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Short Stories as a Strategy of Self–study to Improve Reading Comprehension Skill in First–Year University Students

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Carta de recomendación del tutor

Por medio de la presente hago constar que **Elday Emileydy Díaz Rodríguez, Jamyn Efraín García Romero** y **Javier Enrique Hernández Guevara** estudiantes de la carrera **Licenciatura en Ciencias de la Educación con Mención en Inglés** han elaborado el trabajo de investigación **Short Stories as a Strategy of Self-study to Improve Reading Comprehension Skill in First-Year University Students** y 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 13 días del mes de febrero del dos mil veinte.

Atentamente,

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Abstract.

Reading comprehension is one of the most important skills in English language acquisition; it will make a great difference between those learners who develop reading habits in their learning process and those who do not. This study was conducted to determine the effectiveness of short stories as a self-study strategy for developing this crucial skill in first-university students.

This paper presents evidence of the problems and obstacles observed in students when they are immersed in reading comprehension activities, such as any period for practicing inside the classroom, lack of vocabulary, and others. All this information elicited from a reliable methodological design to choose the population and instruments such as experiment, observation and interviews. After a rigorous data analysis, a strong relationship between reading comprehension, short stories and a set of academic theories (input, extensive and intensive reading) was demonstrated, beside it was adaptable for self-study activities, for those students who want to improve their skills by themselves. This paper elicits interesting evidence to be considered by learners in their language acquisition, also it opens the possibility for further research to apply this study with secondary students.

Content

1. INTRODUCTION

The aim of this research paper is to analyze the use of short stories as a self-study strategy to improve the reading comprehension skills of the learners in English language acquisition; besides analyze the reading comprehension's problems that First-Year students from FAREM-Estelí faced during their learning process, being this, one of the most important abilities for the acquisition of the language.

The present research has been carried out at the Facultad Regional Multidisciplinaria in Estelí, FAREM-Estelí. A key aspect to mention is that any study of this type has been carried out in this university. To work up this research, a careful data collection was implemented and previous research were reviewed, of which the most relevant aspects are mentioned next down.

When students enter the university, professors expect these students to have certain English language skills, among these skills reading comprehension. Nevertheless, most students who leave the different high schools in Nicaragua hardly know how to interpret a simple reading passage. From this perspective, Parr & Woloshyn (2013) , claim that, first-year university students face many challenges as they transition from secondary school to post-secondary environments; among which stand out the need to comply with a rigorous series of academic expectations, mainly through reading and independent learning.

On the other hand, Pourhosein Gilakjani & Sabouri (2016), state that the reading strategies have a great impact on the students' reading comprehension ability, in the sense

that students are not just passive receivers of information, but also, they are makers of meaning. Thus, short stories become a useful tool to develop reading comprehension in students who present certain deficiencies in this skill, since the knowledge that has been acquired through reading activities, it helps students to create new meanings. Pourhosein Gilakjani & Sabouri (2016) also claim that "readers should participate in the reading process by using different strategies to monitor their meaning" (p. 37). The data which has been presented by Pourhosein Gilakjani & Sabouri , suggest that, the efficient use of different strategies, it helps students to identify easily the meaning of unknown words, therefore, the present research will propose the use of a useful strategy which is the Extensive and Intensive Reading Approach both will be detailed in the theoretical framework.

1.1. Key Words.

This section of the paper addresses a brief overview of the main aspects or elements that will be covered in the research; it contains the theoretical definitions about the scientific terms that help the readers to get a better understanding of the study.

1.1.1. Reading Comprehension

Reading and the process of comprehension is capable of making us travel through different times and cultures, getting us closer to our goal of understanding the world. Nevertheless, reading is one of the least tools used and contradictorily one of the most effective ways to develop our thinking skills. Hall (1989), defines reading comprehension as "the process of making meaning from text" (p.15). He states, too, that the goal is to gain an overall understanding of what is described in the text rather than to get meaning from isolated words or sentences. In this way, the reader can make use of the previous information and their own

analysis to build new knowledge, which is one of the most important goals of reading. In other words, reading comprehension is the proper understanding of what we read. So, the more we read, the more we understand about the overall meaning of what we actually read.

1.1.2. Short-Stories.

Short-stories promote and awaken the interest of readers, since they have a narrative and short character; besides that, short stories present a great variety of themes. Hansen (2019) asserts that a short-story is a brief fictional prose narrative that is shorter than a novel and usually the plot of which deals with only a few characters. The short natures of this kind of lecture catch the interest of the student because it deals with fiction.

In the other hand, Erkaya Odilia Rocha (2002) affirms, short stories allow instructors to teach the four skills to all levels of language proficiency; likewise, she remarks that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency"

1.1.3. Self-Study

Extensive Reading approach can be used as a self-study technique to improve the reading comprehension, taking into account that self-study is an efficient way to take advantage of free time. Grade Power Learning (2018), states that "Self-study is a learning method where students direct their own studying—outside the classroom and without direct supervision". As students practice extensive reading through the use of short-stories and take it to the level of self-study, they will gradually increase their interest in reading, which will allow them to

develop their reading comprehension skills. Therefore, this method is essential to make the reading process pleasant; in such a way, that the students get interested and organize a specific time for reading.

1.2. Problem statement

The efficient understanding of a text is highly essential to be competent professionals, likewise improve your thinking process to face different situations in your English learning process. Rutzler Sarah (2017) in this sense states that "Having an excellent reading comprehension skill is crucial. It increases the enjoyment and effectiveness of Reading and helps not only academically, but also professionally, and in a person's personal life" (p. 1).

Every year thousands of students finish their secondary school and decide to study English as a degree. Notwithstanding, they are not ready to tackle the new challenges that university life implies, In English major one of these challenges is the schedule of class, because the learners do not have enough time to practice reading in the classroom, even more when they are studying only on Saturday.

As stated above, learning English is a complex task and the little time that students devote to studying it is a serious problem, given that students will not gain enough competences in this foreign language. To analyze the problem, we will try to identify what are the main obstacles in reading comprehension that students face to learn the English language. As well, we will describe how short-stories can be used as a self-study technique and contribute to improving first-year students' reading comprehension skills.

1.3. Research Questions

To operationalize our problem statement, we will focus our attention to the following research questions:

1.3.1. What are the main struggles in reading comprehension faced by first-year university students at FAREM-Estelí?

1.3.2. How can short-stories as a self-study strategy contribute to first-year students to develop their reading comprehension skills?

1.4. Structure of the thesis.

This document is structured into six chapters. Chapter 2 presents the theoretical framework which outlines the main theories used to underpin our research project. Chapter 3 describes the method used to conduct this research. It describes the population and study sample, and the use of two instruments for data collection (Qualitative interview and Participant- observation). Chapter 4 describes the analysis and discussion of information elicited in this investigation, bearing in mind the impacts that this research could have on other studies. It also mentions the importance that that study has for the quality of education, especially for English teaching. Chapter 5 presents the more significant conclusions of this research. Finally, chapter 6 states the recommendations for further research, and some gaps or limitations during this process, and how future studies may take in into account.

2. THEORETICAL FRAMEWORK

Our Research focuses on the study of reading comprehension as a self-study technique by using short-stories. We have established reading comprehension and the self-study technique as research variables. After analyzing previous studies, we decided to focus our paper research on the extensive and intensive reading approach.

2.1. Input Theory.

One of the most important theories about learning a new language is the theory of input. Suggested by Stephen Krashen defines the learning of a new language as its acquisition only by means of comprehending messages in that language. Ricardo E (2019) in his analysis cites Stephen Krashen´s words to explain us:

> The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. Stephen Krashen.

Likewise, the analysis of the British Council article remarks that input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. Input can be compared to intake, which is input, then taken in and internalized by the learner so it can be applied. Acquisition theories emphasize the importance of comprehensible input, which is language just beyond the competence

of the learner and provides the ideal conditions for acquisition to happen.

Similarly, (Schütz, 2019) points out that the Input hypothesis is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

2.2. Extensive Reading Approach

The term extensive reading, according to Carrillo (2013) , is attributed to Harold Palmer, who used it in his book The Scientific Study of Language, in 1917 to signify the rapid reading of one book after another. At the same time, extensive reading is defined as the reading of large amounts of material or long texts, for global or general understanding with the intention of obtaining pleasure from the texts.

Extensive reading is an efficient approach to improve the reading comprehension skill, since extensive reading promotes the development of skills such as: writing, oral ability, and others. The British Council (2009) defines an extensive reading approach as those activities that involve students reading texts for enjoyment and developing students' general reading skills. With this approach, students will find a very fun alternative to develop their learning and understanding; However, there are those who are not entirely interested in readings such as novels and books, thence, this research paper proposes the use of short-stories instead of novels and books.

The extensive reading approach has been used to teach within the

classrooms. Still, it can be applied as a self-study strategy by using short stories since they present a great variety of topics, which is undoubtedly very interesting and attractive. Referring to this, Bamford Julian & Day Richard R (1997), mention that this approach can be used as a teaching procedure, but also it is free voluntary reading, where learners can select the material by themselves and read independently.

2.3. Implementing extensive reading

The second of Day and Bamford, whose have been very influential in the research and promotion of extensive reading approach in second language contexts, produced a list of ten principles that they felt encapsulated its key tenets:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader. (Cambridge, 2018, p2, cited from Day, R. & Bamford, J. 2002)

According to The second of Day and Bamford's principles for Extensive Reading Approach, there must be a wide range of material on a variety of topics available; this is clearly hugely important and is the cornerstone to introducing any Extensive Reading Approach

program. To illustrate how to develop this technique, Cambridge (2018), argue that:

As well as providing appropriate material, teachers also need to 'guide and orient' their learners (ninth principle), so this would include explaining the ER program and its requirements, as well as ensuring that learners understand the potential benefits of ER. If learners understand the benefits, it is hoped that this will improve participation in the program, regardless of whether they see reading as pleasurable.

The tenth principle requires teachers to act as role models as readers. This may include and taking part in silent reading activities in class. The rationale is that learners will be influenced by, and will pick up, the good L2 reading habits of their teachers emphasizes the need to make time for extended silent reading in class time so that good reading habits can be encouraged, which will lead to further reading outside class (p. 5)

2.4. Intensive Reading Approach.

The idea of blending extensive reading approach and intensive reading approach arises from the fact that we can use the first-one to look for an overall meaning from the text in a funny way, and the second-one to find a specific piece of information in the text. For BritishCouncil (2010), Extensive Reading involves learners reading texts for enjoyment and to develop general reading skills while Intensive Reading involves learners reading in detail with specific learning aims and tasks.

To illustrate the significance of using both, extensive and intensive reading approach, Al-Homoud & Schmitt, 2009 (cited from Robb, 1989) remark that, an extensive reading approach it is useful to understand important facts and guessing vocabulary from context, but

not for getting the main idea or making inferences. So, alternatively, we are proposing the use of intensive reading approach to fill the gaps of using the extensive approach.

For Alyousef (2006), ¨in intensive reading activities learners are mainly exposed to, relatively, short texts which are used either to exemplify specific aspects of the lexical, syntactic or discursive system of the second language, or to provide the basis for targeted reading strategy practice¨ (p. 66). Using an intensive reading method, students generally read a page to explore the meaning and become familiar with the writing mechanisms, nevertheless, as it has been argued by Alyousef, "it is only rough more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials" (p. 66). It is the more important aspect that supports our idea of blending these two effective approaches to achieve our goal.

3. RESEARCH DESIGN AND METHODS

3.1. Overview

In this section, we outline the method and define the instruments (interview and observation) that were used to elicit data from the informants. Additionally, relevant aspects of the design of this qualitative research will be described, among these: population and sample; the importance that our research proposal have for English teaching, as well as, the implications that ethics and human subjects have for the performance of a research of this nature.

Consequently, research projects have a qualitative nature to get a better insight of the elements manifested throughout the research process. As stated by Creswell (2007), "qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem" (p. 37). Therefore, conducting a qualitative research project will allow us to obtain more complete information about the qualities and attitudes of the participants involved in the process.

3.2. Population and Study Sample

We selected the population and study sample through intentional and convenient sampling, since through this method more detailed information of the phenomenon under study is obtained. According to Creswell (2007), " the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study" (p.125). Therefore, the information is elicited from first-year students at FAREM Estelí, who are studying on the Saturday shift; in this group there are 38 students,

which are the population that was studied; from this group of students, 5 students were chosen to obtain information from them.

3.3. Collection of Data.

This phase of the Research focuses on the activities and instruments used on collecting data to answer the Research questions. As a simple definition, Collection of data is done by using techniques that researchers used to develop the different information systems that they have to solve a problem. In this sense, Creswell (2007), states that: Qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than relying on a single data source. Then they have researchers review all the data and make sense of them, organizing them into categories or themes that cut across all of the data sources (p.38).

Therefore, **Qualitative interview** and **observation** will be determined as instruments for gathering information and data.

3.3.1. Materials and Experiments.

To look for the reaction of the first-year students when they are reading, as a group of investigation, we applied a reading experiment; in this, we use a short story named *The blind girl*.

3.3.2. Observation.

To get a better understanding about the behavior of the participants involved in a research process we have selected observation as an instrument for our research proposal. It will give us the chance to be close to the learning environment and get a more assertive perspective about the phenomenon. Conceptually Yin (2011), defines participant-

observation, as "A mode of field-based research whereby researchers locate themselves in the real-world field setting being studied, participating and observing in the setting while also collecting data and taking notes about the field setting, its participants, and its events." (p. 311). Thence, the role that the observer performs as an active participant in the research process requires a series of skills, through which the data collection is carried out, that is why the researcher must have a critical and objective sense about the activities that are being developed.

3.3.2. Qualitative interview.

Interview is the second instrument which was used in the research, it will open the opportunity to talk with the participants and get information about their viewpoints and perspectives concerned with the Research topic. At same time it will help us to answer the emerging question.

In summary, the goal of a qualitative interview is that interviewees express their points of view with freedom and without the answers being induced by the interviewer, therefore, the questions to be asked should be open questions, not closed questions ("leading"). Referring to the foregoing, Yin (2011) states that, a qualitative interview is "a form of interviewing whereby the researcher's goal is to reveal a participant's meanings and interpretations from the participant's point of view. Therefore, such interviewing more likely assumes a conversational rather than a tightly scripted format, in which the researcher must avoid asking "leading" questions."

4. ANALYSES AND DISCUSSION OF THE RESULTS.

This chapter presents the data analysis and discussion about the findings gathered with the instruments applied during the research process, in comparison with the language theories which support our project. It is organized in two sections to answer the questions emerged at the beginning of the research, in each section, we analyze the obtained results in every instrument, besides we contrast the observation results with the information given by the participants in the interview.

4.1. What are the main struggles in reading comprehension of English language, existing in the first-year university students at FAREM-Estelí?

In this section we attempt to answer our first RQ. First, we start by looking at *reading comprehension,* it refers to make meaning from a text. It is the skill required to understand what you are reading. As English students, one of the essential skills for developing is reading, not purposeless reading, but reading with a purpose. Comprehensible reading can be an effective way of developing abilities in languages.

4.1.1. Observation Results.

Here, it comes to a discussion of how prepared the students are to comprehend a text or a simple paragraph. To answer this question, it was necessary to observe the students when reading and analyzing a text. To achieve this goal, we choose a short story called *The Blind Girl*, which is a motivational story in which we can learn a lot of things, depending on how fast we read the story.

The purpose of this reading was to examine the reactions of the students when they were reading. What were the main obstacles that they had at

the same time, and how much they understood about the reading? We asked the learners to read the story in silence, and then we chose two of them to read it aloud.

At the beginning of the exercise they felt interested in the reading's topic and we could observe their motivation to learn, but the activity was confusing, given that they expressed they do not know the meaning of some words.

Another limitation observed during this reading experiment was students' pronunciation. When we asked some students to read aloud, they mispronounced some words. Despite, it did not change the meaning or comprehension of the reading, it can affect the learners' communication skills which is the primary goal of English teaching and learning.

4.1.2. Interview Results.

After the experiment and the observation, we went over the interview, to have more reliable information and get to know the students' opinions about their reading, comprehension skills. In the interview we asked about the main obstacles to comprehend a text, also if it is a difficult skill to develop for first-year university students.

In comparison with the observation results, the gathered information from interviews is very similar. Most of the participants mentioned that they liked reading a lot, but the main problem that they face in reading comprehension is the meaning of the words. They did not know many words in English, besides, sometimes they knew only one definition for a particular word, but whenever the words' meaning changed because

of the context, they had problems understanding it.

Another critical aspect that some students remarked the cognitive analysis of the reading or what the goal of reading was. They mentioned the importance of giving a significant meaning to the reading. Also, they added that reading was challenging sometimes as well as to think about what the message of the reading passages for them was and how it could help them in their English language acquisition.

Based on the observation, and interview results, knowing the vocabulary, is almost always a stressful factor for university students, especially when they are starting to learn English. It was notably observed when they were reading that although they felt motivated, their poor vocabulary stopped their progress.

As we have stated before, extensive and intensive reading can be useful for reader`s efficiency; extensive reading approach involves students in reading texts for enjoyment and to develop general reading skill, the British Council (2009), It is the particular feature of this method, learners can be excited for reading, they can be curious at the moment that they are reading.

On the other hand, we cannot separate these two approaches. If we want to promote the learners' motivation and language acquisition, we need to mix both of them. While extensive reading is usually related to pleasure, it can be tedious when the students do not select the correct text for reading, because a long text encompasses more unknown words. We avoided this when using intensive reading, given that it involved learners reading in detail with specifically established learning aims and tasks.

4.2. **How can short-stories as a self-study strategy contribute to first-year students to develop their reading comprehension?**

Now that we have explained our first question, we turn our attempting to the second RQ.

According to the participants, when they started studying English as a degree, they knew just a little English, so they were not ready to read extensive literature, such as books. Bearing in mind this statement, we experimented with a short story and then asked the students for their viewpoints about this thematic.

4.2.1. Observations Results.

As Hansen (2019) points out, a short story is a brief fictional prose narrative which is shorter than a novel and usually deals with only a few characters. The idea of using short stories instead of books is simple; when students read long texts, they cannot understand the whole message and content; while short stories open more possibilities to analyze and comprehend the passage.

During data collection through the observation instrument, it was observed that students easily managed to understand the short story. The experiment required that learners identify grammatical tenses, unknown words, prepositions, characters, and other stuff, in which they could practice and learn a lot of things in only one short story.

4.2.2. Interview results.

When the students were asked about the effect of short stories in the development of reading comprehension, some of them mentioned that short stories are interesting. For others, short stories resulted easy to understand. Also they added, they could progress step by step without getting stressed with a great deal of exigencies that a complete book implies.

In the same way, they remark the effectiveness of using this kind of reading to develop their English skills, not only reading, but also speaking and writing, given that they put into practice the acquired knowledge at the moment of talking or writing correctly.

Key Concept: Self-study.

Another notable limitation described in this paper is the lack of time for developing English skills integrally. As one interviewee said, *most of the time we cannot practice reading in the classroom, because the current subjects are not focused on that, even more when we are studying only on Saturday and we have a limited schedule of class*. This comment shows a notable issue which could stop learner`s reading comprehension, if they do not establish part of their time for improving by themselves.

Taking into account this comment, an important topic emerges: how the students can develop reading comprehension by themselves, the clear option is self-study. GradePower Learning (2018), states that Self-study is a learning method where students direct their own studying—outside the classroom and without direct supervision.

It supposes that when students adopt the short stories as a self study technique, they will gradually increase their interest in reading, which

will allow them to develop their reading comprehension.

When we asked these students about their reading habits of reading, they mentioned that they really like to read, but sometimes they do not know what kind of literature is adequate for them, besides most of the time the vocabulary of extensive books is too heavy for beginners.

The interrelationship between these two approaches is very interesting. It has functioned as the basis of our research and have opened the path for new experiences that promote not only pedagogical innovation, but also provide efficient alternatives through which the

students can improve their English language skills in an efficient and independent way, in the same way, while the teacher uses the intensive reading approach at school, the students can use the extensive reading at home, as well.

5. CONCLUSIONS.

Reading Comprehension is a fundamental skill for English learners. It plays an important role in a student's professional development. Nevertheless, lack of time has been one of disadvantages for those students who want to increase their abilities in the English language. For this reason, this research shows how t students can invest their free time in practicing reading comprehension using short stories.

A strong relationship between reading comprehension, short stories, and self-study has been reported in the literature. Also, language theories, such as input and extensive and intensive reading, support this research. This study provides evidence that students can mix all these significant elements to improve their comprehension skills.

One of the key findings during this research process was the existence of students' motivation for reading. However, their limitations when they are looking for the best way to do it and to choose a useful material for their level. In this way. It was really interesting to show the benefit of short stories for practicing reading comprehension with self-study activities.

In conclusion, this research remarks on the importance of finding a way for learning English for those students who do not have enough time to practice it in the universities and suggests short stories as a self-study strategy to develop reading comprehension.

5.1. Recommendations for future research work.

The initial aim of this research was to identify the main obstacles that first-year university students face to improve their competences in reading comprehension. We consider that it is essential to mention some limitations and situations that we found in the field, during the research process, to find alternatives.

The aim of this research emphasized our desire to involve the current teacher, who is teaching first-year students as a factor to promote reading comprehension. Nevertheless, when the research instruments were applied, it was observed that the subject was oral communication, which implies a strong focus on speaking skills. Thus, it was decided not to focus on the teacher but his students. We looked at ways of how they could develop reading skills out of the university as a self-study activity.

Another critical issue to remember is the experiment that was carried out. It helped us to identify some obstacles faced by the students and permitted us to discuss with students the benefit of reading short stories or practicing reading comprehension.

After analyzing the findings of this research and showing the effectiveness of short stories, as a self-study strategy for developing reading comprehension, it would be interesting for further research to compare experiences of individuals who apply these activities for learning English. Another possible theme for investigation for future studies would be why learners have little competence in English when they finish secondary schools.

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Appendices

Appendix 1 : Experiment Guide.

Short Story: The story of the Blind girl.

There was a blind girl who hated herself just because she was blind. She hated everyone, except her loving boyfriend. He was always there for her. She said that if she could only see the world, she would marry her boyfriend.

One day, someone donated a pair of eyes to her and then she could see everything, including her boyfriend. Her boyfriend asked her, "Now that you can see the world, will you marry me?"

The girl was shocked when she saw that her boyfriend was blind too, and refused to marry him. Her boyfriend walked away in tears, and later wrote a letter to her saying:

"Just take care of my eyes dear."

Appendix 2: Worksheet.

Pre-reading Activities.

☐ What comes to my mind when you read the title of the short story?

☐ What do you expect to learn from the reading?

☐ Does it have any picture? If yes, How can be connected with the text?

During Reading Activities.

☐ Identify topic sentences.

☐ Distinguish between general and specific sentences.

☐ Skim the text for specific Information.

☐ Connectors, verbs, prepositions, Grammatical tense.

Post-Reading Activities.

☐ Check whether or not my predictions or guesses were confirmed.

☐ Character Analysis.

☐ Look for the meaning of the New Vocabulary.

- Creative Writing/ Choose the more interesting words to create a new story.

Appendix 3: Observation for students Protocol

Universidad Nacional Autónoma de Nicaragua

UNAN- MANAGUA Facultad Regional

Multidisciplinaria FAREM- ESTELI

Observed Place: Universidad Nacional Autónoma de

Nicaragua. Population Observed: First-year university

students of English degree. Observer name:

Objective: Visualize the student's reactions when they are working on

Reading comprehension activities using short stories as a guide.

Initials activities: Observer

introduces him/her self. Emphasizes

the main goal of the observation.

Describe how will be the

observation process. Items to

observe:

Stipulated time by the teacher to develop activities related with Reading Skill.	
Identify the Didactic Resources used in the class to develop Reading Comprehension (Books, magazines, newspaper, handouts, etc.).	
Implemented strategies by the teacher to develop Reading Comprehension in the classroom.	
Identify if short stories are strategies used by the teacher to develop Reading Comprehension. If the teacher uses Short stories in the classes. How are they used?	
Look for the extra job assigned by the teacher, for being developed in class.	

Appendix 4: Qualitative Interview Protocol.

Universidad Nacional Autónoma de Nicaragua

UNAN- MANAGUA Facultad Regional

Multidisciplinaria FAREM- ESTELI

Time of Interview:

Date:

Place:

Interviewer.

Objective: Elicit relevant information about the reading comprehension skill develop by the students when they are using short stories as a strategy of self-study.

Introduction:

Choose a comfortable place to carry

out the interview. Briefly description

about the research project.

Questionary.

Getting to know the interviewed.

- Ask for General information (How do you feel today?)
    - Why did you
    Study English as a
    degree? Information
    for the study.

- Do you think reading ability is difficult to obtain? Why?

- Do you have good reading habits?

- Do you think you have problems understanding a reading in English? If so; what do you consider to be the obstacles that have prevented, you from obtaining this skill? What do you know about short stories? How do you think short stories promote reading comprehension?

- What about your self-study habits? Have you ever given yourself the task of reading at home? If so, what did you think of the experience?

- On the contrary, if you have never developed reading at home as a self-study activity. What activities do you do to develop your reading comprehension of the English language?

Closure.

Thank you for participate in this interview, we assure the confidentiality of your answers and we expect your support for futures researches.