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The effectiveness of short stories as a strategy to teach reading comprehension in the tenth grade at Colegio EMAUS Asambleas De Dios during the second semester 2016.

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Carta de recomendación del tutor

Por medio de la presente hago constar que **Greyling Elisa Lanuza Gutiérrez, Erlika Francisca Trujillo Obando y Cruz Maritza Merlo Castillo**, estudiantes de la carrera Licenciatura en Ciencias de la Educación con mención en Inglés, han cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura Seminario de Graduación.

Por lo anterior se autoriza para que realicen la presentación y defensa de su trabajo de investigación, ante el tribunal que se estime conveniente.

Se extiende la presente a los dos días del mes de febrero del año dos mil diecisiete.

Atentamente,

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Abstract

This research paper investigates short stories as a strategy to teach reading comprehension. The short stories were investigated and applied to know if teachers are using them to teach reading comprehension and if they are the most efficient for them. This work uses the qualitative research method to investigate teacher's views. The instruments used were the observation and the interview, which had been implemented in tenth grade of the high school at Colegio EMAUS Asambleas de Dios, in Estelón. The sample considered was of 10 participants from a population of 26 students. The data found that the short stories as strategy improve the ability to comprehend texts to the students. That is when short stories are about an interesting topic.

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Dedictory

This study is dedicated to God, to our parents, to teachers, and to all of those who are interested in students' growth.

GENERAL TOPIC

Strategies for teaching reading comprehension.

LIMITED TOPIC

The effectiveness of short stories as a strategy to teach reading comprehension in the tenth grade at Colegio EMAUS Asambleas De Dios during the second semester 2016.

Objectives

General objective

To validate the use of educative short stories to teach reading comprehension.

Specific objective

- ¿ To identify the effectiveness of the use of educative short stories in teaching reading comprehension.
- ¿ To apply the educative short stories as strategy in teaching reading comprehension
- ¿ To analyze the effectiveness of educative short stories as strategy in teaching reading comprehension

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I. INTRODUCTION

Our research investigates the implementation of short stories as a strategy for teaching reading comprehension to tenth-grade students of El Colegio EMAUS Asambleas de Dios during the second semester in 2016. For us, short stories are great resources to teach reading comprehension, for that reason we have taken them in our research. We want to highlight that the short stories are the most efficient strategy to make easier the teaching of reading comprehension. Our departing point was the application of reading strategies.

The strategies we used were:

Pictures: Using images offers students the possibility to develop the ability to analyze texts. Sensory images help learners store reading events in their memories. This strategy helps students to understand the text easily.

The cooperative work helps students to do the activities of reading comprehension easier than to do alone. This strategy allows students the opportunity to express their knowledge of the reading each one what benefit in their learning.

Listening refers to hear something when are you trying to understand it (Oxford, 2006). Listening is a strategy that improves the ability to read the message and determine the main idea when you hear it. The students also can examine the information or specific details included in the reading.

Metacognitive reading strategies are the following: Planning has to do with the process of thinking about and organizing the necessary activities to achieve the desired goal. Monitoring is an approach which consists of the analysis of the information as a project progresses. It refers to personal conscious awareness, comprehension and text performance. Evaluation is defined as appraising the conclusion and regulatory processes of individual learning.

In the following pages, we state our problem, describe the data collection method, analyze the collected data and present the obtained results. Our research was about of the effectiveness of

strategies for teaching reading comprehension using short stories. We used instruments such as observation and the interview.

1.1 Background

This research was carried out at El Colegio EMAUS Asambleas De Dios which is located in the neighborhood Carlos Nuñez in the city of Estel°. It is important to highlight that in El Colegio EMAUS Asambleas De Dios of the city Estel°, they never have been done related studies with this research topic.

Merli Puji Handayani (2013) explains that children short stories were selected for the purpose to increase student's motivation to read and to improve the ability of the student to understand the text better as well as to know more vocabulary. She found that the use of children short stories was effective to improve student's reading comprehension in one of junior high school in Bandung. The finding showed that the effectiveness of the use of short stories is supported by the use of reading strategies and the characteristic of children short stories. Children short stories were discovered to be a context for the students to improve their reading comprehension (Handayani, 2013).

Pourkalhor and Kohan (2013), indicate that currently many schools are concerned about how to address the needs of students who have difficulty reading and understanding extended text. This study examined the effects of short story instruction on twenty advanced-level tenth-grade students to show if the method had an impact on student reading comprehension. For this purpose, an instrument was used in this study: a reading comprehension test. We have two groups. In one, students were exposed to a method of reading instruction over ten weeks. The other just get the traditional way of teaching reading comprehension. The data obtained from the instrument was analyzed using t- tests. The result showed that students in the experimental group did better on the comprehension test than those in the control group.

Nell K. Duke and David Pearson establish that reading comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a

process and effective reading comprehension instruction. Most of what we know has been learned since 1975.why have we been able to make so much progress so fast? We believe that part of the reason behind this steep learning curve had been the lack of controversy about teaching (Duke, Nell & Pearson, David, 2009).

1.2 Problem statement

The curriculum of Ministry of Education (MINED) for the teaching of a foreign language requires teachers to provide students with explicit instructions about reading strategies so that students become strategic readers. Hence, it is important to mention that the use of short readings in English provides students many benefits as the significant increase vocabulary, better understanding about how the language, and the abilities skills readers.

Recently MINED has provided high school students with books that motivate a better understanding of the language. With these books, students will have the opportunity to deduct and connect the linguistic forms with the corresponding ideas; however, there are still many difficulties in teaching EFL (English Foreign Language). Therefore, teachers need to implement different strategies and to achieve excellent results for their teaching practice. Hence, the use of reading strategies for teaching English in secondary school must be utilized according to student's appropriate level to improve their lexicon, sentence structure and reading skills. Metacognitive reading strategy awareness has become one of the effective ways to facilitate students reading comprehension in the field of foreign language studies (Ahmadi, M. R.; Ismail, H. N.; Abdullah, M. K., 2013). Hence, we state the problem for this research as follows:

How can the use of short stories in the English as Foreign Language Class improve the reading comprehension skills of tenth-grade students?

1.3 Research question

For purposes of this research paper, we propose these two research questions:

- 5 How can short stories be implemented in tenth-grade?
- 5 How effective are short stories in teaching reading comprehension in tenth-grade?

1.4 Justification

In Estel°, many secondary school students have weakness in the use of teaching strategies of Reading comprehension is indispensable to achieve significant learning to students tool, reading comprehension require motivation concentration and proper study techniques.

This investigation is important because reading is part or teaching students from their life in the school also is important their professional development. Language skill is necessary for developing English-language learners, which implicate the literacy development for student's preparation.

Some student has reading difficulties in young children, starting with professor preparing opportunities for better reading instruction. In evaluation with individuals ages who experienced learning problems when reading the English language. Making emphasis to the reading for comprehensible for English learners this include improving comprehension for learners of English and improving the content in areas, teacher change and development and language acquisition for English language learners (Snow, Catherine; Griffin, Peg & Burns, Susan, 2007).

1.5 Key terms: Effectiveness, strategies, teaching reading, comprehension, short stories.

- ¿ Effectiveness: Producing the result that is wanted or intended, producing successful result (oxford, 2006).

- ζ Strategy: A plan that is intended to achieve a particular purpose to develop an activity. The process of planning something or putting a plan into operation in a skillful way (Oxford, 2006).
- ζ Teaching Reading: Reading is an act that can be viewed as having two parts: the reading process and perceptual, sequential, experimental, thinking learning, association, affective and constructive- that combine to produce the reading product. However, the sequences involved in the reading process are doing not always perform them in the same way. But also how to comprehend what they read and enjoy the process and how the reading instruction impacts literacy learning (Roe, Betty, Smith, Sandra H. & Burns, Paul C., 2011).
- ζ Comprehension: The comprehension process involves an understanding of words and how those words are used to create meaning that helps the learner to gain knowledge easily. It involves contextualizing, analyzing, synthesizing, and evaluating words, phrases, sentences, and longer passages during reading. All the last aspects are essential to improve the comprehension (Schumn, 2006).
- ζ Short Story: It is a narrative sequence of events, episode or connected emotions (Maunder, Andrew; Liggins, Emma & Robbins, Ruth, 2010) .

1.6 Organization of the research paper

This paper is outlined in the following way: Chapter one is the introduction which has been divided as follow: first, previous studies, this part talks about studies has been doing related this topic, secondly problem statement, it is about a general view of the problem, thirdly relevance of the research (justification) and finally, definition of the key terms. The second chapter is the literature review; this is a review what some scholar say or have researched the topic.

The third chapter is the methodology, it is an explanation of the method used in the study, and it also includes research questions, research design, subject selection, data collection and data analysis. The fourth chapter is Result and discussion and limitations. The fifth chapter talks about conclusions, recommendations, and further research.

II. THEORETICAL FRAMEWORK

The primary purpose of this research paper was to investigate the effectiveness of the strategies in teaching reading comprehension using short stories to high school students in Estel°, Nicaragua. For this reason, this second chapter reviews literature related to teaching reading comprehension to high school students and the use of one specific strategy: the educative short stories.

2.1. Effectiveness of short stories as strategy in teaching reading.

The use of effective reading comprehension strategies is perhaps the most important means to helping readers improve comprehension and learning from the text (McNamara D. S., 2012). A student who can make the connection between the sensory experiences and language can their use the senses to comprehend text. Teaching reading using pictures offers a series of learning experiences to help students to develop the ability to analyze texts. Although text with descriptive language and sensory image for which students have background knowledge are the easiest to visualize, an educator can guide students as they practice these strategies with almost any text (Moreillon, 2007).

Inviting students into sensory experiences prompted by literacy engagement helps them deepen their comprehension as well as appreciate and learn the writer's craft of using language use to involve the senses in the reading process. Some teachers help students comprehend the impact of visual on meaning- making to understand easiest the texts (Moreillon, 2007).

Some images are part of the background knowledge that readers bring with them when they attempt to understand a text. Images help students utilize all their senses as they read to support their comprehension also sensory imagines learners story reading event in their memories.

Short stories are an effective strategy because with this strategy student can comprehend and answer comprehension question about the reading. When students read a book is more complicate to them to understand the messages of it than when they read a short reading. The reading

comprehension process using short stories do not need to take notes about the events of the reading because it is short.

2.2. Short stories as strategy to teach reading comprehension.

The cognitive learning strategies, such as mnemonics. Mnemonics help people to remember things such as lists of items, a speech, or line in a play (McNamara D. S., 2012).

The use of methodological strategies is the main and perhaps the most important means of support and necessary in the process of teaching and learning of English as a foreign language for high school students. In the teaching-learning process it is important to note that the practices of different strategies have a positive impact on the students and that through daily practice ensures a more reflective, active class and organize so ensuring learning more effective and also improves oral communication and written.

According to Cox (1999) the reading is an important strategy because students can obtain a bigger and a better vocabulary. Some of the benefits in reading are better pronunciation through repetition of words, better intonation, and better comprehension, and those benefits are very important in the communication process.

The same author says that reading is a way to warming up in the communication process because students through reading are able to analyze phrases at the moment of practicing conversation. He says that in high school students have to practice more reading than in primary school because it is a higher level. Gallagher (2003) says that students must learn to read with the purpose of learning new things, also she says that reading comprehension is the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text, and through reading students are able of obtaining the information from the author, and the vocabulary used in the writing for practicing in communication.

Collaborative teaching between classroom teachers and teacher's librarians using the strategies suggested benefits students because it puts the focus to learning outcomes. Learning as well. In school restructuring, the most impediment to reform is teacher isolation. Just as learning is social for students. Innovation in teaching cannot spread throughout a learning community if educator remains isolated (Flores, et al, 2001).

According to (Moll, 1992) the cooperative work as a strategy for teaching English to children and adolescents plasma in its instructional perspective an emphasis on cooperative work in which process adolescents actively participate in working groups and yet they assume a greater responsibility for the definition and resolution of the task and the joint construction of a better understanding.

Diaz and Hernandez (2002) state that: "Students learn more pleasing than the idea of attending school, have better relationships with their peers, improve their self-esteem, and find out more about values and develop other social skills in a more emotional when they work more as a team. Obtaining better results in learning both Spanish and English. Of note are the positive effects it can have on a student establish interaction with faculty and peers in which they can achieve joint action.

Listening is another important and necessary aspect in English teaching. short readings can used to practice listening. This practice takes place when students hear a text and try to understand the message and determine the main idea. The students also can also examine the information or the details of specific parts included in the text such as listening to the report text. After hearing or reading a text students can receive feedback on it, this will help spark their interest in reading and better understand the main idea of the text and can learn more vocabulary. The use of small stories helps improve communication between students and coming to a group and individual interaction. According Figueroa (2008) understanding of oral texts is strengthened when we participate in real situations of interaction and dialogue, debates, hearings, this allows the acquisition of positive attitudes by the student because he feels heard. The same author states that it is necessary students can express fluently and clearly their pronunciation, and good intonation addition to the above that they also can develop naturally nonverbal resources such as: mimicry, gestures and body movement. Ausubel, Sullivan and Ives (1980) was a psychologist who significant great

contributions to constructivism as was his theory of meaningful learning and advance organizers which help students he goes constructing their own learning and understanding concepts. In learning a foreign language that association that the student will develop and create by itself is a determining factor in the process, is achieved promote meaningful learning according to the experience, knowledge, interest and motivation that has the student and the teacher provokes in him. Some of the advantages that allow developing learning strategies:

- ζ Promote an active learning.
- ζ Improvisation Promote self-confidence.
- ζ Promote the memorization of teaching materials.
- ζ Motivate students in their learning.

Some of the strategies to improve reading skills in English class are:

1. Implementation of an extensive program (reading outside the classroom) and intensive (reading in the classroom).
2. Using selected readings articles, paragraphs, stories, short stories, poems, essays etc.
3. Ask students to formulate their own questions about the text to be used in class.

Ask student have a record unknown words C reate short stories from drawings, cartoons, or scenes from local and international journals to stimulate student imagination.

The reader must learn a collection of strategies for constructing meaning from text. Readers must develop enough situational awareness to diagnose a text and know which strategy to deploy. However, one-on- one instruction is far too labor-intensive to be commonplace in the teaching reading. Classroom innovations and redefined roles to created learners that are more active. Good readers have a repertoire of problem-solving behaviors for various types of tasks and texts launched a new pedagogy for strategy acquisition. The literature for practitioners~ features a number of

techniques for teaching young readers to diagnose levels of understanding and repair mistakes in comprehension (Carlson & Larralde, 1995)

A successful reader implements deliberate, conscious, effortful, time-consuming strategies to improve or circumvent a reading component that is not intact (McNamara D. S., 2012). Good readers are active readers (Nell, K. & Duke, 2009) which means that they have prior knowledge about the text they are going to read. The learners provide some ideas related to the meaning of the reading. Some strategies of comprehension instruction are predicting, making connections, visualizing, questioning, inferring, and summarizing (Diehl, Holly & Nettles, Diane, 2010).

Predicting at the text level and the word levels must be explained in advance. It shows students how to look for clues from the pictures, the author's words, and their personal experiences. Making connection is when students think about how the text reminds them of things they have already encountered in their own lives or others texts, they are activating schema. Schema theory says that readers' background knowledge is crucial to understand print. We show you how to make this clear to students. Visualizing is creating mind movies based on the author's explicit and implicit meanings helps readers make the text personal as well as clear. It shows you how to use picture books as well as chapter's books to encourage visualizing. Questioning is something that good reader do as they read. Asking question allows the readers to stay engaged with the text because he or she is actively looking for an answer within the passage. Sometimes questions enable the reader to self-monitor and to ask does this make sense. Inferring is one of the hardest strategies for young readers to master. Much of their ability to understand depends on their prior knowledge, as well as they ability to glean information from typographical signals, punctuation, and other visual features of the text. It shows you how to model making inferences by drawing on clues from the text as well as personal experience to determine the author's deeper meanings. Summarizing requires the readers to synthesize lots of information. We show students how to sort out what is important from the myriad of details and information included in a book. Explicit models make this difficult strategy more personal and attainable (Diehl, Holly & Nettles, Diane, 2010).

In addition to the above mention strategies, we can mention reciprocal teaching. This strategy is a systematic teaching activity that involves strategies that reinforce reading, such as predicting,

clarifying, questioning and summarizing. This teaching strategy enables students to take a more active role in controlling a managing group dialogues, make them take on teacher's role in asking questioning about the text, and this way load more meaning to the text. This strategy consists of four combined step that reinforces reading comprehension. The first step is prediction. Here students make predictions related to the main and supporting ideas. It is about what can happen in the text making use of their previous knowledge and experiences. The second step is clarifying. It refers to the student making a critical evaluation of what they read. The third step is questioning. The students are reminded of the relevant information and focused on the main idea of the text by making them ask questions about the text. The fourth step is summarizing. The students are expected to present what they comprehend from a part or whole of the text (Rasheed, 2004).

2.3. Teaching reading comprehension.

Comprehension refers to the ability to go beyond the words, to understand the ideas conveyed in a text. In others words, it is the interpretation of the information in the text (McNamara D. S., 2012). Comprehension is a strategy process; that is, good readers proactively search for meaning as they read, using text cues and they background knowledge in combination to generate predictions, to monitor those predictions, to predict when necessary, and generally to construct a presentation of the actor's meaning (Collins, Cathy; Parris, Sheri R. & Morrow, Lesley M., 2008).

In reading, the focus is on the ability of students to written information in life situation they may encounter. Reading literacy is defined by the interest, attitude, and ability of individual to use reading appropriately, including digital technology and communicative tools, to access, manage, integrate, and evaluate information; to construct new knowledge; to communicate with others to participate effectively in society. Reading skills are receptive in which meaning is extracted from the discourse (Harmer, 2007).

The roles of reader and writer are critical to developing science knowledge, skill and expertise (Holliday, William G. & Cain, Stephen D., 2012). To read a text is necessary to dominate the ability to decode the words and give to the text the own objectives, ideas and previous experiences (Gallart, 1992). The term reading here narrowly as students' ability to pronounced a text words or,

put technically, decoding text. The terms comprehending is used to means students' abilities to make inferences and to transfer rational meaning gleaned from reading a text to new contexts or settings (Holliday, William G. & Cain, Stephen D., 2012) .

2.4. Reading Comprehension

Reading is comprehension. Comprehension is what Reading is all about. If you read a text you must to know what you are reading. A good comprehended has to learn how to decode the words to understand the meaning of the text. In others words, decoding without comprehension is simply word barking-being able to articulate the word correctly without understanding the meaning. An effective comprehends not only make sense of the text they are reading, they can also use the information it contains. The goal is to improve students' comprehension and understanding.

Reading comprehension refers to the ability of readers to understand the surface and the hidden of the text. It is a complex process involves a combination of text and readers (Ahmadi, M. R.; Ismail, H. N.; Abdullah, M. K., 2013). It is a complex cognitive ability providing the ability to integrate text information with the background knowledge of the reader and resulting in the explanation of a mental representation, so, it is an interactive activity between students and contexts, this interaction between students and context, the students utilize different experiences and knowledge which involves language skills, cognitive information and world knowledge.

Reading comprehension has three important models: The first is the bottom-up model shows that the reading process is supported by each word in the text and a learner decodes each word to understand the meaning. The second is the top-down model indicates that the reading process is supported mostly by a learner's background knowledge and prior experience. The third is interactive models that refers to the reading process which is supported by an interaction between different types of metacognitive reading strategies (Ahmadi, M. R.; Ismail, H. N.; Abdullah, M. K., 2013).

Reading comprehension: comprehension occurs in the transition between the readers and the text. There is a relationships between the readers and the text because the reader learn many things like:

about culture, costume, new vocabulary and manage new information from the text (Pourkalhor, O, & Kohan, N., 2013)

Comprehension is the essence of reading. It is recognizing, responding to, and connecting with all of the messages in the text. It is also personal because it is a state of zero uncertainty, there is, in the end, only one person who can whether an individual comprehends something or not, and that is that particular individual (Diehl, Holly & Nettles, Diane, 2010).

Reading comprehension is an interactive process between the reader and the text. The reader interacts with the text and relates ideas from the text to prior experiences to construct meaning. This important process requires that the reader understands how the author has organized his ideas which help to him to comprehend the meaning of the text. Thus, our description of developing readers constructing meaning from the reading stories focuses on readers, the text, and transaction. The readers is the most important aspect of comprehension stories. Each reader bring specific traits to the reading acts that characterize the event as being quite unique (A mer, 1992).

The reader can retell the story, apply knowledge that has been acquired from the text and identify the theme (McNamara D. S., 2012)

2.4.1. Reading comprehension strategy

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension (McNamara D. S., 2012).

Pressley and Wharton-McDonald (1997) asserted that a good reader is considered to actively engaged in the text and use comprehension strategies. It explains that to comprehend a text successfully, various factors ´ e.g., language knowledge and reading strategies that the readers applied through reading the text´ contribute to the process.

2.5. Short story

The short story is one of the oldest types of literature, and it has existed in many forms, including myths, fairy tales, ballads, and parables. It sometimes contains little information but necessary. The modern short story, in an improved form, originated in the first quarter of the nineteenth century first in the United States of America. The short story took a long time to reach its modern form. The modern short story, gave today as being its own genre of literature, has deep roots. It was very much influenced by the novel because it is a miniature form of that art of prose fiction. A modern short story describes all kinds of problem.

Short stories teach moral lessons that are associated with parables or fables. All of these particular forms of the short story have long been popular with religious and spiritual leaders as a way to teach and they use them to inspire and enlighten their admirers

Short stories can motivate students since they will explore their feeling through experiencing those that happened in the stories and they will be encouraged to continue reading it until the conflict is solved. Short stories can teach students to develop critical thinking which means create your own ideas about the reading. The effects of short stories over reading comprehension is really important because improve to analyze of the reading of all readers (Pourkalhor, O, & Kohan, N., 2013).

Short stories have been treated in numeral journal articles, short stories grouped in chronological periods with emphasis on themes. Short stories constitute an insightful overview of the stories. Short stories incorporated narrative techniques. Short stories not only tell the story, but they will also create the special narrative tone and narrative voice of the individual story. There are kinds of stories serious, comic, mood, action, mystery, supernatural to identify a few, but all stories fundamentally are about people. In life, every person is unique, distinguished by distinctive variation on common attributes of all human beings (V olpe, 2004)

According Odilea Rocha Erkaya (2005) the benefits of the short stories are motivational, literary, cultural and higher-order thinking. Short stories are effective when teaching culture to EFL (English Foreign Language) students. It transmits the culture of the people about whom the stories

were written. By learning about the culture, students learn about the past and present, and about people's customs and traditions. Culture teaches students to understand, know and respect people's differences of all the part of the world. Students can learn about the different between their own culture from the other culture.

Short stories allow instructors to teach the four skills (listening, speaking, reading and writing) to all levels of language proficiency. In addition to the four skills, short stories help students to learn the more efficiently because of the motivational benefit embedded in the stories (Rocha, 2005). As far as reading comprehension is concerned, the new vocabulary will help students with comprehension; however, it does not guarantee that students will understand the story.

2.5.1. Using the short stories to teach English skills.

The importance of considering these criteria could be perceived by realizing that the vocabulary and sentence structure of the short-story to be studied must be suitable to the level of the students. Short-stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners should be avoided if the text is intended for students below intermediate level. Similarly, very long sentences are difficult for students to understand. As students will not understand these sentences and words, they will get bored and not read the work. Therefore, before giving the short-story, the teacher should decide the readability of the text. English language skills are considerably influenced, leading students to enrich their vocabulary, improved grammatical knowledge, enhanced writing and spelling, among other possible advantages.

2.5.2. Reading

Short stories are very useful in the trials to improve students' vocabulary and reading. The results of Lao and Krashen's (2000) study which compared the reading achievement between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong revealed that the group who read literary texts made better improvement in vocabulary

and reading. Using `Bill_ (see the appendix), three activities can be conducted to help students to acquire more vocabulary. These activities are related to form, meaning, and use respectively.

2.5.3. Writing

Short stories can be a powerful and motivating source for writing in ESL/EFL, both as a model and as subject matter. Short story as a model occurs when students' writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. In accordance with this, Oster (1989: 85) affirms that literature helps students to write more creatively.

Teachers can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency.

2.5.4. Speaking and Listening

Short story can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are some effective learning activities which center on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation.

The followings are some activities teachers can assign to develop students speaking skills by using short stories.

1. The students read the story aloud as a chain activity. The first student reads the first sentence. The second student takes the second sentence, the third student, third sentence, and so forth. Such activity will enhance students' pronunciation and fluency in an interesting way. It is suitable for elementary class.

2. In an upper intermediate class, the students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to practice the relevant connectors or other discourse markers in a meaningful context. To implement this practice, it is important give `a list of the connectors and discourse markers beforehand_ (Pardede, P., 2011).

III. METHODOLOGY

In this chapter is shown the methodology of this research paper considering that it has an important role in the process of this study; the present study followed the qualitative research design.

The instruments were developed looking for answers to the two main research questions. It was determined to use the qualitative method, making use of the interview and the observation instruments. The instrument answers are analyzed to show the specific results. This design of this research was chosen because the opinion of students has been considered as valuable. This part, also, contains parts such as the "Universe" that is the total of all students of tenth level in El Colegio Emaus Asambleas De Dios during second semester in 2016. The following part is the "Population" which is a specific section from the Universe that has similar aspects to the sampling. The "Sampling" is the most specific section, which will be studied and focused in the research. Also, the chapter contains the data collection; it describes the process of how the data are collected using instruments to get it.

3.1. Research design

The present study followed the qualitative research design. In this design, qualitative researchers collect data at the site where participants experience the issue or problem under study. Moreover, in this design the information is gathered by interacting with the participants and evaluating their answers in questions. Furthermore, qualitative researchers usually collect data themselves through examining documents, or interviewing participants. In the entire qualitative research process, the researcher keeps a focus in reading comprehension that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers express in the literature

This research used a qualitative approach. The process captured were how the learning process by using short stories helped students' reading comprehension and the students' responses toward the use of short stories.

The reciprocal relation between vocabulary and Reading comprehension is also evidenced by work from even younger children. The development of reading comprehension thus entails to increase a big number of words to a reader's lexicon, as well as the refinement and consolidation of the meaning of known words. All the readers will also gradually learn more about words meaning and establish and strengthen the associations between words. Knowing the meaning of words is obviously crucial for reading comprehension. (Oakhill, Jane, Cain, Kate & Elbro, Carsten, 2014). In this research it will pretend to work with students of tenth grade of the college EMAUS Asambleas De Dios Estel°, in which it will be practice only with fifteen students applying a guide of observation to obtain so will be the result.

3.1.1. Universe

The Universe of the study were the total number of students belonging to the five classrooms from the one to five of El Colegio EMAUS Asambleas De Dios, which are one hundred fifty-five students in total.

3.1.2. Population

The population of this study consisted of twenty-six participants, which corresponds to the total number of students in the tenth grade of El Colegio registered in the classroom `A _ at El Colegio EMAUS Asambleas De Dios, in Estel°.

3.1.3. Sample

Sample, as it relates to the research, it refers to the selection of individuals units, and/or settings to be studied. The type of sample to be featured for the observation was purpose; this study consisted of a random selection of twenty-six students, which corresponded to the total of the population, and the interview used the criterion-based sampling, that is a sampling that ten students was chose although of interview and an observation in which were selected of the first ten students to the list.

3.2. Description of the study site

The private school Colegio Emaus Asambleas De Dios is located in the neighborhood Carlos Nuñez in the city of Estel°. This Colegio where the research is carried out is located from the park Carlos Nuñez one block to the east in Estel°. This Colegio was founded in 1996, at that time teachers only taught elementary school, was 1997 that teacher began to educate high students but only from seventh to ninth grade. In this same year, a complete education was made possible, primary in the morning then high school from seventh to eleventh grade.

Currently, at El Colegio are studying a total of two hundred fifty-two students. Those students are distributed in five classes, from seventh grade to eleventh. The amount of students in each class is as follows: in seventh grade are thirty-eight students in total. In the eighth grade, there are twenty-eight students in total. In ninth grade there is a total of thirty students, the tenth grade is made up of twenty-six students, the eleventh grade is composed of thirty-three students. During the afternoon those students are studying high school in El Colegio Emaus Asambleas De Dios.

In the school work a staff composed of fifteen people. Those people are a principal, a sub principal, seven teachers of which six are women and one man, a rector, an administrator, a secretary, a janitor, a cashier, and an advisor pedagogic. All of them have different responsibilities. The director has to ensure all is well in the school including teacher's job. The sub head-teacher relieve the work of the principal when she is absent. Teachers are responsible subjects such as: Mathematic, Spanish, English, Geography, History, Biology, Sociology, Physics, Chemistry, Physical education, Civic, Cultural and Artistic Expression, Vocational Technique orientation and Orientation Christian. This last one subject is taught according the politics of this Colegio. The janitor is responsible of taking care and cleaning the center. This is the labor the staff does at this Colegio center.

The infra-structure of Colegio is twelve rooms. They are distributed as follow: five classrooms, the classroom of preschool, the classroom of first grade, the laboratory of computing, the laboratory of science, the library, the court, two storerooms, and the head-teacher office.

3.3. Data collection

For purposes of this research, an interview, and an observation was used. The researcher or the interviewer often uses open questions. Data is collected from the interviewees.

Research collect data in natural setting with a sensitive to the people under study, and they analyze their data both inductively and deductively to establish patterns or themes. The final reports provide for the voices of participants of reflectivity of the researchers a complex description and interpretation of the problem, and a study that adds to the literature or provides a call for action. In the reporting phase of research inquiries need, to be honest, no plagiarize the work of others.

3.4. INSTRUMENTS

The instruments required for the elaboration of this study were the observation and the interview, which content important questions about the two research problems. The sample for the observation instrument consisted of 26 students chosen by purposeful sampling from a population of total students who were the total number of students in the tenth grade of El Colegio, in the classroom 'A' in El Colegio EMAUS Asambleas De Dios. From the 26 total students as sample for the observation, only 10 students are chosen to participate in the interview, following the criterion-based sampling which includes men and women. Also the instruments were applied on the English teacher of this classroom.

3.4.1. Interview

An interview is a conversation, usually between two people. It is a conversation where one person the interviewer is seeking responses for a particular purpose from the other person the interviewee (Gillham, 2000). In this research, the interview contents eight different opened questions which allowed to participants to answer their opinions freely and to connect data as well as to gain knowledge individually. This interview was written in Spanish because the students do not have mastery of the English language.

3.4.2. Observation

The observation, as a data collection method, has several advantages. Researchers can get many advantages by using this method. They can gather information in the specific way it occurs, with many details. They can also notice unusual aspect during the observation. This method is useful for exploring topics that may be difficult for participants to discuss using interviews face to face (Creswell, John W., 2008).

Observation is a technique that can be used when data cannot be collected through others means or those collective through other means are of limited value or are different to validate. For example in interviews participants may be asked about how they behave in certain situations but there is no guarantee that they actually do what they say they do (Hancock, Beverley; Ockleford, Elizabeth & Windridge, Kate, 2009). Likewise, observation is an important method because people do not always do what they say they do (Abbas Tashakkori, Charles Teddlie, 2003).

The guides of observation in this study allowed to take notes during the implementation of strategies in teaching reading comprehension using short stories in English class. This observation was conducted by three researchers through field notes therefore it can be said that the behavior of the students was as well as better because they participated a lot of at the time of the application of the strategies. We made a total of 8 observations, which are divide in 4 of 90 minutes and 4 of 45 minutes each observation. After that the researchers shared their various writing and then connect into a single text.

3.5. Data analysis

Data analysis is a process of interpretation about information found. Research have to read all the information, interpret it and they organize and prepare the data for being analyzed. It is the process to analyze the essential part of results and reflect if the research process answered research questions (Creswell, John W., 2008).

In this research the application of the instruments was conducted to collect information presented using an interview with different questions for participants of it related to our theme and likewise

also is related to both questions, it also includes the results of our observation guide. It is important to mention that we analyze how effective is the use of short stories as a strategy for teaching English. We use the interview and observation as a method of analysis and interpretation of the information obtained in this process.

During the process of the observation students did not want to answer the assistance, we suppose that student did not have any interesting about to answer to the teacher. Also students presents indiscipline during the class this is because the students did not understand how to resolve the activity that the teacher gave them. So when the students understand what could do, they demonstrate interest with the topic of story and they facilitate the process using the cooperative work. The communication between teacher and student help us to resolve the activities in the classroom.

IV. Result and discussion

This chapter presents the main aspects found in our research. The results and the discussion were obtained from the answers of the two research questions, introduced in chapter three. The answers

were obtained from observation and interview. Using our observation guide and the realization of the interview to students and the teacher, we obtained the following results

- How can short stories be implemented in tenth-grade?

In the analysis of data collection for this study revealed that El Colegio EMAUS Asambleas De Dios usually uses short stories in English class. Here are the evidence as a result of our observation:

In the first observation, the teacher started to remember the last topic of the before class. She explained the use of the grammar of "there is and there are". Firstly, the teacher draw many features on the board and said to the students to draw these too. She explained that the students had to write a sentences using one features for each one. The students had a time of fifteen minutes to do this activity. Then students had to pass to write the sentences on the board. The teacher correct this with the help of the rest of the students. They participated of a volunteer way. Finally, the teacher oriented the homework.

In the second observation, the teacher started the class reviewing the homework. She oriented to the students passed to write on the board one sentences using the topic there is and there are. The teacher read a sentence and the student write it on the board. All the students had to do this activity during twenty-five minutes. It is important to determine that the class only had forty-five minutes. For this reason, the teacher could not do another type of activity.

In the third observation, the teacher uses a short story called "the master and the scorpion," which was previously planned, all students showed interest when presenting the story. Teachers implement the use of explorative questions as a strategy to investigate previous knowledge of the reading under study as an example we have: Have you read about the story of the teacher and the scorpion? The majority of the students answered they have not read. Then the teacher together with the students read the story. The teacher guided the students formed teams comprised of four students each to work on a guide to questions about reading for fifteen minutes. Then the students presented their oral responses this way for a student selected by each team. As we saw most of the

students actively participated, they talked about the means of nature present in reading for example nature, animal, sheet, etc.

When the teacher implement the short stories `the master and the scorpion_ as strategy to comprehend the meaning of this, she gave to the students some reading comprehension questions. For this activity, the four students of the group had the responsibility to answer the questions of the reading correctly. Then only a students of the group had to express the answer of the questions and their new learning of the short reading to the rest of the class orally.

The short stories are an instrument of work which have a lot of forms in the classroom, also are materials that can adopt for each context or situations. However, we considerate pertinent to mention that all of this types of texts are the ideals to work in the class. In according with the rules of the teaching of the foreign language in regard to component of the reading in tenth grade mention the short stories like a material of the class (Ana Mar^oa Aristiz^obal y Alejandra Vel^oquez, 2016).

Author explained that the brevity and the characteristics more notable of this genre literary. For this reason, previously when some people related histories; they did not use long histories because the audience did not comprehend it or did not pay attention with the purpose to create interest related the moments that they considered pertinent, striking likewise eloquent for do not lose the students could reflect on the moral included in the text. It can also say that the provision of teacher sense of story (Boyd, 2006) . Short stories is an effective strategy because with this strategy student can comprehend and answer comprehension question about the reading (Gurney, Dana, Gersten, Rusell, Dimino, Joseph & Carnine, Douglas, 1990)

Some benefits of the short stories that we observed are: a good reading comprehension, participation, interest and cooperative work. Also, and students facilitated our research offering many contributions to have a good result showing much discipline and respect for our work and helping it was conducted in a friendly atmosphere. We obtained excellent results for this it can say that it is an effective strategy in the classroom.

The element of human interest in short stories motivates the learners to respond the universal themes and others human experiences in their own way. Short stories are available for the learners

of all age groups and for all levels of proficiency. English language teachers should select the story carefully, keeping in view the linguistic and conceptual level of the learners (Ahmad, 2012).

5 How effective are short stories in teaching reading comprehension in tenth-grade?

The application of different strategies using short stories had a positive impact in the learning of the students. They learned to analyze texts as easy as well when they used the strategy correctly. In addition, they could learn more vocabulary for which they obtain awareness that facilitates their reading comprehension. It is essential to highlighting that short stories should be more educative and connect with the reality of each one learner.

The English teacher was an important participant in our research. The teacher commented that the use of short story as a strategy for teaching reading comprehension helps learners to the development of the abilities of the language also it promotes the interest in the activities realizes in the class. The teacher also suggested that the importance of the use of short story is to guarantee an active class from the beginning to the end. During the class, the students can learn vocabulary, participate, better pronunciation, and these aspects generate much interest to read. Gallagher (2003) says that students must learn to read with the purpose of learning new things, also she says that reading comprehension is the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text According to our observation, the teacher has a good relationship with their students which it facilitates the communication in the class.

According to some of the students, reading in English is beneficial since it helps them in the reading comprehension learning because they can learn new phrases and words, also they can analyze expressions in the target language. They stated that practicing reading helped them improve their fluency and pronunciation in the English language, and also reading helped them to understand the formation of words and phrases to express them in an oral way.

In our observation, we experimented that the use of short stories in teaching of English as a foreign language help to the teacher as the students. It also awake the interest to read in the students and

improve their comprehension. In other words, we could note that the implementation of the strategy was the better way to facilitate the reading comprehension. While some instructors may still believe that teaching EFL encompasses focusing on linguistic benefits only, so eventually their students will communicate in the target language. Others who have integrated literature in the curricula have realized that literature adds a new dimension to the teaching of EFL. Short stories for example help students to learn the four skills listening, speaking, reading and writing more effectively because of the motivational benefits embedded in the short stories, instructors can teach literacy, cultural, and higher-order thinking benefits. However before novice instructors attempt to use short stories in their EFL classes, they should understand the benefits of short stories and plan classes that meet the needs of their students (Erkaya, 2005).

The interview realized to students shows that the use of short stories in English teaching is effective when this are used correctly and this are connected with the topic that these present. With the short stories the student learn more vocabulary, phrases, improve their pronunciation and acquire the ability to comprehend the text. In addition, most of the students expressed that short stories help to support a good communication between the classmates, teacher and others. Cox says that reading is a way to warming up in the communication process because students through reading are able to analyze phrases at the moment of practicing conversation. He says that in high school students have to practice more reading than in primary school because it is a higher level.

However, others students commented they disagreed with this activity before mention because of the indiscipline and the lack of interest of some classmates not allowed the concentration in each activity.

According to the opinion for some students, the short stories used as a strategy for teaching reading comprehension are important. These help to the students to gain new knowledge about culture, values and others. There is a relationships between the readers and the text because the reader learn many things like: about culture, costume, new vocabulary and manage new information from the text (Pourkalhor, O, & Kohan, N., 2013).

Before guided reading. The successful guided reading requires careful and specific preparation. Students are evaluated to determine their individual needs and guide their reading groups also must take into account the environment of the classroom in general and the operation of the centers of literacy, in particular, text elements that ensure that the teacher can focus on students in class sections guided reading.

Establish guided reading groups should be homogeneous, focusing on students with similar needs teacher support. Members in guided reading groups can read the same text and this helps the teacher more efficient by listening and intervening with them. Reading groups are efficient because the teacher can give individual attention to students who are grouped as having similar needs. That is the time when teacher identify the needs of each one to resolve their problem in the process of reading.

Metacognitive strategies indicate one's thinking and can facilitate more learning and develop performance, especially among students who try extremely hard to understand the written texts. Metacognitive reading strategy awareness skills should be considered and thought as valuable use of instructional time by foreign language instructor. Become better prepared to make conscious decisions about what they can do to promote their learning. Students who have confidence in their learning process and can utilize metacognitive reading strategies such as planning, monitoring and evaluating are more successful than those students that not use these strategies in their learning (Ahmadi, M. R.; Ismail, H. N.; Abdullah, M. K., 2013).

The importance to discuss student's background knowledge prior learning experiences and skill development and determinate what resources will best meet learners needs. The Prior knowledge may help to understand the new vocabulary of the text. Educators will decide on one or more teaching approaches, assign responsibilities for a particular aspect of the lesson, and schedule teaching time based on the needs of the students and the requirements of the learning task.

L imitations

During our research, we had many limitations, one of the key was to find the school where possible to carry out our observations, it should be noted that thanks to our tutor Israel Zelaya who recommended the school where these were developed.

A another limitation and no less importantly, the implementation of our strategy was performed in a school far from our place of origin this difficult the sequence of our observations.

Finally, another very important limitation is that in the place where we live we do not have internet service which also makes it difficult to search for information.

Further research

We leave an open invitation for teachers and students to continue researching the teachers activities and methodologies to increase students reading comprehension in English classes, since this problem is present in most of the schools, and this topic needs to be addressed in order to help English student to have a better comprehension of what they read and not only knowledge about the language.

R ecommendation

We want to invite to teachers and schools to promote the use of short stories as a strategy of reading comprehension in the English class likewise to foment in the student the love for the reading to improve their vocabulary and obtain a better communication in English.

According to the reading comprehension we suggest that the teacher frequently need to apply the strategies such as guided reading in class

V. Conclusion

This study has shown that short stories have many advantages in the teaching reading comprehension. A variety of short stories that can help students are beneficial for students since they facilitate learning through creative activities; also these motivate students both individually and collectively with other students. The instruments have shown that each one of the short stories are important for English learning because they have particular roles in the learning process. Although, the teacher sometimes use short stories.

Short stories are unique literacy genre which has a compact structure and can be used in language teaching very effectively because of their readability in a limited class time. Short stories offer authentic reading materials which give the language learners an opportunity to interact with the text emotionally and involve themselves personally (Ahmad, 2012).

This research showed that the use of short stories have many benefits in the process of reading comprehension in the subject of English in the high school students. According to Cox (1999) shows that the benefits of the reading are better pronunciation through repetition of words, better intonation, and better comprehension. After that we obtained the results of our observation and the interview we can state that the appropriate use of strategies of reading has excellent results. However, the lack of interest or the lack of attention of some students which it induce to a difficult in the process.

When the teacher use this strategy we knew that the majority of students participate actively in the class, what it promotes an grateful atmosphere. Regarding to the use of short stories the study showed that the use of this strategy is effective when it is applied correctly. Finally, it needs a good communication between teacher and students.

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ANNEXES

Observation guide

Research Project: the effectiveness of the strategies in teaching Reading comprehension, using short stories in the tenth grade in colegio EMAUS Asambleas de Dios during the second semester in 2016.

Date:

Grade:

Schedule:

<p>□→x↓ IX TO→↓P↓X↓I↓ ↓D↓X↓ ↓P↓X↓ ↓P↓ ↑P↓P↓↑ Q↓↓</p>	<p>. T P H P I X ↓D↓X↓ ↓P↓X↓ ↓ Q↓ w↓p↓E d↓X↓ i↓T↓ D↓ I↓Q↓X↓ i↓P↓P↓Q↓P↓X↓ I↓ P↓ ↓P↓O↓T↓ I↓P↓ Q↓P↓ ↓P↓Q↓ X↓P↓ I↓ P↓ ↑↓X↓ Q↓P↓ Q↓P↓Q↓T↓ ↑↓X↓ Q↓P↓</p>	<p>w↓X↓ I↓ P↓ ↑P↓P↓↑ o↓P↓E Q↓ i↓X↓ I↓T↓ I↓P↓Q↓X↓ I↓ ↓P↓P↓E↓</p>	<p>I I X ↗ T H P d P Q ↓ P T P ↓P↓P↓E↓</p>
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Research instruments

School: _____

Date: _____

Grade: _____

Objective: Determine the effectiveness that teacher show about the use of short stories as a strategy in teaching reading comprehension.

What kind of short stories apply to the students?

A) Comics B) Scientifics C) science fiction D) facts

What of the short stories do you considerate more attractive to the students?

How important are strategies for teaching reading comprehension?

Do you feel that this strategy facilitates student learning? Why?

What advantages do the strategies of teaching reading comprehension for students?

Disadvantages that have arisen in the implementation of methodological strategies in students?

The master and the Scorpion ů ů .

An Eastern teacher who saw how a Scorpion was drowning, decided to take it out of the water, but when it did, the Scorpion stung him. Reaction to pain, the master released him, and the animal fell into the water and again was drowning. The teacher tried to remove it again, and again the Scorpion stung him. Someone who had seen everything, approached the teacher and said: excuse me, but you are stubborn! Do you not understand that whenever you try to take it out of the water it will sting it"? The master replied: "the nature of the Scorpion is itching, and that's not going to change mine, which is to help". And then, helping a sheet, the master brought out the animal from the water and saved his life. Do not change your nature if someone wrongs you; just take precautions. Some pursue happiness; others create it...

Short Stories



**SHORT
STORY**

WILL YOU
PUBLISH
MY SHORT
STORIES?

NO

**THE
END**



All the things that go into making a Short Story

What is a short story?

- Shorter than a regular full-length
- Not as complicated as a book
- Less characters
- Shorter time span in story
- Few to none setting changes
- Only one main problem (plot)

I SHOULD
BE WRITING

