of the main topic that is being tested. This question brings clarity to how many of those students actually know what short stories are. In the previous figure there are the results, represented in percentages, of how many students knew the term short story and those others who had not heard or seen about it before. A good result of this is that a major part of the group has actual knowledge of short stories, and this major part is of six students (75% in the figure) out of eight in the class. There were a couple of them who did not know about the topic and it was translated to a 25 % within the results.

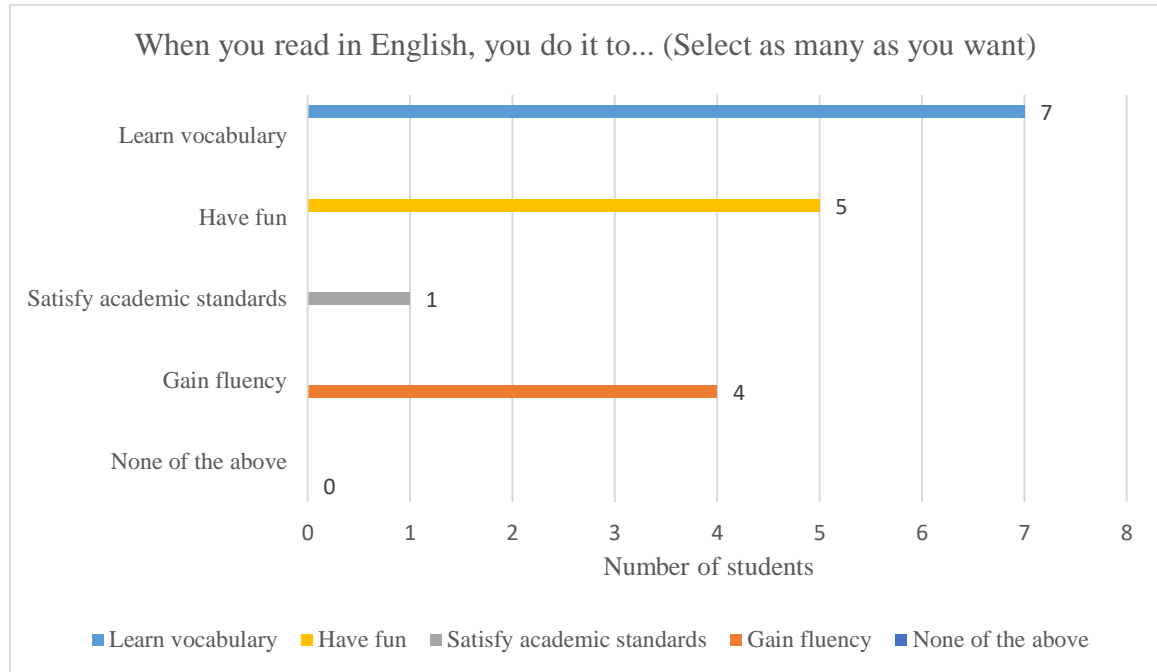
In the questionnaire that was applied as an instrument to collect the data for this investigation, there were some questions that were opened. These questions were added in order to allow students to express their opinions or ideas and not just select from options they already have in the questions. Since these questions were opened, the information collected with them cannot be measured with a figure. The reason behind this relies on the variety of responses that could be collected from these questions. Not all responses were the same and their nature changed. What a student provided, as an answer to the question, could have been something completely different from another student's response to that same question.

The first open question in the questionnaire was the number seven, which asked the students to provide the names of the short stories they have ever read in English. The total number of responses to this question that were recorded at the time of applying this instrument was five. Originally, the question requested at least two examples of short stories. Some students provided the two examples, but one of them gave only one.

The list of responses to the short stories is the following:

1. The strange case of Dr. Kelly and Mr. Hyde.
2. The tale of Pete Rabbit and Lamb to the Slaughter.
3. Rip Van Winkle and Princess and the Pea.
4. Three little pigs and Little red riding hood.
5. The call of Cthulhu and Annabel Lee.

These results are a good sign since it lets the collector know that students have had that contact with short stories before.

Figure 7*Student's Reasons to Read a Short Story**Figure 7. Data expressed on reasons to read a short story. Source: Researcher's own creation.*

In this figure the main objective was to measure the actual reasons behind the student's desire to practice the reading skill in English. The participants were given five options in total that offered different points of views when it came to reading in English. Each of these points of view has a purpose within the figure. After completing this question, there was a total of seven people who felt they read mainly to learn vocabulary. Five students also believe they can have fun when reading in English and selected this option. When it comes to satisfying academic standards, there is one student who reads to meet this necessity. Four students strongly believe they can obtain fluency in their readings and went with this option, too.

Figure 8

Student's Preference of Short Stories Over Books

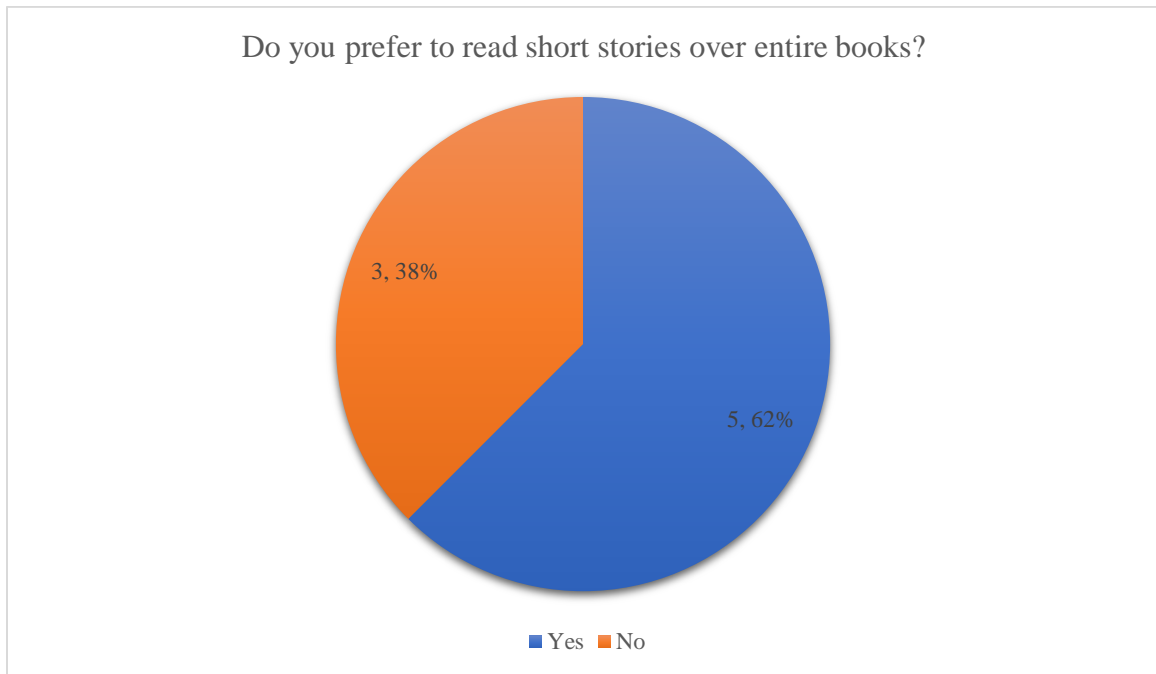


Figure 8. Taste for short stories over books. Source: Researcher's own creation.

In the figure above there are two values. There is a grand total of five students who feel more comfortable when reading a short story rather than reading a complete book. It can be seen that these five students cover 62% of the figure. On the other hand, there is a total of three students that have more interest for entire books and not short stories. These three students equal a 38% and are the minority in this case.

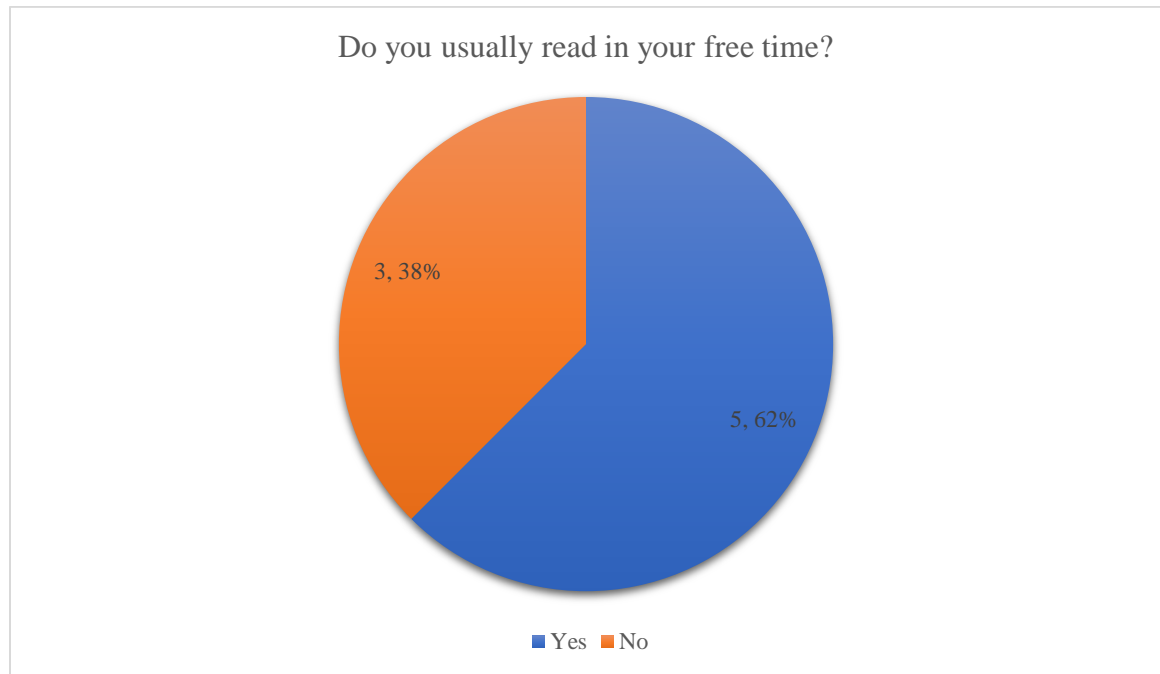
Figure 9*Free Time Students Use to Read*

Figure 9. Percentage of students that read or not in their free time. Researcher's own creation.

This figure contains the percentages of students who usually read in their free time and those who do not do it. They were asked this question and as it can be appreciated a 62% represents the number of students who read in their free time. This percentage equals to five students out of the eight in the classroom. The percentage left is for those who do not usually read in their free time. This total is for a 38% that is the equivalent of three students who felt more familiar with this alternative answer.

Question eleven in the questionnaire was an open one that cannot be elaborated in a figure, since the answers may vary from one to the other. Due to this reason, this question will be explained and developed in a description with the all the details about the answers that were provided by the participants who are the students of 8-2 at Liceo Nocturno de Puriscal. This question sought to collect data about what students read during their free time. There was a total of six responses that were recorded at the time of applying this questionnaire to the students who took participation in the investigation. The responses provided by them go the following way:

1. Fantasy books.
2. Novels.
3. Romantic stories.
4. Mythological stories and adventure.
5. Novels and Nonfiction.
6. Poetry.

As it can be seen, the responses from the students vary considerably, and there are not coincidences among the answers. Moreover, this question is a clear reflection of figure 3, in which most of the students expressed their high interest in fiction literature. In fact, fiction was the predominant genre that prevailed as the favorite literature genre in that figure. Here in this question, the answers that were given by the students rotated around the fiction genre somehow.

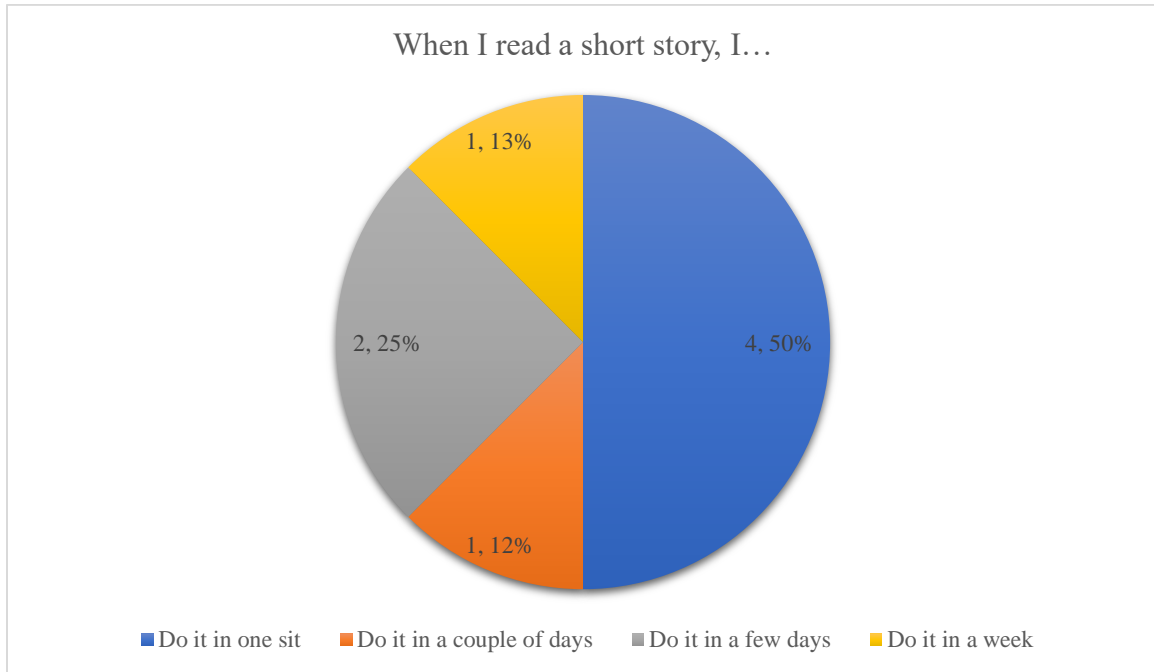
Figure 10*Speed in Which Students Complete a Short Story*

Figure 10. Estimated of time that students take to read a short story. Source: Researcher's own creation.

This figure shows a perfect vista of how fast students can complete/finish a short story. They were given four options in total from where they could pick one of them. Fifty percent of the group (four students) stated they could definitely complete a short story in one sitting. This basically means that they feel capable of starting a short reading and finishing it without any pauses. There was a student (12% shown in the figure) who stated he/she could complete the short story in a couple of days. The second greater percentage is 25% for those that could finish a short story in a few days. This 25% is the equivalent of the two students in the figure. Finally, there is a student (13% in the figure) that would need a week to complete a short story.

The third open question in the questionnaire takes the thirteenth position. This is a follow up question that is connected with the previous figure and it gives the students the chance to openly and accurately state the exact amount of time that they would require to complete a short story successfully. There was a total of eight answers that were collected from the students. The range of time that can be seen is different; however, some of the answers showed certain similarity. This is the order in which the answers were registered after their collection:

1. One week.
2. Two to three hours.
3. A couple of hours.
4. Four days approximately.
5. One hour.
6. Ten to fifteen minutes.
7. One to two hours.
8. Three hours.

As it was stated before, this follow up question was planned to collect more exact information since in the previous figure the students were given the options to respond and they could not get attached to anything else different than that. Alternatively, in this question they had the opportunity to freely state the exact time that it would take them to complete a short story.

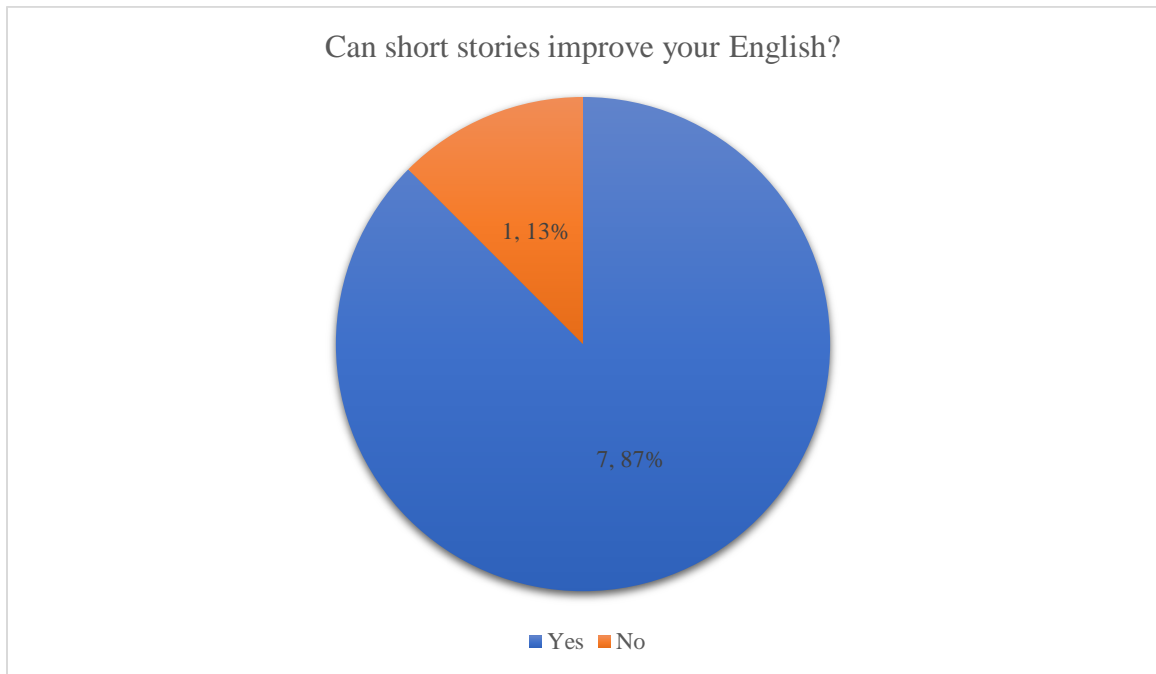
Figure 11*Impact of Short Stories on English Improvement*

Figure 11. Calculation of students who think short stories can improve their English. Source: Researcher's own creation.

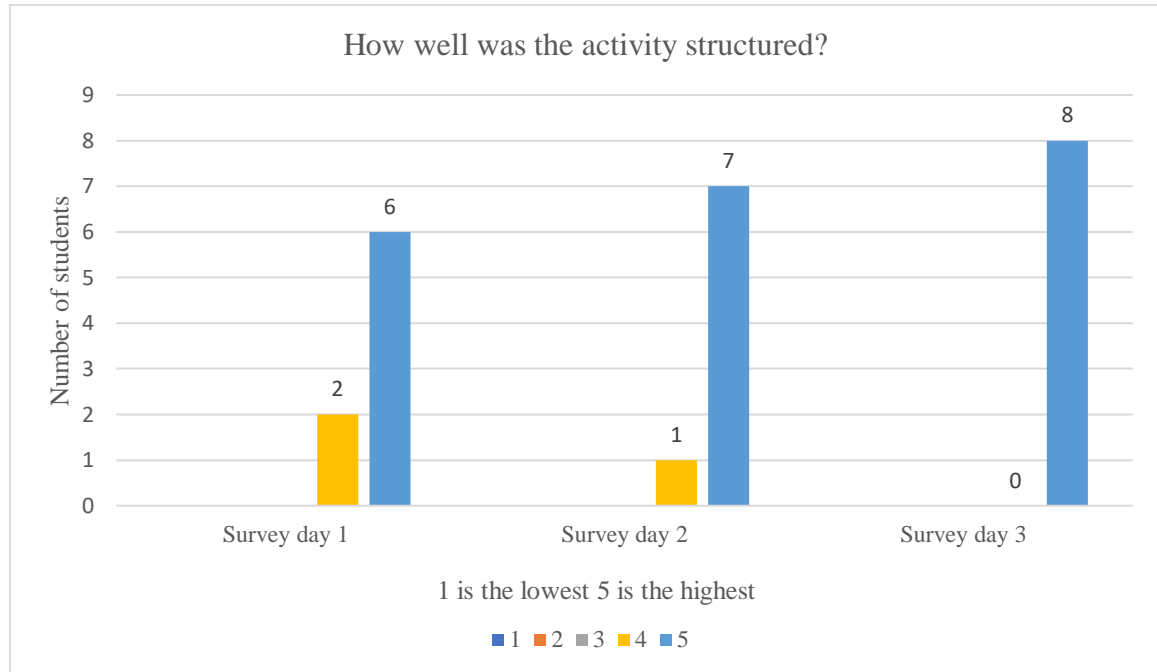
In the previous figure, there is a full projection of what students answered to the question. This question was included in order to collect the students' opinions and know if they believe that short stories could enhance their English in the learning process. As it can be seen, there was a total of 7 students (87% in the figure) that accepted the benefits that short readings can have and affirm these can improve their English. Quite the opposite with the single student who did not agree to this and selected No as the definite answer to the question. This student represents a 13% within the figure.

The last question in the questionnaire was opened. It was included to see what skills in the English language could be improved by reading a short story based on the students' opinions.

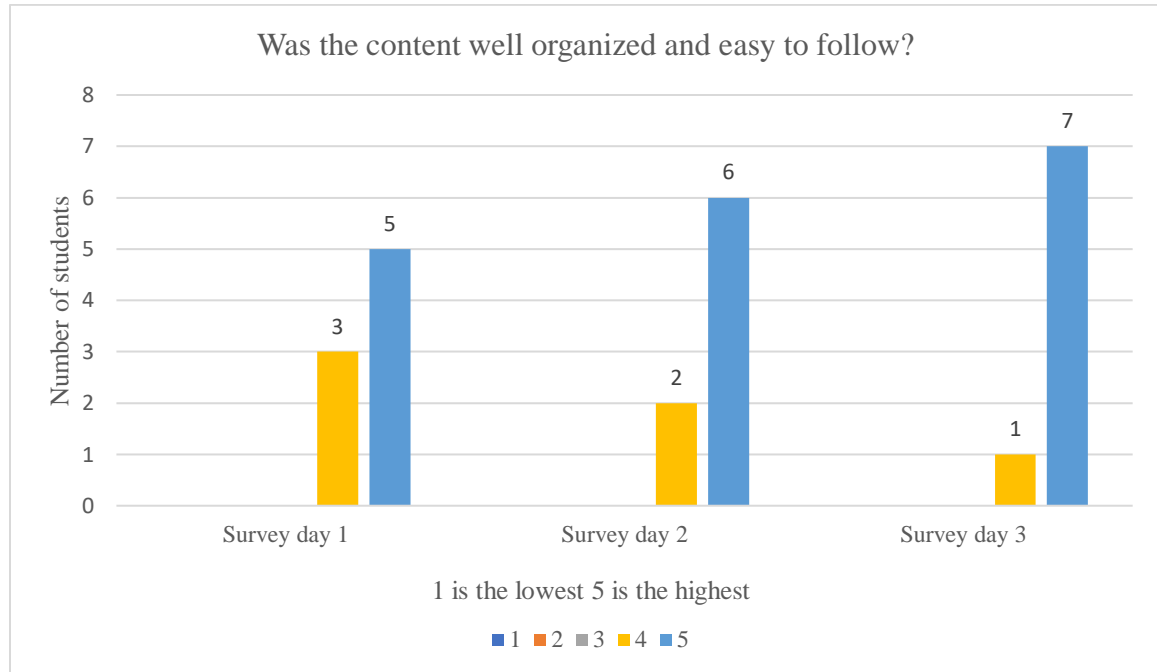
There was a total of seven answers and some of them shared similarities. These are the answers provided by the students on their original order taken from the form:

1. Vocabulary can be improved.
2. Grammar, vocabulary, and reading comprehension.
3. Vocabulary, reading, and fluency.
4. Imagination, jargon, fluency, and comprehension.
5. Concentration and dynamism.
6. Fluency, grammar, and vocabulary.
7. Comprehension.

A good part of the students believe that vocabulary is a field that can definitely be improved when they read a short story. Furthermore, reading comprehension is one of those other skills they believe that can be enhanced by reading a short story. A third skill that was added by a few students was fluency. Certainly, they think that fluency can be highly benefited from reading short stories on a regular basis. Moreover, there were some other answers given that are genuinely from one student in specific. Among those answers, it can be found imagination and jargon. Imagination is not a skill itself that might help a student to become more proficient in the language. However, it is a good benefit they can obtain. Jargon could be interpreted as an expansion of vocabulary, which would end up being an improvement of the same as a result of reading short stories.

Figure 12*Quality of Activity's Structure**Figure 12. Activity's order based on students' opinion. Source: Researcher's own creation.*

In this figure students were requested to grade the quality of the structure that was given to the different activities that were practiced during the three days, where the lessons were applied. As it can be seen, in day one a total of six students rated the structure with a five, being this the highest grade, and there were two that rated it with a four. On day one there were not any students that selected neither option three, two nor one. On the second day of the survey seven students chose the highest grade meanwhile one student selected the fourth option. On this second day around options from one to three were not chosen. Finally, on the last day all of the students went for option five and rated the structure of the activity with the highest grade.

Figure 13*Organization of the Content in the Activities**Figure 13. Content organization for each activity. Source: Researcher's own creation.*

According to this question, students needed to evaluate how well organized was the content on each activity. On day one, there was a total of five students that evaluated this question with the highest punctuation, which was a five. Moreover, there was a total of three students that felt more identified with the fourth option. For day two, the number of students that selected five increased to six and those who selected four were just two. On the last day of activities, seven students in total went with option five and only one selected option four. Options one, two, and three were not selected in any of the three days.

Figure 14

Students' Confidence with the Activities

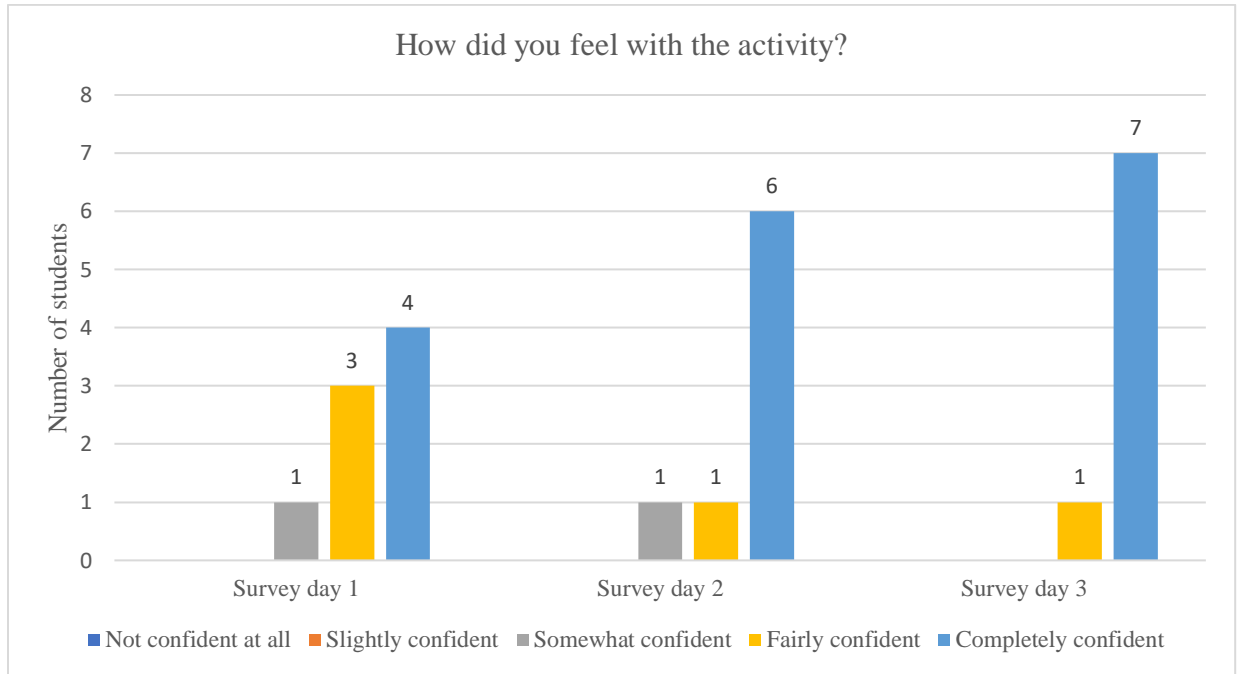


Figure 14. Rate of confidence in the activities for the different days of survey application. Source: Researcher's own creation.

Based on this figure students can express how confident they felt during the activities developed during the lessons. For day one responses were varied and there was a total of four students that felt completely confident when working in the activity. Three students felt fairly confident and just one felt somewhat confident. On the second day of activities, the number of students that felt completely confident increased to six. One other student decided to choose the fairly confident option while a last one chose somewhat confident. The last day showed better results and seven students demonstrated that they were completely confident when completing the activities. Only one student was fairly confident in this last date. Options such as Not confident at all or Slightly confident were not selected in any of the three days.

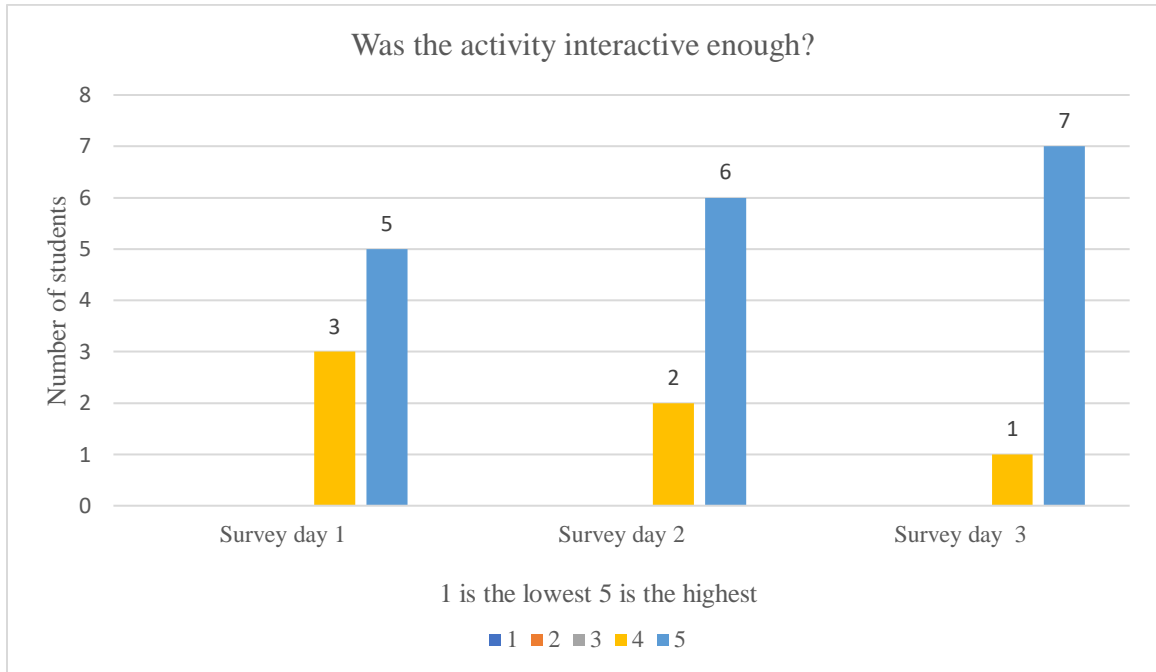
Figure 15*Level of Interaction on the Activities*

Figure 15. Data of interaction promoted on each activity per day. Source: Researcher's own creation.

This figure shows the results of a question, in which students were requested to grade the interaction on each of the activities. In survey number one, five students believed that the interaction was the best, and three students decided to choose the fourth option. In the second survey for day two, there was a total of six students that selected option five and two others went for option four. Last day of the surveys shows a better overall result since a total of seven students felt the interaction was the best and only one selected the fourth option. Option from one to three were not selected in any of the application days.

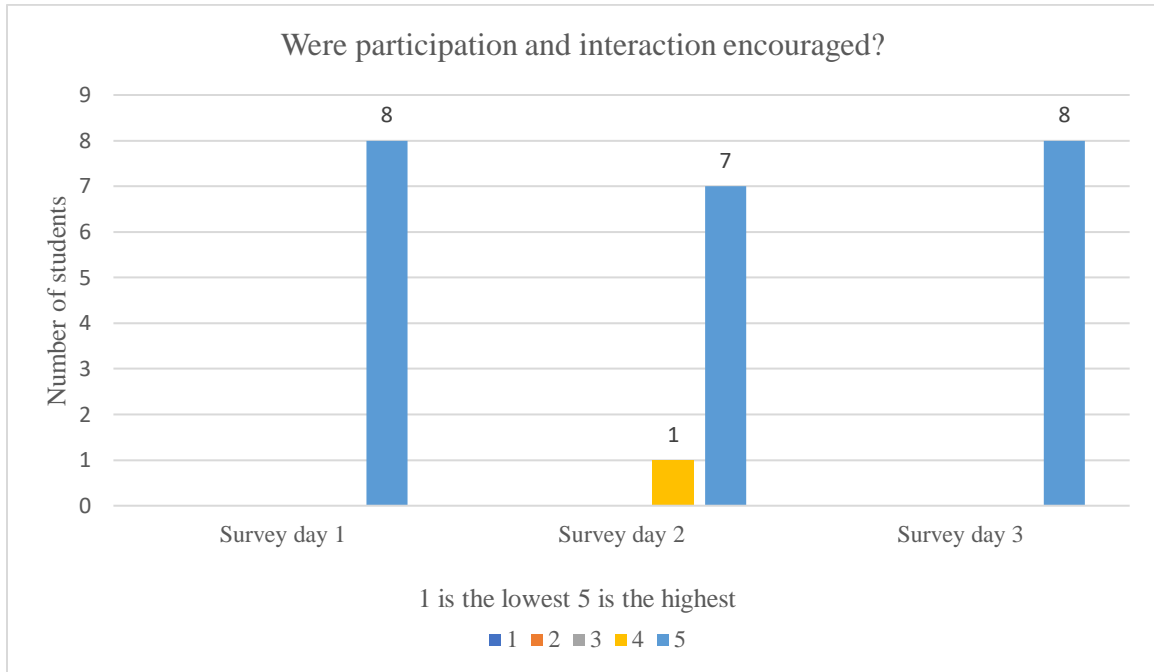
Figure 16*Measurement of interaction and participation*

Figure 16. Data based on participation and interaction encouraged in the activities. Source: Researcher's own creation.

In last question of the survey students were presented a question to measure how much the participation and interaction were incentivized during the activities. For this question, in day one, three students determined that participation and interaction were fully promoted in the class. For the second day, as it can be seen in the figure, seven students provided the highest grade. However, there was one student that rated the question with a four. Neither of the days have results for options one, two and three.

A shorter questionnaire was applied to the students as a closure method to get some information from them after the lessons were developed. The first question of this questionnaire was an open question, in which they were requested to provide an explanation of what short stories are. The exact question was: What is a short story? The purpose of this question was to see the perspective that students had about short stories and their meaning. With this question, students demonstrated what the concept of a short story and they could explain it in their own words. All the students in the group gave an answer to this question and the total number of responses was eight. This is the order of the students' answers:

1. It is a story that is developed quickly, like children's books, rather than a novel, which is longer.
2. It is like an anecdote.
3. It is a brief fictional narrative.
4. It is a short reading that can be used by learners in order to get more new vocabulary and fluency.
5. It is a fully developed story, but shorter than a novel.
6. A short story is a reading that is not too big, and it has less content than a book.
7. It is an event that is briefly explained.
8. A short story is a completely developed tale characterized by being much less than a novel.

As it can be seen, all the answers are diverse. However, students shared some similar ideas of what short stories are. All students believe that a short story is going to be shorter than a book, novel, or any other reading that may be formed by a large number of pages. Some students believe that short stories are a narrative of an event that is briefly explained.

Figure 17

Average of Time to Complete a Short Story

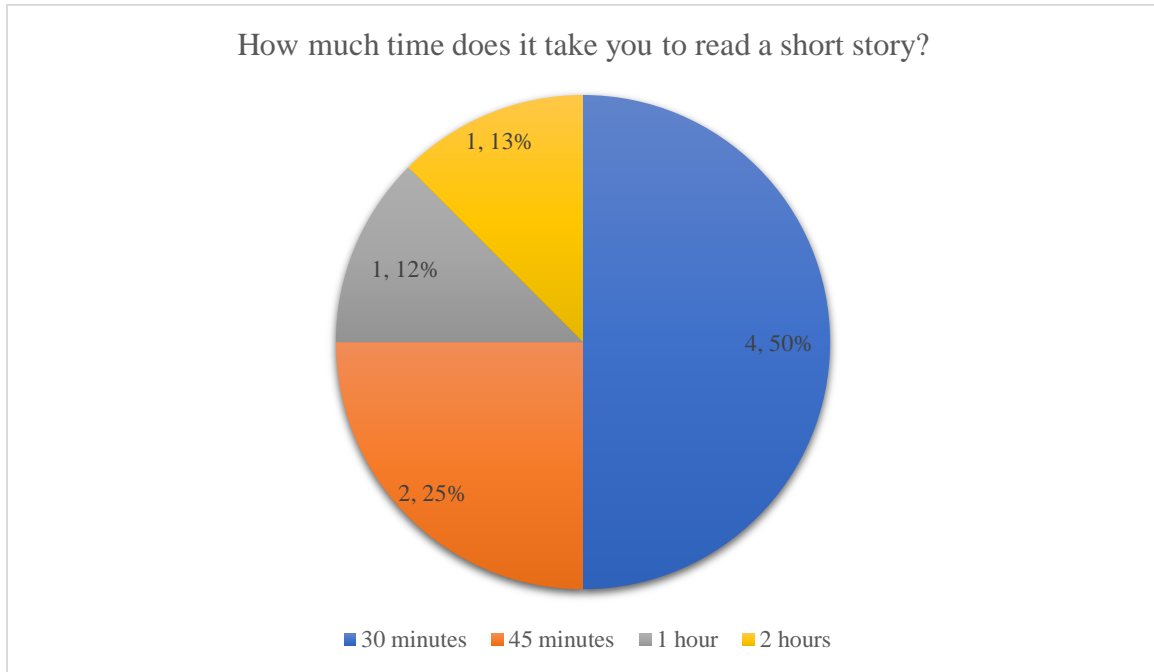


Figure 17. Time students need to complete a short story. Source: Researcher's own creation.

In figure 17, students had the opportunity to choose the average amount of time they needed to finish a short story. The students were asked a similar question in the bigger questionnaire they initially completed. Nevertheless, the time frames in that previous question, from the first questionnaire, had wider frames of time where students could pick from. The reason why these times were simplified this time is to see if students can actually complete a short story faster afterward all the exercises that were implemented in the testing lessons. There was a total of four students (50% of the group) that felt capable of completing a short reading in 30 minutes. Two students believe they can do it in 45 minutes; that is, 25% of the entire group. Finally, one student (12% in the figure) selected 1 hour and another one (13% in the figure) thinks two hours is a fair time to complete a short reading.

Figure 18

Preference of Short Stories to Continue the English Improvement

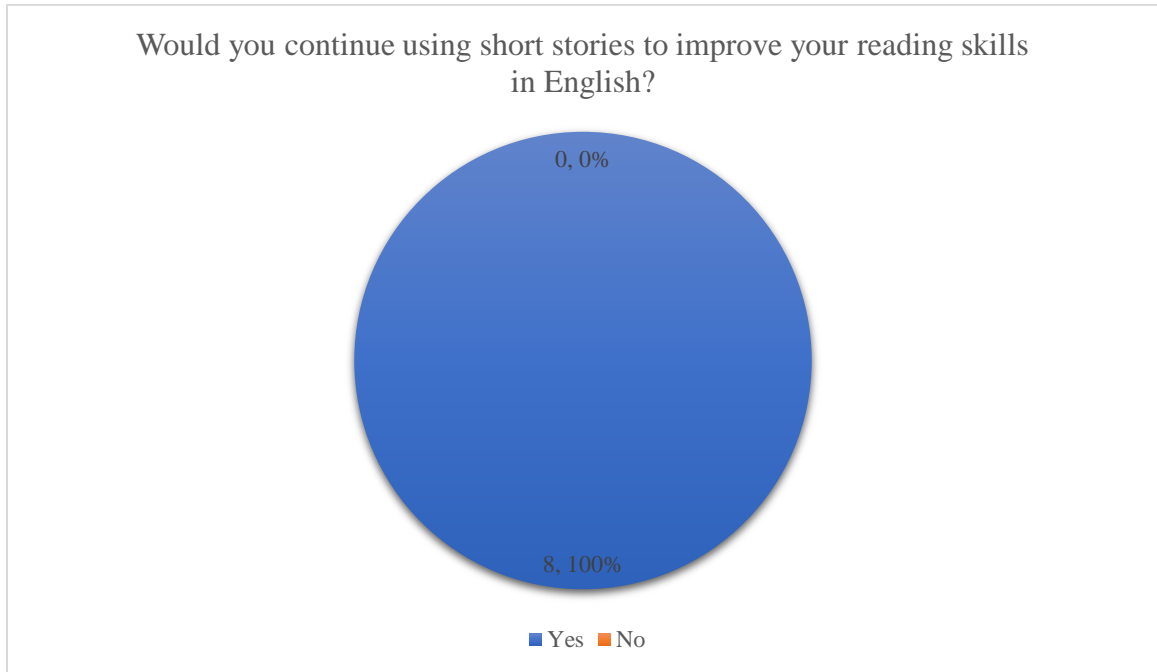


Figure 18. Number of students that would continue using short stories to improve their English.

Source: Researcher's own creation.

In this figure the students had the chance to determine if they would continue using short stories to enhance their reading skills in English. All the students in the class demonstrated their noticeable interest in short stories and all the faith they have in them. The eight students in this group would continue using short stories to improve their English. These eight students represent the 100% in the figure. Therefore, there were not any students that selected the No option.

Figure 19

Short Stories as a Part of the Teaching Program at High Schools

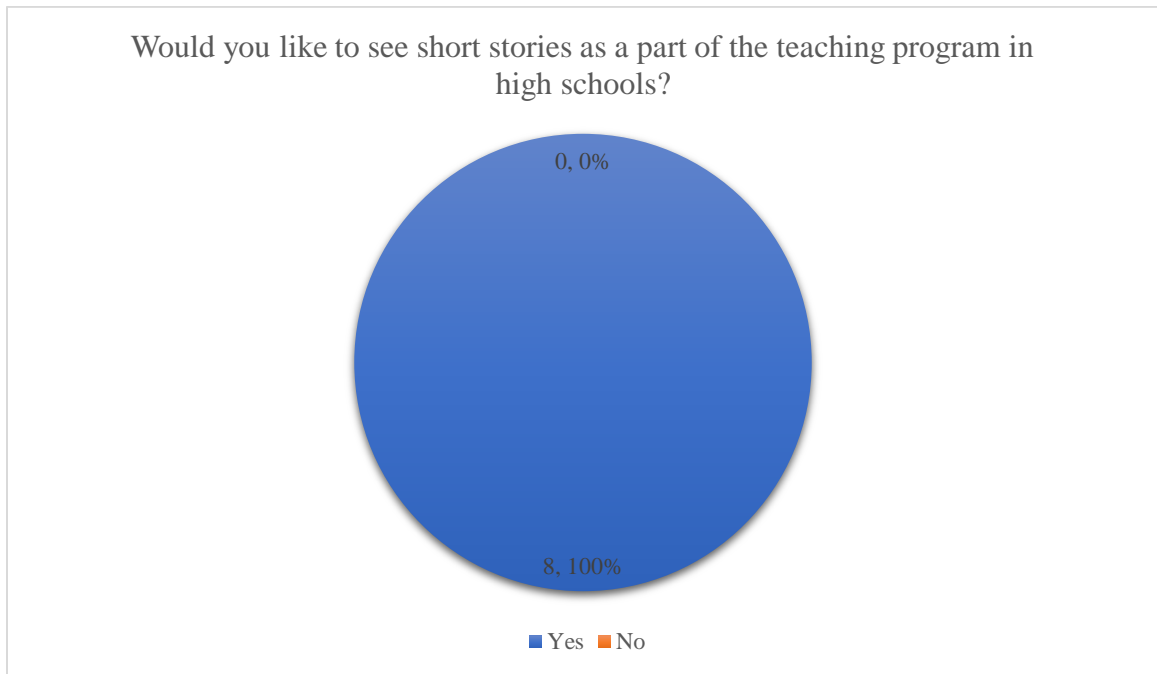


Figure 19. Number of students that want short stories included in teaching programs for high schools. Source: Researcher's own creation.

The purpose of this last question was to know how many students wanted to have short stories included in the teaching programs. The entire group thinks they want to have short stories included in their programs, and all of them chose the Yes option. These eight students represent a 100% of the figure, while 0% was the result for the No option.

Chapter V

Conclusions and Recommendations

In this last chapter the researcher provides the last comments of the entire process that was developed during the investigation. The recommendations will be directly associated with the topic that was presented in this research, and the final findings will form a part of this chapter to incorporate the final details for a better understanding of the conclusions and recommendations.

5.1 Purpose of the Conclusion

The purpose of the conclusions is entirely focused on creating a recapitulation of all the analysis that was boarded for the topic proposed. This conclusion contains all the final details that go around short stories and how much they can help students to improve their reading skills in English. A solid conclusion has a purpose that will allow the reader to understand the reason behind the investigations and why the topic was developed. Moreover, this conclusion will be key to prove if the teaching methods, the approaches used to work on the research, the sources that were taken as reference, and all the investigation work itself have been sufficient enough to meet the expectations that were set with the three objectives that were initially thought for this research work. In addition, at the beginning of this document, in Chapter I, three specific objectives were established as the departing point to work on the final outcome. These objectives were set as a starting point since they carried the main purpose of the research, and with these specific objectives the reader certainly can comprehend why this topic was proposed and launched. A clear and concise conclusion will count with the full explanation of how the objectives were successfully applied to the investigation.

5.2 Conclusions

Three specific objectives were initially set up in this investigation. Those three objectives were going to lead the research straight to the desired point, which is the demonstration of all the factors that could support the topic that was introduced. The main idea of working on objectives before writing the investigation is to have a clear and strong referral point. They are going to carry a great part of the aspiration that contributes to the idealization of the topic. Therefore, it is fundamental to have a solid conclusion of these objectives.

The first objective that was included had to do with the identification of the students' deficiencies that may be encountered in their reading skills based on short stories. This was a great starting point to recognize all the weaknesses that students had in reading skills. The main idea was to prove the purpose of this objective with short stories. Hence, the students that participated in the investigation were exposed to short stories repeatedly to detect these areas. The process of introduction of short stories was gradual, and let the students to have the time to start assimilating the reading process of a reading like this, as it is short and somehow easy to read. This process was initiated with a short story that had a moderated complexity level, so that students could see what a short story was and read carefully through it. Certainly, the identification of the students' deficiencies could be noted from the moment they were given the first short story.

The first deficiency that was detected was the lack of vocabulary that students had. During the reading process, it could be seen that many of the students needed some assistance with some of the vocabulary that was present in the short stories. It was a good testing method to dig out the first area of improvement that students needed to work on. Therefore, in order to help students with the understanding of the vocabulary, they were taught how to guess meaning by

context. Hence, they could have a better idea of unknown vocabulary without asking directly for help or without looking at the dictionary. This was a great method to help them overcome those inconveniences and gain vocabulary.

A second deficiency that could be detected was the reading speed that students had. Certainly, the reading speed was noticeably improved with the continuous exposure to short stories that students faced. Nonetheless, at the very beginning students were taking a considerable quantity of time to complete a short story. As it has been already stated, short stories are readings for beginners that allow them to complete them in a sit or in a little time. Students, who participated in the investigation, had some issues with the first readings since they took longer than expected and some of them could not complete them on time. With the passing of lessons, they improved the speed, and in the end most of them met the time or the speed standard that was desired.

The third deficiency that was spotted was the pronunciation of words. In some of the activities that were brought to the lessons, the students were invited to read aloud some of the passages in the short readings that they read. It could be seen that most of those students needed to practice pronunciation since they did not articulate properly from time to time, and mispronounced some of the words. The action that was taken to alleviate this, was the support from the data collector to help the students with pronunciation. Students were asked to listen to the correct pronunciation, and then to pronounce the words by themselves. At the end with this practice, many of the students felt more confident and could learn the correct pronunciation of many words they did not know before. Students were advised to always request help from their teacher for corrections and tips on pronunciation in the future.

The second objective that was originally stated in the first chapter of this investigation was the application of short stories as the strategy to promote the reading skills in the English learning process. This objective remarked the importance of the inclusion of short stories in the class with the intention of increasing the use of these readings in the classroom. Short stories can greatly contribute to the learning process of a student, who is learning English. With this second objective, students could experience the inclusion of short stories in the learning process. Additionally, they had the opportunity to see all the benefits that this reading method can bring to their knowledge.

The participants, who took part in the investigation, were 8th graders. These students went through a total of five lessons, in which the promotion of short stories in the class was key to complete the research process for the investigation. Since the very first lesson, students were introduced to short stories and were requested to read one of them per lesson. This means that at the end they read a total of five short stories in the class. The application of this kind of readings was essential to determine how comfortable students felt with this reading option. Certainly, they felt very comfortable with these short readings since they found them easy to complete and understand. As a matter of fact, students found themselves motivated by these readings, and they could see that vocabulary can be handled even by beginners like them. An extra fact that built this confidence was the time that they would need to complete them. Most of the students did not feel good about taking a lot of time to complete a reading itself. Instead, they preferred something that could be completed faster, and, most importantly, something that could still help them to learn English and reach their desired goals. This is why they considered short stories a great method to accomplish that.

These short stories were promoted in all the lessons to prove the high quality they have. In the questionnaires it could be seen how students demonstrated their acceptance upon the application of short stories in their academic learning programs. As it can be appreciated in Figure 17 in Chapter IV, students showed a strong approval for short stories. The exact question was: Would you continue using short stories to improve your reading skills in English? All the students in the group agreed on this and stated that they would continue to use short stories to improve their reading skills in English.

Moreover, another question, that was answered by the students, tried to measure how many students would like to see short stories as a part of their academic programs for the English subject in their high school. The exact question that was presented to students was: Would you like to see short stories as a part of the teaching program in your high school? As it can be seen in Figure 18 in Chapter IV, all of the students answered this question with a Yes and expressed their strong desire to get short stories included in the teaching programs.

These two questions were meant to collect valuable data to comprehend how comfortable students felt with the short story reading option. In both questions the expected result was achieved since all of the students showed a strong approval and acceptance for this reading type. They could understand that the benefits that could be gotten were manifold, and this motivated them and expanded their interest in short readings. Consequently, at the end, the application of short stories was successful during the testing process. It was so successfully accepted by students that they demonstrated their wishes to have short readings as a part of their student life cycle for the English subject in their high school. This is a good result that can be taken as the promotion of the learning process of the language by the application of short stories.

The last objective that was stated in this investigation had to do with the evaluation of the results that could be extracted from using short stories to enhance the reading comprehension of high school students. This objective was key in the investigation, to analyze the results in the best way possible for this investigation. There were several results that could be seen and processed. The evaluation of these results brought a clearer understanding of this objective and it helped to know about the student's behavior during the testing time. The improvement of reading skills was one of the aimed goals of this objective. The enhancement of the reading skills was influenced by some factors that could determine how much the student accomplished. These results were mainly evaluated at the time students went through the questionnaire and the short surveys that were applied at the end of each of the days, in which students participated in the collection of data.

Therefore, it is ideally correct to emphasize the importance of some of the results that were collected during the data collection period. The third objective that was initially proposed, was going to be directly portrayed in Chapter IV of this investigation. Hence, some of the figures were depicted in this section of conclusions to digest better the final results that could be appreciated for the third objective. The first mention that is worth including in this analysis is Figure 2 in Chapter IV. The third objective highlighted the significance of using short stories to improve the reading skills, and this figure was the result of a question that sought to expose how much students like to read in English. This question was key to know the actual interest that students have in the reading skill, and this was directly associated with the improvements that could be achieved on the skill. The reason why this is being developed like this has to do with the motivation that students can find when they like the skill; rather when they do not like it at all. If they like to read, then the opportunity to enhance the reading skills will be wider.

Figure 4 in Chapter IV asked the students how often they read in English. The results for this question were fundamental to evaluate the third objective, since it could measure the frequency that students used to read. The more that students read, the more that their reading skills can be improved. In this figure it can be seen how the percentages varied, and this means that students selected different options from the ones given in the question. The exact question was: How often do you read in English? The answers, presented to students, were always, sometimes, and never. Fortunately, there were three students that stated they always read in English; the other three that made it sometimes, and only two that never did it. These results were positive at the end since it demonstrated that the reading skills are put into practice due to the reason that students have had that continuous contact with it. Consequently, the skill itself can be polished.

Another evaluation of results, that can support the last objective in the investigation, is related to Figure 7 in Chapter IV. In this question students were asked the main reasons why they read in English. The options were to learn vocabular, have fun, satisfy academic standards, gain fluency, or none of the above. The results of these questions were interesting since they gave a glimpse of why students read in English. The most preferred option was to learn vocabulary since a good total of students picked this option. The second most preferred option was to have fun. This was a good sign since students can highly improve their reading skills if they have fun while reading in English. Only one student read to comply with academic standards. Finally, there were four students that read because they wanted to gain fluency. This question had to do with the goals that students wished to reach, and these goals can motivate a student to keep a high standard in all senses to enhance their reading skills.

The last question, which can be perfectly associated to the third specific objective, is Figure 11 in Chapter IV. The question on this figure asked students if short stories can improve their English. This question played an important role when evaluating these results. This question helped to understand if students really believed that short stories could help them to enhance their skills in the language. The total result for this question was 87% of the students answering with a Yes. This 85% equals a number of seven students, and the rest, which is 13%, is for only one student that answered with a No. If this question gets properly evaluated, it can be seen that almost all of the students (an 85% of the group) relied on short stories to improve their skills in English. This demonstrated the good expectations they have and the good faith they have deposited in them.

5.3 Restatement of the Research Question

The question that was initially set up emphasizes the urge to prove how beneficial short stories can be to improve reading skills in 8th graders. With this question being asked, the main topic would be developed and would take a course where the main inquiry was going to be addressed. This question helped to build the main action plan that was used to work from top to bottom in the investigation. During this entire investigation document, it can be seen that several pieces of information were gathered together in order to provide the closest and more accurate resolution to the question that was derived from the topic's main objective. In order to better support the main topic, other essential terminology was covered throughout the investigation, and all these subtopics were included and covered in Chapter II. Additionally, to this, in Chapter III there is a full mapping structure of the investigation to better understand some other approaches that were given to the investigation itself.

As stated before, this investigation was carried out based on some principals that were going to help find the answers to how short stories can help students to increase their reading skills in English. There was a group of 8th graders that were involved in the investigation in order to obtain the results and potential answers to this question. The main purpose was to expose these students to the readings and see how they adapted to them, if they liked them, how fast they could complete them, how much new vocabulary they could get, if fluency could be enhanced, and comprehension improved. Therefore, the best way to get the most accurate answers to the questions was to teach five lessons in a high school. These five lessons allowed the students to be exposed to short readings. During that time, they were gradually introduced to short stories. They were informed about definitions, best practices for reading short stories, and warm-up activities prior to the readings to understand them better. Furthermore, they had to work on practices after they completed the short stories. These practices were helpful to test students and see how much they could learn from the short stories. The complexity of these readings increased as students advanced through the lessons.

The teaching period, 5 lessons in total, was the most important section of the investigation since the actual answer to the research question was found in this period. In these five lessons a great improvement could be seen from beginning to end in the students' reading skills. First, students gained fluency and could speed up their pace when reading short stories. In addition, they learned to look at context to process the meaning of words they did not know. They also learned new vocabulary, and the time they needed to complete a short story was considerably reduced from the first story to the last one they read. All these aspects are a clear reflection of all the areas that can be improved as a result of including short stories in a regular class for 8th graders.

These final results can provide an indisputable answer to the research question. Certainly, short stories can help students in many ways to improve their reading skills, and this was demonstrated with the five lessons that were taught to look for the closest answer for this. It is true teachers can make a better use of short stories and include them more often in their classes to reach better results. For this investigation, due to time restrictions, students could only experience this approach to short stories in five lessons and still the results were great. If the education system fully includes short stories as a part of the teaching program, then results can be even greater than this.

5.4 Unexpected Results

One of the unexpected results was the high acceptance of short stories within the class. Students showed a strong interest in these readings since they believed that short readings were a faster way to improve their skills. It could be seen that students had the chance to practice not only the reading skills, but also some pronunciation (speaking), and some listening in the introductions that were given (explanatory videos and teachers' instructions in the class). These actions involved students and convinced them that short stories are a reliable and easy way to learn.

The second and last unexpected result was the reduction of the time that students used to complete the short stories in the different five lessons. In the first readings, students were not pressured that much with the time deadlines to complete the readings. However, one of the desired objectives in those lessons was to set up a determined time to complete the short stories. The time was significantly reduced as students were achieving more experience on reading them. In the end, a good time was accomplished by most of the students in the group.

5.5 Recommendations

There are some recommendations that can contribute to the choice of using short stories in high schools to help students with their reading skills in English. These recommendations are meant to help other researchers that wish to investigate this topic in the future, so that they can have a good starting point to develop their ideas and mold their findings. The first recommendation that can be pointed out is the use of short stories that are not old since they may contain vocabulary that students may not decipher easily. For this, it is important that researchers look for short stories that have to do with events that do not entail words that can cause confusion to the students. It is recommended to use short stories that may have vocabulary that students can see on a daily basis and not something out of the ordinary.

Even though short stories are known by almost everyone, there are some people that have never heard about them. Therefore, it is important to make an introduction of what short stories are, the benefits that they have, and some reading strategies. This recommendation is meant to inform all the students in the class room before getting into the topic. It is a good habit to mention the benefits they can encounter since they may find some motivation on these benefits. Finally, the reading strategies will help them to make a better use of the content in the reading; thus, students will learn more in all senses.

The fourth recommendation has to do with the inclusion of short readings as much as possible in the English lessons. Teachers must follow a teaching program and short readings are not included in these programs strictly all the time. However, it could be a healthy habit for teachers to have at least one short story included in one of the teaching lessons; thus far, students will have this continuous interaction with these readings.

Reading in English could be fascinating, and it would be wonderful for students to be incentivized every time they read. This is the way reading activities should be promoted in high school activities. As a matter of fact, there is a high school activity, which is held every year in public institutions, called the Selling Bee. Although this activity is dedicated to the reading competences of students, there could be a similar event, in which students can have the chance to demonstrate their reading abilities. One of the best options to carry out a school event like this is to do it with short stories since they could be easy to complete and can expose the students' capabilities to read in English.

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