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**Monster Stories as a useful tool for students of eighth grade at Rosa de
Jesús Cordero high school**

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RESUMEN

La lectura es crucial en el proceso de aprendizaje de una lengua extranjera. Por lo tanto, esta investigación tiene como objetivo proporcionar alternativas de lectura para trabajar con estudiantes dentro y fuera de las aulas. Implementa actividades que van acompañadas de sus respectivas historias para evaluar la comprensión lectora de los estudiantes. Los personajes de las historias involucran diferentes tipos de personajes, y las tramas revelan situaciones de la vida cotidiana con un mensaje escondido. Las tres estrategias de lectura en las que se enfoca este trabajo investigativo son skimming o navegar, scanning o explorar y realizar inferencias. Haciendo esto, los estudiantes pueden analizar un texto buscando información general. También, pueden localizar información específica dentro de un texto. Por último, ellos son capaces de generar conclusiones basadas en la información disponible en las historias. Las tareas consisten de preguntas acerca de las tres estrategias de lectura propuestas. Los estudiantes elegidos para este estudio pertenecen al octavo de básica del colegio Rosa de Jesús Cordero, y el tratamiento fue administrado a dieciséis estudiantes. Los resultados demuestran la efectividad que tienen las historias de monstruos al emplear estrategias de lectura de navegación, exploración y realizar inferencias. Se establece que las historias de monstruos pueden ser favorables para desarrollar estrategias de lectura, sin embargo, no son completamente efectivas al momento de trabajar con ellas.

Palabras Claves: Monstruos, Estrategias de Lectura, Navegar, Explorar, Realizar Inferencias, Actividades, Tareas.



ABSTRACT

Reading is crucial in the process of learning a foreign language. Thus, this research aims to provide reading alternatives to work with students inside and outside classrooms. It implements activities to go along with the stories in order to assess the students' comprehension of the readings. The characters of the stories involve all different kinds of monsters, and the plots reveal everyday life situations with a message hidden inside. The three reading strategies this research focuses on are skimming, scanning, and making inferences. By doing so, the students can analyze a reading by searching for general information. Also, they can locate specific information in a text. Finally, they are able to draw conclusions from the data they have available in the stories. The tasks consist of questions about these three proposed reading strategies. The students selected for this study were eighth graders of Rosa de Jesus Cordero high school, and the treatment was administered to sixteen girls. The results reveal the effectiveness monster stories have when working on skimming, scanning, and making inferences. It is established that monster stories can be favorable to develop reading strategies, but they are not completely effective.

Key Words: Monster, Reading Strategies, Skimming, Scanning, Making Inferences, Activities, Tasks.



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Dedicatory

I want to dedicate this research paper to my family for all the strength and support given to me every day in order to achieve different goals I have set in my life. To my mother, Elva, and my father, Jose, who have been exceptional role models for me to follow and learn from. To my beloved wife, Sandra, and my beautiful daughter, Sofia, who have shared their love with me and have shown me how splendid and rewarding life can be. To my brothers, Omar and Juan, and my sister, Dayanne, who have encouraged me to overcome obstacles I have found in my path. To my niece, Victoria, and my nephew, Sebastian, who have provided me with a special spark to accomplish my dreams.

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Introduction

Reading, as one of the four language skills, throughout the learning process is part of the major roles for students to be able to communicate in a different language. Without mastering reading, there is no way that fluency can be reached in a foreign language. Reading, at times, can be overlooked in several learning classrooms because of the lack of time put into reading materials such as textbooks, novels, among others. On several occasions, students could be forced to read material or textbooks that they may not find very interesting. However, in order to perform reading tasks and understand contexts, readers need to find these texts amusing and delightful for them.

Therefore, some of the stories which can be suggested for young readers are fictional stories, precisely about monsters. According to Mathias Clasen from the University of Denmark, there is a desire for fantasy and the unknown buried under our skin. The author states that this motivation for fantasy and horror brings out the survival instincts within people (222). As a result, one of the best seller books for monster stories for kids in the United States written by Andy Charman, Beatrice Phillpotts, Caroline Repchuch, Luisa Somerville, and Christine Tagg can be recommended as an appropriate tool for young adults to improve their English reading skills, and to enroll them into the reading world.

This research paper incorporates five sections to state the importance of reading and the material selected for a foreign language learner. The five categories chosen are Reading to Children, Reading in Multilingual Classrooms, Science Fiction Stories as a Reading Tool, Making Reading an Experience, and Reading Comprehension. In order



to make this paper reliable; several important and remarkable authors have been quoted, as well as their theories and thoughts.

The methodology and treatment focus on establishing the type of research performed in order to test the hypothesis. Also, it provides meaningful information about the population and sample selected, data gathering methods, data collection and processing with the purpose of recording students' progress and advances. Additionally, surveys were conducted to perceive the students' point of view and to facilitate the triangulation of data.

Finally, the results and analysis of the data gathered from the treatment and the survey led to draw conclusions and recommendations for further studies.



CHAPTER I

The Problem

1.1 Topic

Monster Stories as a useful tool for students in 8th grade in Rosa de Jesus Cordero high school.

1.2 Description of the problem

Reading for an English foreign language learner can cause several difficulties in the process of comprehending a text. Teachers need to be innovative in the action of finding alternatives to help students understand a reading. The lack of didactic material that can aid the students causes a fallback in the reading process. Though reading is crucial when learning a foreign language, this is a skill which needs improvement in many areas. Educators must provide more reading options in which the students can find their likes and interests. Students' frustrations when reading are reflected when they misunderstand or are clueless as to what is going on in a story. The same can be said about performing follow-up activities; they are discouraged about not being able to explain events or characters within a story.

1.2.1 Defining the object of investigation

This research is centered on developing reading strategies to benefit students in the reading procedure in English as a foreign language. "Monster Stories" along with their respective activities are designed in favor of flourishing reading comprehension of the stories. The application of this research will be conducted at Rosa de Jesus Cordero



high school, a private school of Ecuador. The estimated time for the application of the treatment, to a sample group of sixteen students, girls, whose ages range from twelve to thirteen years old, will be five months from November 2014, two hours per week.

1.3 Justification

The book “Monster Stories” written by Andy Charman, Beatrice Phillpotts, Caroline Repchuch, Luisa Somerville, and Christine Tagg includes forty stories where the characters of the stories happen to be “monsters”. In order to get the students involved with the reading, ten of the most interesting stories were selected, even though some of the stories are poems and verses. The themes of the stories are about everyday life situations combined with fictional settings and characters. Also, many pictures about monsters are shown in the book, resulting appealing to students’ eyes, providing visual aid for better comprehension.

These tales run from eight to ten pages long, resulting in challenging, but not too long, reading material. From this book, ten stories will be compiled to develop didactic material that will be dynamic, innovative, and useful for learners and teachers. Follow-up activities as part of assessment to foster understanding of the stories will be developed based on strategies from different theories.

The reason why Rosa de Jesus Cordero high School was selected is due to the great level of English aptitude the students from this high school show. The students must have a certain degree of reading comprehension in the foreign language they are learning to interpret the stories and to be able to complete the different tasks that will be assigned. These stories will be an excellent fit for twelve and thirteen-year-old students



to verify if the didactic material will be helpful. These stories can be interesting and constructive not only to the students and teachers from this high school, but for anyone involved in the learning process of a foreign language. By doing these activities, an improvement in reading skills and techniques could be obtained.

1.4 Objectives

1.4.1 General Objective

To develop reading comprehension strategies through “Monster Stories” in eighth grade students in Rosa de Jesus Cordero high school.

1.4.2 Specific Objectives

- To develop a booklet including ten stories with their respective follow-up activities.
- To foster the development of skimming to quickly identify central ideas within a text.
- To employ the development of scanning, the skill in order to pursue specific data.
- To flourish making inferences to draw conclusions built on evidence.
- To determine the effectiveness of using follow-up activities based on monster stories to develop reading strategies.



CHAPTER II

Literature Review

2.1 Research Antecedents

Research on reading has had its several different opinions and theories about the issues on how to help students comprehend a reading passage. One of the first researches that helped with reading comprehension was the cognitive revolution that Chomsky started. It allowed psychologists to grasp constructs like human purposes and motivation to a greater range of learning, memory, perception, and metacognition (executive control). All of these aspects helped with the reading pedagogy eventually. In the 1970's, psychologists addressed literature as a basic process in reading. These psychologists were divided into two groups. The first group was determined to establish the characteristics of the text, while the other was focused on the nature of knowledge that students brought to the reading task. Rumelhart, Stein, and Glenn provided structural narratives filled with predictions on how those structures block and boost story understanding and memory. Others like Kintish and Meyer decided to pay attention to informational texts believing it would provide solid models for text comprehension. Both attempts worked in a certain way (qtd. in Duffy and Israel 15-21).

Regarding the use of science fiction stories as a useful tool for readers, keeping with Mathew Higgins, this idea is not particularly new. For over two decades social sciences have seen science fiction as a means of expression and comprehension. Researchers and sciences have seen science fiction as a source of ideas to increase academic



output. Sociology students have claimed that science fiction stories are a useful tool for teaching because they generate critical and reflexive explanations (Higgins 2-3).

2.2 The Importance of Reading

“This silent pronunciation takes time, demands a certain effort, and only after long practice ceases to be a burden”, John Cotton Dana (22). Regarding this quote, a perception on how difficult reading can be is illustrated. As stated by Patricia Carrell, English learners consider reading as the primary reason why they learn the language. Consequently, she claims that English learners think of reading as the most crucial of the four language skills while learning a second language (1). Furthermore, Carrel states that if foreign language learners lack reading proficiency, these learners will not be able to succeed in the target language they are learning (1).

In fact, reading increases people’s common knowledge about the world as reported by Catherine Wallace (7). She claims reading to be so important that people read in order to survive. A clear example of this statement is a “stop” sign for drivers. Another example is the words “emergency exit” displayed on a door. Other examples are reading instructions, street signs, etc. As a consequence, reading becomes essential and critical in human lives to the extent it requires, at times, immediate response by people to a given situation (Wallace 6-7).

2.2.1 Reading from an Early Age

In education, several opinions can be gathered on the matter of how important it is to read. Lori Negridge Allen from the New York Times set out to find out why some



students do not read, and who is to blame for the lack of reading. The result she supported was that parents and teachers do not emphasize the need to read. One possible solution Lori provides is to supply kids with topics and different life situations which are appropriate for their age. Lori also addresses the importance of sharing what kids read. Sharing is a habit formation. The enthusiasm a child can generate to his or her classmates works better than any manual that a teacher could provide to the students. Once a child starts to read lots of material just for the joy of discovering new things, it provides much immeasurable happiness to teachers and family (Allen 32).

So, how important is it to read to a child? A study conducted by the National Commission on reading stated that one of the most simple things a parent could do to help build knowledge in a kid is to read aloud to them. According to Hank Bernstein of Harvard Health Publications, in order for our kids to be successful in school, parents should read every day to them starting as soon as they are babies. This will supply more knowledge, even better than an expensive computer or electronic toys. Children who are exposed to reading from a very young age have an easier time learning to read. A fact which is very important and stands out is that in third grade, children who are not able to read well will have trouble learning any subject. Bernstein states that this child is very unlikely to graduate from high school. Indeed, he suggests choosing stories that grown-ups, such as teachers and parents, liked reading when they were children (Bernstein 1).

Furthermore, children can acquire reading awareness and knowledge due to the hours spent by the kids being read to by adults, according to Terry Meier (244). Because of this reading experience children obtain an extensive book-based vocabulary and



cultural lessons on friendship, family relationships, gender roles, etc. Also, the research demonstrated book reading can be pleasurable and rewarding because it is a source of knowledge about the world. If children are able to interact with other people, they can start making sense of their own experiences using knowledge of characters, plots, and story language and applying them in their everyday lives (Meier 244-252).

2.2.2. Reading in Multilingual Classrooms

Terry Meier makes a clear statement that teachers will have all different types of scenarios in an EFL or multilingual classroom. One possible scenario is that teachers will encounter a great number of children regularly with little book reading experience in their first language, as well as in the target language they are learning. Therefore, teachers must look at students' backgrounds along with the different cultures they may encounter in a given classroom. If reading were to take place in an EFL classroom, the book chosen by the teacher would become extremely important due to the fact that it would provide a reading experience on which the student can reflect, and learn from (242-244).

Cyrene Wells proposes that in order to improve reading in middle schools and in high schools, teachers could consider their own reading process so that they may teach better reading techniques to children. Wells claims teachers are not well instructed, or have little background on reading instructions, resulting in a major problem when reading in schools. This causes the reading process to fail; therefore, teachers should look into their reading experience to help children engage in reading (660).



Wells also brings up a wonderful case scenario for studying not only the students' reading process, but also the teachers' in order to improve reading abilities in different content areas. If teachers look into their own reading process while inquiring into the students' reading process at the same time, the result will be grasping a better knowledge about how students make sense of a text. This grasping causes the teacher to have different reading approaches on which to judge. Educators never have to lose sight of the overall objectives; that is, students do not only have to read textbooks given in schools, but to make reading part of their lives beyond classrooms (661).

According to Sharon McKool, it is easy to identify a very strong relationship between how successful students are in reading in school and how much the students read out of school. There are many factors that influence some children to read by themselves outside the school. The results of this research showed that there are variables to take into consideration like self-concept as a reader, television viewing, and organized activities. Moreover, the research conducted by McKool revealed that children who come from homes where parents read aloud to them are more likely to engage in voluntary reading. Additionally, students who are able to pick the material they desire to read in school are more likely to read on their own outside classrooms (111-115).

Likewise, McKool talks about researchers who have gathered data about the feelings towards reading when children first arrive in school. The information documented was that the majority of children arrive at school with a positive attitude regarding reading. The problem is that after a while this positive attitude shows a steady decline as school goes by. By the end of high school, students barely read for pleasure, causing a



decrease in the academic field. On the other hand, if students want to be academically successful, they need to spend time reading (116-118).

One of the objectives education must resemble is to help create a generation of inspired readers, says Vianne Timmons of the Leader Post. Timmons suggests there is a need to incorporate activities related to literature in the daily lives of children, and to always support any reading initiative that is seen in a child. Timmons states, “a child who develops strong literacy skills will grow up to be an adult with strong literacy skills” (8).

Finally, because reading is so important, Hank Bernstein provides some tips to help kids read more. First of all, teachers and parents should read with kids every day. Next, it is never too soon to start providing books for kids to read. Also, kids sometimes have short attention spans; therefore, it is recommended reading to them in short periods of time, many times a day. Furthermore, it is very important to respect children’s favorite books, even if they are science fiction or any of the ones that are considered “not good literature” by many. Also, parents and teachers must always read aloud every part of the book to their kids. And certainly always read, read, and read (1).

2.2.3 Science Fiction Stories as a Reading Tool

Distinguishing among the different varieties of interest readers have, a need emerges to supply a wide range of material for reading, specifically in schools. In agreement with Camille Blachowicz, author of strategies for independent learners, kids enjoy reading when they find their own interests and “themselves” characterized in the elements they read. For teachers, it is vital to include all types of books considered students’ favorites. Especially if students do not like reading, the urge of taking time to help increase their



interest in reading is even more critical. Nonetheless, the material selected has to be of high quality for the readers. This material has to be submitted to the students to help them find their own preferences (6-8).

Respectively returning to McKool's research, a major discovery made was that the books children read the most are the series type. These series books can provide the reader with a push to become sophisticated literature readers. Before looking into why students chose Science Fiction as their favorite stories, let us review these two terms: "Avid readers", refers to readers who are willing to read. And "reluctant readers", refers to readers who are unwilling to read. One of the avid readers reported that he used to like reading Science Fiction series by Robert Lawrence. Stine which involved monster characters; eventually, this reader got tired and began reading novels by Stephen King. Yet, McKool states in her research that reluctant readers chose science fiction stories as their favorites. Some of them also mentioned comic books and magazines as preferred reading material (119-125).

On the other hand, the biggest problem McKool found was that teachers did not consider science fiction stories as good literature to be read by children. She states that teachers not only discourage kids from reading series, but also keep these books away from homes, libraries, and classrooms. McKool's research revealed the importance and the power scary stories have in order for children to engage in reading. Likewise, they can be read with conventional literature at the same time as well (125-131).

Working with scary stories can aid children to construct resources for confronting their difficult problems (Lotherington 111). According to Wendy Lesser, science fiction stories



are convenient because they turn and change reality by exaggerating and using imagination. By doing so, it creates a story that is often symbolic to the readers' times and lives, producing a scenery between the reader and the story that lies behind. However, Lesser explains that even though science fiction or scary stories project themselves as a way of escapism for readers, one must be careful not to submerge deeply into the stories. Rather, readers should look at the stories from a non-real perspective and consider these stories from the distance of their own lives (Lesser 165).

2.2.4 Making Reading an Experience

Reading at times can become unpredictable, but at the same time immensely exciting. The pleasure of reading comes by generating situations that people can feel like they are living in that world. However, the feeling that a book can generate to a second language learner might be more challenging. Nevertheless, the purpose of reading in any language must be to introduce the reader as if he or she were part of the story. Teachers have to choose stories that can raise the students' interest. According to Collie and Slater from Cambridge, short stories which involve universal themes are more useful for teachers because they can be less terrifying to English learners. The goal is to motivate and encourage learners to read with pleasure and desire (1, 97).

When reading is involved in several classrooms, it helps to discover new features of a particular world. Frustration can be shown at times by students who are not able to read well, or have trouble understanding different stories. Teachers should always look for possible alternatives to engage their students into the reading process. Therefore, educators have to be aware of the absence of reading knowledge that some students



might have. Not all students have the same level of knowledge; as a result, it might take longer for some students to comprehend a story. Thus, teachers need to be creative and flexible to avoid a serious decline and less efficient way of learning (Brito 123-127).

Hebrard theorizes not blaming schools or teachers for this matter. It is about finding a link among students to generate an encounter with the reading process. Schools have to generate appropriate conditions where meaningful learning can happen as a result of the trust between teachers and students. Teaching how to read must take place in an environment of dialogue among cultures, generations, and differences. Educators must be open-minded and innovative all the time. Taking this initiative into consideration, teaching kids how to read can explore a different kind of reading; a reading that causes an impression and leaves a mark, turning learning into an experience (1-5).

Barcena Orbe and Jorge Larrosa point out that in order to create an experience, the basic requirement is to get rid of similar previous experiences. This means blocking automatized ways of reading and allowing students to search for the unknown.

Otherwise, teachers will be only going over what students already know, leaving no room to change. Subsequently, reading ought to be carried away by the unexpected, allowing learning to happen (Orbe 14; Larrosa 1-8).

Moreover, David Booth explains that reading is a complex task. Even though for some children reading can come without a major effort, for others it can become a bit trickier. He suggests working with children to make sure the text they are reading reflects their experiences, concurrently expanding their learning by solidifying previous knowledge, gaining new lexical terms, and developing new strategies. Booth suggests the texts



chosen have to be challenging, but not too difficult because it would not allow the reader to find satisfaction in the experience (6).

2.2.5 Reading Comprehension

Comprehension does not come easily and fast to all readers. As stated by Blachowicz and Ogle, it is very difficult and complicated to define a “good comprehender”. Overall, these authors manage to give a simple connotation to this phrase; a comprehender is one who makes sense of what is read. Nonetheless, the difficult part is to find the correct path to be able to make sense of what is read. For Blachowicz and Ogle, an adequate reader is the one who attributes comprehension of plots and feeling to characters. Also, this reader can make comparisons between non-real situations and those he or she has experienced personally (1-4).

Additionally, comprehension is a constructive process that takes place over time. Readers need to be actively building knowledge and meaning through the process of interacting with what they read and integrating with what they know (Harvey and Goudvis 79-81; Anderson, Hiebert, Scott and Wilkinson 17-21; Paris and Oka 25-56; Rosenblatt, 96-107). Our knowledge and experiences influence how we understand, value, and remember what we read (Pearson 724-738; Rumelhart 211-236).

As reported by Blachowicz and Ogle, knowledge is organized into structures called schemata, a mental information organizer. This schema helps make sense of what is seen, heard, or touched. Learners are fitting new data into an existing schema to fill in the blanks of what they may not directly identify. For instance, if someone is walking down a street and sees chairs, tables, and silverware through a glass door,



automatically this person will think “restaurant”, triggering the schema for that particular word. Although nobody tells this person that it is a restaurant, schema allows people to construct understanding using their experience and their previous knowledge (27).

Also in order to comprehend a text, EFL learners can focus on three different reading strategies to help with a clear understanding of what a text is about. According to Nira Koner, the first strategy to be taken into account is skimming. This strategy consists of reading very fast without noticing specific details. It refers to the process of reading a text to obtain a brief idea on the matter. Skimming is quite helpful because it allows anyone to identify who the audience is, who wrote the text, a particular target group, or the general public. Also, it provides a clear vision of what kind of text it really is, such as an essay, a report, a novel, among others. Further, it guides readers to recognize the purpose of the author, whether it is to inform, entertain, or describe. And, the one that stands out the most is assisting readers to understand the general context of a passage (154).

Following Koner’s reading skills theme, the second reading strategy to be taken into consideration is scanning. This strategy engages readers in analyzing a text calmly and attentively in order to find detailed data in a passage. In essence, it is looking for specific information in a text. At times, scanning texts involves paying attention to the non-verbal signals of a passage such as fonts, italics, bold face, charts, graphics, and photographs (154). Likewise, for Angela Burt, in order to locate specific information students have to look for singular details: dates, names, particular words, and more (5).



The last reading strategy to be observed is making inferences. This particular strategy deals with the capacity to draw conclusions based on the information in the passages (Barr and Lieberman 66). As a lot of people would say, it is reading between the lines. In a text, clues or facts will be given out at times, and the students will have to form conclusions from the information presented. Just as Susan Hall stated, “Inferring allows students to make their own discoveries without the direct comment of the author” (qtd. in Kartchner 187). In this reading strategy, students have to attach their previous knowledge and experiences to the information given in a text (Kartchner et al. 187).

Besides, when making inferences, students have to provide supporting evidence. Anne Goudvis and Stephanie Harvey imply that making an inference is an educated guess that emerges from combining new information from a text with previous knowledge to generate a judgment (18). The more information a student can gather on a topic, the better inferences this student will produce. Making inferences becomes really helpful when a student needs to formulate answers to questions that are not directly in a reading passage (Kartchner et al. 188).



CHAPTER III

Research Methodology

3.1 Type of Research

The approach used in this research is a mixture of qualitative and quantitative methods. According to Thomas Murray, qualitative research is focused on studying information and data concerning the population involved. A qualitative research will not test theory directly or measure anything; instead, it will focus on actions done by the participants of an experiment (Merriam 2). Quantitative research, on the other hand, is found in the use of numbers and statistics (Murray 2). Newman and Benz state that quantitative methods target experimental studies, quasi-experimental studies, pre-test and post-test designs, among others where valid and reliable measures are required (10). The proposal of combining these methods is labeled as “qualitative/quantitative blend.” Thus, a pre-test and a post-test can be mixed with a survey to establish clear and accurate results in this research.

3.1.1 Hypothesis

The use of monster stories along with the development of reading strategies such as skimming, scanning, and making inferences benefit and improve reading comprehension in 12-13 year old students.



3.2 Population and Sample

The intact group of people selected in this research are students from Rosa de Jesus Cordero high school of the city of Cuenca, Ecuador. The reason these students were chosen is due to the excellent English language proficiency they exhibit in this institution. This proficiency enables them to have a similar level of knowledge in English, the foreign language they are learning. The gender of the population in which the treatment was administered is girls. The age of the target group runs between twelve to thirteen years old. The sample chosen from this population is sixteen girls from the eighth grade, course “A” in Rosa de Jesus Cordero high school. Thus, the treatment was administered to these sixteen girls in order to record several results.

3.3 Data Gathering Techniques

In order to gather valid and reliable information in this research, a survey was conducted. It was designed in order to find out data concerning students’ points of view about the different Monster stories they read. This questionnaire consisted of closed structured questions. The survey was administered after the treatment was finished.

A pre-test at the beginning of the treatment was also applied, followed by a post-test at the end of the treatment in order to compare and analyze the results. Both tests were used in order to evaluate and compare what the students knew before the treatment, and what they were able to grasp after the intervention.



3.4 Data Collection

To collect data from the survey, the questionnaire focused on the following aspects.

First, it was determined from a qualitative perspective to seek what stories the students liked the most. Next, to learn whether they found the stories and the different tasks easy or difficult. Then, what reading strategy turned out to be the most difficult for them, and at last, their feelings towards the stories.

Additionally, it is important to mention that both tests, pre-test and post-test, were designed with the purpose of analyzing the impact of skimming, scanning, and making inferences for reading comprehension purposes by means of monster stories. There were three questions about skimming, three questions about scanning, and four questions regarding making inferences. In this way, the results were collected item-by-item, and the answers were analyzed to establish how effective the treatment was. Indeed, the questions were selected from short reading passages according to the students' ages and levels of English.

3.5 Data Processing

In the survey, the data provided a view of students' weaknesses and strengths regarding the three reading strategies: skimming, scanning, and making inferences. Moreover, it established the degree of complexity of the stories. Further, it allowed recognition of the most beloved stories by the students. The results of the data were illustrated by means of charts.



In order to determine if the treatment was adequate, a symbolic raise in average in learning from pre-test to post-test of at least thirty percent was established. The quantification of the questions in the pre-test and post-test were graded from one to ten. The average from the pre-test was compared with the average of the post-test to test the hypothesis. The results were exhibited in a scale from one to ten through graphic bars.

3.6 Treatment Description

In order to protect the students' identities, they were assigned a code by using numbers from one to sixteen. Ten stories compiled in a booklet were handed to the students with their respective tasks on skimming, scanning, and making inferences. The treatment was administered during a span of ten weeks. They were given the stories to read in advance at home, as homework. Then, a review of ten minutes was provided in class to determine if the students had read the stories, and if they had any questions about them. After that, the activities were handed out for the students to complete in a period of thirty minutes. The entire class lasted forty minutes per week.

The treatment focused on the development of reading strategies. The activities were three pages long and consisted of seven questions for each task. The first two questions were predicated on skimming. The following three questions focused on scanning, and the last two questions dealt with making inferences. Since the treatment was designed for girls around the ages of twelve and thirteen, it contained a lot of graphics, pictures, and colors. A definition of skimming, scanning, and making



inferences was displayed on every sheet, as a reminder of the reading strategies proposed.

Through the first three tasks, the students worked in pairs in order to get familiar with the stories and the activities. For the following seven tasks, the students performed the activities by themselves. The tasks had twenty items of difficulty. However, the score they received was graded over ten points. The students received the tasks graded a week after they handed in the activities. The purpose was to recognize and correct students' mistakes by means of a deep feedback by the teacher.

It was mandatory by the institution, where the treatment was held, that the respective teacher had to stay in her classroom while the students were completing the activities. The first five weeks, a teacher was assigned, but for the next five weeks, there was an exchange of teachers. This was due to the beginning of a new semester in the school as part of a regular protocol. The students felt comfortable having their teachers close to them. Notwithstanding, the teachers neither interfered nor provided any help at all with the execution of the tasks. Indeed, the students completed the tasks on their own.



CHAPTER IV

Results-Analysis and Interpretation

4.1 Pre- and Post-Tests

The Pre-Test was administered on November 12th, 2014. Based upon the scores obtained by most of the students, it is fair to state that the majority of them had little to no previous knowledge of the reading techniques proposed. The overall average was **4.56** over 10. This meant that the students performed poorly on the test, given that 7 or above is considered a passing grade, and any grade below as failing.

Examining the grades, only four students out of sixteen scored above 7, representing a total of 25% of the class that obtained a passing grade. The majority of students, seven in total, scored a grade in the range from 4 to 6.99, representing 43.75% of the class, contemplated as close to meeting the required learnings. The five remaining students scored a grade in the range from 0 to 3.99, considered as not achieving the required learnings, representing 31.25% of the class.

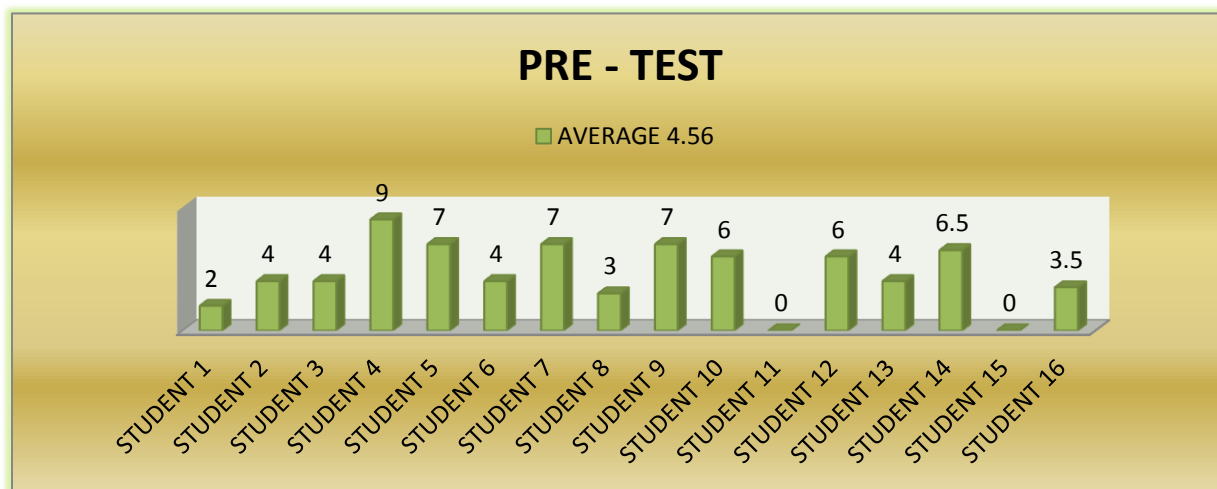


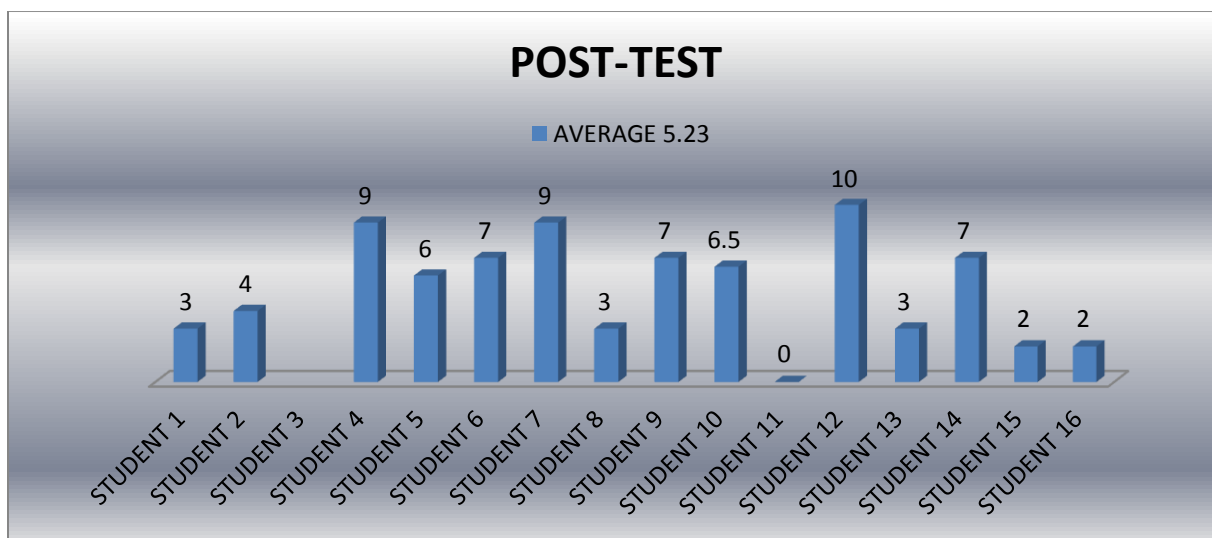
Chart 1



The Post-test was performed on April 8, 2015. A slight improvement of 0.67 in the overall average representing an increase of 14.69%, compared to the pre-test, was achieved by the students. Nevertheless, a **5.23** average is still not a passing grade. The students continued to perform poorly on the test.

Looking at individual progress, a rise in average of 0.5 point is exhibited by student numbers 10 and 14. Also from student number 1, an increase of 1 point is shown. From student numbers 6, 7, 12, and 15, a considerable rise of 2 points or more was achieved. However, some students manifested a decline in average. This is the case of student numbers 5, 13, and 16 who showed a decrease of 1 to 1.5 points. Other students such as numbers 2, 4, 8, 9, and 11 did not display an upgrade or a fallback in their average.

From the fifteen students, who took the post-test, student number 3 was absent, six students scored 7 or above, considered a passing grade, representing 40% of the class. Three students scored in the range from 4 to 6.99, considered close to meeting the required learnings, representing 20% of the class. The remaining six students scored in the range from 0 to 3.99, considered not achieving the required learnings.



4.2 Treatment Results and Analysis

4.2.1 Class Results

The chart below belongs to the story “Monster Marathon” performed on December 3, 2014. Given the fact that it was the first official task completed by the students, and they worked with partners, the overall average was close enough to a passing grade. In this particular task, 50% of the students scored 7 or better; 43.75% scored in the range from 4 to 6.99; and only 6.25% scored in the range from 0 to 3.99. Even though the students completed the task in couples, some of them did not receive the same grade as their partners. The reason was that they did not have identical answers.

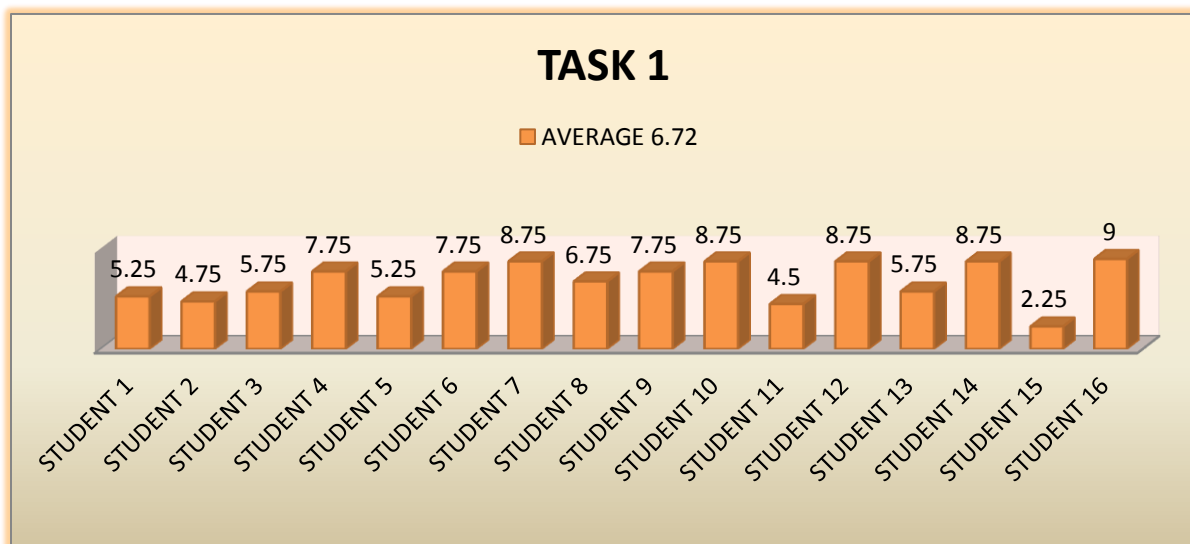


Chart 3

The following chart belongs to the story “Monster Chef” performed on December 10, 2014. Basically there is a visualization of the same results as task one. The overall average was close to seven, considered a passing grade; 31.25% of the students scored 7 or better; 50% scored in the range from 4 to 6.99, and, 18.75% scored in the range from 0 to 3.99.

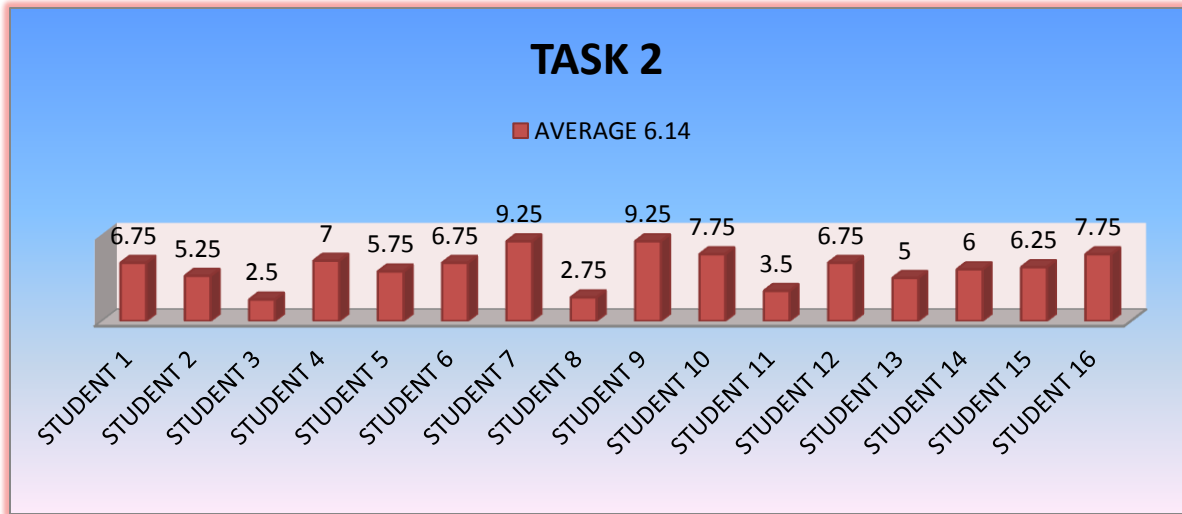


Chart 4

The chart below belongs to the story “Troll Love” performed on January 14, 2015. This is the first task where the overall average was above of a passing grade. It was the last task where the students worked in partners. An improvement over task one and two is appreciated, as 92.86% of the students scored 7 or above; 7.14% of the students scored in the range from 4 to 6.99; and 0% of the students scored in the range from 0 to 3.99. Students number seven and fifteen were absent.

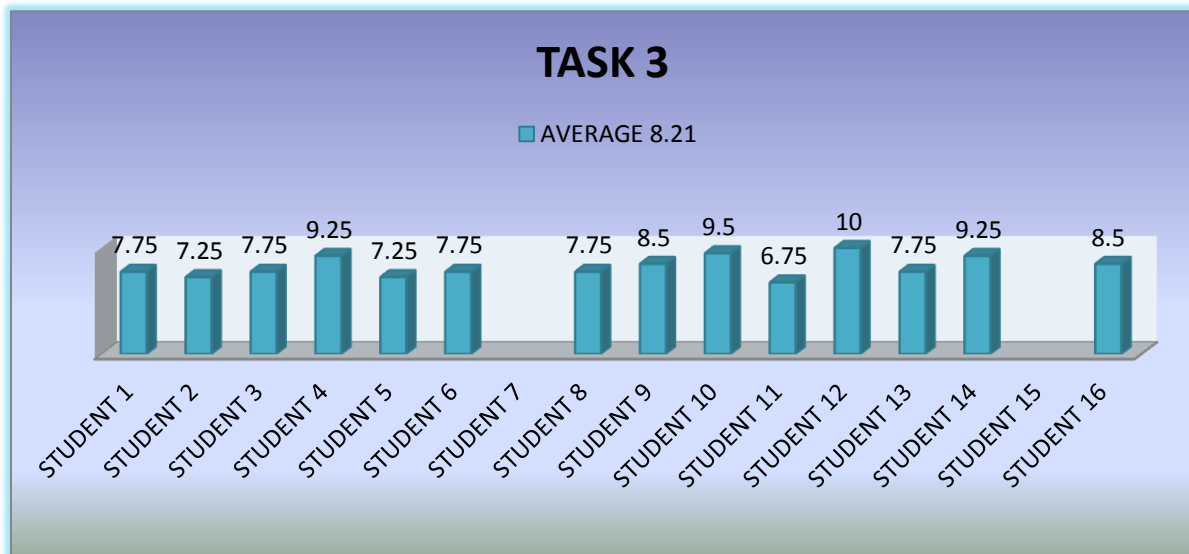


Chart 5



The chart below belongs to the story “The Lost Valley” performed on January 21, 2015. Task number four was the first activity where the students worked by themselves. As shown by the overall average, the students got the hang of the activities. Generally, they performed the activities strongly after task one and two. We see that 84.62% of the students scored 7 or above, 7.69% scored in the range from 4 to 6.99, and 7.69% scored in the range from 0 to 3.99. Students thirteen, fourteen, and fifteen were absent.

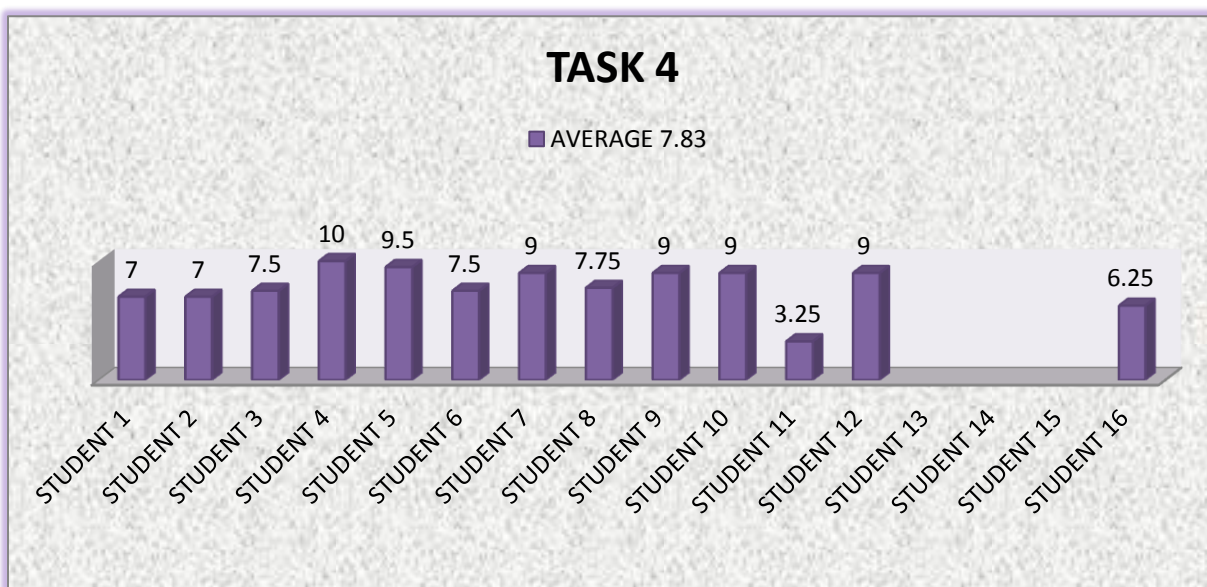


Chart 6

The following chart belongs to the story “Captain Moneybags and Lightfingers the Sea Monster” performed on January 28, 2015. What is noteworthy about this specific task is the fact that the students experienced a fallback, considering the overall and individual average in contrast of tasks three and four. Only 20% of the class scored a grade of 7 or above, 66.67% scored in the range from 4 to 6.99, and 13.33% scored in the range from 0 to 3.99. Student number twelve was absent.

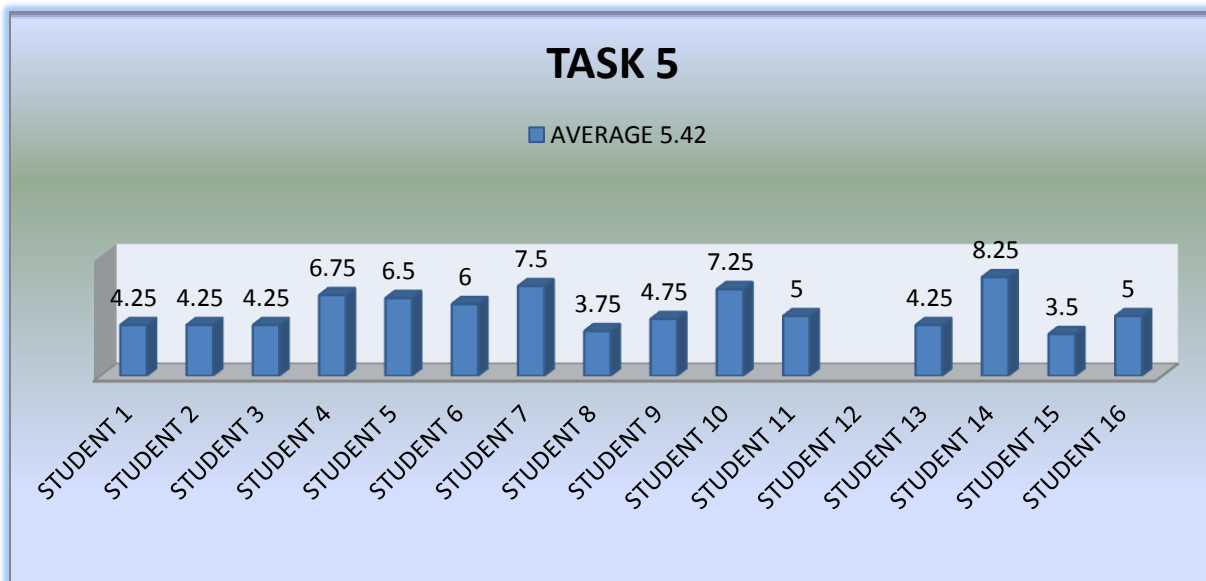


Chart 7

The chart below belongs to the story “The Fantastic Firework” performed on February 25, 2015. An upgrade over task five is observed in this activity. The overall average was above a passing grade. A total of 75% of the students scored a grade of 7 or above. 25% of the students scored in the range from 4 to 6.99, and 0% of the students scored in the range from 0 to 3.99.

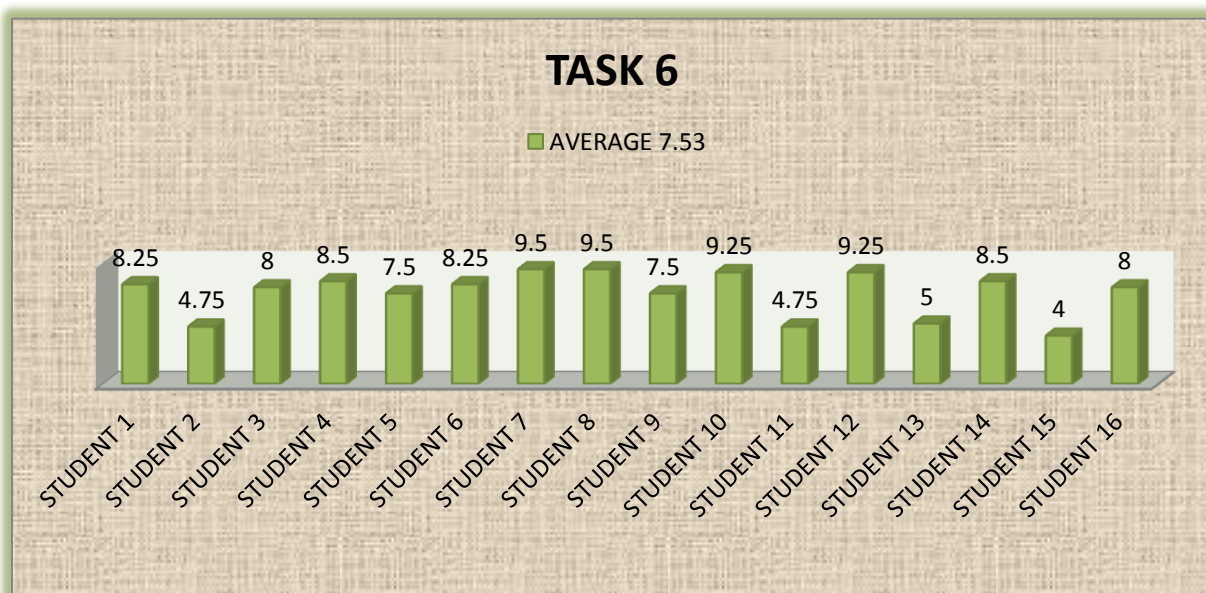


Chart 8



The chart below belongs to the story “Princess Prissy and the Stinky Bog Monster” performed on March 11, 2015. The students just scored an overall average to be considered as a passing grade. This is the last task where the students scored a grade of 7 or above. Half of the students scored a grade of 7 or better, 43.75% scored in the range from 4 to 6.99, and 6.25% of the students scored in the range from 0 to 3.99.

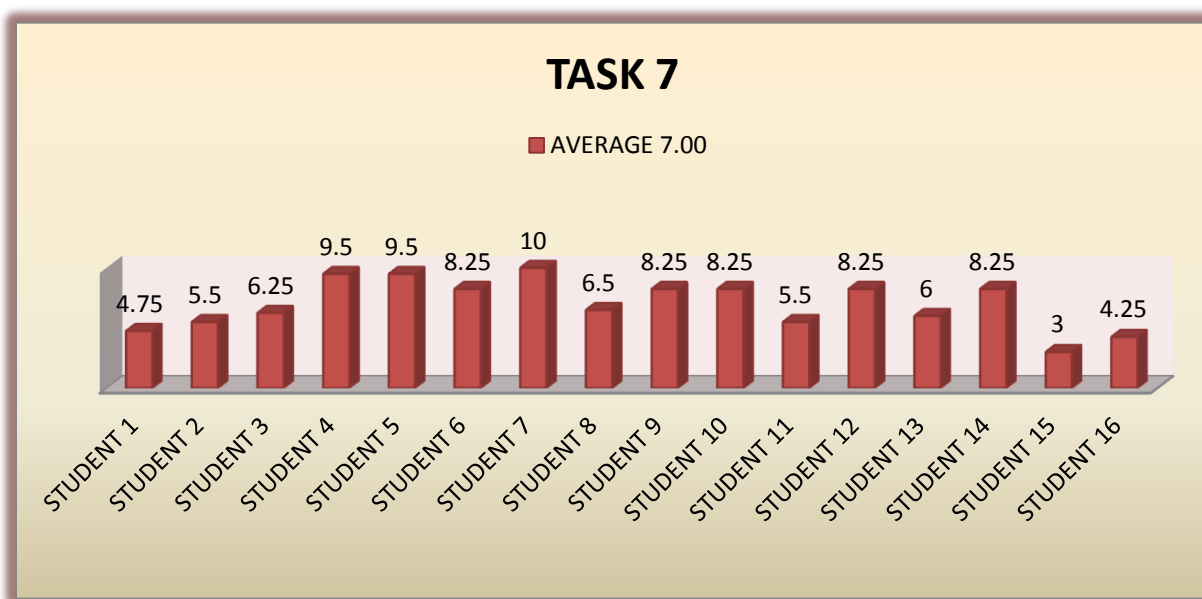


Chart 9

The following chart belongs to the story “The Ogre’s Hat” performed on March 18, 2015. In this activity, 53.33% of the class scored a grade of 7 or above, 20% of the students scored a grade in the range from 4 to 6.99, and 26.67% scored a grade in the range from 0 to 3.99. Student number 15 was absent during the activities.

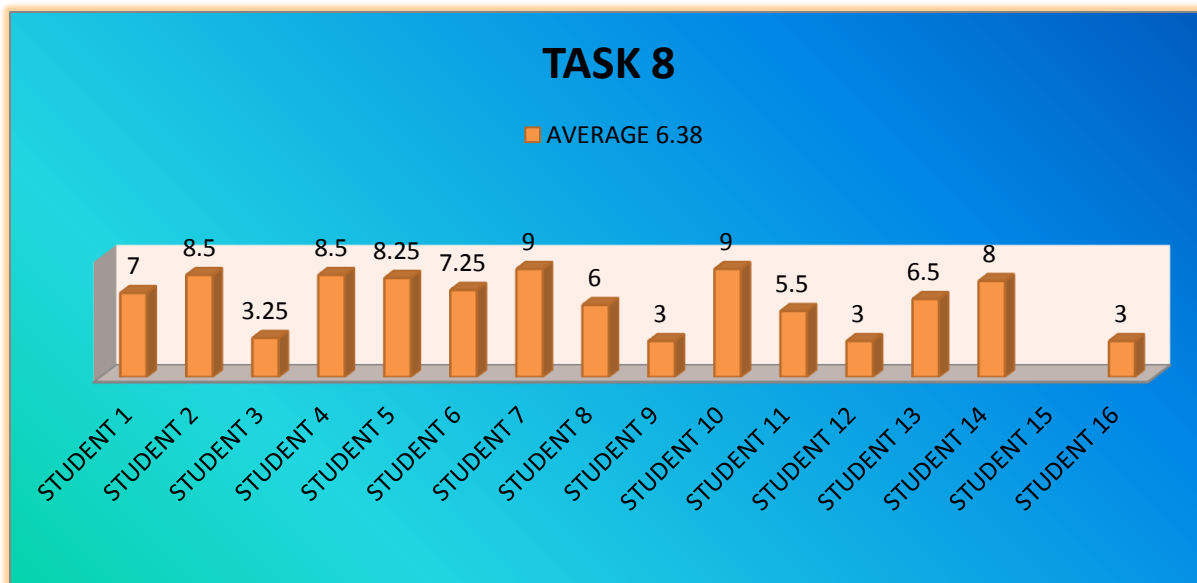


Chart 10

The chart below belongs to the story “A Monster in the Garden” performed on March 25, 2015. The overall average dropped below 7, considered a passing grade. As shown in the chart, 31.25% of the students scored a grade of 7 or better, 37.5% of the students scored in the range from 4 to 6.99, and 31.25% of the class scored in the range from 0 to 3.99.

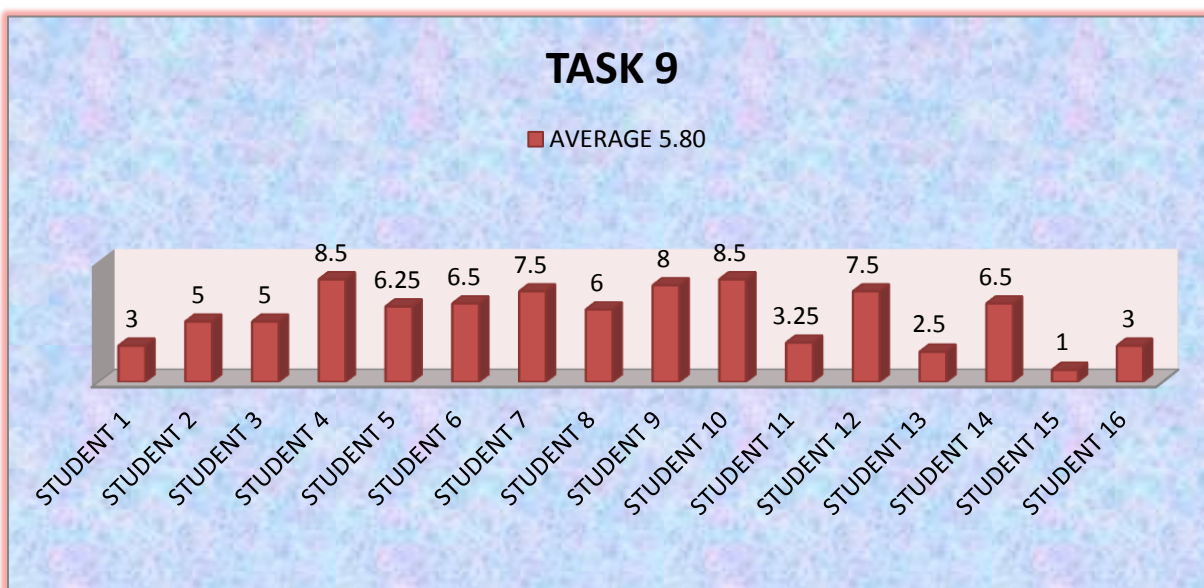


Chart 11



The chart below belongs to the story “The Monster’s Hill” performed on April 1, 2015.

This was the last activity that the students completed as part of the treatment.

Surprisingly this was the task in which they scored the lowest overall grade. The class average was under 7, representing a passing grade. Only 15.38% of the class scored a grade of 7 or better, 53.85% of the students scored in the range from 4 to 6.99, and finally, 30.77% scored a grade in the range from 0 to 3.99. Students number three, seven, and ten were absent.

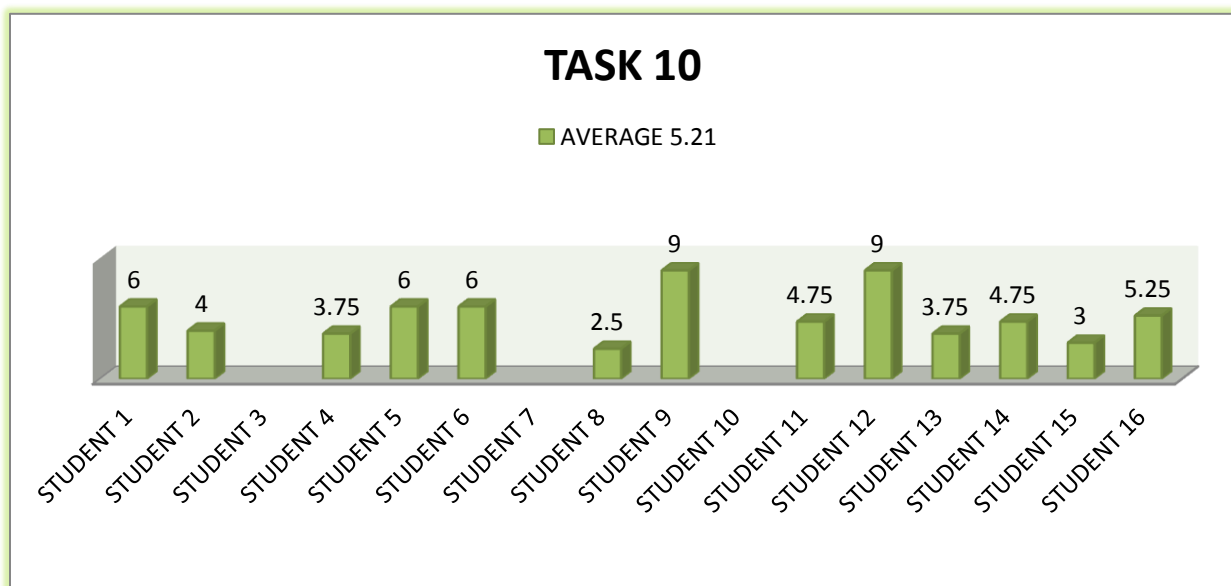


Chart 12

As evidenced by the charts, the students showed several difficulties regarding the performance of the tasks. From the ten tasks completed by the students, only in four of them did the class average resemble a score of 7 or above. In the remaining six tasks, the students’ average stayed in the range from 5.21 to 6.72. Note that the highest scores were exhibited when the students worked in pairs, and the lowest scores were shown on the last tasks when the students worked individually.

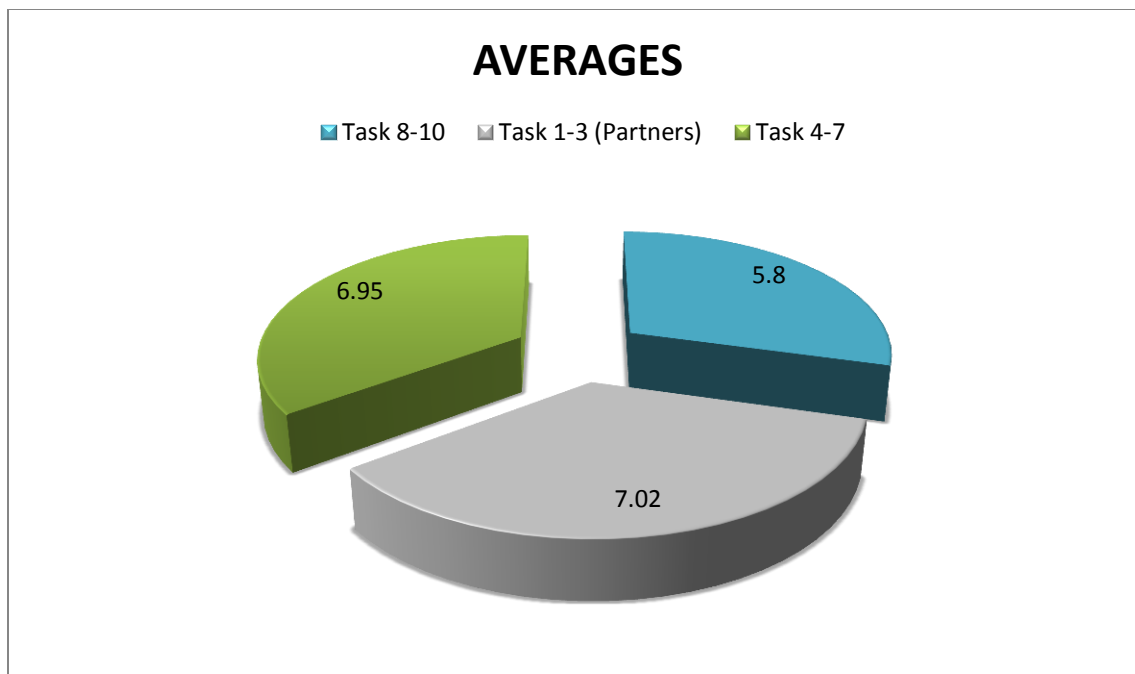


Chart 13

From task one to task three, when the students worked in pairs, their overall average was the highest compared to the rest of the tasks. From task four to task seven their average fell down just by 0.07 points, which is understandable noting that from task four and beyond the students worked individually. However, from task eight to ten, the students experienced a major fallback compared to tasks four to seven in the overall average.

It is assumed that the students performed poorly from task eight to task ten due to a lack of interest in the last tasks. The students lost sympathy towards the stories and tasks, perhaps because they experienced fatigue and got bored of reading stories about the same monster characters.



4.2.2 Individual Results

STUDENT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8	TASK 9	TASK 10	AVG
Student 1	5.25	6.75	7.75	7	4.25	8.25	4.75	7	3	6	6.00
Student 2	4.75	5.25	7.25	7	4.25	4.75	5.5	8.5	5	4	5.63
Student 3	5.75	2.5	7.75	7.5	4.25	8	6.25	3.25	5		5.58
Student 4	7.75	7	9.25	10	6.75	8.5	9.5	8.5	8.5	3.75	7.95
Student 5	5.25	5.75	7.25	9.5	6.5	7.5	9.5	8.25	6.25	6	7.18
Student 6	7.75	6.75	7.75	7.5	6	8.25	8.25	7.25	6.5	6	7.20
Student 7	8.75	9.25		9	7.5	9.5	10	9	7.5		8.81
Student 8	6.75	2.75	7.75	7.75	3.75	9.5	6.5	6	6	2.5	5.93
Student 9	7.75	9.25	8.5	9	4.75	7.5	8.25	3	8	9	7.50
Student 10	8.75	7.75	9.5	9	7.25	9.25	8.25	9	8.5		8.58
Student 11	4.5	3.5	6.75	3.25	5	4.75	5.5	5.5	3.25	4.75	4.68
Student 12	8.75	6.75	10	9		9.25	8.25	3	7.5	9	7.94
Student 13	5.75	5	7.75		4.25	5	6	6.5	2.5	3.75	5.17
Student 14	8.75	6	9.25		8.25	8.5	8.25	8	6.5	4.75	7.58
Student 15	2.25	6.25			3.5	4	3		1	3	3.29
Student 16	9	7.75	8.5	6.25	5	8	4.25	3	3	5.25	6.00

Chart 14

After examining each one of the students' progress throughout the different tasks performed during the treatment, the following results can be established. Eight students displayed an overall average of 7 or above, considered a passing grade, representing 50% of the class. Seven students showed an average in the range from 4 to 6.99, contemplated as close to meeting the required learnings, representing 43.75% of the class. Finally, one student presented an average in the range from 0 to 3.99, considered as not meeting the required learnings, representing 6.25% of the class.

Throughout this research, 50% of the students displayed good grades or a steady increase in their average as they advanced in each task. In the case of students number seven and ten, they constantly scored grades of 7 or above resembling that they had



read and understood the stories and the tasks. Other students such as numbers four, five, six, nine, twelve, and fourteen showed they had read the stories, but had trouble at times, completing some tasks.

In the case of students numbers one, two, three, eight, eleven, thirteen, and sixteen, their average reveals they had some trouble understanding the stories and performing the tasks. However, regarding student number fifteen, she showed major difficulty understanding the readings and issues while working on the tasks. Also, she was the student who reported the majority of absences.

4.3 Survey Results

In the survey, the students' numbers were randomized. Therefore, they do not correspond to the same numbers as the treatment results. The students did not place their names on the survey sheets in order to expect total honesty from them.

Question 1: What reading strategy was the most difficult for you?

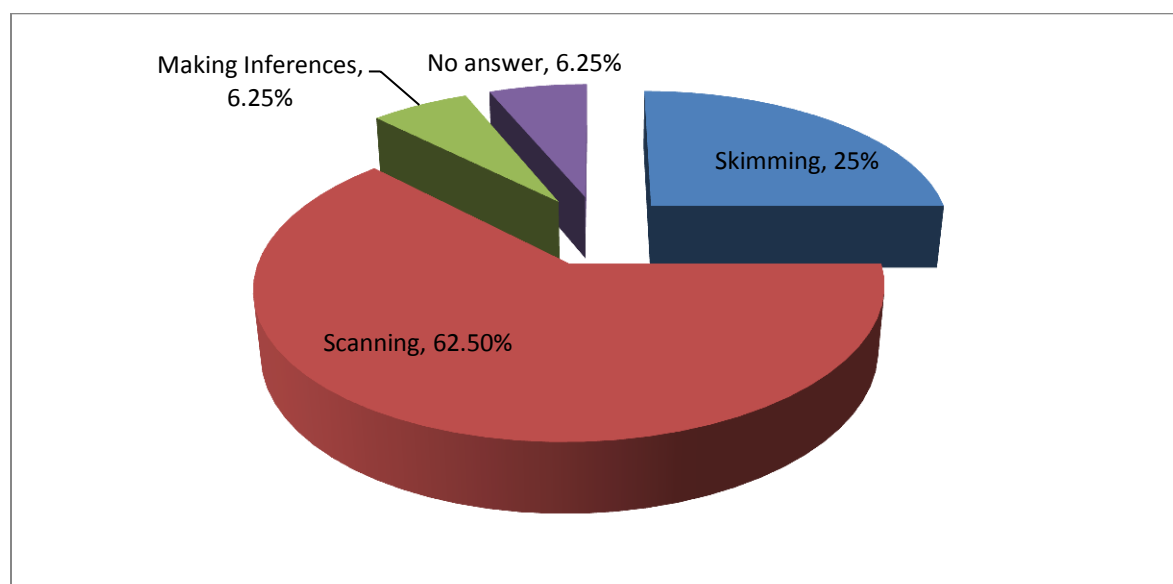


Chart 15



It is clearly stated from the students' perspectives, ten of them, that the most difficult exercises regarding reading strategies were related to scanning. The next reading strategy chosen by four students was skimming. Finally, the easiest strategy selected by one student, was making inferences. One student did not answer correctly. This is astonishing to some degree due to the fact that the majority of students performed fairly poorly in questions about making inferences. The scores recorded showed that they received the lowest grades on making inferences.

Question 2: Choose the statement that best describes your feelings toward “Monster Stories.”

After reading each one of the “Monster Stories”, I

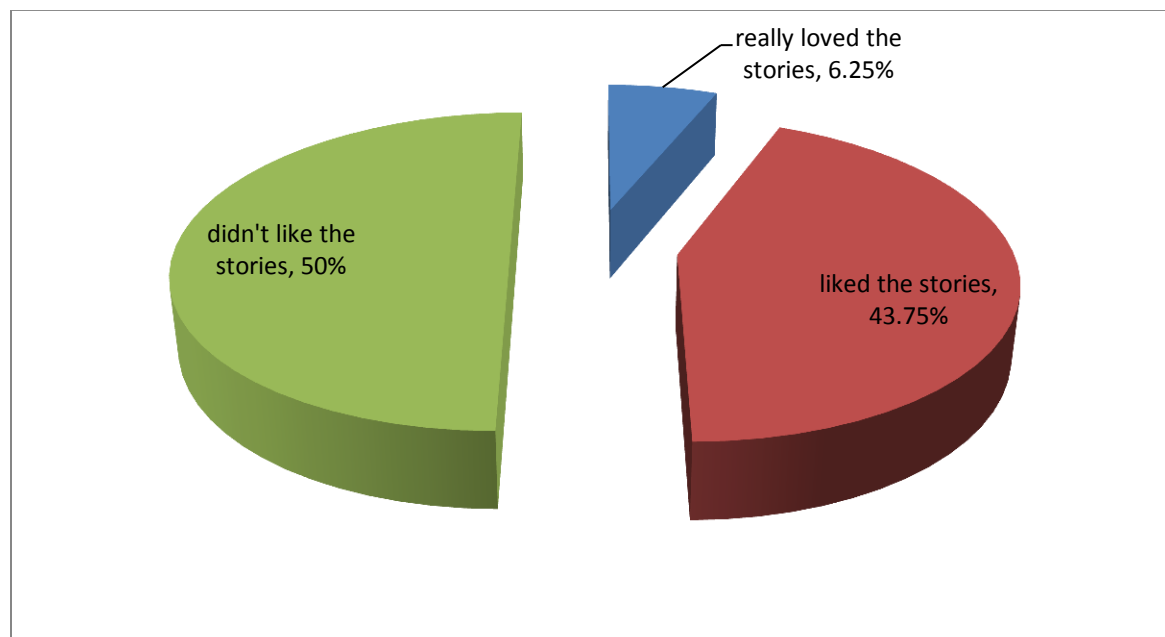


Chart 16

In this question, the class feelings towards the stories differ from one student to another. Exactly half of the class, equivalent to eight students, did not enjoy reading the stories.



On the other hand, seven students liked the stories. And one student was delighted to read the stories. One aspect to take into consideration is the fact that students who performed dissatisfactory in the different tasks were more inclined to select that they did not like stories. In the same way, the students who performed extremely well in the tasks were more inclined to choose that enjoyed the stories. It is no coincidence that looking at the individual results, precisely eight students averaged a score above seven performing the tasks, and the other eight students averaged a score below seven. Consequently, eight students said they liked the stories, and eight students said they did not like the stories.

Question 3: Select your favorite story

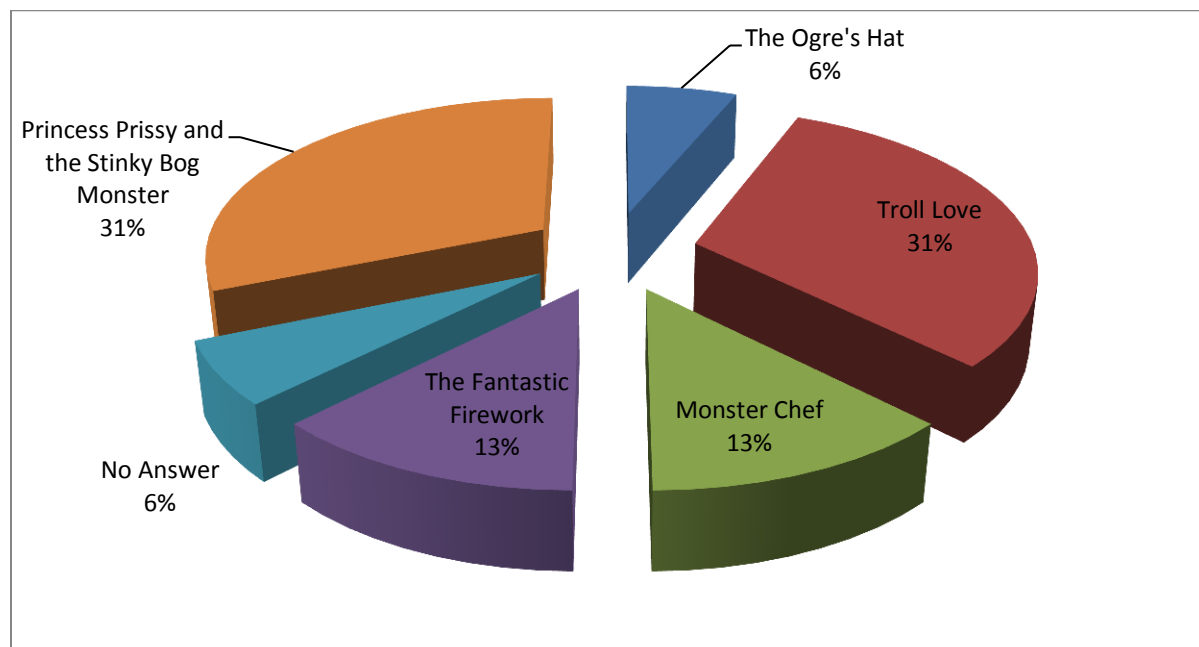


Chart 17

In this particular question, it is relevant to look at the gender where the treatment was applied. Given the fact that it was all girls who participated in this research, it is logical to appreciate that the stories that were more appealing to them were “Troll Love”



selected by five students and “Princess Prissy and the Stink Bog Monster” chosen by five students as well. Moreover, these two stories displayed two of the highest averages from the students while performing the tasks. The reason behind it is the evidence they liked reading these two stories. There were other stories selected by two students as their favorite such as “The Fantastic Firework” and “Monster Chef.” Finally, one student chose “The Ogre’s Hat” as her favorite. One student did not answer correctly.

Question 4: On a scale from 1 to 5 (5 being the toughest), how complicated were the stories to read and the tasks to complete?

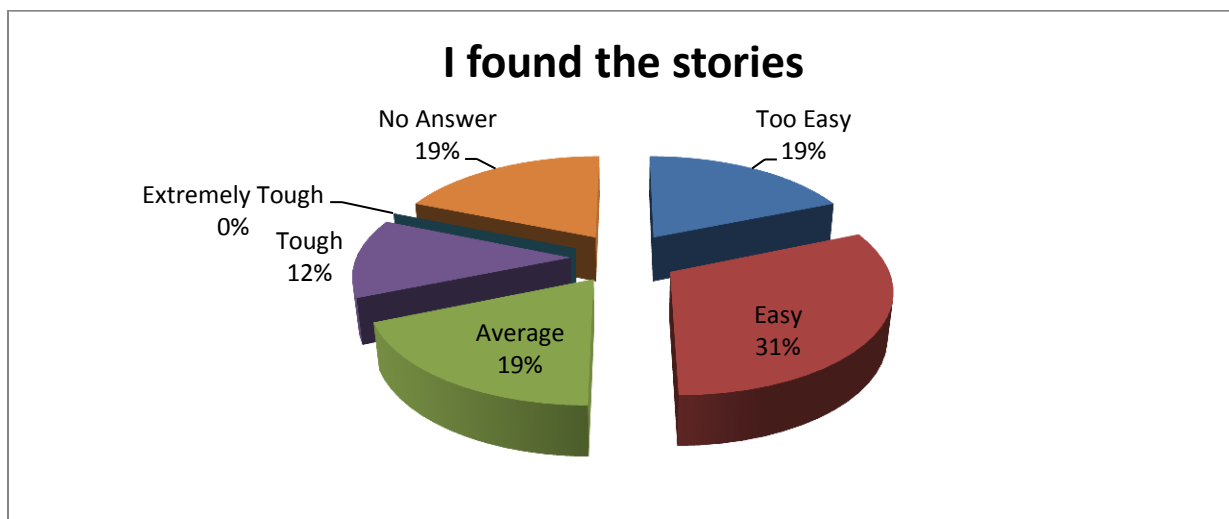
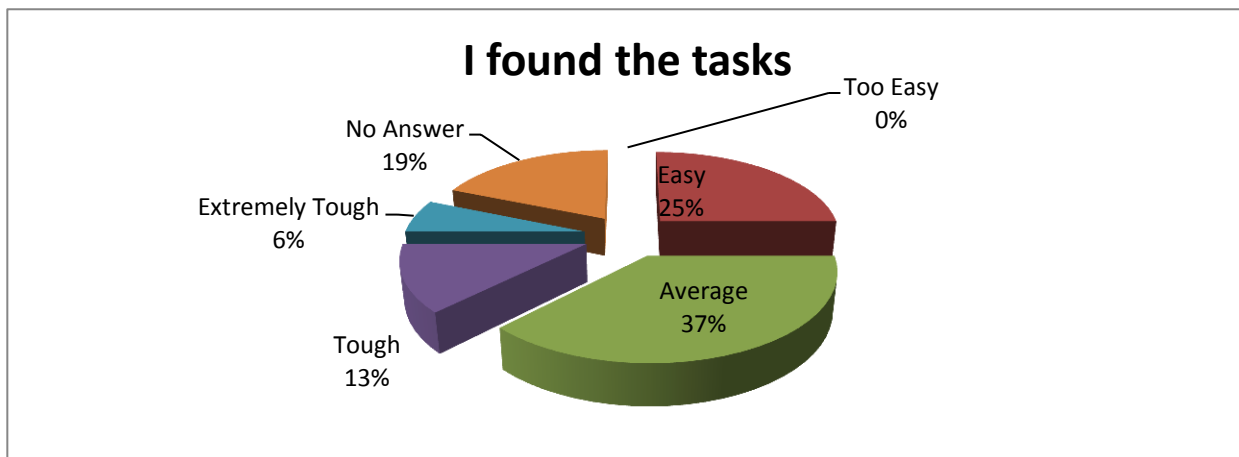


Chart 18





In this final question, an appreciation can be established that the vast majority of the students thought that the stories were relatively easy. A few of them, three, found the stories to be average and two students selected the stories to be tough in terms of difficulty. Since the stories are meant to be read by English speaking kids, it is valid to determine that the stories appeared somewhat easy for the students, as five of them chose the stories to be easy and three students selected to be too easy. However, a lot of questions emerged during class, especially about vocabulary, plots, and characters in the story, which led to determine that the stories were not as easy as initially it was thought. The stories came out to be challenging to a certain degree. Three students did not answer correctly.

Regarding the difficulty of the tasks, the greater number of students chose the tasks to be average, six of them, and four students selected the tasks to be easy. Only a few, two students, indicated that the tasks were tough. One student chose the task to be extremely tough. None of the students selected the tasks to be too easy. Three students did not answer correctly. Since the tasks were story oriented, it is reasonable for the majority of students to select that the tasks were average, in terms of difficulty.

Furthermore, they selected the stories to be average because half of the students scored an average of seven or better in the different tasks. Nevertheless, on occasions the students had trouble interpreting the questions inside the tasks. Several times help was provided in order for the students to understand the questions and provide their corresponding answers.



CHAPTER V

Conclusions and Recommendations

5.1 Conclusions

“Monster Stories” along with their respective activities can be a favorable tool to help students learn how to scan, skim, and make inferences inside a reading passage due to a raise in average of 14.69% demonstrated after the treatment was finished. However, they are not effective because they did not meet the required raise of 30%, an average established in order to classify the treatment as adequate.

The stories as well as the activities are not suitable for all English learners. In some cases, as presented in the results of this research, the students, instead of boosting their average throughout the treatment, constantly showed a decline and fallback in the learning process.

The students felt somewhat disinterested with the treatment after they had read half of the stories. As evidence in the results, from story number eight and beyond, their averages began to show a steady decrease after every task. The outcome was a disengagement from the stories and the activities.

From the reading strategies applied in this research, scanning was the biggest challenge for the students. This particular strategy wound up being the most difficult according to the students’ point of view, concluding that searching for specific information was problematic for the students while performing the activities.



The students' performance and personal opinions revealed that the strategy they feel more comfortable working with is Skimming. In the case of making inferences, the students' opinions conclude that this strategy was the easiest one to work with. Yet, based on results, this strategy turned out to be the hardest for the learners to grasp and complete.

“Monster Stories” brings out different reactions in students. In the scenario that the students like and feel comfortable reading the stories, the success they will have performing activities and learning reading strategies tends to be guaranteed. On the other hand, when the students dislike and disapprove the stories, they will not execute the activities prosperously and will not achieve developing new reading strategies.

In terms of complexity, the stories read are convenient for students of eighth grade. The stories were not labeled by the learners as extremely tough and only by a few as too easy. Most of them classified the stories as easy and others as average. However, in terms of themes, not all the stories are appealing to the students. One must be careful to choose which stories will have a positive effect in the students to engage them in learning reading strategies.

The tasks are proper for students of eighth grade as reported by the students. The majority of learners determined the tasks to be easy and average. Nevertheless, from a perspective based on results, the stories are considered to be too demanding due to the poor averages recorded in six of ten tasks performed.



5.2 Recommendations

In order to achieve better results while working with “Monster Stories” the students are encouraged to work with partners. The best results are recorded when the learners are able to work in couples. However, the students should not work in large groups because it may cause distraction and mislead them from the main learning goal.

Additionally, it is advisable to select the favorite stories to read with the learners. “Troll Love” and “Princess Prissy and the Stinky Bog Monster” are recommended to be read by girls of eighth grade. These stories will catch the attention of the students.

The teacher along with the students ought to read the stories in class. By doing so, the students will understand the stories better, answers can be given at the right time, and the teacher will be sure that all the learners will have read the stories.

Do not use too many stories. The students will get tired and bored after they have read over five stories. Otherwise, their averages will drop and they will not be interested in reading the same stories again.

Students need to work deeper on scanning and making inferences. Teachers should emphasize what gives the most problems to students. Extra effort should be applied to these two particular strategies.

Every story with its treatment should be worked during a two-period span in the same day. The first hour is used to read and review the stories, while during the second the students perform the activity.



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APPENDICES

APPENDIX 1- PRE-TEST

Code: _____

Date: _____

Read each paragraph carefully, and answer the questions ahead.

These speed reading exercises will test how quickly you can skim a text to get an idea of what it's about (its theme). In many cases all that is necessary is to find the topic sentence of the one or more paragraphs in the text. The topic sentence is the sentence that gives the reader information about what the paragraph will contain. In many cases the topic sentence is the first sentence in the paragraph. So if you want to find out what a text is about very quickly, just read the first sentence in every paragraph. Beware, however! Not every paragraph has an obvious topic sentence, and not every topic sentence is the first sentence in the paragraph.

Q1. What is this text mostly about? (1pt)

- How to quickly find out what a text is about by reading the topic sentences.
- The importance of reading in learning a language.
- How to write well so that readers can quickly understand what you are saying.
- The increasing importance of online quizzes in learning English.

Monsters, as well as humans, cannot drink sea water, for two reasons. First, the bacterial count may be too high for their health. The second and main reason is that the salt content of sea water (about a quarter-pound of salt to a gallon of water) is too great for the body of monsters. Even though a certain amount of salt is necessary for body cells to stay healthy, an excess leads to dehydration, and death.

Q2. What is this text mostly about? (1pt)

- Why the body of monsters needs salt.
- Why it is dangerous for monsters to drink sea water.
- How much salt is contained in sea water.
- Why it is easier for monsters to swim in sea water than fresh water.

Blood looks as if it is solid red, but it really is not. If you look at blood under a microscope, you will see that it is made up of four different parts: plasma, red blood cells, white blood cells, and platelets. The plasma, which is the actual fluid, is a yellowish-white liquid. It contains the red blood cells, the white blood cells, and platelets, along with proteins, minerals, digested food, and wastes. However, there are more red blood cells in the blood than any of these other



substances, and it is the hemoglobin - a red pigment - in the red blood cells that gives your blood its color.

Q3. What is this text mostly about? (1pt)

- What happens when the body loses blood.
- Why people are in different blood groups.
- Why blood looks red.
- The function of blood.

What's On?

Read the following questions and then use the TV Schedule to find the answers.

1. Jack the ogre has a video camera - can he watch two documentaries without having to make a video? (1pt)

.....

2. Is there a show for monster to make good investments? (1pt)

.....

3. Ian the cyclops is thinking about traveling for a vacation. Which show should he watch? (1pt)

.....

4. Curtis the gremlin doesn't have a TV, but would like to watch a documentary starring dragons. Which documentary should he record on his video? (1pt)

.....

MONSTER TRAIL CHANNEL	FAV MONSTER BASS	VIP MONSTER CHANNEL
6.00 p.m.: National News - join Jack Trickmonster Parsons for your daily news roundup.	6.00 p.m.: In-Depth News - In-depth coverage of the most important national and international monster stories.	6.00 p.m.: Travel Abroad - This week we travel to Transylvania!
6.30: The Tiddles - Peter Ogre joins Mary Worm for a wild adventure in the park.	7.00: Nature Revealed - Interesting documentary taking a look at the elf's' universe.	6.30: The Goblin Show – The twin goblins Fred and Carl are at it again.
7.00: Golf Review - Watch highlights from today's final round of the Grand Monster Master's.	7.30: Ping - Pong Masters - Live coverage from the Ogre's ponds.	7.00: Pretty Boy - Dracula, the prettiest boy of them all, in an action packed thriller about hotel espionage.
8.30: Shock from the Past - This entertaining film by Arthur Goblin takes a poke at the wild side of wizards gambling.	9.30: It's Your Money - That's right and this favorite game	9.00: Tracking the Beast - The little understood bigfoot filmed in its natural surroundings with commentary by Roger vampire Sigmoid.
		10.00: Pump Those Weights - A guide provided by Leonard the



<p>10.30: Nightly News- A review of the day's most important monster events.</p> <p>11.00: CLONES: Art for Everyone- A fascinating documentary that helps you enjoy the difference between dragon paintings and dinosaur paintings.</p> <p>12:00: Hard Day's Night- Reflections after a long hard day for monsters.</p>	<p>show could make or break you depending on how monsters place their bets.</p> <p>10.30: Green Park- Stephen Centaurus latest monster madness.</p> <p>0.30: Late Night Monster News- Get the news you need to get a hard start on the upcoming day.</p>	<p>snowman to successfully using weights to develop your physique while getting fit.</p> <p>11.30: The Three Idiots- A fun farce based on those three gremlins who don't know when to call it quits.</p> <p>1.00: National Monster Anthem- Close the day with this salute to monster country.</p>
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Inferences

Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Richard the cyclops took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. What type of job does Richard the cyclops work? (1pt)

.....

How do you know this?

2. Describe Alice: (1pt)

.....

What in the text supports your description?

3. What relationship do Richard and Alice have? (1pt)

.....

Why do you feel this way?





APPENDIX 2- POST-TEST

Code _____

Date: _____

Read each paragraph carefully, and answer the questions ahead.

The weight of air pushing against the earth is what weathermen call air pressure. This weight changes from place to place and from time to time in the same place. These changes are sometimes caused by changes in temperature. When the sun's heat warms the air, it makes the air currents rise skyward. Since warm air weighs less than cold air, the warm air pushes less against the earth, or exerts low pressure. When the heavier, cold air pushes with more weight against the earth, it exerts heavier, or high pressure.

Q1. What is this text mostly about? (1pt)

- How clouds form.
- The different kinds of clouds.
- The influence of temperature on air pressure.
- How weather forecasters can predict the next day's weather.

There are four basic "ingredients" that go into the "recipe" for making soil: tiny pieces of rock, decayed plants and animals, water, and air. When small pieces of rock break off larger ones, they form the basis of all soil. This breaking can occur in several ways: through the action of glaciers pushing rocks along the ground and grinding them against other rocks; through the action of chemicals in water eating away at rocks; through changes in temperature causing water to freeze in rocks and crack the rock open; through the force of wind throwing sand and pebbles against rocks; and through the movement of plant roots splitting rocks apart. This rocky, ground-up material is called the parent material of the soil.

Q2. What is this text mostly about? (1pt)

- The importance of worms in creating soil.
- How rocks break down to form soil.
- The grinding of rocks by glaciers.
- The composition of different kinds of rocks.

Even though the zebra is a member of the horse family, its unusual color pattern sets it apart from its relatives. The zebra's parallel stripes of black or brown on a white or almost-white background are like a design which covers the whole animal, even its tail, mane, and ears. Zebras have stripes to make them blend in with the scenery and to keep them safe from attack. This is very much like what soldiers do in wartime, as they cover their helmets with leaves and attempt to hide their artillery by drawing leaf-covered nets over them to blend them in with the



scenery. This is called camouflage. Though the zebra doesn't know this word, it practices camouflage very effectively. Since zebras live in the same grasslands as lions, their main enemy, this protection is very necessary.

Q3. What is this text mostly about? (1pt)

- How zebras find food.
- Why zebras are not good zoo animals.
- Why zebras cannot be ridden like horses.
- How zebras protect themselves from their predators.

What's On?

Read the following questions and then use the TV Schedule to find the answers.

1. Peter the elf is interested in wizards, which show should he watch? (1pt)

2. Which sport can Cyril watch that takes place outside? (1pt)

3. Which sport can Cyril watch that takes place inside? (1pt)

4. Lewis the dwarf likes modern art. Which documentary should he watch? (1pt)

MONSTER TRAIL CHANNEL	FAV MONSTER BASS	VIP MONSTER CHANNEL
6.00 p.m.: National News - join Jack Trickmonster Parsons for your daily news roundup.	6.00 p.m.: In-Depth News - In-depth coverage of the most important national and international monster stories.	6.00 p.m.: Travel Abroad - This week we travel to Transylvania!
6.30: The Tiddles - Peter Ogre joins Mary Worm for a wild adventure in the park.	7.00: Nature Revealed - Interesting documentary taking a look at the elf's universe.	6.30: The Goblin Show – The twin goblins Fred and Carl are at it again.
7.00: Golf Review - Watch highlights from today's final round of the Grand Monster Master's.	7.30: Ping - Pong Masters - Live coverage from the Ogre's ponds.	7.00: Pretty Boy - Dracula, the prettiest boy of them all, in an action packed thriller about hotel espionage.
8.30: Shock from the Past - This entertaining film by Arthur Goblin takes a poke at the wild side of wizards gambling.	9.30: It's Your Money - That's right and this favorite game show could make or break	9.00: Tracking the Beast - The little understood bigfoot filmed in its natural surroundings with commentary by Roger vampire Sigmoid.
		10.00: Pump Those Weights - A guide provided by Leonard the snowman to successfully using



<p>10.30: Nightly News- A review of the day's most important monster events.</p> <p>11.00: CLONES: Art for Everyone- A fascinating documentary that helps you enjoy the difference between dragon paintings and dinosaur paintings.</p> <p>12:00: Hard Day's Night- Reflections after a long hard day for monsters.</p>	<p>you depending on how monsters place their bets.</p> <p>10.30: Green Park- Stephen Centaurus latest monster madness.</p> <p>0.30: Late Night Monster News- Get the news you need to get a hard start on the upcoming day.</p>	<p>weights to develop your physique while getting fit.</p> <p>11.30: The Three Idiots- A fun farce based on those three gremlins who don't know when to call it quits.</p> <p>1.00: National Monster Anthem- Close the day with this salute to monster country.</p>
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Inferences

Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Miya the monster came out of the bathroom with tears in her eyes. She ran down to the cafeteria and asked the staff if they had any rice. Fortunately for Miya, Lucille the cyclops did. Lucille filled a red plastic cup about half way with white rice grains and handed it to Miya. Miya pulled a damp phone from out of her back pocket and pushed it into the dry rice grains inside of the plastic cup. She sincerely thanked Lucille the cyclops and then went back to class. She felt relieved, but she was still a little worried.

1. Why is Miya the monster upset at the beginning of the passage? (1pt)

How do you know this?

2. Why does Miya put her phone in the cup of rice? (1pt)

How do you know this?

3. Why is Miya relieved but still worried at the end of the text? (1pt)

How do you know this?





APPENDIX 3- Monster Survey

Code _____

Date _____

1. What reading strategy was the most difficult for you?

- Skimming
- Scanning
- Making Inferences

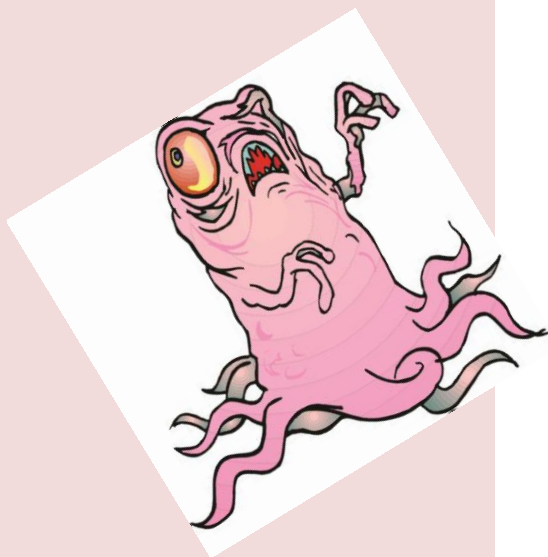


2. Choose the statement that best expresses your feelings towards "Monster Stories"

	really loved the stories	liked the stories	didn't like the stories
After reading each one of the "Monster Stories", I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Select your favorite story

- Monster Marathon
- Monster Chef
- Troll Love
- The Lost Valley
- Captain Moneybags and Lightfingers the Sea Monster
- Princess Prissy and the Stinky Bog Monster
- The Fantastic Firework
- The Ogre's Hat
- A Monster in the Garden
- The Monster's Hill





4. On a scale from 1 to 5 (5 being the toughest), how complicated were the stories to read and the tasks to complete?

	I found the stories	I found the tasks
1 (Too Easy)	<input type="radio"/>	<input type="radio"/>
2 (Easy)	<input type="radio"/>	<input type="radio"/>
3 (Average)	<input type="radio"/>	<input type="radio"/>
4 (Tough)	<input type="radio"/>	<input type="radio"/>
5 (Extremely Tough)	<input type="radio"/>	<input type="radio"/>



APPENDIX 4- TREATMENT PICTURES







Universidad de Cuenca









APPENDIX 5- PRE-AND-POST TESTS PERFORMED

8

Code: Student # 10	Date: 11-nov-14
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Read each paragraph carefully, and answer the question ahead.

These speed reading exercises will test how quickly you can skim a text to get an idea of what it's about (its theme). In many cases all that is necessary is to find the topic sentence of the one or more paragraphs in the text. The topic sentence is the sentence that gives the reader information about what the paragraph will contain. In many cases the topic sentence is the first sentence in the paragraph. So if you want to find out what a text is about very quickly, just read the first sentence in every paragraph. Beware, however! Not every paragraph has an obvious topic sentence, and not every topic sentence is the first sentence in the paragraph.

Q1. What is this text mostly about?

- How to quickly find out what a text is about by reading the topic sentences.
- The importance of reading in learning a language. ✓
- How to write well so that readers can quickly understand what you are saying.
- The increasing importance of online quizzes in learning English.

We cannot drink sea water, for two reasons. First, the bacterial count may be too high for our health. The second and main reason is that the salt content of sea water (about a quarter-pound of salt to a gallon of water) is too great for the human body. Even though a certain amount of salt is necessary for body cells to stay healthy, an excess leads to dehydration, and death.

Q2. What is this text mostly about?

- Why the human body needs salt.
- Why it is dangerous to drink sea water. ✓
- How much salt is contained in sea water.
- Why it is easier to swim in sea water than fresh water.

Blood looks as if it is solid red, but it really is not. If you look at blood under a microscope, you will see that it is made up of four different parts: plasma, red blood cells, white blood cells, and platelets. The plasma, which is the actual fluid, is a yellowish-white liquid. It contains the red blood cells, the white blood cells, and platelets, along with proteins, minerals, digested food, and wastes. However, there are more red blood cells in the blood than any of these other substances, and it is the hemoglobin - a red pigment - in the red blood cells that gives your blood its color.



Q3. What is this text mostly about?

- What happens when the body loses blood.
- Why people are in different blood groups.
- Why blood looks red.
- The function of blood.

What's On?

Read the following questions and then use the TV Schedule to find the answers.

1. Jack has a video - can he watch both documentaries without having to make a video?

.....

2. Is there a show about making good investments?

.....

3. You are thinking about traveling to the USA for a vacation. Which show should you watch?

Travel Abroad at 6:00 pm in ABN channel

4. Your friend doesn't have a TV, but would like to watch a film starring Tom Cruise. Which film should you record on your video?

Pretty Boy at 7:00 pm in ABN channel

CBC	FNB	ABN
6.00 p.m.: National News - join Jack Parsons for your daily news roundup.	6.00 p.m.: In-Depth News - In-depth coverage of the most important national and international news stories.	6.00 p.m.: Travel Abroad - This week we travel to sunny California!
6.30: The Tiddles - Peter joins Mary for a wild adventure in the park.	7.00: Nature Revealed - Interesting documentary taking a look at the microscopic universe in your average speck of dust.	6.30: The Flintstones - Fred and Barney are at it again.
7.00: Golf Review - Watch highlights from today's final round of the Grand Master's.	7.30: Ping - Pong Masters - Live coverage from Peking.	7.00: Pretty Boy - Tom Cruise, the prettiest boy of them all, in an action packed thriller about Internet espionage.
8.30: Shock from the Past - This entertaining film by Arthur Schmidt takes a poke at the wild side of gambling.	9.30: It's Your Money -	9.00: Tracking the Beast - The little understood wildebeest filmed in its natural surroundings with commentary by Dick Signit.



<p>10.30: Nightly News- A review of the day's most important events.</p> <p>11.00: MOMA: Art for Everyone- A fascinating documentary that helps you enjoy the difference between pointillism and video installations.</p> <p>12:00: Hard Day's Night- Reflections after a long, hard day.</p>	<p>That's right and this favorite game show could make or break you depending on how you place your bets.</p> <p>10.30: Green Park- Stephen King's latest monster madness. 0.30: Late Night News- Get the news you need to get a hard start on the upcoming day.</p>	<p>10.00: Pump Those Weights- A guide to successfully using weights to develop your physique while getting fit.</p> <p>11.30: The Three Idiots- A fun farce based on those three tenors who don't know when to call it quits.</p> <p>1.00: National Anthem- Close the day with this salute to our country.</p>
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Inferences

Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. What type of job does Paul work?

..Farmer.....

How do you know this?
The care the harvest

2. Describe Alice:

.....

What in the text supports your description?

3. What relationship do Paul and Alice have?

.....

Why do you feel this way?



10

Code: Student # 12 Date: April, 6th

Read each paragraph carefully, and answer the question ahead.

The weight of air pushing against the earth is what weathermen call air pressure. This weight changes from place to place and from time to time in the same place. These changes are sometimes caused by changes in temperature. When the sun's heat warms the air, it makes the air currents rise skyward. Since warm air weighs less than cold air, the warm air pushes less against the earth, or exerts low pressure. When the heavier, cold air pushes with more weight against the earth, it exerts heavier, or high pressure.

Q1. What is this text mostly about? (1pt)

- How clouds form.
- The different kinds of clouds.
- The influence of temperature on air pressure.
- How weather forecasters can predict the next day's weather.

There are four basic "ingredients" that go into the "recipe" for making soil: tiny pieces of rock, decayed plants and animals, water, and air. When small pieces of rock break off larger ones, they form the basis of all soil. This breaking can occur in several ways: through the action of glaciers pushing rocks along the ground and grinding them against other rocks; through the action of chemicals in water eating away at rocks; through changes in temperature causing water to freeze in rocks and crack the rock open; through the force of wind throwing sand and pebbles against rocks; and through the movement of plant roots splitting rocks apart. This rocky, ground-up material is called the parent material of the soil.

Q2. What is this text mostly about? (1pt)

- The importance of worms in creating soil.
- How rocks break down to form soil.
- The grinding of rocks by glaciers.
- The composition of different kinds of rocks.

Even though the zebra is a member of the horse family, its unusual color pattern sets it apart from its relatives. The zebra's parallel stripes of black or brown on a white or almost-white background are like a design which covers the whole animal, even its tail, mane, and ears. Zebras have stripes to make them blend in with the scenery and to keep them safe from attack. This is very much like what soldiers do in wartime, as they cover their helmets with leaves and attempt to hide their artillery by drawing leaf-covered nets over them to blend them in with the scenery. This is called camouflage. Though the zebra does not know this word, it practices camouflage very effectively. Since zebras live in the same grasslands as lions, their main enemy, this protection is very necessary.



- Q3. What is this text mostly about? (1pt)
- How zebras find food.
 - Why zebras are not good zoo animals.
 - Why zebras cannot be ridden like horses.
 - How zebras protect themselves from their predators.

What's On?

Read the following questions and then use the TV Schedule to find the answers.

1. Peter the elf is interested in wizards, which show should he watch? (1pt)

Shock from the past at 8:30

2. Which sport can Cyril watch that takes place outside? (1pt)

Golf review at 7:00

3. Which sport can Cyril watch that takes place inside? (1pt)

Ping-Pong Masters at 7:30

4. Lewis the dwarf likes modern art. Which documentary should he watch? (1pt)

CLONES: Art for everyone at 11:00

MONSTER TRAIL CHANNEL	FAV MONSTER BASS	VIP MONSTER CHANNEL
6.00 p.m.: National News - join Jack Trickmonster Parsons for your daily news roundup.	6.00 p.m.: In-Depth News - In-depth coverage of the most important national and international monster stories.	6.00 p.m.: Travel Abroad - This week we travel to Transylvania!
6.30: The Tiddles - Peter Ogre joins Mary Worm for a wild adventure in the park.	7.00: Nature Revealed - Interesting documentary taking a look at the elf's universe.	6.30: The Goblin Show - The twin goblins Fred and Carl are at it again.
7.00: Golf Review - Watch highlights from today's final round of the Grand Monster Master's.	7.30: Ping - Pong Masters - Live coverage from the Ogre's ponds.	7.00: Pretty Boy - Dracula, the prettiest boy of them all, in an action packed thriller about hotel espionage.
8.30: Shock from the Past - This entertaining film by Arthur Goblin takes a poke at the wild side of wizards gambling.	9.30: It's Your Money - That's right and this favorite game show could make or break you depending on how monsters place their bets.	9.00: Tracking the Beast - The little understood bigfoot filmed in its natural surroundings with commentary by Roger vampire Sigmoid.
10.30: Nightly News - A review of the day's most important monster events.	10.30: Green Park - Stephen	10.00: Pump Those Weights - A guide provided by Leonard the snowman to successfully using weights to develop your physique while getting fit.
11.00: CLONES: Art for Everyone - A fascinating		11.30: The Three Idiots - A fun farce

documentary that helps you enjoy the difference between dragon paintings and dinosaur paintings.
12:00: **Hard Day's Night**- Reflections after a long hard day for monsters.

Centaurus latest monster madness.
0.30: **Late Night Monster News**- Get the news you need to get a hard start on the upcoming day.

based on those three gremlins who don't know when to call it quits.
1.00: **National Monster Anthem**- Close the day with this salute to monster country.

Inferences

Read each *passage* and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Miya the monster came out of the bathroom with tears in her eyes. She ran down to the cafeteria and asked the staff if they had any rice. Fortunately for Miya, Lucille the cyclops did. Lucille filled a red plastic cup about half way with white rice grains and handed it to Miya. Miya pulled a damp phone from out of her back pocket and pushed it into the dry rice grains inside of the plastic cup. She sincerely thanked Lucille the cyclops and then went back to class. She felt relieved, but she was still a little worried.

1. Why is Miya the monster upset at the beginning of the passage? (1pt)

Because her phone was wet

How do you know this?

Because it says "she came out of the bathroom with tears in the eyes"

2. Why does Miya put her phone in the cup of rice? (1pt)

To make it be okay again

How do you know this?

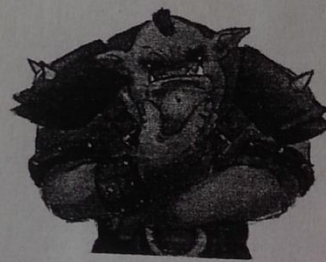
Because when your cellphone is wet, you have to put it on rice

3. Why is Miya relieved but still worried at the end of the text? (1pt)

Because she doesn't know if it works

How do you know this?

Because sometimes it doesn't work



APPENDIX 6- SURVEY PERFORMED

Student # 3

Monster Survey

1. What reading strategy was the most difficult for you?

Skimming

Scanning

Making Inferences

2. Choose the statement that best expresses your feelings towards "Monster Stories"

really loved the stories liked the stories didn't like the stories

After reading each one of the "Monster Stories", I

3. Select your favorite story

Monster Marathon

Monster Chef

Troll Love

The Lost Valley

Captain Moneybags and Lightfingers the Sea Monster

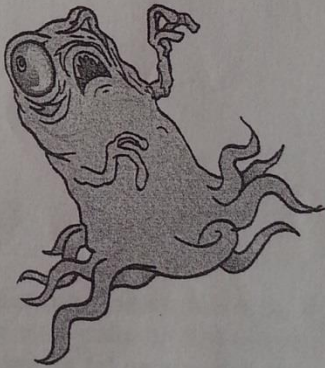
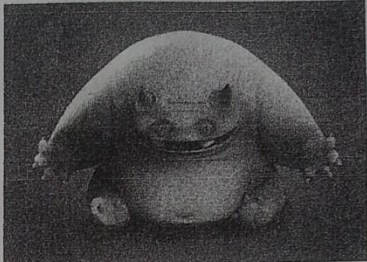
Princess Prissy and the Stinky Bog Monster

The Fantastic Firework

The Ogre's Hat

A Monster in the Garden

The Monster's Hill





4. On a scale from 1 to 5 (5 being the toughest), how complicated were the stories to read and the tasks to complete?

	I found the stories	I found the tasks
1 (Too Easy)	<input type="radio"/>	<input type="radio"/>
2 (Easy)	<input type="radio"/>	<input checked="" type="radio"/>
3 (Average)	<input type="radio"/>	<input type="radio"/>
4 (Tough)	<input type="radio"/>	<input type="radio"/>
5 (Extremely Tough)	<input type="radio"/>	<input type="radio"/>




APPENDIX 7- TASKS PERFORMED

Code: Student # 4 Date: 21/01/201

THE LOST VALLEY

10

Skimming is used to quickly gather the most important information. It's not essential to understand each word when you are skimming. Run your eyes over the text, noting important information.



20/20

Q1- What is this story about? (2pts)

- a) Tony captured the gigantosaur and brought it back to his circus.
- b) The villagers were really scared of the beast, meanwhile Tony had no fear.
- c) A terrible creature lived in a lost valley, only Tony was willing to confront it.
- d) Tony, a circus owner, learnt a lesson about treating animals correctly.

2

Q2- True or False (2pts)

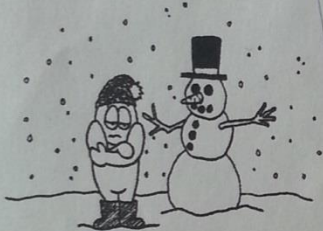
- Tony taught many tricks to the gigantosaur. (...)
- Tony's trip was very gentle and smooth. (...)
- The gigantosaur tossed Tony away, but he landed unharmed. (...)
- Tony's life changed after the encounter with the beast. (...)

2

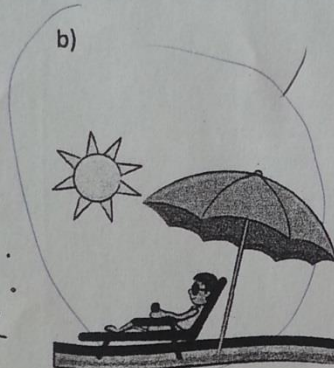
SCANNING: Reading a passage quickly to find specific information.

Q3- Choose the appropriate lost valley's weather (2pts) 2

a)



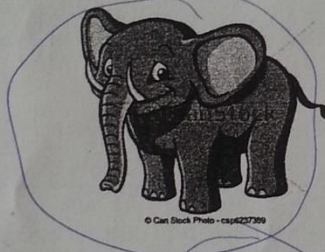
b)



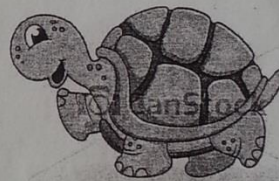
Q4- Circle 3 other animals Tony found in the jungle. (3pts)



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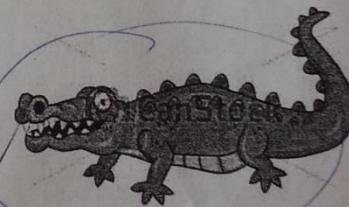
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Q5- Answer in complete sentences (3pts)

1- What did Tony enjoy the most regarding fierce animals? / 3

He catch ~~the~~ animals for the circus

2- What provisions did Tony take to the valley?

guns, giant nets, and a lasso

3- How long did it take Tony to reach the valley?

A week

Inference: an idea that is suggested by the facts or details in a passage

Q6- Choose the words that best describe the following characters of the story, and write them next to the corresponding character (4pts)

GIGANTOSAURUS: Enormous, fierce

TONY: Daring, fearless

WORDS:

Fierce

Enormous

Daring

Fearless

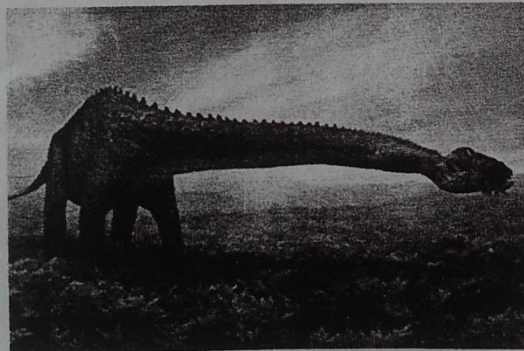
Q7- Answer according to your opinion. (4pts)

Why do you think the Gigantosaurus did not swallow Tony?

Because he was a good animal, and he don't like the humans.

What profession do you believe Tony will take following the meeting with the Gigantosaurus?

vet, because he (has) to be good with the animals



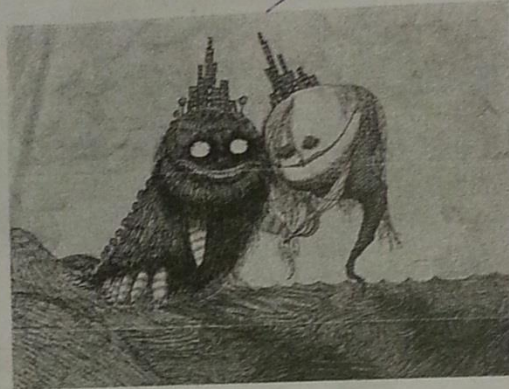
Code: Student # 12

Date: 14-01-2015

TROLL LOVE

10

Skimming is used to quickly gather the most important information. It's not essential to understand each word when you are skimming. Run your eyes over the text, noting important information.



20
/ 20

Q1- What is this story about? (2pts)

- a) Finn and his father saved the villages by causing the two trolls to fall in love.
- b) Two trolls were able to fall in love unexpectedly thanks to the villagers.
- c) The villagers were using their store of food and had no visitors.
- d) Fern couldn't take her animals to pasture because the troll would eat them.

/ 2

Q2- True or False (2pts)

- Mac the Miller claimed there was lots of bread in the village. (F..)
- The villagers didn't know what was going on in the outside world. (T..)
- The villagers stayed in their shops and homes, waiting for someone to save them. (T..)
- Fern wanted to get the villagers together to scare off the troll. (T..)

/ 2

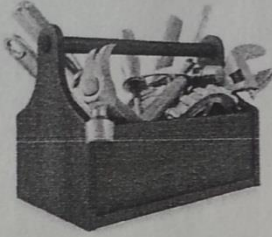
SCANNING: Reading a passage quickly to find specific information.

Q3- Choose the correct bag that Finn and his father packed overnight (2pts)

a)



b)



Q4- Circle the correct 3 personalities that Trolls have according to Fern's uncle. (3pts)



Q5- Answer in complete sentences (3pts)

- 1- What did the monster at Fern's village do when Finn and his father spied on the village?
The troll lumbered after them
- 2- What was Finn's idea regarding the two trolls?
To get the trolls together
- 3- What happened after the two trolls bumped into each other?
They talk for hours and then they walk away



Inference: an idea that is suggested by the facts or details in a passage

Q6- Choose the words that best describe the following characters of the story, and write them next to the corresponding character (4pts)

FINN AND HIS FATHER: Brave, courage /

THE TWO TROLLS: Unkind, cruel, courage / 4

WORDS:

- Cruel
- Brave
- Courage
- Unkind

Q7- Answer according to your opinion. (4pts)

Do you believe it was love at first sight when the trolls saw each other? 4

Yes, because they felt in love just talking.

What do you think about Fern's thought "Does this mean that they will live happily in the mountains and they'll have babies"? Is it good or bad for the villages?

Bad, because there will be another troll.



Code: Student # 7

9.25

MONSTER CHEF

Skimming is used to quickly gather the most important information. It's not essential to understand each word when you are skimming. Run your eyes over the text, noting important information.



18.5
/ 20

Q1- What is this story about? (2pts)

- a) What all monsters have in common is they really like eating.
- b) A bunch of gremlins helped Foxy Trick Monster win the contest.
- c) Mr. Grossmonster, as all monsters, loves playing pranks.
- d) There are many inventive ingredients because monsters will not eat anything.

2

Q2- True or False (2pts)

- Some monsters like playing pranks (..I..) ✓
- Foxy Trick Monster won the competition (..I..) ✓
- Mr. Grossmonster was the judge (..I..) ✗
- Monsters will eat everything they can (..k..) ✓

1.5

SCANNING: Reading a passage quickly to find specific information.

Q3- Choose the correct label for the red container that Foxy Trick Monster took out (2pts)

a) b) 2

Q4- Circle the correct 3 personalities that Monsters have. (3pts)

Q5- Answer in complete sentences (3pts)

- 1- What was each contestant assigned at the television studios?
Some kitchen space and left to prepare their chosen ingredients.
- 2- What dish did Foxy Trick Monster prepare?
He was making cherry trifle.
- 3- Why did the judges disqualify each monster in turn?
Because the judges were so disgusted by the burnt offerings.

3

Inference: an idea that is suggested by the facts or details in a passage

Q6- Choose the words that best describe the following characters of the story, and write them next to the corresponding character (4pts)

FOXY TRICK MONSTER: Cheater, crafty ✓ 4

GREMLINS: lively Restless ✓

- WORDS:
Lively
Cheater
Crafty/Clever
Restless

Q7- Answer according to your opinion. (4pts) 4

Do you think Mr. Grossmonster will take away the trophy from Foxy Trick Monster?
Yes, because he was a cheater. ✓

Do you believe the audience was happy with the judges' decision?
No, because they disqualified all monsters except Foxy. ✓





APPENDIX 8- SURVEY RESULTS

Question 1: What reading strategy was the most difficult for you?

Student 1	Skimming
Student 2	Making Inferences
Student 3	Scanning
Student 4	Scanning
Student 5	Scanning
Student 6	Scanning
Student 7	Scanning
Student 8	No Answer
Student 9	Scanning
Student 10	Skimming
Student 11	Skimming
Student 12	Skimming
Student 13	Scanning
Student 14	Scanning
Student 15	Scanning
Student 16	Scanning

Question 2: Choose the statement that best describes your feelings toward “Monster Stories.” After reading each one of the “Monster Stories”, I

Student 1	liked the stories
Student 2	didn't like the stories
Student 3	didn't like the stories
Student 4	didn't like the stories
Student 5	didn't like the stories
Student 6	liked the stories
Student 7	didn't like the stories
Student 8	really loved the stories
Student 9	liked the stories
Student 10	didn't like the stories
Student 11	didn't like the stories
Student 12	liked the stories
Student 13	didn't like the stories
Student 14	liked the stories
Student 15	liked the stories
Student 16	liked the stories



Question 3: Select your favorite story


Student 1	The Ogre's Hat
Student 2	Troll Love
Student 3	Monster Chef
Student 4	Troll Love
Student 5	Monster Chef
Student 6	The Fantastic Firework
Student 7	No Answer
Student 8	Princess Prissy and the Stinky Bog Monster
Student 9	Troll Love
Student 10	Troll Love
Student 11	Princess Prissy and the Stinky Bog Monster
Student 12	Princess Prissy and the Stinky Bog Monster
Student 13	Princess Prissy and the Stinky Bog Monster
Student 14	The Fantastic Firework
Student 15	Troll Love
Student 16	Princess Prissy and the Stinky Bog Monster

Question 4: On a scale from 1 to 5 (5 being the toughest), how complicated were the stories to read and the tasks to complete?

	I found the stories	I found the tasks
Student 1	3 (Average)	3 (Average)
Student 2	2 (Easy)	4 (Tough)
Student 3	3 (Average)	2 (Easy)
Student 4	4 (Tough)	4 (Tough)
Student 5	1 (Too Easy)	3 (Average)
Student 6	2 (Easy)	3 (Average)
Student 7	4 (Tough)	5 (Extremely Tough)
Student 8	1 (Too Easy)	3 (Average)
Student 9	2 (Easy)	3 (Average)
Student 10	Error	Error
Student 11	Error	Error
Student 12	1 (Too Easy)	2 (Easy)
Student 13	2 (Easy)	2 (Easy)
Student 14	2 (Easy)	2 (Easy)
Student 15	Error	Error
Student 16	3 (Average)	3 (Average)



APENDIX 9- CONSENT FORMS


FACULTAD DE FILOSOFÍA
LETRAS y CIENCIAS DE LA EDUCACIÓN

RECIBIDO - 6 NOV 2014
No 078

Cuenca, 4 de noviembre de 2014 **LENGUA Y LITERATURA INGLESA**

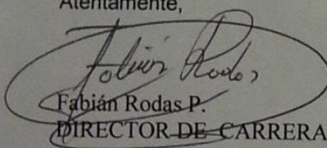
Madre Superiora
Martha Vásquez
DIRECTORA DEL COLEGIO ROSA DE JESUS CORDERO
Ciudad.

De mi consideración:

Por medio del presente solicito a Usted, de la manera más comedida, permita que el Sr. PAUL ISMAEL SIGUENZA GARZÓN, alumno egresado de la Carrera de Lengua y Literatura Inglesa de la Facultad de Filosofía de la Universidad de Cuenca, realice la aplicación de su trabajo de graduación en el establecimiento que acertadamente dirige.

Le comunico que dicha actividad constituye un requisito de graduación, por lo que el estudiante la realizará con mucha dedicación y esmero, a través de la presentación de diferentes tareas, contando con la coordinación respectiva del Profesor de Inglés de la institución.

Esperando contar con su valiosa colaboración, suscribo.

Atentamente,

Fabián Rodas P.
DIRECTOR DE CARRERA

Antesio Zaldívar
Dr. Quintín Tangor
Cuenca 10-11-2014

Dirección: Av. 12 de Abril - Ciudadela Universitaria Teléfono: (593) 7 4051125 ó Ext. 2500 Fax: Ext. 2503
<http://filosofia.uccuenca.edu.ec> E-mail: admin.filosofia@uccuenca.edu.ec Casilla: 01.01.168 . UNIVERSIDAD DE CUENCA . Cuenca-Ecuador



FACULTAD DE FILOSOFÍA
LETRAS Y CIENCIAS DE LA EDUCACIÓN

Cuenca 24 de noviembre de 2014 **LENGUA Y LITERATURA INGLESA**

Lic. María Martha Samaniego
COORDINADORA DEL AREA DE INGLES
Colegio Rosa de Jesús Cordero.
Presente.

De mi consideración:

Con un atento y cordial saludo me dirijo a usted para solicitarle, de la manera más comedida, permita que el estudiante egresado de la carrera de Lengua y Literatura Inglesa de la Universidad de Cuenca, Paul Ismael Sigüenza Garzón, pueda realizar la aplicación de su Tesis en el establecimiento en el que usted labora, requisito previo para obtener su título de graduación. El estudiante realizará sus actividades con la mayor dedicación y esmero en el siguiente horario por un periodo de diez semanas: todos los días miércoles a las 9:30 a.m. en el curso 8vo "A" con la profesora Sandra Bravo.

Esperando contar con su gentil colaboración, suscribo:

Atentamente,

Dr. Fabián Rodas Pacheco
DIRECTOR DE CARRERA

25/11/2014.