BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: Short stories to improve reading comprehension in an EFL class

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"SHORT STORIES TO IMPROVE READING COMPREHENSION IN AN EFL CLASS"

ENSAYO PEDAGÓGICO

QUE PARA OBTENER EL TÍTULO DE LICENCIADA(O) EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)

PRESENTA:

C. JOSÉ MANUEL CORDERO GUILLÉN

ASESOR (A):

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SAN LUIS POTOSÍ, S.L.P.   **NOVIEMBRE DEL 2021**

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A mis padres

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Desde el firmamento hasta el más profundo abismo, mamá, papá, abuelito Rafael, abuelita Socorro, Sarahí, señora Elia, toda mi familia, gracias por seguir aquí, en cada paso del camino.

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INTRODUCTION

I.   Introduction

Short stories have several benefits related to motivational, cultural, and high-order thinking aspects, but we need to remember that teachers or any instructor should take advantage of their capacity to reinforce skills. "Anything we can do to make reading easier for them must be a good idea" (Harmer, 2009, p. 68). This document is based on the idea that short stories are a resource that can improve reading, as it was mentioned previously, they can provide quality content, so the potential that they have, to present models of language should be considered with more importance, as this implies that skills can be developed and consequently improved, in this case, reading.

I selected this topic because reading is a skill that in our country's secondary level needs to be helped, according Camacho-Quiroz, in Mexico, cultural, economic and pedagogical factors have intervened to make reading as the combination of obtainment of knowledge and pleasure, not a common routine in the Mexican population. Short stories can be a great tool because they have a wide range, that is composed by the quality of text content they can provide and the possibility of using them to teach the four skills to all levels of language proficiency, as Erkaya (2005) mentions. It is possible to take great advantage of a short story, as according to McGrath, whenever we omit o add something to a material we are adapting, and this is something that should be reconsidered and taken advantage of as the clues to adaption relay on the characteristics of students, for example, chapter two of the present document it is mentioned that during practice there were situations where it was not possible to find a short story that suited the topic, aim of the lesson and students at the same time, adaption was needed according to the needs of students and how the lesson was planned.

The purpose of this document is to know if short stories help to improve reading comprehension in an EFL (English as a foreign language) class. Academically, improving students´ reading comprehension through short stories, as reading is considered as a need and a skill that brings opportunities as exposure to a broad range of language in our world. Personally, to develop didactic competences with the study and application short stories as a resource in EFL lessons. The selected resource to use in the development of this study was the key to initiate a process would intend to improve students' skills.

This pedagogical essay is based on second grade students in the secondary school "Antonio Diaz Soto y Gama" which is placed in San Luis Potosí. The document that you are reading right now was developed following an action-research proposal, so this study began with the observation of the groups in the school of practice, to continue with the application of the diagnostic exam to gain information about the academic and linguistic necessities of the group and locate them in a level of English in order to plan according to their skills. Short stories were selected as a resource to work on reading comprehension. Then, research was needed to have a greater knowledge about the topic of study selected and to be able to apply it effectively. What followed was the lesson plan that needed to be formulated according to the information obtained in the previous steps; the observation, surveys, diagnostic exam and research were concentrated in lesson plans to attend the purposes of the document and needs of the selected group. The next steps were the application and analysis, what was studied and planned needed to be practiced with the determined group and the result obtained needed to be analyzed to conclude if the use of short stories was effective to improve reading comprehension, if didactic competence was developed and what needed to be improved to achieve the purposes of the present document.

It is known that this study and others may be different from the ones that were made in previous years, because of a component that literally changed the world and every context known by man, the quarantine caused by the Covid-19 pandemic. We faced the task of adapting to new approach to teaching, virtual lessons meant to learn to use new strategies and resources that in other situation would not be used too often, at least not in secondary education. In my case I became more aware of the difficulties that so many students have to live with in their homes, some of us needed to be more empathic and to think about more option that could help students to continue and to not get lost on the way because of the challenges that social distancing brought. Social distancing, the economic situation of so many people marked a precedent.

This procedure helped me to be more aware of the process that teaching is, and that since we start this journey, pretty much every step done provides something to our teacher training. I consider that being a teacher is a profession of continuous improvement, not just because you need to keep studying, because being with students and being a model requires the best

of you, and you need to improve, "Teachers have the responsibility to engage in continuous reflective practice as the principal means of improving and sustaining effective didactic practices" (Livingstone; 2019, p. 57). It is a road that never ends.

CHAPTER I

II- Topic of study

This pedagogical essay is based on second grade students in the secondary school "Antonio Diaz Soto y Gama" located in San Luis Potosí. The purpose of this document is to know if short stories help to improve reading comprehension in an EFL (English as a foreign language) class.

2.1.1. Nucleus and Topic Line

The nucleus of the document, "Didactic competence for teaching English" was chosen because of the purposes of the specialty and its relationship with the school:

It is important to consider the capacity to reflect on contents of the foreign language subject and how vital is that teachers help students by considering their needs, "A classroom with distinct levels of language competencies requires instructors to address the learning needs of his/her students through means that would benefit all" (Raza, 2018, p.16). The knowledge of the characteristics of the syllabus and how teachers need to adapt, adjust and to establish links between the subject and information of other subjects´ contents in the programs, are abilities that every professional should acquire. It is also crucial to reflect about what tools or resources can help in these processes.

Teachers should help the development of abilities through practices that promote students´ interest in their own knowledge and generate communicative environments, Waters, Marzano and McNulty (2004) state that there are 21 main responsibility domains associated with student performance, one of the being: Communication empowers interaction with school agents such as teachers and students. Didactic activities imply a process that is crucial for teaching practices. According to Brown (2004) a lesson plan should consider the variation of ability in students. The characteristics of students should always be considered when planning teaching activities, interests, backgrounds, expectations, etc. The design of activities and the organization of the work that occurs in the classroom is variable and can suffer drastic changes due to the amount of unexpected answers or reactions that can come from students, external and internal factors that can affect what happens in the classroom, as it is the case in every kind of group.

"Knowledge of curriculum, instruction, and assessment refers to the knowledge of current teaching implementations" (Waters, Marzano, et al. 2019, p.3). Teachers should obtain options that can help in the process of identifying evidence of learning and the process to reach evidence depending on the contents of the subject. There should always be a criteria, instruments and strategies to evaluate the development of the group, but they must have congruence with the educational purposes and the teaching approach of English. The teacher in charge should be able to use the results obtained by evaluations in order to improve the teaching practice.

2.1.2. Topic line: Analysis of the teaching practice

It is considered that the topic of the document "Short stories to improve reading comprehension in an EFL class" matches the topic line "Analysis of the teaching practice" because, it is considered, that if the use of a resource as short stories is implied, then the analysis of the results of its application and knowledge should be what helps to determine if the resource aids in the development of linguistic competences and therefore assists to accomplish the main purpose of the foreign language, which is communication.

"Teachers' activities involve, among others, analyzing, assessing, reflecting on and improving their own classroom practice. Self-assessment may contribute to teaching and learning processes, as well as to personal development" (Almeida, Barro, Et al. 2020, p. 7). Analyze of the teaching practice is important because it helps us see what elements can improve, previously, during and after a lesson. Often, it is recognized that reflection about practice is what provides solutions and new ideas to implement in the classroom. Action-research is a great example which corresponds to the present document, teachers need to identify a problem, develop a plan of action, collect data, analyze data, report results and adjust actions.

2.2 School context and geographical location

A factor to consider is that the installations of the educational institutions cannot be used in the country. Apps and tools like Google Meet, Google Classroom and Zoom that allow teachers and students to be in lessons at a distance are the current resources that make education possible.

General junior high school no. 7 "Antonio Diaz Soto Y Gama" was founded in 1981 and it is named in honor of Antonio María Ildefonso Díaz Soto y Gama (San Luis Potosí, 1880 - Ciudad de México, 1967), lawyer and Mexican politic who participated in the "Revolución mexicana" of 1910.

The school is in the city of San Luis Potosí, San Luis Potosí in Eusebio Kino Street in Fovisste suburb. Its code is 24DES0072T and the current principal of the school is Francisco Gonzalez Mendoza. The school only works under a morning shift (7:00 a.m. – 1:40 p.m.). According to 2017 statistics, the school has 536 students divided in 11 groups and 49 elements as part of the school staff. The school is located in an urban zone near Muñoz Av. There is a surveillance module, small buildings in the surroundings and a supermarket close to the area. According to teachers, it is considered a difficult area due to problems at night with gangs.

Information about school context is crucial, it helps to know and understand the present of the institution and the groups. Knowing about what students could have possibly experienced reveals what they need and know, it gives us more tools that can help us to face our current challenge, adapting to virtual lessons. Some aspects to consider are that the school has the service of prefects, the administrative staff, principal, sub principal, four group managers, comptroller, psychologist in the social work area, supervisor, five teaching heads, Unidad de Servicios de Apoyo a la Educación Regular staff (for students with special educational needs) and janitors. The English academy is formed by four teachers. The infrastructure of the school is in good conditions despite its years. Bathrooms are clean, classrooms are small compared to the number of students, there is a small office for social work, administrative offices, supervision office, teachers´ bathroom, students´ bathroom, library, teachers´ room, media lab (not all the computers work), science lab, each classroom has a computer and a projector, USAER area, school cooperative, comptroller area, cubicle for prefects, three workshops (electricity, office automation, confection), and courts for physical education.

2.3. Relevant social and academic characteristics

Firstly, it is vital to mention that, due to arrangements in the school of practice, teachers have lessons with all the groups of a grade at the same time (the ones that they are assigned

to). So, the current situation is that the observation and the information were obtained from sessions with three or more groups involved. All the groups assist in a single session every week, usually on Monday at 11 a.m.

The selected group for the present document is group "A" of second grade with a total of 38 students (ages between 12 and 14) from General Junior High School No. 7 "Antonio Diaz Soto Y Gama". The head teacher of the group is Karla Lucía Morales who oversees most of the second-grade groups. This group was selected because of the level of participation that some students show and the evidence that is provided, also the level of communication that is maintained through media considered.

Observation gave hints that indicated that the group is more receptive to ludic activities, this type of activities generates more participation and attention in the sessions. In the opposite case, students struggle to participate, and participation seems to be consolidated only by a small number of students. There is an existing lack of participation in the group that could be related with motivational needs. This statement is based on the head teacher´s emphasis on trying to motivate students. Not all the students show great interest or show a positive reaction, as not all of them turn the camera or microphone on. The ones that interact more seem to be the students with a higher level of English. Also, according to the head teacher and to comments from the students, it is known that most students prefer the lesson in English and Spanish, for example, listening to an instruction in English and then in Spanish.

Communicating through mobile apps like seems the preferred resource by students since they frequently ask about activities, and links and material are shared to them through this media. Not all students have cellphones or a digital resource available all the time, in some cases parents ask teachers about the lessons or send messages to the groups. It is true that with the current online modality considering social distancing, it is difficult to know if students´ real reaction or feeling towards the English class, we can make inferences based on the results of activities or shreds of participation, but this will always be imprecise.

2.3.1. Group, grade, needs and likes

The following information was obtained by a survey applied through Google Forms focused on students´ likes, needs and resources that they have available. Most of the students mentioned that they were comfortable with the way that English lessons were being managed, some said that they wanted to have more opportunities to practice English, more vocabulary and instructions in Spanish.

There was a question about the media for handing in activities that students prefer; 62.5% chose WhatsApp, 20.8% chose e-mail and 16.7% chose Google Classroom. Students wrote that the parts that they did not like about virtual lessons are related with confidence to turn on the camera and technical difficulties with audio and sending activities. 60.9% of the students answered that they have a good relationship with their classmates and 39.1% chose a regular relationship.

66.7% of the students mentioned that they learned something better by relating it to their personal likes. 16.7% chose by writing something several times and 16.7% chose by repeating something with a loud voice. 45.8% of students answered that they understand something better when visual media is used. 29.2% chose reading or writing activities. Verbal explanations and songs both obtained a 12.5%. The logical decision is to relate as much as possible the contents to student's preferences. I mainly used this information for specific activities when presenting examples.

With the question about internet connectivity, 87.5% of the students answered that they have Wi-Fi at home and 12.5% uses the data of their cellphones. 40.9% of the students that have Wi-Fi at home answered that their internet connection was regular and 54.5% answered that it is good. And, 86.4% said that three or more people used the same connection. 52,.6 of the students that use their cellphone data answered that they have a prepaid plan. There was a question about the technological devices that the students have and use in the online sessions. 91.7% of the students have a cellphone, 25% have a tablet and 37.5 have other kinds of devices like computers. 45.8% mentioned that their devices were only used by them and 37.5% said that they shared a device with two or more people.

83.3% of the students answered that they had good communication with their head teacher while 91.7% of the students mentioned that they preferred to maintain communication with their teachers through WhatsApp. Related to stories, 58.3% of the students answered that

they prefer to read horror stories, 29.2% chose science fiction stories and 12.5% chose romance stories.

In a question related to the difficulties that students possibly face in current on-line modality, students mentioned technical difficulties with audio, internet and their devices, the time they have to hand in activities, schedules and that sometimes they do not understand their classes. 83.3% of the students have never assisted to an English course or to an institution where they specifically attended to English lessons while only 16.7% of the students have done this. When planning this helped me to be aware of the level of the students as much as the diagnostic exam did, so I knew that I needed to plan basic activities and lower the level of some of the texts when necessary.

2.3.2 Linguistic needs

According to Brown, a diagnostic test (abstract of exam in Appendix M) is designed to diagnose an aspect of language. A diagnostic test in pronunciation might have the purpose of determining which phonological features of English are difficult for a learner and should therefore be part of a curriculum. Diagnostic tests need to be specifically tailored to offer information on student needs that will be worked imminently.

The resource used for the elaboration of this diagnostic test was "Cambridge Pre A1 starters, A1 movers and A2 flyer sample papers". The exam is composed of 25 items. The skills (sections) considered for the exam were reading (10 items) and writing (15 items). The test was applied through the web page of "Socrative".

A Pre-A1 starter grading scale was used; 25 correct answers means that students should be ready for A1 movers, less than 20 to 25 means that students are just about to be ready for A1 movers, 15 to 20 correct answers means that students are right in Pre-A1, less than 15 means that students are true beginners. The exam contained items like questions and answers, true and false, multiple choice, gap filling and completion, and cloze.

28 out of 36 students of group "A" of second grade answered the diagnostic exam. The average results of the exam indicated that in the reading section the group obtained Pre-A1 and in the writing section they obtained results that match a true beginner level with Pre-A1 being the general level of the group.

According to the information in "Aprendizajes clave" second year secondary students should have a proficiency and competence that correspond to level B1, but based on the results of the diagnostic exam the two groups are located in level Pre A1 starters that demonstrates abilities that also correspond to one of the levels that are expressed in "Aprendizajes clave" that is A1 (access).

The selected group can understand and use very frequently everyday expressions, as well as simple phrases designed to satisfy immediate needs. Introduce himself and others, ask for and give basic personal information about your address, their belongings and the people they know. Relate in an elementary way as long as the other party speaks slowly and clearly and is willing to cooperate. Understand simple sentences, respond simple questions, follow very short stories, understand and follow simple instructions.

The group should be able to understand and exchange opinions on the general meaning and main ideas of various oral and short written texts, with clear and standard language when dealing with familiar issues (work, study, free time, etc.) and current affairs. Know how to develop in a basic way in several of the situations that happen in the community and in those that may arise during a journey through areas where the language is used. Describe and justify in a basic and brief way some experiences, events, wishes and aspirations, understand and express directions, and briefly explain their plans. Contrast cultural aspects by recreational and literary activities.

In this case, what should be done is to lower the level and adapt activities, so the expected learning and social practice of the language can be accomplished, "the modification of instructional strategies in foreign language classes is a common teaching practice for benefiting diverse group of language students" (Levy, 2008). This can be fulfilled by using the correct strategies and resources that correspond to the current skills and needs of the students.

2.4. Description of the case being studied

This next section is intended to describe the elements that influence the current document, the motives of the choice, the context where it was developed, and the individual and plural input of students and teachers involved.

The reasons that lead to choose "Short stories to improve reading comprehension in an EFL classroom" as the topic of study are related to a necessity in terms of developing didactic competence and helping students to improve their linguistic skills, specifically reading comprehension since short stories are considered an important resource to work on language skills.

It is known that a better didactic competence can enhance students´ performance. According to Rupendra Joshi, didactic competence is about the knowledge of how to teach and communicate knowledge to students. So, what brings to this personal objective, is to develop a better instruction, using better resources and teaching techniques.

2.4.1 Purpose

The personal purpose of this study is to develop didactic competences with the study and use of short stories as a resource in EFL lessons. It is considered that short stories have advantages and a potential that could be exploited and through the process that this implies, which means research, action and analysis, didactic competence can be developed. Academically, the aim is to improve students´ reading comprehension in an EFL class. Short stories should be the main resource to fulfill this aim, which will be determined by analyzing the evidence obtained during the undertaking of this document.

2.4.2 Action plan

The first step followed for the elaboration of the current document was the observation of the groups in the school of practice "Antonio Diaz Soto Y Gama". The groups observed were A, B, C and D of second grade, of the head teacher Karla Lucía Morales.

The next step was the application of the diagnostic exam to gain information about the academic and linguistic necessities of the group and locate them in a level of English in order to plan according to their skills. The diagnostic text contained reading and writing sections. Then, a survey was applied through Google Forms to know about the students´ necessities, preferences, likes and some aspects related to the current on-line modality.

After the process of gathering relevant information about the groups observed an area of interest needed to be determined and a group of study needed to be selected. Short stories were selected as a resource to work on reading comprehension, due to the importance of reading as a receptive skill and that reading comprehension may be more suitable if the difficulties that many students face are considered.

Research was needed to know the theoretical background of topic of study selected and to be able to apply it. The research involved the background of short stories involving literature, characteristics, pros and cons of short stories as a resource and as focal part of a method, characteristics of reading comprehension (micro-skills, assessment, importance, etc.) and if it matched with what is stipulated in "Aprendizajes clave"; purposes and contents.

What followed was the lesson plan that needed to be formulated according to the information obtained in the previous steps; the observation, surveys, diagnostic exam and research were concentrated in lesson plans to attend the purposes of the document and needs of the selected group. The next steps were the application and analysis, where what was studied and planned needed to be practiced with the determined group and the result obtained needed to be analyzed to conclude if the use of short stories was effective to improve reading comprehension, if didactic competence was developed and what need to be improved to achieve the purposes of the present document.

2.5.1. What is known about the topic: Impact of short stories in the teaching process

According to Erkaya (2005), short stories help students learn language skills: listening, speaking, reading and writing more effectively because of the motivational benefit within stories. Despite the idea that narrative texts are more appropriate material for higher English level classes, as some authors affirm (Brown, Erkaya) EFL teachers could include them as a resource in their classes due to the fact that they allow the teacher to contextualize the topic of the lesson, there are also cultural benefits, such as the introduction to new contexts, lexis, exposure and contact with different mentalities. Additionally, this resource can be used to teach and improve literacy and high order thinking skills.

Erkaya (2005) mentions that literature has found its way back into EFL teaching. In the current study short stories were not only taken as the literary genre, this resource was

considered as a text that summarizes an event and focuses on a main idea to build context and provide models with information for students to use. When literature is mentioned there are theories such as Short Story Based Language Teaching that propose its usage to reinforce language skills as well as in EFL teaching. I intended to use short stories as a main resource and to consider secondary school classrooms, in order to reinforce language skills.

2.5.2. Defining short stories

Paraphrasing Lazar (1996), knowing the characteristics of short stories as well as my group´s linguistic needs and interests could allow me to design and select material catered to the level and the aims of the lesson. This could also help to anticipate the difficulties that using short stories might imply such as language comprehension, knowledge of vocabulary and lack of reading.

As Lazar (1996) mentions, a group of teachers stated that their student's problems with short stories involved with appreciating the style, inadequate reading strategies, understanding the cultural background to the stories, making interpretations, comprehension (plot, characters, vocabulary) and motivation. Lazar (1996) provides some options to the question: "What is a short story?", by stating that a story is a work of fiction, it tells of one event in a very concentrated way, it has a plot, and characters who are somehow connected with each other". Therefore, according to the source previously mentioned and the affirmations of the teachers, short stories are works of fiction that tell an event in a very concentrated way with interconnected elements, and in search of a more precise definition, according to Cambridge Dictionary, a short story is an invented story that is no more than about 10,000 words in length. Short stories could be an appropriate tool in my lesson because the variety of content they can provide and how information can be concentrated and interconnected.

2.5.3 Short stories, why the selection is a rational option

As it was mentioned previously, short stories provide several benefits to teach ESL/EFL (English as a second language, English as a foreign language), including the reinforcement of language skills. Short stories allow instructors to teach the four skills to all levels of language proficiency. Erkaya (2005) mentions that short stories can be fully exploited if the

content is selected meticulously, which in this case means, making the pertinent adaptations so, short stories can become suitable for students, this requires an improvement in decision making that will equally enhance lessons. It is also mentioned that short stories can be used in activities like discussions and acting out dialogues.

Rahman (2008) affirms that learners´ vocabulary and reading can be improved by stories. Tasks designed on word form, antonyms/synonyms, meaning etc. may help learners to get most of the text. Learners also get a benefit from short stories for speaking skill. They may have opportunities to express (communicate) their own ideas and views and speak up in front of the class which in one sense builds their confidence as well as improves fluency which leads them to critical thinking, which matches what was being stated in the beginning.

"Short stories can transmit the culture of the people about whom the stories were written. By learning about the culture, learners get a chance to know about the past, and present, and about peoples' customs and traditions" (Rahman, 2008, p. 128). In this moment of history, and as education in Mexico promotes, we should accept that cultural diversity is present in every possible aspect in life. It is a need to remember that texts are a key to different cultures. In this case, short stories should consider that readers and text are two important elements of the reading process, and consequently two factors that lead to a contrast between culture.

Rahman (2008), agrees with the use of short stories to teach critical thinking. The teacher may have the responsibility to help students to develop their cognitive skills. As it will be mentioned further, reading and writing involve a series of processes that are profoundly related to learning.

2.5.4. Method vs Resource

As mentioned in "Short Story Based Language Teaching (SSBLT): A literature-based Language Teaching Method", SSBLT is a humanistic literature-based language teaching method that aims to promote the learners` personal, cultural and linguistic awareness. This method aims to help students to learn through a communicative approach through short stories as the material in an atmosphere that propitiates cooperation. The intentions are to improve communication, teamwork and critical thinking.

The purpose of mentioning this method is to make a contrast in the different uses that short stories can be given. It should be remembered that the context of the focus in this study build a guideline that can be used as a starting or turning point for the lesson plans, because then again, even though there is a personal aim involved, the main intention is to benefit students.

2.5.5 Resource

Short stories are often limited to one purpose, like the end of a bigger story, few characters and no detailed descriptions. To know what short stories have to offer as a piece and not the main purpose of the lesson, its characteristics and advantages need to be considered more profoundly. According to Pardede (2011), recently EFL has encountered a need to find authentic models and short stories suitable because of one of its characteristics previously mentioned, enhancement of the four skills related to the motivational benefits.

Based on the work of Pardede (2011) there are four advantages of using short stories for language teachers, but they can me summarized in simplicity and variety, in other words, short stories can be used in one lesson, be about anything and for anyone. We can find or adapt a story for a student that suits age, interest and the time available. If it is the aim, we can even use short stories for autonomous activities. I started adapting and designing short stories in search for the suitable models for students´ level, topic and current needs as well as the class topic.

2.5.6. Adapted material

"The consensus in the professional literature seems to be that whenever teachers working with a course book or other material omit something, add something or change something, they are adapting those materials" (McGrath, 2013, p.70). For example, teachers need to remember that literary texts, or course books are not made to be used by anyone, those are barriers that adaption needs to transform for the context in which our lessons take place. Anything that does not give us the necessary tools to guide students to communication will need to be adapted. Adaption is an essential skill to consider while using on repeated occasions a specific resource like short stories that will possibly have part that will need to be omitted, added or changed. It is reality that resources can be also reinterpreted in order to

attend needs, stories also are in danger of being, modified to the point of losing the narrative aspect, what gives them the name of stories. Language, process, content or level are often changed to make a lesson effective.

2.5.7 Reading comprehension

According to Diaz Barriga (2002), one of today´s educational aspirations is to turn learners in to autonomous individuals that implies processing incredibly big amounts of information that nowadays the world has to offer. Basically, people need to learn to learn, reflect about what is being learned and use it strategically in different contexts or domains autonomously.

Self-regulation and learning strategies are two concepts that are profoundly related to learning itself and that at the same time are very immerse in the reading process. It can be affirmed that learning strategies require basic cognitive processes and interact with basic conceptual knowledge, controls self-regulation and bring awareness to metacognition. In other words, through strategies students can become aware of three vital variables, task person and strategy and self-regulation is the executive control, the action plan, planning, evaluating and following the results.

A link can be distinguished when we introduce a much more particular concept, reading. The construction of a meaning in different cultural and communicative contexts. What needs to be pursued to achieve the development of comprehension using the intended resource. According to Diaz Barriga (2002) assistance, participation and comprehension come from interactions between reader-text in different contexts. The strategic activity should be interaction (of text, reader and context) and this needs to be guided by an action plan (self-regulation) which can be identified in the phases of reading previously mentioned: pre-reading, reading and post reading.

2.5.8. Cultural and personal awareness

According to Khatib (2017), short stories transmit the culture of the people about whom the stories were written. As it was mentioned previously texts can have the power to expose and teach the role of cultures to make comparisons and some may accept those differences.

Something that can be considered is that the syllabus in our country orientates teachers to involve the culture of origin of the foreign language.

"In EFL classrooms, as we teach the language, we would automatically teach culture" (Cakir, 2006, p. 156). Cultural knowledge is in everything that can be found in the target language, various contents require teachers to present greetings, register, maybe festivities that are common in the countries where English is the first language. Differences between L1 and L2 are not only in the grammatical aspect, sometimes learners will need to understand the background of those who speak the target language. Short stories can be a great tool to introduce culture and to teach the importance of context in communication.

2.5.9 Linguistic awareness

By reviewing these aspects, more background on the intended resource should be found, and pros and cons should be considered. Khatib (2017) in her study mentions that students´ background makes a link with the content of the texts that lead to motivation and encouragement, which are important to lead students to participation and eventually communicate.

The focus of the activities in Short Story Based Language Teaching can be considered language manipulation, which is the main characteristic of linguistic awareness. If I use SSBLT, short stories should be generators of controversy, discussion and ideas; in practice, teachers should be looking for spontaneity. SSBLT proposes the use of activities like opinions, group discussions and questions. In the case of this study, I considered previous knowledge as a vital part of the lessons and I proposed discussion and opinion activities, but I noticed a lack of spontaneity that was possibly because of the lack of support strategies.

2.5.10 Communicative competence

Because of the current syllabus and what language teaching implies, teachers need to seek for communication in the classroom. Also, taking Savignon (2018) as reference, it is mentioned that if the purpose of language study is language use, then the development of language proficiency should be guided and evaluated by the learner's ability to communicate. EFL teachers in the present context need to remember that the main aim is communication.

In this case, I need to think about how short stories can be used for interaction (communication), how chunks, specific vocabulary can be used and how meaning can be transmitted and comprehended. For example, if the topic is "giving advice", I should use short stories that introduce models of how to give advice correctly, so students can use them in an effective interchange.

2.5.11. Humanistic

"The importance of the humanistic approach in teaching foreign languages is seen on identifying the importance and role of emotions in communication and the inclusion of emotions in the learning process" (Arifi, 2017, p. 203), highlighting the importance of each student reveals the meaning and ability of everyone to have different aims that not necessarily are to learn a language, in the majority of the cases a passing grade. In addition to the cognitive and affective components, the importance of group dynamics and the role that students get and develop in the course. Some teachers' intuitively humanistic orientations from the way they experience their interest, their subject and the young people they teach. It is important to reconsider the value that emotions and individualities have in teaching, feeling is a factor that can be actively involved in short stories.

"Teachers who are interested in getting to know their students can help them develop social, emotional and ethical characteristics that are important for success in school and in life" (Arifi, 2017, p. 204). Attention is given to both the intellectual and emotional aspects, and teaching content is linked to the feelings and experiences of the learner. For teachers, this means considering individual characteristics in class and to provide activities that match the way different students learn. This requires the development of a broad repertoire of teaching strategies, the development of the ability to vary the topic in accordance with the learner's abilities and interests, and the ability of teachers to be flexible when the activity fails.

For example, according Arifi (2017), a short story or certain material cannot be selected without considering and comparing it to students´ background abilities and interests. The importance of emotions and affective aspects can give a key to communication. Content, material or whatever is used, needs to be linked to students´ feelings and experiences. As I

established previously, I applied a diagnostic exam and surveys to know students´ characteristics to select suitable stories and plan according to them.

2.5.12 Critical thinking

Reading different short stories with different themes and perspectives engages students in a text. Short stories can originate critical thinking from making different comparisons; decisions, judgments, evaluating, predicting come from contrast in different situations. Some stories can be entertaining, and critical thinking can be benefited from a suitable context. "Critical thinking involves identifying questions worth answering, directing one's search in responding to those queries, developing a sense that knowledge is contestable and presenting evidence to support one's arguments" (Pineda, 2004, p.49).

I should remember that critical thinking is important, and that short stories may give students issues for thinking in a familiar or interesting context, for example, teachers can present to students' stories where they must decide between alternative choices using a certain language focus. Activities with short stories imply using cognitive skills as students are reading, in my case selecting the suitable context for a story is key to work on critical thinking.

2.5.13 Strategies for reading comprehension: Pre-reading, reading and post-reading

Diaz Barriga (2002), mentions that one of the elements that generated adequate comprehension is the appliance of self-regulation strategies during the reading process. Self-regulation strategies in this case, pre-reading, reading and post-reading need specific reading strategies with specific purposes, each phase has aspects that need to be attended to help comprehension of texts.

Pre-reading is involved with everything previous to the reading process, according to Diaz Barriga (2002), establishing a purpose and analyzing the cognitive resources should be the main strategies to consider. In this case, previous knowledge of learners, predictions and relevant questions will be strategies to approach to short stories in the different lessons,

meaning that with help of students´ cognitive resources I intend to build context and introduce vocabulary that should be recycled, comparing what is known and what is not known from start. Previous knowledge activation through cultural context and personal awareness of students will be the main strategies used during pre-reading because of the importance of the cognitive resources that students have available before interacting with short stories.

Reading, the direct interaction with the text, according to Diaz Barriga (2002), the supervision of the process. Students should evaluate their comprehension by applying lexical, semantic, syntactic and pragmatic criteria, and at the same time this should be the criteria for what should be favored, for example, a short story could be focused on developing vocabulary, to use that information in a production. Diaz Barriga (2002) mentions that this phase is related to three elements, understanding, knowing if what is being read is understood and the obstacles during the process, which at the same time are elements that assessed during EFL lessons and are areas that I need to be aware of. In this stage, the focus will be the inferences based on prior knowledge, some activities that can be included are information gap activities, true or false questions, items that allow to share their interpretation and clarify meaning. Detection of barriers to comprehend or important and specific part of the text are element that are also defended by Diaz and Brown and should be considered for a better comprehension depending on the different purposes that reading generates. Linguistic awareness should be the focus of reading as the learners should interact with the text manipulate the new information the acquirer to use it effectively according to the purposes of the lesson where short stories are applied.

Post-reading, when reading has finished, Diaz Barriga (2002) mentions that the typical strategies to close comprehension are identifying a main idea, summarizing and answering questions. It is the phase when teachers should apply activities to know the level of comprehension. This phase will be focused on questions because as Habib (2016) mentions, WH questions and open-ended questions help students to use the information they have available and provide literal understanding. Communicative competence will be the focus of

this stage in the reading process since use of language and interaction are entirely to the level of comprehension that students may present to achieve communication.

2.5.14. Assessing reading

Formative assessment was applied to focus on students´ progress. This type of assessment suits this study because of the purposes and the current conditions, social distancing. Also, it involves designing aims, providing instruction, measuring outcomes and feedback. Formative assessment suits the purposes and action plan of the current document, it intends to shape and improve students´ competence through work, as Habib (2016) states. As it is planned, a final evaluation was also considered to attend the theory of formal and informal formative assessment.

One of the notorious characteristics of this type of assessment is that evidence is used by both teachers and learners, meaning that for this study, evidence will be used as a guide to make the necessary adjustments on the lesson plans or activities where short stories are applied, but mainly to know if they are helping to improve reading.

It is logical to expect outcomes of all types, yet they should all be measured with the same criteria, feedback is an important part for students' improvement, therefore the media available should be used to reinforce students´ strengths and work on their weaknesses.

Formative assessment was also included the lessons, as it should, implies a better use and treatment of the information gathered to improve teaching and learning. Both formal and informal assessment were applied, because of the result and outcomes during the lessons and the exam that was used during the progress of this study (diagnostic and final exam).

To profound about how assessment was treated in this study, it´s important to mention three important concepts that were considered as standards for improvement: linguistic competence, communicative competence and pragmatic competence. The first one, according to Cassani, is the system of linguistic rules, which considers phonology, morphology, syntax and lexis, in lesser words, grammar.

Communicative competence, as Hymes (1967) proposes, people need other kinds of knowledge to communicate effectively, meaning that communication is not possible without

the correct register, being aware of the context and appropriacy. Therefore, pragmatic competence is the compound of all the knowledge that is not linguistic and makes communication possible, for example, it implies situation, needs, purposes and roles, aspects that can also be found in short stories as it has been stated previously.

What brings me to explain implications in communication after mentioning the elements involved for the assessment of reading in the previous two sections is the importance they have for language teaching, knowledge and use. The skills that are involved in each competence are vital to analyze as they are important for the improvement of reading comprehension, development of lexis obtained from a text is a clue that leads to comprehension to comprehension, competences function as assessment criteria for reading comprehension as in this case.

The study by Härmälä (2010) was taken as the basis for analyzing the data obtained by the evidence of students´ activities, the results were described qualitatively thought they also were registered quantitatively considering the three aspects previously mentioned, communicative competence, linguistic competence and pragmatic competence, they can be considered as units of analysis of the assessment criteria. Categorized descriptors were also used according to the results that students obtained as in the following example:

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Linguistic competence	Activity
17 out of 35	0	14	3	Lexis	Matching

2.6 "Aprendizajes clave"

A teaching plan, teaching guide or syllabus is a document used in academic settings to communicate information about a specific subject or academic course as they describe the course content and define expectations and responsibilities.

2.6.1 Ideology

According to SEP, the general purpose of English as a foreign language subject is that the students develop abilities, knowledge, attitudes and strategies of learning to participate and interact in oral and written social practices of the language proper of different routine, habitual and known communicative and cultural contexts, with native and non-native speakers of English.

The general purpose of the subject implies English as foreign language as an extent to express ideas and thoughts with confidence and efficiency towards people of other cultures and organize the thought and the discourse; critically analyze and solve problems, as well as participating in diverse interchanges and cultural expressions, own and of other cultures. Employing the foreign language to interact in a creative and ethical way with conscience and empathy towards perspectives and feelings different to their own. Recognizing the role of language and culture in the construction of knowledge, formation of identity, as well as in the regulation of behavior, experience and values. Reflect about language and the culture, to interpret and produce meaning in linguistic and cultural exchanges.

Each one of the previous implications that attend the aim of the foreign language in the syllabus represent the guidelines by which our interventions and didactic competence are influenced, we need to remember that each lesson need to be planned according to various components, one of them is the information about the contents and advice that the syllabus proposes. This is a crucial factor, we need to remember that the content validity of an assessment procedure is largely established through the genre of a text, basically, it is a need to consider that each aspect is connected and influenced by the guide of the syllabus, and therefore it influences the use and selection of short stories.

2.6.2 Cycle 4. 1st, 2nd and 3rd of junior high school

The purpose of the forth cycle is that students maintain interactions and adapt their performance through diverse oral and written texts in a variety of communicative situations. Therefore, by the end of the forth cycle, students should be able to analyze some aspects that allow to improve the intercultural comprehension, apply some strategies to surpass personal and collective challenges in the learning of a foreign language, transfer strategies to consolidate performance in learning situations of the foreign language, employ a simple but spacious linguistic repertory in a variety of known and current situations, exchange current

interest situations and unfold with a neutral register in social exchanges in a wide range of situations. According to the syllabus that SEP proposes, these expectations are a visualization of what teachers should pursue in their lessons and what needs to be considered to reach the main purpose of the subject and the aims of each lesson. The resource is short stories, but we need to contemplate what we are perusing while using them, what we want to help student to achieve.

2.6.3. Possible lessons

    a) First grade

Language social practice: Read comic strips to discuss cultural expressions

    b) Second grade

Language social practice: Comment own experiences and of others in a conversation

    c) Third grade

Language social practice: Read fantastic or thriller literature to evaluate cultural differences.

It is important to mention that the syllabus, in this case, "Aprendizajes clave" influences what is planned and taught, it gives teachers orientation on what strategies should be used in each content, the context and what language focus should be more suitable. It is important to know the syllabus, so the topic of study can be applied with the correct guidelines, what the students know, and what they should know.

2.7. Methodology

The methodology chosen for the current topic of study is ESA (engage, study, activate) which according to Harmer (2009), are three elements that are present in almost every lesson. These elements need to be present in a language classroom to help students learn effectively; they need to be motivated, exposed to language, and given chances to use it.

According to Harmer (2009), engagement is the point in a teaching sequence where teachers try to elevate students´ interest by involving their emotions. Most students tend

to switch off from lessons where they aren't involved in any way. Lessons that cause amusement, stimulation and challenge are the ones that cause a better learning and memories. For example, activities and materials that frequently engage students include games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes, etc.

In the present case, the elements that were previously mentioned should be used depending on the age of the students and the type, but always handled challengingly. For example, dramatic stories could be used in a reading sequence by applying the correct enthusiasm and emotions that students can relate to.

According to Harmer (2009), the study activities are those where students are asked to focus on language (or information) and how it is constructed. They range from an examination and practice of a verb tense to the study of a transcript of informal speech to discuss spoken style.

Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar for themselves, they can work in groups studying a reading text or vocabulary. Study means any stage at which the construction of language is the focus. For example, an area of study can be the study and practice of the past simple in a fairy tale context focusing on the reading skill.

As it is mentioned in Harmer´s "How to teach English", "Activate" describes exercises and activities which are designed to get students using language as freely and communicatively as they can. The objective for the students is not to focus on language construction and/or practice specific bits of language but for them to use all and any language which may be appropriate for a given situation or topic; real language use with little or no restriction.

Activate exercises include role plays, debates, discussions, describe and draw, story and poem writing, writing in groups, etc. For example, in a role play, students can act out a story about an exchange between a doctor and a patient.

Harmer (2009) mentions that the presence of the three elements does not mean that they always need to be in the same order, adapting is our responsibility. Based on the level that the group of study presents, the type of sequence chosen for the Engage, Study,

Activate method is "straight arrows", which, according to Harmer (2009), takes students in a straight line: first, the teacher gets the class interested and engaged, then they study something and try to activate it by putting it into production. "Straight arrows" works well for certain structures, such procedure may work at lower levels for straightforward language, but it might be not so appropriate for advanced learners with more complex language.

2.8. Key questions this case will attend

- How were short stories adapted to attend specific linguistic needs?
- How did students incorporate reading strategies to attend their linguistic needs?
- What was the linguistic aspect that resulted most favored?

CHAPTER II

III. Topic development

The present chapter involves the development of the topic of study "Short stories to improve reading comprehension in an EFL class", which implies the analysis of the following lessons that were documented during the practice times that occurred between august 17th, 2020 and June 2nd, 2021 in "Antonio Díaz Soto y Gama" General secondary school. The intention of the analysis of the implicated lessons seek to answer the following key questions that are vital in the current document, each selected lesson will give an answer for each question:

- How were short stories adapted to attend specific linguistic needs?
- How did students incorporate reading strategies to attend their linguistic needs? (use, response and results)
- What was the linguistic aspect that resulted most favored?

Something to consider is that the results or evidence provided by the activities of students is limited, not all the students answer the activities and some of them write responses that don´t demonstrate any information that can be interpreted, "yes or no" answers may only give clues about effort or commitment. During this time external factor had a huge influence over the main results, we cannot know the exact way in which students answer an activity.

Observations of the progress of students were made during the lesson through Google Meet, a register of the result of the students´ activities could only be made until evidence was received through E-mail (as it is included through the analysis). To register the results, I considered, the number of students that handed in, the number of students that answered each activity and what kind of results they had, making a distinction between correct, incorrect, complete and short answers. A factor that influences the assessment of each of the activities is the competence consider for its formulation, pragmatic or linguistic, which are element of the communicative competence.

3.1 Lesson of January 11th, 2020

The lesson of the present reflection developed with Borton´s cycle occurred on January 11th, 2020. The topic of the lesson was "Christmas vacations" and the aim was that by the end of the lesson the students should have used simple past to tell about their vacations

(Lesson Plan in Appendix A). The instruments used for the report of the experiences and learning during the lesson were observation, results and outcomes of the material used by the students (worksheets) and checklist.

The lesson took place through Google meet. Google Jamboard was used to apply all the activities, so the students could make notes and then answer in their worksheets or write everything in their notebooks (Material in Appendix B). At the beginning and the end of the lesson there was an emotional thermometer in the slides to remind the students to include their answer in their evidence. The emotional thermometer was used to consider the socioemotional aspects; how students felt at the beginning and the end of the lesson, and how they could´ve felt toward the activities. According to the Wisconsin office of children's mental health (2020), the emotional thermometer is a visual tool that helps to measure how kids and adults are doing emotionally and what steps to take to shift the mood when things are getting tough.

Worksheets and Google Jamboard through Google meet, were used due to the current pandemic, so the students could have options to hand in evidence of their work, which mainly was an indication from the head teacher. The class started with a matching activity where the students needed to match the verbs in present with their form in past tense, to introduce some verbs vocabulary and to contrast verbs in present tense and past tense (regular and irregular), for example a column had "go" and the other one had "went". First the teacher gave an example and then one by one students tried to solve the rest of the activity. This activity was used to explain the difference between regular and irregular verbs, by making a comparison between the verbs used in the activity.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Linguistic competence	Activity
17 out of 35	0	14	3	Lexis	Matching

The matching activity that was previously described focuses on the vocabulary aspect of the linguistic competence, which also implies phonology, orthography and word formation.

Vocabulary was assessed by introducing useful verbs in past for the next activities and comparing them to the form in present. The results addressed in the chart indicate that most of students were familiarized with the verbs used in the activity. The objective of this activity was to relate previous information to the context that was presented. By this I mean that by incorporating actions to complete ideas students were required to comprehend the meaning of the actions and thus recycle previous information or to learn the meanings of new actions and apply them correctly to transmit a complete thought.

3.1.1 How were short stories adapted to attend specific linguistic needs?

For the next part of the lesson it was necessary to find a text that suited the topic aim and the level of the students. Authentic short stories that appeared when searching for a suitable text were complex and did not include vocabulary or models that were suitable for the lesson. I searched for examples in materials from internet but many of them had the topic but did not attend the need of students or provided the necessary examples that I considered for the achievement of the main aim. Therefore, an adaption of the material was necessary. I made sure that the short story (Appendix O) included 5 key verbs that were going to be recycled during the lesson. The grammatical structure reframed to simple present, which was the structure that the students were familiar with.

The next activity included gap filling and transformation of the verbs to their form in the past. The gaps were in a brief text in form of a story (someone telling about his vacations). The verbs in this activity were used in the last one (and in the rest of the sequence) and the teacher constantly reminded this to the students. First the teacher gave an example by reading from the start to the end of the first sentence and making emphasis on the verb that was already seen. Then the students proceeded to help with the rest of the answers. The purpose of this activity was that the students could distinguish the correct form of the verbs in past tense by transforming their form in present tense.

Total number of students that	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Linguistic Competence	Activity

handed in activities					
17 out of 35	0	10	7	Lexis	Information gap/Transformation

The information gap and transformation activity that was previously described focused on the reinforcement vocabulary aspect of the linguistic competence, which also implied phonology, orthography and word formation. Vocabulary was assessed by introducing useful verbs in present in a text where students should have written their form in past. The results addressed in the chart indicate that most of students were familiarized with the verbs used in the activity and some students had minor mistakes. Then again, by incorporating actions to complete ideas students were required to comprehend the meaning of the actions and thus recycle previous information or to learn the meanings of new actions and apply them correctly to transmit a complete thought.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Linguistic competence	Activity
17 out of 35	0	10	7	Syntax	Word order

Then, there was a sentence scramble activity. The sentences were scrambled and each one was divided in three parts with different colors, so that students could be also guided by the colors. One more time, the teacher showed an example with the answer to the first sentence and then the students helped with the rest, to finish the activity, the students read each sentence. Students should have put each part of each sentence in the correct order, with the purpose of identifying the correct positioning of the part of speech while using verbs in past tense. Some of the students had little struggle but the majority answered correctly and showed that they comprehended the order and related the words. Syntax (as a branch of grammar) was developed as an aspect of the linguistic competence.

Total number of students that handed in activities	Students that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence linguistic	Activity
17 out of 35	0	12	5	Lexical	Information gap

In the next activity, the students needed to choose the correct verb to complete the sentences. This activity was intended to be focused on meaning, by choosing the correct verb in past tense, for example, they needed to choose between arrived and visited depending on if it matched the context of the sentence with the information gap. Again, I gave an example and the students solved the rest of the activity. In this activity the students developed lexis by identifying the correct verbs, most of the students did it correctly.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence	Activity
17 out of 35	4	9	4	Communicative	Questionnaire

For the next activity, students needed to answer questions about their Christmas vacations. The questions were composed with WH questions (When did you go? What did you do? Why did you do that? Who was with you? When did it happen? How did you get there?) so the students could also focus on the meaning of their answers and not only the verb in past tense. The main requirement was to answer in past tense. The same verbs that were used during all the activities were meant to be used in this activity too, but that can also vary depending on the answer of the students. The intention of this activity was that the students could use past tense to answer questions in a familiar context, in these cases their vacations. One half of the students did no answer or did not do it correctly the other half showed two ways of answering,

with short answers even by using one or two words and by writing longer answers with context, this shows comprehension of the questions, the verbs included in the activities and the context.

3.1.2 How did students incorporate reading strategies to attend their linguistic needs?

Based on observation and the worksheets. In the activities that students handed (Evidence of students´ work in Appendix C), because of the answers of the majority, it seemed that students may have felt comfortable with the type of the activities or the procedures during the lesson, activities that involve matching, information gaps, deducing the meaning from context. It also may mean that at least they don't dislike the use of short stories. Only a few students selected a negative emotion, this doesn't mean that they will answer wrong.

Due to observation, during the lesson, the students that participated didn't seem to have too many difficulties with the activities (as mentioned previously, matching, deducing meaning from context, information gap) but it is true that not all the students showed their doubts or struggle during online lessons. All the activities were focused on the use of the verbs in past tense, and at least during the lesson, there was no problem with the meaning aspect, for example, in the activity where students needed to choose the correct verbs, most of them chose correctly. All the students that participated did it correctly, the students were called to participate but didn't answer every time.

In the worksheets, if we take this evidence as reference, most of the students answered the activities correctly. A reasonable difference could be noticed if we compared the students with a lower level with the ones that have a higher level. Almost everyone answered in a specific way until the last activity, where the students needed to answer questions about their vacations, some of them followed the guide of the examples of the previous activities and some conveyed meaning in other ways, using shorter answers as a single word of the new vocabulary or adding more context, such as personal experience or previous knowledge, which is also correct considering that the aim is to use simple past to talk about vacations. The aim was reached considering that students conveyed meaning in past tense.

3.1.3 What was the linguistic aspect that resulted most favored?

Based on the results of the activities previously stated it can be affirmed in most of the cases lexis was favored, which is also an important part of the communicative competence. Then again, some students wrote complete answers about what they in their vacation, using the examples included in the short story but the majority decided to answer by just using the correct verbs. The correct use of vocabulary to answer the questions may mean that students comprehended the short story and the activities.

It is considered that the short story was not given a proper use, since there was not a proper reading cycle, in "Benefits of using short stories in the EFL context" by Erkaya, it is mentioned that if short stories are selected and exploited appropriately, they provide quality text content, which implies an adaption and strategies that can help reading process. "Good teachers exploit reading texts to the full " (Harmer, 2009, p.71. There wasn't a questioning surrounding the text or a closure to it. All the steps in the reading process are important as they also influence the learning process itself, students need to know what information and tools they have available, in other words, students need to be reminded about what they know and how they can use it with the new information included in stories.

Proper reading strategies should be applied next time to help in the reading process, according to Brown, perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Both strategies should help in the pieces that are missing in the reading process applied with the selected group. For example, skimming can help to get the general meaning of a story in a journal and scanning can help to get pieces of information like dates or names, in this case, that strategy was not used, it could have helped (as it was already mentioned) to build a general meaning and consequently a better comprehension of the information that was missing in the gaps and probably guessing meaning from context.

During the lesson, through worksheets and presentations, I applied a matching activity to introduce verbs in past (regular and irregular), information gap and verb transformation activities to present correct forms of simple past using short stories, so that the students could use the new information to answer questions, in this case, about their vacations using simple past. It is considered, based on the results obtained with the worksheets, that students (with some differences) achieved the aim of the lesson, as they used the verbs and the different

examples to answer. Based on what is established by Bloom´s taxonomy, the lesson was planned with the expectation of the students´ reaching the "apply level", use information in new situations.

3.2 Lesson of March 1st, 2021

The lesson of the present reflection developed with Borton´s cycle occurred on March 1st, 2021. The topic of the lesson was "Monologues" and the aim was that by the end of the lesson the students should be able to use monologue vocabulary in present simple to answer information about monologue characteristics (Lesson plan in Appendix D). The instruments used for the report of the experiences and learning during the lesson were observation, results and outcomes of the material used by the students (worksheets) and checklist.

The lesson took place through Google meet. Google Jamboard was used to apply all the activities, so the students could make notes and then answer in their worksheets or write everything in their notebooks (Material in Appendix E). At the beginning and the end of the lesson there was an emotional thermometer in the slides to remind the students to include their answer in their evidence.

As it is also mentioned later on, the thermometer brought positive results in the majority of evidence that students handed in, only a few students' selective negative emotions that may express anger or sadness in the beginning and the end of the lesson. The emotional thermometer was used to consider the socioemotional aspects; how students felt at the beginning and the end of the lesson, and how they could´ve felt toward the activities. According to the Wisconsin office of children's mental health, the emotional thermometer is a visual tool that helps to measure how kids and adults are doing emotionally and what steps to take to shift the mood when things are getting tough.

Worksheets and Google Jamboard through Google meet, were used due to the current pandemic, so the students could have options to hand in evidence of their work, which mainly was an indication from the head teacher. The class started with some slides with images of apps and videos of the internet that can be used as examples of monologues. The students were asked about what they could observe and what they know to generate context and relate their previous knowledge to the topic of the lesson. They were asked what they thought about

what was represented in the images, if they detected similarities, about stand-up comedy and the videos they commonly watch on different apps.

3.2.1 How were short stories adapted to attend specific linguistic needs?

To be able to present a suitable input that had the characteristics of a short story and that attended the topic of the lesson, I searched for the information that I wanted to include and examples that could have been useful, then again designing the material (Appendix P) was the option that attended better the needs considered.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence linguistic	Activity
18 out of 35	0	13	5	Lexical	Information gap

Then, in a worksheet and slides the students read a brief text (story) with gaps related to monologues and their presence in what people like nowadays (stand-up comedy, YouTube). The gaps were related to the characteristics of monologues, feelings and thoughts. Before answering and reading, the students were asked to skim and questioned about what they thought the text was talking about, then they answered reading each line that had a gap. The purpose of this activity was to introduce concepts and context related to the topic of the lesson. The majority of students identified the correct feeling toward certain monologue genres showing comprehension of these parts of the text. Lexis was intended to be developed.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence linguistic	Activity
18 out of 35	0	12	6	Lexical	True or false

In a worksheet (or in the slides), the students answered a true or false activity about monologue characteristics based on the previous activities. The activity included statements as "monologues are the discourse of two people". Then they checked their answers and a list of characteristics that every monologue should have or make you feel. The purpose of this part of the lesson was to check and emphasize the concepts, ideas and vocabulary that surround monologues. The results obtained in this part of the lesson, from the students´ participation and worksheets, showed that the pre-reading phase included with the previous text (skimming, questioning, inferring) may have helped to comprehend the concepts and the general ideas, because during the lesson students answered correctly, also the majority of students who handed in evidence of their work had correct answers. Lexis was intended to be reinforced, since the focus of the activity was the reinforcement of the concepts obtained at the beginning of the lesson.

Total number of students that handed in activities	Participants that did not answer not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence	Activity
18 out of 35	4	11	3	Communicative	Questionnaire

To end the lesson, in their worksheets, the students answered some questions about monologue characteristics and the last time they remember watching a monologue, to check their comprehension of the topic and convey them thoughts towards monologues using some of the vocabulary and concepts that were reviewed during the lesson. The learners needed to answer, based on the vocabulary and concepts that they acquired. Communicative competence was intended to be developed, there was a noticeable struggle from almost the half of the students that handed in the activities in form of "yes or no" answers or simply not answering the activity. The pattern is repeated by the students who answered correctly, short and long answers with the use of the information acquired during the activities, with more or lesser complexity.

3.2.2 How did students incorporate reading strategies to attend their linguistic needs?

Based on observation and the worksheets. In the activities that students handed in, because of the answers of the majority, it seemed that students may have felt comfortable with the type of the activities or the procedures during the lesson, activities that involve matching, information gaps, deducing the meaning from context. It also may mean that at least they don't dislike the use of short stories. Only a few students selected a negative emotion, this doesn't mean that they will answer wrong.

Due to observation, during the lesson, the students that participated didn't seem to have too many difficulties with the activities (as mentioned previously, matching, deducing meaning from context, information gap) but it is true that not all the students show their doubts or struggle during on-line lessons. All the activities were focused on the concepts used to talk about monologues and context, and at least during the lesson, there wasn't shown a problem with the meaning aspect, for example, in the activity where students needed to fill the gaps, most of them chose correctly, so it can be affirmed that the short story included was effective for introducing concepts and correct models, which is believed developed reading comprehension to answer the true or false activity where the concepts were included. All the students that participated did it correctly, the students were called to participate but it could be true that the same students participate more.

In the worksheets, if we take this evidence as reference (Evidence of students´ work in Appendix F), most of the students answered correctly most of the activities. A reasonable difference could be noticed if we compare the students with a lower level with the ones that have a higher level, but this time the difference wasn´t so big in terms of quantity, only a few students seem to need more details or aid in the activities.

In the last activity, where the students needed to answer questions about monologues, some of them followed the guide of the examples of the previous activities and some conveyed meaning in other ways, using shorter answers or adding more context which is also correct considering that the aim is to use monologue vocabulary. The aim was reached considering the students that use the correct vocabulary and convey answers that suit the concepts that surround monologues.

3.2.3 What was the linguistic aspect that resulted most favored?

To analyze the results in reading comprehension that the students obtained, I need to mention that the sub skills intended to be developed in this sequence were skimming, deducing meaning from context which were also in form of reading strategies that were implicit in the activities that were previously described. The aim was that by the end of the lesson the students needed to be able to use monologue vocabulary in present simple to answer information about monologue characteristics. If we take the evidence of students´ activities (11 students handed in) we can observe that in different forms (short and long answers) that students obtained results that demonstrate reading comprehension, as it can be seen in the final activity that required that students answered questions, they used monologue vocabulary to give effective answers (short or long). Information gap and true or false activities, could have helped to get a better comprehension of the concepts included in the text, since they required two different skills that may have helped to work on meaning.

It is considered that the short story was given a proper use, since there was a proper reading cycle, there was a pre-reading, reading and a post reading activity, and there were reading strategies that helped to develop the comprehension of the short story. In "Benefits of using short stories in the EFL context" it is mentioned that if short stories are selected and exploited appropriately, they provide quality text content which will greatly enhance ELT courses.

According to Khatib, short stories should be generators of controversy, discussion and ideas; in practice, teachers should be looking for spontaneity. It doesn't make sense to tell students to fill the gaps of a text without understanding it first and dropping it without taking advantage of what the story or text has to offer. The short story was mainly used as a provider of examples and context. According to Rahman (2008), a short story can aboard any topic and can contain the models needed and many useful examples if chosen, searched or adapted with effort.

In previous lessons it was reflected that proper reading strategies should be applied next time to help in the reading process, according to Brown, perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning.

Skimming helped to get the general meaning of a story that was meant to be used to introduce some vocabulary and context about monologues.

During the lesson, through worksheets and presentations, I began with some images related to apps and YouTube videos to generate context and make a connection between the students´ previous knowledge and the topic of the lesson. Then, I applied an information gap activity through a short story to introduce vocabulary and context related to monologues, a true or false activity related to the short story to review comprehension, to end, the students answered questions to check their comprehension of the topic and convey they thoughts towards monologues using some of the vocabulary and concepts that were reviewed during the lesson. It is considered, based on the results obtained on the worksheets, that the aim was reached, as the students answered based on the vocabulary that the acquired. Based on what is established by Bloom´s taxonomy, the lesson was planned with the expectation of the students´ reaching the "apply level", use information in new situations.

3.3 Lesson of March 8th, 2021

The lesson of the present reflection developed with Borton´s cycle occurred on March 8th, 2021. The topic of the lesson was "Feelings and monologue genres" and the aim was that by the end of the lesson students should be able to use feeling vocabulary in present simple to answer about monologue genres (Lesson plan in Appendix G). The instruments used for the report of the experiences and learning during the lesson were the results and outcomes of the material used by the students (worksheets) and checklist. The lesson of that week was a-synchronic.

The lesson was developed through activities uploaded to WhatsApp groups and a YouTube video previously recorded. Google Jamboard was used to record all the activities, so the students could make notes and then answer in their worksheets or write everything in their notebooks (Material in Appendix H). At the beginning and the end of the lesson that was recorded there was an emotional thermometer in the slides to remind the students to include their answer in their evidence. The emotional thermometer was used to consider the socioemotional aspects; how students felt at the beginning and the end of the lesson, and how they could´ve felt toward the activities. According to the Wisconsin office of children's mental health, the emotional thermometer is a visual tool that helps to measure how kids and

adults are doing emotionally and what steps to take to shift the mood when things are getting tough.

Worksheets and Google Jamboard, were used due to the current pandemic, so the students could have options to hand in evidence of their work, which mainly was an indication from the head teacher. For each week, even if a synchronic lesson is planned and scheduled, there was a video uploaded to YouTube in case of students needing to watch a part of the lesson again or not having the opportunity to attend class through google.

The video used for the synchronic lesson was recorded according to the following sequence:

The students watched some slides that represent the different monologue genres, in the video they were asked about what they think they represent and what topics they think are related to each one, to generate context and check previous knowledge. In a worksheet and in the next part of the video, the students were indicated to answer a matching activity, where they matched different topics to the correct monologue genre, to check comprehension of what kind of topics suit each genre and the meaning of each genre, basically by noticing the main differences. This activity was meant to reinforce lexis by introducing more context for the new concepts, the majority of students understood what topics were suitable for each monologue genre.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence linguistic	Activity
17 out of 35	0	14	3	Lexical	Matching

3.3.1 How were short stories adapted to attend specific linguistic needs?

Then, in the video, to develop reading comprehension the students were asked about what they think of each genre and how some topics make them feel. In their worksheets, the students read a brief story (Appendix Q) with examples of what feeling monologue genres transmit, I.e. "The dramatic monologue made me feel sad". Then, students completed some statements by selecting the correct feeling (The dramatic monologue made me feel

sad/happy). The purpose of this activity was to introduce examples of what emotions certain monologues should transmit, to develop comprehension of the relation between monologues and emotion through the reading of examples (models). Harmer mentions in "How to teach English?" that reading texts also provide good models for English writing. When teachers teach the skill of writing, teachers will need to show students models of what we are encouraging them to do. The activity was intended to develop syntax and lexis, the majority of students did not show struggle to answer effectively, some of students had some mistakes or did not understand the activity.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence linguistic	Activity
17 out of 35	0	13	4	Syntax and lexis	Information gap

After the previous activity, in the video, the students were indicated to check a brief list of feelings that they can use when they do a monologue, two different forms of expressing feeling were also introduced to evidence the differences and similarities between forms. At the end of the video and in their worksheets, the students should answer questions about how monologue genres and a topic that they should choose makes them feel, to make use of the forms to express feeling presented in the activities and reaffirm comprehension of the genres and emotions caused, their answers should be based on the previous activities. For example, the questions included "How do you feel with comedy monologues?" and a possible answer was "Comedy monologues make me feel happy". There was a number of students that wrote answers that are not correctly written or do not attend the questions, some did not answer. The students that answered correctly showed an effective use of the new information and the vocabulary.

Total number of students	Participants that did not answer	Correct answers	Attempts with some mistakes	Competence	Activity

that handed in activities	(no comprehension)				
17 out of 35	4	10	3	Communicative	Questionnaire

3.3.2 How did students incorporate reading strategies to attend their linguistic needs?

Based on the results that students handed in their evidence (worksheets or notes), it seems that students felt more comfortable after the changes made due to the observations of the head teacher, which meant to reduce the amount of activities and including vocabulary. Only a few students tend to select negative emotions. This means that at least most students, don´t dislike the type of activities or the tendency of using texts in form of stories. It´s difficult to tell if the activities are the cause of the negative feeling due to the asynchronic lesson, which can also lead to think about the socioemotional difficulties that students could have.

If the evidence of the students is taken as reference (Evidence of students´ work in Appendix I) , it can be observed that most of the students didn´t have difficulties with any of the three main activities included in the worksheets and the video, the bigger differences are noticed in the last activity, which does not necessarily mean that they are wrong, but evidences the presence of different levels and skills.

In the first activity, almost every student matched all the topics to the correct genres, which could mean an effective comprehension of the topics and genres mentioned due to the images and examples used previously, and the connection between lessons. The second activity, where the short story was included as a provider of examples to solve the information gap activity had positive results. Even if most of the students answered "happy" or "sad", this means that the input worked as an example of correct use of language. Only some of the students wrote different feelings. "Students need to be engaged with what they are reading" (Harmer, 2009, p. 70), therefore, reading a short story with an engaging topic should give students and teachers, as Harmer mentions, the best opportunity to study language with models that are encouraging and interesting, the topic can be considered as relatable as feeling were involved with the input and the topic itself, short stories can be

engaging which means that the models provided were interesting. In this way, short stories may have helped to develop reading comprehension.

There were some differences in terms of form in the last activity, but this does not mean that the students were wrong, some wrote "happy", some of them preferred "I feel sad" and other ones "The comedy makes me feel happy, it´s very funny and it makes me laugh", which can be interpreted in different ways, this could possibly mean that even if the activities are suitable and that there are still differences in the level between the students or that some students need more aid. It is considered that the students reached the aim, despite the different outcomes, most of the students communicated feeling towards certain monologue genres and topics.

3.3.3 What was the linguistic aspect that resulted most favored?

To analyze the results in reading comprehension that students had, I need to mention that the sub skills intended to be developed in this sequence were skimming, deducing meaning from context, reading for specific information, intensive reading which were implicit in the strategies intended to be used with the activities included in the sequence (in a higher or lower level). The evidence of the results obtained are students´ activities, 12 students handed in, and it is considered that they obtained favorable results that demonstrate reading comprehension and therefore the reached the aim that was that "by the end of the lesson students should be able to use feeling vocabulary in present simple to answer about monologue genres". In the last activity where students answered the final questions with feeling vocabulary, most of them chose to write short answers (for example "sad") a few decided to add context or motives (because… or "and").

It is considered that the activities described for the current sequence helped students to comprehend the texts that were used and therefore to give effective answers, because of the initial activities that helped to build context and involved inferring, predicting and questioning which also may have helped to associate previous and new knowledge. The information gap activity may have helped to have correct models but also to associate activities and monologue genres to feelings. Therefore, the buildup, reading cycle is vital. On the other side, it may help to include activities that are form focused to have the possibility of obtaining complete answers from students that also achieve the aim.

To conclude, it was learned that a proper reading cycle (sequence) helps to exploit whatever input is chosen even if its purpose is just to present examples or vocabulary, which could possibly lead to a better comprehension. "Prediction is a major factor in reading" (Harmer, 2009, p.70). It is considered that as part of the reading process, even if it is through a video, strategies like prediction in the part where the students were questioned made the process better for the students. It is important to remember that "Anything we can do to make reading easier for them must be a good idea" (Harmer, 2009, p. 68).

According to Vandrick, short stories motivate students to explore their feelings through experiencing those of others. As it was previously mentioned, short stories have the capability of being engaging, and engagement can lead to a development of reading comprehension, as the text becomes relatable the models become more interesting.

During the lesson applied, through worksheets and presentation through a pre-recorded video on YouTube, the sequence began with some images of monologue genres to introduce context and ask students about their meaning. Students should have continued with a matching activity to review their comprehension of each genre by matching the correct topics. Then I applied a Short story (about monologues and feelings. and a gap filling activity to develop comprehension of the relation between emotion and monologue genre. To end the lesson the students should have reviewed a list of feeling and two forms to express feeling and answered some questions to use vocabulary, forms and examples to express feeling towards monologue genres. It is considered that the students reached the aim (despite the form that the students chose) as they expressed what they felt using the information that was presented during the recorded lesson. Based on what is established by Bloom´s taxonomy, the lesson was planned with the expectation of the students´ reaching the "apply level", use information in new situations.

3.4 Lesson of March 15th, 2021

The lesson of the present reflection developed with Borton´s cycle occurred on March 15th, 2021. The topic of the lesson was "Monologues and opinions" and the aim was that by the end of the lesson students should be able to express what they think in present simple about monologue topics (Lesson Plan in Appendix J). The instruments used for the report of

the experiences and learning during the lesson were the results and outcomes of the material used by the students (worksheets) and checklist. The lesson of that week was asynchronical.

The lesson was developed through activities uploaded to WhatsApp groups and a YouTube video previously recorded. Google Jamboard was used to record all the activities, so the students could make notes and then answer in their worksheets or write everything in their notebooks (Material in Appendix K). At the beginning and the end of the lesson that was recorded there was an emotional thermometer in the slides to remind the students to include their answer in their evidence. The emotional thermometer was used to consider the socioemotional aspects; how students felt at the beginning and the end of the lesson, and how they could´ve felt toward the activities. According to the Wisconsin office of children's mental health, the emotional thermometer is a visual tool that helps to measure how kids and adults are doing emotionally and what steps to take to shift the mood when things are getting tough.

Worksheet and Google Jamboard, were used due to the current pandemic, so the students could have options to hand in evidence of their work, which mainly was an indication from the head teacher. For each week, even if a synchronic lesson is planned and scheduled, there was a video uploaded to YouTube in case of students needing to watch a part of the lesson again or not having the opportunity to attend class through google.

The video used for the synchronic lesson was recorded according to the following sequence:

At the beginning and the end of the lesson, in the slides and in the worksheet, there was an emotional thermometer, so the students could answer how they felt. To begin the lesson, in the slides there was a mental map with some words and images that summarized "giving opinions", the students were asked to add topics that they want to give their opinion on or everything that involves expressing what they think. This was done in order to build context and to start to introduce some examples of form of giving opinions through topics of interest.

3.4.1 How were short stories adapted to attend specific linguistic needs?

Then, there was a story and opinion text (in the slides and worksheet) with examples that the students could use in further activities, expression like: I think, I believe. The story (Appendix R) began by summarizing what an unpopular opinion is and then proceeded to

introduce some examples with opinion on daily topics. This activity was used to present effective forms of giving opinions, to provide examples or models. In this case, this was the way stories were used in a reading activity, to develop reading comprehension with correct models adequate to the students´ level. The text had gaps with options for the students to choose the correct items of language that express a topic or an opinion correctly, for example: I think _____ are funny. Syntax and lexis was intended to be developed in this activity. The majority of students answered correctly by choosing the words that suited each sentence.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence linguistic	Activity
15 out of 35	0	11	4	Syntax and lexis	Information gap

Students answered some multiple option questions based on the previous text, to reaffirm the comprehension of the text and opinions. For example: What do some people think about spiders? a) They think spiders are fun, b) They think they are cute, c) They think they are awesome. The purpose of this activity was to reinforce the comprehension of opinions by focusing on the context of unpopular opinions and vocabulary, the focus was lexis. One half of the students did no choose correctly, due to the possibility of an unclear and vague activity.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence linguistic	Activity
15 out of 35	0	8	7	Lexis	Multiple option questions

Then, the students checked some adjective vocabulary and chunks to give opinions that could be useful to form opinions. To finish, the students summarized in three sentences what

they think about a topic (they will have three options) in present simple (worksheet), to use the examples and models presented in the activities to communicate an opinion. Some of the students made a correct use of the vocabulary and examples used during the lesson and some used different answers by involving context and making them longer. Almost the half of students did not answer effectively which could mean that the instructions were not clear, because some of them wrote the opinion chunks with no other information.

Based on the results that students handed in their evidence and some feedback form the students (worksheets or notes), it seems that the majority of the students felt comfortable after the changes made due to the observations of the head teacher continued , which meant to reduce the amount of activities and including vocabulary, but a small amount of students made some comment related to their difficulty to understand what the activities required them to do, this could need that they need instructions that are more specific or that one or more activities were slightly to difficult.

Total number of students that handed in activities	Participants that did not answer (no comprehension)	Correct answers	Attempts with some mistakes	Competence	Activity
15 out of 35	0	9	6	Communicative	Questionnaire

Only a few students tend to select negative emotions. This means that at least most students, don´t dislike the type of activities or the tendency of using texts in form of stories. It´s difficult to tell if the activities are the cause of the negative feeling due to the asynchronous lesson, which can also lead to think about the socioemotional difficulties that students could have.

If the evidence of the students is taken as reference (Evidence of students´ work in Appendix L), it can be observed that most of the students didn´t have difficulties with any of the three main activities included in the worksheets and the video, the bigger differences are noticed in the last activity, which does not necessarily mean that they are wrong. It´s

important to notice that it may be necessary to include specific indications between activities as some of the students need them.

3.4.2 How did students incorporate reading strategies to attend their linguistic needs?

In the first activity, the majority of students didn´t have difficulties to answer correctly, at least in the way the activity should be answered, because it is true that opinions are ambiguous, and in this case the answers that students chose could entirely depend on their perspective, which does not mean that different answers are wrong, they are just different expression and interpretations. The correct answers of some of the students that answered entirely according to what the text tried to express may show a correct comprehension of text and patterns used, but the students that didn´t do it in the same way aren´t wrong, they also show comprehension but in a different level. This could be improved by adapting or choosing text that can be more specific or suitable for the students.

Then, in the second activity, the issue could be that the answers depend almost entirely of what the students answer and understand in the first activity, which then again is not wrong, this can also give clued of the development of reading comprehension. Only very few students did not answer according to what they chose in the first activity. There was a last question (open) that required students to write what they thought about vegetables, most of them answered correctly according to what they thought, some of them wrote "bad" or "good for health", some of them chose to use the expressions used in the text.

In the last activity, some of the students wrote opinions on one of the topics and some chose to write about the three of them. There were students that clearly used the models included in the activities, other decided to write differently according to their thought (on different levels) as mention previously, most of students decided to do it briefly and other decided to include long answers like including motives for their opinion.

3.4.3 What was the linguistic aspect that resulted most favored?

To analyze the results that students had in their reading comprehension it is important to mention the sub skills that were intended to be developed in this sequence were skimming, deducing meaning from context, reading for specific information and intensive reading which were implicit in the activities that were included in the current sequence which aim was that

"by the end of the lesson students should be able to express what they think in present simple about monologue topics". Based on the evidence of the activities that 13 students handed in, it is considered that students obtained a positive and negative results that demonstrate reading comprehension and expression of thought because of their answers in the final activity (opinion on topics), on the other hand, students with a lower level had difficulties to answer the final activity.

Then again, it is considered that pre-reading strategies (questioning, inferring, graphic organizers) helped to build context and relate previous and new knowledge, information gap and multiple option question activities (as they were described previously) helped to present correct models and develop comprehension. But some students had problems to be able to answer, problems related to the instructions and the design of the material, which were not clear. Instructions and material should be adequate and clear, the material should match the instructions and provide a visual aid to understand the activity.

To conclude, it was learned that a proper reading cycle (sequence) helps to exploit whatever input is chosen even if its purpose is to present examples or vocabulary, which could possibly lead to a better comprehension. "Prediction is a major factor in reading" (Harmer, 2009, p.70). It is considered that as part of the reading process, even if it is through a graphic organizer, strategies like prediction or questioning make the process better for the students. It is important to remember that "Anything we can do to make reading easier for them must be a good idea" (Harmer, 2009, p. 68).

It was also noticed that at least as a provider of examples, short stories can be effective if the reading cycle is done correctly, with activities that help to generate context and that link the input to all the activities. According to Pardede, if exploited correctly, short stories can provide quality content, a short story can aboard any topic and can contain the models needed and many useful examples if chosen, searched or adapted with effort.

During the lesson applied, through worksheets and presentation through a pre-recorded video on YouTube, the sequence began with a mental map that summarized "giving opinions" to build context and to start to introduce some examples of form of giving opinions through topics of interest. Then, there was a short story and opinion text that summarized unpopular opinions and introduced some examples of how to give opinions, the text had gaps

with options for the students to choose the correct items of language that express a topic or an opinion correctly. I included multiple option questions based on the previous text, to reaffirm the comprehension of the text and opinions. The students should have checked some adjective vocabulary and chunks to give opinions that could be useful to form opinions. To finish, the students should have summarized in three sentences what they think about a topic (they had three options) in present simple (worksheet), to use the examples and models presented in the activities to communicate an opinion. It is considered that (with differences among the students) the aim was achieved as the students expressed thought using the examples and information that was presented. Based on what is established by Bloom´s taxonomy, the lesson was planned with the expectation of the students´ reaching the "apply level", use information in new situations.

CONCLUSIONS

IV. Conclusions

The current pedagogical essay was initiated with the personal and academic purposes of developing didactic competences with the study and use of short stories as a resource in EFL lessons and improving students´ reading comprehension in an EFL class, respectively, and with a focus on didactic competence for teaching English (nucleus) and analysis of the teaching practice (topic line).

I will go over the purposes of the present essay, how were my key questions mainly answered, what I consider influenced the process of this study and finally what I can reflect, what I think I learned and what I think will transcend. Personally, I considered that I developed my didactic competence thanks to the marked path by this process that has finally come to an end. Short stories were the protagonist in this document but the various and different elements that selecting this topic required, were the ones that helped to gain a personal feeling of accomplishment. Mainly, the focus on reading meant a significant study on what was the correct purpose to follow in order to exploit and make a short story work as an effective input and provider of context and correct models, it made me consider the different alternatives that I always had and did not notice, how everything is part of a process that need to flow (in different stages) and that having different options is key.

What I mean is, through short stories this piece of work helped to be more aware about what surrounds the teaching process, what I need to know about students (needs, likes), what I need to know about me (weaknesses and strengths), that I need to know about the different strategies and methods I want to apply, mistakes are part of the process (action-research) and "Anything we can do to make reading easier for them must be a good idea" (Harmer, 2009, p. 68), any option that can possibly help students in any way, reading, writing, listening or speaking and that stimulates communication must be good. In these terms, I developed my didactic competence, I used and tried different strategies (mainly pre-reading, reading and post-reading) and resources (considering the current pandemic) that will be useful in a near future and most importantly truly believe I learned something that marks a precedent for myself.

Before I advance more profoundly on the other purpose of this study, I will mention that after the sessions where short stories were employed, to gather evidence and data about

improvement in reading comprehension using short stories, fifteen students answered again the exam (part of the exam in Appendix M) that was applied as a diagnostic at the start of the process of this study through Socrative (web page), which is described in Chapter I. The results (results in Appendix N) showed that three of those students got a better score with an improvement of 5%, three maintained the same score, one of them got a 100% score but did not answer the first time the exam was applied, and the rest of the students got a lower score than the first time. Considering that the exam is focused on reading and writing, there is proof that at least three students of the group of study had an improvement (according to the exam).

Now, academically speaking, after the analysis and reflection of my practice while applying short stories as a way of improving reading comprehension, I consider that I reached the purpose but not with all the students, if their work and the results of the exam are taken as evidence. The results of learners´ activities and the scores that some students obtained are prove that with the adequate conditions short stories can help to improve reading comprehension. One of the outcomes that guide me to other conclusions is that lexis as a part of the linguistic competence or grammar was the linguistic aspect that was most favored during the sessions. During my practice sessions and due to the advantages or benefits that short stories have to offer I decided to focus on their use as providers of examples and context, and as my main input during the lesson, this required an appropriate process to exploit the text to its full potential, "Good teachers exploit reading texts to the full" (Harmer, 2009, p.71).

So, I decided that, according to research, the best way to take advantage of short stories was to adequate, adapt, supplement or to form texts that attended students´ linguistic needs, choose topics that are of the like of students or that are close to their context and an appropriate reading cycle (pre-reading, reading and post-reading) using strategies that help to relate the information in each activity, "Reader, text, and activity are also interrelated in dynamic ways that vary across pre-reading, reading, and post-reading" (Snow, 2002, p.13), because the reader brings to reading and the reader takes from reading. If these conditions are present and carried out effectively, short stories can help to improve reading comprehension, but as I mentioned, in my practice that was not always the case.

On the other hand, I consider that if in some cases the results were not positive for some of the students or if in general short stories did not help the students to improve, it can mean that perhaps the short stories and how they were applied were not suitable for all the students, we need to remember that some authors mention that stories are more appropriate for higher level students, that the topics chosen, or stories were not engaging enough. Or that short stories were not correctly applied in terms of level or reading strategies. It is true that the results could also mean that students with higher level have higher reading comprehension and consequently have no problem when applying, for example, skimming or scanning and that texts intended for the general level of the group would result easy, if it is needed that would be my main mistake in this study.

One of the aspects of the outcomes of this study that I want to review is that lexis, a grammatical element, was the most favored aspect while focusing on reading, which indicated a constant tendency towards grammar that could also be one of the reasons why better results were not obtained and students with higher level were favored. This indicated that a possible change that could help to generate better results is a better variety of activities that do not only focus on vocabulary or grammatical aspect.

The results of the activities that are presented in the charts of chapter two indicate that the linguistic aspect was the one that was most favored in terms of the positive results that some students obtained and how they were planned, because the analysis indicates that what were intended to be the pre-reading activities favored linguistic competence and not personal and cultural awareness. Also, pre-reading and reading phases were the ones that obtained more results that reflect comprehension, but this did not favor the result of the communicative competence in post-reading. Students may have obtained positive results in activities where lexical, syntax or linguistic competence was the focus but that may have affected the results in post reading activities where communicative competence was the aim. The results from the students work and the emotional thermometer show good reactions and positive results but in the post-reading activities, as is shown in the analysis, there is a difference between students of higher and lower level.

Continuing with the variety aspect, a factor that could have been a key element and that is defended as one of the advantages of short stories is motivation, I could have exploited this

advantage with the introduction of support strategies. I consider that motivation was a main factor in reading that I did not give importance to and would have helped to improve the results at least in terms of participation and involvement, "Students need to be engaged with what they are reading" (Harmer, 2009, p. 70), students need to be engaged to be active and involved while short stories are being used, this could have meant a better response during the lessons which could have been a crucial benefit considering the current global situation and social distancing. According to Harmer, engagement is the point in a teaching sequence where teachers try to elevate students´ interest by involving their emotions, I need to mention that I noticed that whenever I used emotions or feelings, for examples as vocabulary or when an activity required students to talk about something they liked or how they felt, it resulted interesting for them, but I did not really take advantage of that factor.

Another element that I now consider that was not properly applied was the use of the Engage, Study, Activate method. I only used this method in the Straight Arrows orientation of the method which lead to a lesson with similarities to a Presentation, Practice, Production lesson. The method that I selected gave me the option of adapting it according to the needs of students or of a particular lesson, but I did not use the particularity of this method. I think that using ESA with other direction would have helped to attend better the aims of each lesson and to make adaptions after each one which could have helped to gain better result with the students.

The emotional thermometer that I applied during this period helped me to be aware of the emotional aspects that cannot be fully known because of the quarantine. It helped to notice how students were feeling towards the activities, most of the students were "happy" because of their answers, but we need to remember that this is not precise, but generally, positive emotions were accompanied by effective answers. Negative answers to the thermometer were low. It is a resource that I would truly use again because of the hints it gives.

Considering the current global situation, Covid-19 quarantine, I think that videos were a good resource. Videos, in some cases helped students if they were not able to attend a lesson through meet or if they needed to review a certain part of the lesson. We need to be aware that during quarantine we are exposed to any situation occur in home or the risks that imply

going out, health issues and emergencies. Videos are a useful tool, the absence of any of the actors is plausible.

It is true that learning is a process that never ends, as a "Hydra" would do, when you answer a question, two more emerge. I believe that the following questions will be useful and key in future endeavors and to improve what this document leaves:

- How does motivation influence reading?
- How can short stories or any reading text become engaging?
- How can we truly involve emotions in reading?
- Would authentic material help more to apply short stories?

I would try to apply short stories to improve reading comprehension again, perhaps in a different context or with other approach, I think that it is a resource that has potential to generate communication through its multiple benefits and applications. Only action-research can tell if what I missed is what I mention in the previous questions. I would make various changes according to what I learned in order to apply short stories in a classroom, I would give a greater importance to motivation, implement varied strategies, try to be more aware of the needs of students and exploit the advantages of the methods and resources I choose. Definitely there are opportunity areas to improve and keep learning as a teacher.

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APPENDIX

Appendix A (Lesson plan of the first lesson)

Content info.	
Learning social environment	Family and community
Communicative activity	Exchange associated to communication media
Social practice of language	Compare the same news in various journalistic publications
Achievements	Review journalistic news Read journalistic news Contrast news in various news papers
Lesson info:	
Date: Lesson no: 3 synchronic	
Topic	News about vacations
Main aim of the lesson	By the end of the lesson students should be able to use simple past to tell about their vacations

Stage	Procedure	Material	Interaction	Evaluation
Lead in	In a worksheet, the students should match the form of the verbs in present with their correct form in past. Each verb should have an image.	Jamboard	T-S S-T	Informal assessment
Engage	Text with examples (verb transformation) In a worksheet the students should read a text about the vacations of someone with gaps and verbs in present in parentheses. The students with help of the teacher should fill the gaps with the correct form of the verbs. (Each part that forms a statement or sentence in simple past will always be differenced with colors)	Worksheet Jamboard	T-S S-T	Informal assessment
Study	In a worksheet. The students should write statements about vacation in the correct order. The words of each statement will be scrambled. Then they should select the correct option that completes some statements about vacation, the	Worksheet Jamboard	T-S S-T	Informal assessment

	options should be for the missing verbs in past. After the activity, the students should be selected randomly to talk about their time while in their December break.			
Activate	Answer questions about vacation (form) In a worksheet, by the end of the lesson, students should answer questions about their vacation using simple past: Where did you go? What did you do? Why did you do that? Who was with you? When did it happen? At the beginning and the end of the lesson the students should select how they felt in an emotional thermometer	Worksheet Jamboard	S-T T-S	Informal assessment

Appendix B (Presentation, worksheets used in the first lesson)

Write the correct form of the verb in past

I _____(go) to San Luis Potosí and i _____(visit) my mom becuase i _____(want) to visit her. My brother _____(be) with me. It _____(happen) on december, i _____(arrive) there by bus.

Write the sentences in the correct order

I	spent	time with my family	
I		presents to my friends	gave
slept		all the time	I
to Canada		I	travelled
I		with my mom	was

1. I _____ to Queretaro
   a) Went b) Ate

2. I _____ my dad
   a) Arrived b) Visited

3. Because I _____to visit the city
   a)Wanted b) Slept

4. It _____ on January
   a) Wrote b) Happened

5. My brother _____with me
   a) Were b) was

6. I _____ there by airplane
   a) arrived b) walked

Choose the correct option

Answer the questions and talk about your vacations

1. Where did you go? I went to Mexico City

2. What did you do?

3. Why did you do that?

4. Who was with you?

5. When did it happen?

6. How did you get there?
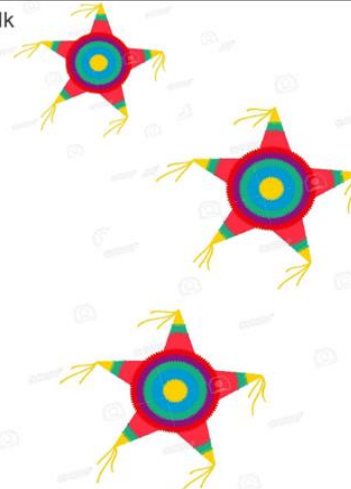
Appendix C (Students´ work evidence of the first lesson)

Date: Monday, January, 11th. 2021.
Name: Maria fernanda Alonso Santana. 2ªA.

Select one based on how you feel now

5	Rage , furious	
4	Angry , Mad	
3	Frustrated , confused, Anoyed , Sad	
2	Nervous , Worried Anxious	
1	Happy , Calm , Satis- fied . Pleased . OKay	

" Christmas vacations "

Take —————————— Took
Go   Was
Arrive   Slept
Visit   Rested
Wont   Flew
Be   Went
Happen   Broke
Spend   Wrote
Eat   Arrived
Rest   Ate
Sleep   Spent
Fly   Gave
Break   Visited
Give   Wanted
Write   Happened

Match the verbs in present to their correct form in past

Irregular   Regular
Take-Took   Visit-Visited

Firma de mamá.

77

Date: Monday, January, 11th, 2020.
Name: María Fernanda Alonso Santana 2°A

Write the correct form of the verb in past

I __went__ (go) to San Luis Potosí and i __visited__ (Visit)
my mom because i __wanted__ (want) to visit her. My
brother __was__ (be) with me. It __happened__ (happen) on
december, i __arrived__ (arrive) there by bus.

Write the sentences in the correct order

I	spent	time with my family
I	gave	present to my friends
I	slept	all the time
I	travelled	to Canadá
I	was	with my mom

Choose the correct option
1. I _____ to Queretaro
a) Went   b) Ate

Firma de mamá.

Date: Monday, January 11th, 2021.
Name: Maria Fernanda alonso Santana 2°A

2.I _____ my dad.
  a) Arrived   b) Visited

3. Because I _____ to visit the city.
  a) Wanted   b) Slept

4. It _____ on January
  a) Wrote   b) Happened

5. My brother _____ with me
  a) Were   b) was

6. I _____ there by airplane.
  a) arrived   b) walked
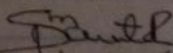
Answer the questions and talk about your vacations.

1. Where did you go? I was in my house

2. What did you go? I was with my family, we played
games, we watched movies, and at Christmas and
New Years we had dinner.

3. Why did you do that? because I like to be with my
family and because we can't go out
4. Who was with you?
I was with my mom and dad

Firma de mamá

Appendix D (Lesson plan of the second lesson)

Content info.									
Learning social environment	Playful and literary								
Communicative activity	Playful expression								
Social practice of language	Improvise a brief monologue about a topic of interest								
Achievements	Review monologue genres Plan a monologue Present a monologue Promote feedback								
Lesson info:									
Date: Lesson no. 1 Synchronic									
Topic									
Main aim of the lesson	By the end of the lesson students should be able to use monologue vocabulary in present simple to answer information about monologue characteristics								

Stage	Procedure	Material	Interaction	Evaluation
Lead in	Emotional thermometer: At the beginning and the end of the lesson, in the slides and in the worksheet, there should be an emotional thermometer, so the students can answer how they feel. The students should see in the slides of internet and television personalities, so they can be asked about what the personalities have in common, if they know them and if they like what they do.	Jamboard Worksheet Google Meet	T-S S-T	Informal assessment
Engage	After watching a short video short video of a stand up comedian and a youtuber, the students should answer: Have you ever seen stand-up comedies? What is a monologue? Do you know any stand-up comedian?	Worksheet Jamboard Google Meet	T-S S-T	Informal assessment

	Is stand-up comedy formal or informal? What are the skills of a professional stand-up comedian? Would you like to be a stand-up comedian? Why or why not? Then, in a worksheet (or in the slides) the students should read a brief text (story) with gaps related to monologues and their presence in what people like nowadays (stand up comedy, youtube). The gaps will should be related to the characteristics of monologues, feeling and thoughts.			
Study	In a worksheet (or in the slides), the students should answer a true or false activity about monologue characteristics based on the previous activities. Then they should check their answers and a list of characteristics that every monologue should have or make you feel.	Worksheet Jamboard Google Meet	T-S S-T	Informal assessment
Activate	To end the lesson, in their worksheets, the students should answer some questions about monologue characteristics and the last time they remember watching monologue.	Google Meet Worksheet Jamboard	S-T T-S	Informal assessment

Appendix E (Presentation, worksheets used in the second lesson)

Activity 2

Write if the statements are true or false

1. Monologues are the discourse of two people
2. Monologues involve dialogue
3. There are no listeners in dialogues
4. Monologues transmit different feelings

Feeling   **Thought**   **Character**   **Dramatic**   **Metaphor**

Body language   **Scenary**   **Story**   **Dialogue**   **Audience**

Answer the following questions

1. What do you think a monologue is?

2. Are there listeners in monlogues?

3. What do you trasnmit in a monologue?

Appendix F (Students´ work evidence of the second lesson)

MONOLOGUES   03103121

ACTIVITY 1 Fill the gaps with the words bellow

I think monologues are Fun. There is no Discourse. Monologues are the Dialogue of one person. An Audience is involved. Monologues transmit Feelings.
-Feelings -Dialogue -Audience -Discourse -Fun

Activity 2 Write if the statements are true or false

	True	False
1. Monologues are the discourse of two people		False
2. Monologues include dialogue	True	
3. There are no listeners in dialogues		False
4. Monologues transmit different feeling	True	

Feeling	Thought	Character	Dramatic	Metaphor
Body Language	Scenary	Story	Dialogue	Audie

Activity 3 Answer the following questions

1 What do you think a monologue is?
Dialogue

2 Are there listeners in monologues?
Yes

3 What do you transmit in a monologues?
Feelings

Appendix G (Lesson plan of the third lesson)

Content info.	
Learning social environment	Playful and literary
Communicative activity	Playful expression
Social practice of language	Improvise a brief monologue about a topic of interest
Achievements	Review monologue genres
Lesson info:	
Date: Lesson no. 2 Synchronic	
Topic	
Main aim of the lesson	By the end of the lesson students should be able to use feeling vocabulary in present simple to answer about monologue genres

Stage	Procedure	Material	Interaction	Evaluation
Lead in	Emotional thermometer: At the beginning and the end of the lesson, in the slides and in the worksheet, there should be an emotional thermometer, so the students can answer how they feel. The students should see some slides that represent the different monologue genres, they should be asked about what they think they represent and what topics they think are related to each one.	Worksheet Jamboard Google Meet	T-S S-T	Informal assessment
Engage	In a worksheet, the students should answer a matching activity, where they should match different topics to the correct monologue genre. Then, the students should be asked about what they think of each genre and how some topics make them feel.	Worksheet Jamboard Google Meet	T-S S-T	Informal assessment
Study	In their worksheets, the students should read a brief story with examples of what feeling monologue genres transmit, I.e. "The dramatic monologue made me feel sad"	Worksheet Jamboard Google Meet	T-S S-T	Informal assessment

	Then, the students should complete some statements by selecting the correct feeling. After the previous activity, the students should check a brief list of feelings that they can use when they do a monologue.			
Activate	The students should answer questions about how monologue genres and a topic that they should choose makes them feel, their answers should be based on the previous activities. This activity should be done I a worksheet or copied from the Jamboard slides.	Worksheet Jamboard Google Meet	T-S S-T	Informal assessment

Appendix H (Presentation, worksheets of the third lesson)
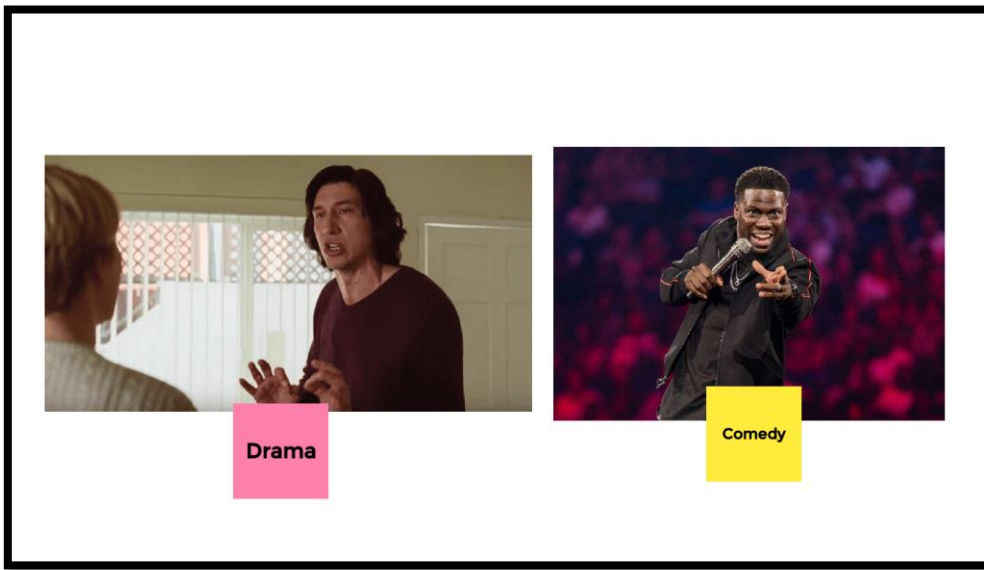
Match the monologue genres with
the correct topics

Comedy

Drama

The death
of
someone

Lost
love

Memes

Sad
moments

Awkward
moments

Videogames

Funny
animals

Read and fill the gaps in the statments bellow

Monologues transmit different feelings. They can talk
about different topics. Comedy monologues are fun.
Drama monologues can make you feel sad. Talking
about animals makes me feel happy.

1. Talking about homework makes me feel _____
2. Talking about vacations makes me feel _____
3. Food makes me feel _____
4. Playing makes me feel _____

Answer the following questions

1. How do you feel with comedy monologues?

2. How do you feel with drama monologues?

3. How does talking about memes make you feel?

4. Choose a topic and write how it makes you feel

Appendix I (Students´ work evidence of the third lesson)

8-Marzo-2021

Comedy	Memes	Funny animals	videogames

Drama	Awkword moments	Lost Love	Sad moments	The death of someone
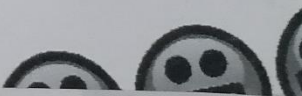
Read and fill the gaps in the statments bellow

Monologues transmit different feelings. They can talk about different topics. Comedy monologues are fun. Drama monologues can make you feel sad. Talking about animals makes me feel happy.

1. Talking about homework makes me feel _borad_
2. Talking about vacations makes me feel _Happy_
3. Food makes me feel _Hungry_
4. Playing makes me feel _happy_

Answer the following questions

1. How do you feel with comedy monologues?
   happy

2. How do you feel with drama monologues?
   Shocked

3. How does talking about memes make you feel?
   happy

4. Choose a topic and write how it makes you feel
   romace monologues make me feel excited

5	Rage, Furious	
4	Angry, Mad	
3	Frustrated, Confused, Annoyed, Sad	
2	Nervous, Worried, Anxious	
1	Happy, Calm, Satisfied, Pleased, Okay	

Date: Monday, March, 8rd, 2021

Name: María Fernanda Alonso Santana 2°A

I feel happy with school

School make(s) me feel Happy

Answer the following questions

1. How do you feel with comedy monologues?
   I feel funny and happy with the comedy monologues
2. How do you feel with drama monologues?
   I feel worried, axious, and surprised with the drama monologues
3. How does talking about memes make you feel?
   I feel happiness and fun with memes
4. Choose a topic and write how it makes you feel?
   The comedy makes me feel happy, it's very funny and it makes me laugh

5	Rage, furios	
4	Angry, Mad	
3	frustrated, confused, Annoyed, sad	
2	Nervous, Worried, Anxious	
1	Happy, calm, satisfed pleased, okey	← I feel like that

firma de mamá

Appendix J (Lesson plan of the fourth lesson)

Content info.											
Learning social environment	Playful and literary										
Communicative activity	Playful expression										
Social practice of language	Improvise a brief monologue about a topic of interest										
Achievements	Review monologue genres Plan a monologue Present a monologue Promote feedback										
Lesson info:											
Date: Lesson no. 3 Synchronic											
Topic	Monologues										
Main aim of the lesson	By the end of the lesson students should be able to express what they think in present simple about monologue topics										

Stage	Procedure	Material	Interaction	Evaluation
Lead in	Emotional thermometer: At the beginning and the end of the lesson, in the slides and in the worksheet, there should be an emotional thermometer, so the students can answer how they feel. At the beginning of the lesson, in the slides there should be a mental map with some words and images that summarizes "giving opinions", the students should be asked to possibly add topics that they want to give their opinion on or everything that involves expressing what they think	Jamboard Worksheet Google Meet	T-S S-T	Informal assessment
Engage	Then, there should be a story and opinion text (worksheet) with examples that the students can use in further activities, expression like: I think, I believe The text will have gaps with options for the students to choose the correct items of language that express a topic or an opinion correctly, for example: I think _____ are funny	Worksheet Jamboard Google Meet	T-S S-T	Informal assessment

Study	The students should answer some multiple option questions (worksheet) based on the previous text. Then, the students should check some adjective vocabulary that could be useful to form opinions	Worksheet Jamboard Google Meet	T-S S-T	Informal assessment
Activate	The students should summarize in three sentences what they think about a topic (they will have three options) in present simple (worksheet)	Google Meet Worksheet Jamboard	S-T T-S	Informal assessment

Appendix k (Presentation, worksheets of the fourth lesson)
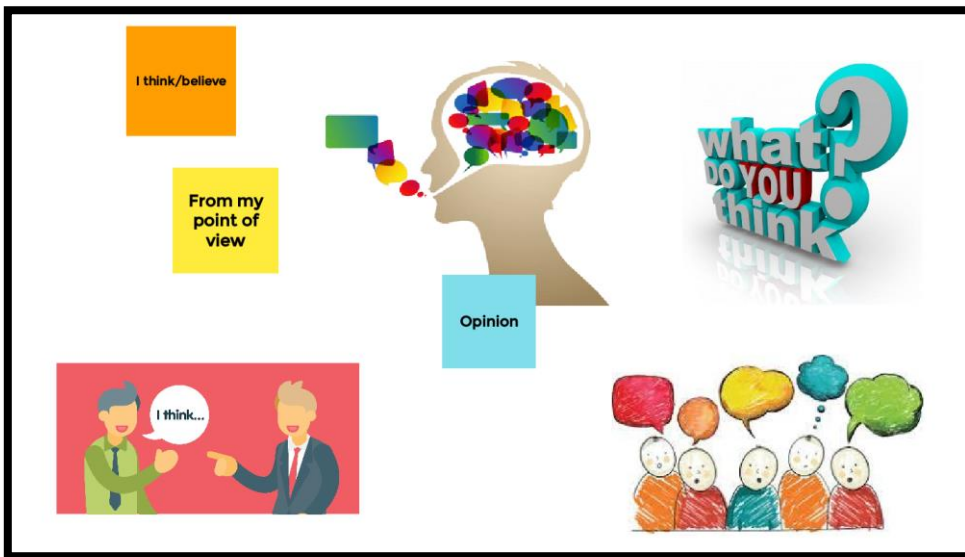
An unpopular opinion

Read and choose the correct option

Opinions are not always well taken, especially when they are too different.

Some people would say "I think that _____(videogames/Park) are boring", other would say "I ´d say _____ are gross" (Sandiwiches/Movies), but the truth is, _____ (Spiders/dogs) are cute

Unpopular Opinion

Choose the correct option

What do some people think about spiders?
a)They think spiders are fun
b) They think they are cute
c) They think they are awesome

What do some people think about videogames?
a) They think they are cool
b)They think they are boring
c) They think they are violent

What do you think about vegetables?
I think they are...

List of Adjectives

Appearance Adjectives	Color Adjectives	Condition Adjectives
adorable	orange	alive
beautiful	yellow	important
glamorous	green	tender
magnificent	purple	clever
old-fashioned	white	better

Feeling (Bad) Adjectives	Feeling (Good) Adjectives	Shape Adjectives
clumsy	agreeable	chubby
embarrassed	kind	narrow
jealous	obedient	square
mysterious	faithful	curved
repulsive	delightful	straight

Write an opinion on these three topics

a) Anime   b) Your favorite food   c) Social media

1. In my opinion...
2. I´d say...
3. I think...
4. I believe
5. If you ask me...
6. The way i see it...
7. From my point of view

Appendix L (Students´ work evidence of the fourth lesson)

Monologues #3   16-03-2021

An unpopular opinion

Read and choose the correct option

Opinions are not always well taken, especially when they are too different.

Some people would say "I think that ___videogames___ (videogames/Park) are boring", other would say "I ´d say ___Sandiwiches___ are gross" (Sandiwiches/Movies), but the truth is, ___Dogs___ (Spiders/dogs) are cute

Unpopular Opinion

Monologues #3

Choose the correct option

What do some people think about spiders?
● They think spiders are fun
b) They think they are cute
c) They think they are awesome

What do some people think about videogames?
● They think they are cool
b) They think they are boring
c) They think they are violent

What do you think about vegetables?
I think they are... very healthy for our health.

Monologues #3   16-03-2021

List of Adjectives

Write an opinion on these three topics

Appearance Adjectives	Color Adjectives	Condition Adjectives
adorable	orange	alive
beautiful	yellow	important
glamorous	green	tender
magnificent	purple	clever
old-fashioned	white	better

a) Anime	b) Your favorite food	c) Social media
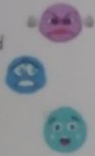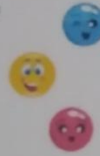
Feeling (Bad) Adjectives	Feeling (Good) Adjectives	Shape Adjectives
clumsy	agreeable	chubby
embarrassed	kind	narrow
jealous	obedient	square
mysterious	faithful	curved
repulsive	delightful	straight

1. In my opinion... anime is very nice.
2. I'd say... anime is so much fun.
3. I think... I dont see much social networks
4. I believe social networks are very boring
5. If you ask me... the anime is very wonderful
6. The way i see it... charros beans is my favorite
7. From my point of view anime is very cool

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Date: Tuesday. March, 16th, 2021
Name: Mariá Fernanda Alonso Santana 2ºA

Write an option on these three topics

a) Anime   b) Your favorite food   c) Social media

I'd say the Dragon Ball are boring

I think pizza is viery delicious

In my opinion yootube is a platform entertainu
and fun becouse I can look videos

5	Rage. fourios	
4	Angry, Mad	
3	Frustrated. Confused, Annoyed	
2	Nervous, Worried, Anxious	
1	Happy, Calm, Satisfied, Pleased, Okay	

← I feel like that

Appendix M (Exam used as a diagnostic and for final evaluation)

1. **INSTRUCTIONS: Look and read. Choose true or false.**
This is a helicopter

False

2. This is a clock

True

3. These are shells

True

6. **INSTRUCTIONS: Look and read. Choose yes or no.**
The man has got black hair and glasses

A Yes

B No

7. There is lamp on the bookcase

A Yes

B No

Appendix N (Results of the final exam)

NAME ▲	SCORE % ⇕	1	2	3
Alonso Santana María Fe...	✓ 100%	✓ False	✓ True	✓ True
Calderon rodrigez gil emi...	✓ 52%	✓ False	✓ True	✓ True
Calderon rodrigez gil emi...	✓ 48%	✓ False	✓ True	✓ True
Dulce Valeria Tovar Loredo	✓ 100%	✓ False	✓ True	✓ True
Gutiérrez Montero Diego	✓ 71%	✓ False	✓ True	✕ False
Hania Ximena Vázquez H...	✓ 38%	✓ False	✓ True	✓ True
José Luis García Aguilar ...	✓ 90%	✓ False	✓ True	✓ True
Landin Rodriguez Ricard...	✓ 71%	✓ False	✓ True	✓ True
Landin Rodriguez Ricard...	0%			
Manuel Cordero	✓ 0%			
Olivo Hernández Jimena	✓ 86%	✓ False	✓ True	✓ True
Regalado Sanchez celine...	✓ 100%	✓ False	✓ True	✓ True
Rodriguez López Juliana	✓ 100%	✓ False	✓ True	✓ True

Appendix O (Short story of the first lesson)

I _____ (go) to San Luis Potosí and I _____ (visit) my mom because I _____
(want) to visit her. My brother _____(be) with me. It _____(happen) on
December, I _____ (arrive) there by bus.

Appendix P (Short story of the second lesson)

I think monologues are _____. There is no _____. Monologues are the _____ of one person. An _____ is involved. Monologues transmit _____.

Appendix Q (Short story of the third lesson)

Monologues transmit different feeling. They can talk about different topics. Comedy monologues are fun. Drama monologues can make you feel sad. Talking about animals makes me happy.

Appendix R (Short story of the fourth lesson)

Some people would say "I think that _____(videogames/park) are boring". Other would say "I´d say _____are gross (sandwiches/movies). But the truth is _____ (Spiders/dogs) are cute.