



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

**“SHORT STORIES TO IMPROVE READING SKILLS FOR  
AGRICULTURAL ENGINEERS”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES**

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### **Advisor's Approval**

In my role as Advisor of the research paper and title **SHORT STORIES TO IMPROVE READING SKILLS FOR AGRICULTURAL ENGINEERS** prepared by JAZMÍN IRINA CHALEN DE LA CRUZ an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

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## Statement Of Authorship

I, Jazmín Irina Chalen De La Cruz with ID number 0924482888 undergraduate student from the Universidad Estatal Peninsula de Sara Elena, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's Degree in English, in my role as author of the research paper **"SHORT STORIES TO IMPROVE READING SKILLS FOR AGRICULTURAL ENGINEERS"**, certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

*Jazmin Chalen*

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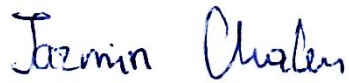
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## Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

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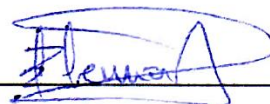
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## **DEDICATION**

I want to dedicate this work, first to my mother Grace De La Cruz for encouraging me all the time and always wisely advising me about the future, to my sister Ashley because she has been there for me every time.

To my aunt MSc. Denisse De La Cruz for being a role model and inspiring me to keep studying and achieve every objective I want to reach.

To all my family, who support and go along with me every moment, giving me faith and motivation.

To my friends, the ones who demonstrated to me that can be difficult but, at the end, we all achieved and made it; to P.R.O. that from any non-terrestrial part, she is proud of us.

With love,

Jazmín Irina Chalen De La Cruz

## **Abstract**

The present research is focused on analyzing and comparing data obtained through a deep investigation with the relevant information, the points of view of different authors about their theories related to the importance of reading skills, and how it influences the learning of the English language. The use of Short Stories was considered a strategy that concerns students learning in various aspects, considering every important sub-skill that is involved in reading, focusing on the Agricultural Engineering major in their English language learning. During the data collection, students agreed that English is essential in their professional and academic lives, even for economic purposes.

This research was based on qualitative methodology; data collection was carried out through interviews with a sample of five students. After making the respective comparisons and in-depth analysis, the students agreed that short stories developing cognitive aspects that improve their academic performance and reading skills which are fundamental for their learning process.

**KEY WORDS:** READING, READING SKILLS, AGRICULTURAL ENGINEER, SHORT STORIES.

### **RESUMEN**

Esta investigación se basa en analizar y comparar datos obtenidos mediante una búsqueda profunda de información donde se encuentran los puntos de vista de diferentes autores sobre sus teorías relacionadas a la importancia de la destreza lectora y como esta influye en el aprendizaje del idioma inglés. Se consideró el uso de Short Stories como estrategia que repercute de varias maneras a los estudiantes, teniendo muy en cuenta las distintas ramas derivadas de la destreza, centrándose en la carrera de ingeniería Agropecuaria y a su



aprendizaje de inglés. Los estudiantes estuvieron de acuerdo en que el inglés es fundamental dentro de su vida profesional como en la académica.

Utilizando una metodología cualitativa, se llevó a cabo una recolección de datos a través de entrevistas a una muestra de cinco estudiantes donde luego de realizar las respectivas comparaciones y análisis profundos, los estudiantes coincidían en que el uso de esta herramienta influye en aspectos cognitivos que mejoran el rendimiento y la destreza lectora.

**PALABRAS CLAVES:** (DESTREZA LECTORA, INGENIERIA AGROPECUARIA, SHORT STORIES)

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## Introduction

English is considered as a universal language worldwide, taking a lot of relevance in many aspects that not only involve the educational side. Currently, English has gained ground in a variety of domains, which require a certain level both in a professional or personal way, essentially used for communication goals. English around the world plays a vital role in facilitating interactions between people from different parts of the world, it helps to overcome cultural and linguistic barriers, and many people learn English as a second language to boost their major prospects.

Although English is a significant tool to people in general, according to the EF English Proficiency Index, Ecuador has maintained last place worldwide in recent years, in 2021 it ranked 90th out of 112 countries, being within the very low domain group. Giving to denote that although changes have been implemented to influence and raising English learning, it has not been significantly improved.

According to Cáneppa et al. 2018), “The subjects aimed at learning a foreign language may or may not be part of the curriculum of the career”. Between 2009-2013, new reforms were implemented in higher education, and more strategies for both teachers and students to obtain an English rank suitable for each level of education. Due to these arrangements in many Ecuadorian institutions of Higher Education, the English subject is a requirement to obtain a student's college degree.

In Santa Elena Province, one of the universities that keeps its doors open the community that desires to train professionally is Universidad Estatal Península de Santa Elena, where they re-designed their curriculum to the current reforms that were implemented in all higher education Ecuadorian institutions. UPSE majors require at least a basic level of English to accomplish their student’s degree, due to that, modules of English are giving to students.

To obtain results there will be a deep investigation, data will be collected as a result of qualitative research doing interviews using a questionnaire to a student's group determined. This research is carried out to recognize the relevance of English, not only in the educational field, within the professional formation centered on majors such as Agricultural Engineer, as well involving one important strategy called Short Stories focusing on Reading Skills.

Chapter I-THE PROBLEM. It describes the problem statement, which is based on the importance of reading skills and its deficiency. Related information is also considered as the objectives and problem questions that help this research.

Chapter II- THEORETICAL FRAMEWORK. This segment provides and supports all the theories of important authors or previous research that help to obtain investigation findings and results.

Chapter III- METHODOLOGICAL FRAMEWORK. This section includes the type of research, techniques, and methods used in data collection, populations, and samples.

Chapter IV- ANALYSIS OF FINDINGS. In this section data collection with its respective analysis, interpretation and discussion of the interviews and findings.

Chapter V- REFLEXION OF THE STUDY. This part shows the reflexion and researcher experience during research project.

## **Chapter I**

### **1.1.The Problem**

#### **1.1.1. Research Topic**

Strategies and Reading Skills

#### **1.1.2. Research Title**

SHORT STORIES TO IMPROVE READING SKILLS FOR AGRICULTURAL ENGINEERING.

#### **1.1.3. Problem Statement**

The English language is a fundamental subject for developing effective communication between individuals who develop the different skills that this language possesses. English is commonly used as a medium for communicating information and messages. Three-quarters of all text messages are sent in English. 80% of computer data is processed and stored in English. (Puspitasari, 2021).

Every headway in the teaching of the English language makes it easier for its users to express themselves more accurately and effectively without compromising on their natural spoken language. According to Clarissa Rios in an article by Woolston & Osório (2019) “Simply learning a new vocabulary won’t be enough to help them to succeed”. Due to that, every skill has great relevance when people learn English; writing, reading, speaking, and listening are linked when people communicate in that language. However, for native Spanish speakers, some skills have been more difficult to learn than others, but it is also relevant to consider that many aspects affect students’ instruction.

Many strategies are always applied by teachers to improve the development of students in class. Many factors must be involved to encourage the correct acquisition of any language. In some situations, students are not engaged with the class, they are distracted, or they cannot

understand what the teachers are saying. Currently, new approaches to teaching have been discovered and put into practice. According to Ahmadi (2018), learners should use technology to enhance their language skills because it has a crucial role in developing learners' creativity and provides them with interesting, enjoyable, and exciting alternatives to study the language." Currently, it is a little more accessible to obtain information on how to improve thanks to technological advances autonomously, even though many times the information could go astray, a teacher must carefully select how and which of the available resources will be used. Considering the universal significance of the developing every English skill and knowing that there are many factors that influence the learning of English, this research is focused on improving reading skills. In the Santa Elena province, Agricultural Engineering students require an English course mainly for obtaining their college degree, but also to communicate adequately in their professional future.

As AgriFarming (2022), indicates in its paper, Agricultural engineering is the process of combining food science, civil engineering, chemical engineering, and electrical, with knowledge of agriculture, the main purpose being to improve the adequacy and suitability of agricultural methods.

Agricultural engineering was on an enormous scale and an industrialization coup. This is a valuable major to the professional profile offered by the UPSE for agricultural engineers, they are capable of generating production units and managing agricultural processes, and they can apply national or worldwide gaining more opportunities that a B1 English level is required for them.

Merging the use of Short Stories related to their professional field within the classroom so that students improve their reading skills and even all the receptive and productive skills for Agricultural Engineers.

- **1.1.4. Problem question**

Are short stories beneficial to improve reading skills of agricultural engineering students?

- **1.1.5. Specific questions**

- How does the use of stories influence reading skills in agricultural engineering students?
- What is the students' response in relation to the use of short stories to enhance reading skills?
- How useful is the use of Short Stories in terms of helping reading skills improvement?

- **1.1.6. General Objective**

- To analyze findings of the use of short stories to improve reading skills for Agricultural Engineering Students.

- **1.1.7. Specific objectives**

- To describe the benefits of using short stories for Agricultural Engineering Students.
- To identify if short stories would improve effectively reading in students.
- To compare obtained results and findings of using Short Stories to enhance Agricultural Engineers reading skills.

- **1.1.8. Justification:**

In this research Agricultural Engineers are the principal variable, through the learning of a new language, people mainly can communicate, but related to their professional career, they can use it to exchange knowledge or increase their own information and business plans for their future. To learn English in a specific field would be beneficial for their professional improvement.



Reading Skills and their improvement has been crucial for English learners due to the different repercussions it can have on various aspects of their lives, such as work or academics; the most important being communication or the correct transmission of the message, since it can generate misunderstandings.

People who have reading as a habit can manage in a better way and even develop faster, in the fact there is no way to learn one skill at the same time, rather while learning one the other skills such as speaking, reading, writing, listening, and even critical thinking develops because they are together and it could happen only if there is a practice involved, with different activities that might be practical or interactive for the student depending on their learning process, if that does not happen, only certain skills reach their full potential.

Among all the methodologies and strategies to promote reading skills in students, is to use Short Stories that are based on different topics like music, daily life, science fiction, technology among others, and most of them are adapted or invented to attract students' attention. In this research, topics are focused on different fields of Agricultural majors

The purpose of this research is to analyze and compare some findings obtained from an investigation on the importance of reading skills and how to use Short Stories strength the English learning. It focuses on the use of this strategy since it is an innovative way that draws students' attention.

## Chapter II

### 1.2.Theoretical Framework

#### 1.2.1. Background

English has a great relevance around the world, and there are a plenty of research that are related with the importance of this language in different majors, not only pedagogy. Students are constantly preparing themselves for what the professional future holds within their area, however, many of them only focus on learning the subjects in their mother tongue.

According to Ceylan (2016) Since it is short and aims at giving a ‘single effect’, there is usually one plot and a few characters; there is no detailed description of setting. So it is easy for the students to follow the storyline of the work.

In research from Syafii (2018) The use of Online Short Stories as medium and materials for reading, especially narrative texts, could motivate them to learn and interact with the texts. Improving students’ ability to comprehend, infer, or interpret a text.

#### 1.2.2. Pedagogical Basis

##### 1.2.2.1.Cognitive Approach

As Sreenal S. and Ilankumaran (2018) indicated “Cognition is the mental process. It is an action of acquiring knowledge and understanding through mental activities like thinking, remembering, memory, perception, motivation, problem-solving and decision making.” In other words, being persistent people can retain many words through their mental process, they would apply their learning during professional or daily pursuits which require the communication process.

Supporting this point of view:

The theory of the cognitive approach explains that learning is measured in use, how the student is going to use what he has learned and if he will keep that information or look for more, this approach not only serves to learn another language, it supports the entire learning process learning because it is about the development of the mind and skills. (Neira, 2022)

#### **1.2.2.2. Communication Skills**

When a person learns a new language, they will be able to obtain more opportunities either in their professional or personal area. Focus on communication, there are four principal skills that people employ. National University (2018) indicates that for both native speakers and ESOL speakers, strong communication in English involves four modes: reading, writing, speaking, and listening. Different people have naturally differing aptitudes for these skills. Some people develop many skills faster than others, but it all depends on the practice time or effort they apply during their learning process.

These important skills are divided into two types, Receptive and Productive skills. Speaking and Writing are Productive skills while listening and Reading are Receptive Skills. Both have been needed during the communication process; with a wide attitude and modern ideas, people can express their thoughts or opinions openly, moreover, to be able to understand and receive people's messages, even more if there are professional traits involved. Hence, universities must provide many more activities to develop students' communication skills in order to meet the challenges of the globalized world. (Iksan et al., 2012)

#### **1.2.2.3. Critical Thinking**

Critical thinking skills work together with other communication skills, with this skill students can process many situations they are going through. They are able to argue or make decisions, and even communicate a judgment before dealing with some information. Also, they can

execute many mental processes, evaluate a situation, and give solutions, or even students can make solutions in desperate circumstances.

Many students do not process information well enough to grasp the main idea of a text. Instead, students need help figuring out what the text says. Effective reading instruction should help students find the main idea of a text so that they can better understand what they read. (Ahmed & Okasha, 2021)

#### **1.2.2.4.English for Specific Purposes and Technical English**

For students who are evolving professionally in a specific area, ESP is a suitable tool if they want to expand their knowledge or even continue learning to or from other countries that communicate the same universal language. Referring to Engineers who are involve in many projects, advances, or scientific research, English is a fundamental contribution. The English language has become a major medium for communication across borders globally; a deficiency in this area may result in barriers for graduates' personal and professional development. (Riemer, 2002)

Therefore, and given that the professional profile of an agricultural engineer will be relevant to the community, English as a subject in this field, it has been considered a necessary knowledge and is a tool that enables the future professional to read and extract information from the engineers major scientific-technical, journal, articles, among others; by integrating the areas of being, knowing, doing and living together through the concepts, procedures, values and attitudes that guide teaching and learning.

There are many instances where professionals develop or discover something new that revolutionizes the area in which they work, in this case referring to engineers who may find themselves in situations where they require the use of English, such as presentations, interviews

or even when handling new machinery that often comes from foreign countries. (Agro news, 2019).

To understand the English language is one of the most valuable assets a person can have. In addition, professionals who can manage with English language can also find opportunities to earn more money.

This is because they can work with people from other countries and share ideas or knowledge within the academic or workplace when they can achieve their college degree. There would be a disadvantage if the student or person does not have a basic English vocabulary, they would not interact or participate in the activities that the others will be present.

### **1.2.3. Theoretical Basis**

#### **1.2.3.1. Agricultural Engineering**

Professionals in the Agricultural engineering major play an important role within society, in the future they will oversee managing or operating each resource related to the proper functioning or processing within a farm. This results in the great nutrition of many homes around the world. While agricultural engineers may develop specialties, most are involved in certain core activities.

For example, most professionals design and test agricultural machinery, equipment, and parts. They may also design food storage structures and food processing plants. Some may design housing and environments for livestock. (Environmental Science, n.d.). In this way, Agricultural engineers are related with technological resources and many products or resources worldwide.

According to Rathinam, (2020) informs that this area concerned with improvement in farming equipment and machines, agricultural engineering is the technology of farming and design the new improvement of farming skills or equipping it for working accurately for the tasks given.

### **1.2.3.2. Reading**

Reading is a necessary life skill that can improve many aspects of a person's life either professional or personal. However, reading is essential to a person's academic success, future success, and a better life. Reading can also improve people's problem-solving skills and gain more knowledge, be a great source of entertainment, which can help a person relax. Apart from that, reading is one of the most important ways to get information and effective reading, not as it improves the quality and quantity of our information, but also our use of time, whether applied in different environments. (Rraku, 2013)

There are plenty of strategies used to improve this skill, but if reading is a habit in the student or person's life to develop this skill would be easier. Research by Bruschi, (1991), concludes that students really enjoy reading or practicing it, but on the other hand what usually happens is that there is a deficiency with directors in not promoting the skill in both the mother tongue and the foreign language.

In a study case by Chen & Dhillon, (2012), stated that a deep approach in reading is suitable for college students because they do not have the same capacity as students in the pre-critical period, due to that learning in a deep and advance way is beneficial for them.

Depending on the focus or objective that students want to achieve, or what their learning is aimed at, whether professional or personal, they will be able to expand their knowledge by acquiring new terms or words, vocabulary, which help in their development. More statements from different context would be possible to interpret. As Jata, (2008) indicate "...they can study the words in meaningful contexts and become more competent in their specific disciplines. When choosing the extra reading materials, take into consideration their current level of comprehension, and then gradually introduce to the students the linguistic feature."

### 1.2.3.3. Reading Skills

Effective reading instruction should help students find the main idea of a text so that they can better understand what they read. To achieve this, there are five main and essential components that are taken into account within the reading. (Learning Point Associates, 2004). Word decoding and recognition ability are vital factors that improve ESP reading comprehension and speed. The knowledge of basic affixes, roots, suffixes, and word formation help learners decode ESP vocabulary. Decomposing an unfamiliar word into its structural components and inferring its meaning from them is called structural analysis. (Tskhvitava, 2016).

In research from Lee, (2021) stated that “fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. Reading fluency is essential for good reading comprehension”.

Cohesion is a writer's ability to connect ideas within sentences and paragraphs. This connection helps readers understand the reasoning behind the ideas presented and follow the logic of the arguments. It also allows readers to retain information more easily because they can connect new ideas with previously expressed ones. Background knowledge helps children make inferences and draw conclusions from the facts they know. And with Working Memory & Attention, when referring to Attention, it is the part that absorbs information, and Working Memory works to retain information. (Gordana, 2021)

Students usually have issues to complete the reading process. Issues with decoding, poor comprehension, speed, or mixed reading difficulties. Students fight with some words they don't understand. In addition, there are students who can read, but they don't understand the ideas about what they have been reading. If speed is the problem, perhaps slow processing information would be related with it. (Types of Reading Skills, 2022)

#### **1.2.3.4. Reading strategies.**

According to (Toprak & Almacioğlu, 2009),

When teachers of foreign language reading recognize that each reader brings to the reading process a unique set of past experiences, emotional and mental processes, level of cognitive development, and interest level in the topic, they also recognize that not all teaching strategies will be effective for all students.

There are 4 strategies that have become the most applied, these are Skimming, Scanning, Intensive and Extensive reading, which have different approaches within the reading process and ensure that the information reaches the student properly. For example, with Skimming you focus on getting various details of the reading, an overview without taking on so many specific details; in Scanning you can quickly locate specific information from a large amount of written material; with Intensive Reading it is a more detailed reading and focused on the important parts; and Extensive Reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. (Reading Strategies to Save Time, n.d.)

#### **1.2.3.5.Short Stories**

One of the strategies used by teachers to enhance reading skills is to use short stories, that are sets of paragraphs which relate a story and may possibly be interesting to the people to whom it is addressed. Every short story has a beginning, middle, and an end. So, this will encourage students to continue reading or listening to until the end. (Sultan et al., 2018).

According to Rodríguez, (2021) stated about short stories "...motivates students with a basic knowledge of English because it is easier for them to form associations, infer meanings and notice an improvement in reading comprehension. Furthermore, teachers can choose stories according to the student's interests, level, and age."



Using short stories students can apply other strategies such as, extensive, or intensive reading, scanning, skimming, among others, to help them analyze the information in the articles, it would depend on which one is suitable for them.

Carried out a study on the effect of using short stories on both reading speed and reading comprehension. Twenty-six elementary students participated in the study. They were divided into control and experimental groups. It was found that learners in the experimental group who used short stories made greater gains in reading speed than the control group. (Bell 2001, as cited in Parvareshbar & Ghoorchaiei, 2016)

Works longer than a short story but shorter than a novel are classified as Novellas and works shorter than 1,000 words are expanding classified as exceptionally short stories, or streak fiction. Despite their brevity, short stories are total works of fiction for the most part showing the common literary devices of, character, setting, plot, conflict, and theme. (All About The Short Story, n.d.)

Research stated that with the use of Short Stories, the author was able to develop the reading comprehension of the students to whom she applied her study, where most students considered the stories that presented to them were interesting and managed to strengthen that skill. (Chico, 2019)

Students can choose which type or genre of history they feel most comfortable practicing. There are websites where student can have access and found short stories <https://www.eastoftheweb.com/interactive/> and <https://americanliterature.com/100-great-short-stories>. On those websites they can find stories with a variety of topics.

### **1.2.3.6. Legal basis**

The “Constitucion de la República del Ecuador” (2008), Fifth section, Article 27 set up that instruction must guarantee the holistic improvement of the human being and fortify the basic

sense of students in arrange to develop knowledge, competencies and fundamental skills that will help for the advance and progress of the country; hence, this is often able to be connected through readings which help to develop students critical thinking.

Related to this research, in Ecuador Universities is a requirement to receive English modules for most of its majors. English have become important in every professional field, because of that there have been many changes by the ministry of Education that support the English learning.

### **Variables of the study**

#### **The independent variable**

The use of short stories as a strategy to improve English.

#### **The dependent variable**

Reading skills and its components such as vocabulary.

## **Chapter III**

### **1.3.Methodological Framework**

#### **1.3.1. Qualitative Method**

A qualitative research method is based on the study of people's beliefs, behavior, or interactions. Qualitative methods are subjective since they focus on human experience rather than technological or material objects. To conduct a qualitative study, researchers must document what they personally experience or witness first-hand. They also must interpret their data based on their experiences rather than relying on experts to tell them what to observe and analyze. (Bhandari, 2020)

Applied qualitative research is a subfield of qualitative research that applies qualitative research methods to solve specific problems in a particular context. Qualitative research methods are ideal for this type of research because they allow for in-depth exploration of the many variables that affect the topic, it is useful because it helps us to understand complex issues and the perspectives of the people involved. Applied qualitative research is suitable for gathering new information and making sense of what is already known. It is also useful for generating actionable results because it can reveal hidden trends and relationships between variables. (Jacob, 1987)

#### **1.3.2. Type of Research**

##### **1.3.2.1.Phenomenological Studies**

Phenomenology is a research method that involves the study of human experience. It is one of the most popular research methods, due to its ability to provide an in-depth look at a topic.

This method is often considered subjective, due to it involves the study of the individual. However, it is also considered more objective than other research methods as it involves observing and collecting data from multiple sources. Therefore, it is a great method to obtain

unique information on a topic. In general, phenomenology is a more personal form of research as it involves a deeper understanding of the subject, it involves observing and collecting data from multiple sources. However, it is also more difficult to apply to large groups of people, since it involves studying the individual. (Neubauer et al., 2019)

Through this method, the researcher studies how an individual experiences his life and the world around him. It involves more subjectivity and requires the researcher to consider each experience important.

### **1.3.3. Data Collection Techniques**

#### **1.3.3.1. One-on-one interview**

The one-to-one interview is a commonly used data collection method in health and social research. Increasing attention has been given in the literature to the process of conducting an interview. (Ryan et al., 2009). One-on-one interviewing can gather more in-depth information than group interviews. This is because it allows the interviewer to get the respondent to open and share more about their experience with his or her.

#### **1.3.3.2. Focus Group**

As Gundumogula, (2020), stated that focus groups are an extended way of the interview method, a more specific in-depth group interview with discussion. In a structured and organized way with the help of a facilitator or moderator the selected topics are explored.

This type of technique would benefit researchers to save time, as it is a group interview where everyone's ideas are collected at the same time since perhaps the people who will be interviewed do not have much time, so Focus Group could be applied.

### **1.3.4. Instruments**

#### **1.3.4.1. Questionnaire for interviews**

Questionnaires were advantageous because they save time on the part of the researcher and heighten the independence and accuracy of responses from respondents. (Oben, 2021)

The type of questions are open-ended questions, a set of 7 questions were carried out online through google docs for type their answers and then during a zoom online videoconference a discussion about the questions between participants in the interview. The purpose of this questionnaire is to obtain information from Agricultural Engineers that would help to the researcher to analyze the results of their experiences or opinions. Each question was entirely developed in relation to the research topic.

### **1.3.5. Data Collection Processing and Resources**

First at all, a deep investigation surfing on the internet related to Short Stories to improve reading skills, the research topic, was carried out. Then, having obtained different information from various sources, authors and previously research carried out, obtain the necessary data that the researcher can use to make an in-depth analysis and comparisons of the research, an interview is agreed with a sample of 5 students of the Agricultural Engineering major. They will provide their point of view, opinions, or experiences that they have gone through related to the research topic. The document that contained the 7 questions was sent to each one so that they can analyze and interpret them and when the time of the meeting through zoom arrives, they can develop it with more accuracy.

### **1.3.6. Population and sample**

Since few people are interviewed, a sample of 5 people was obtained who are currently students of the major related to the research topic, these students have gone through several English modules and that this language is a requirement as a subject within their curriculum, in addition to the fact that the language is of great help for their professional performance in the future.



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**1.3.7. Interview for Agricultural Engineers**

**1. Why do you consider important English language within your future profession?**

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**2. What do you know about strategies to improve English reading skills?**

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**3. How often do you practice your reading skills?**

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**4. Have you ever practiced reading skills with Short Stories?**

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**5. When you finish the readings, the information obtained is retained, or do you usually forget them instantly?**

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**6. When reading stories in English, what is the most difficult for you to comprehend the text?**



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**7. Do you consider that the variety of genres in Short Stories attract attention for their continuous use?**

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**8. Do you consider beneficial to enhance your reading skills using Short Stories?**

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## **Chapter IV**

### **1.4. Analysis of findings**

In this research project, data from articles or journals that include relevant information on Short Stories was obtained; many authors agree or reiterate that the use of this strategy is significant and improves reading skills; These theories are taken to a sample of 5 students who can reaffirm or contradict them. The improvement of reading skills can take time to improve, however, any process could get great benefits.

#### **1.4.1. Interpretation of data**

The total number of students interviewed agrees with the question first question, in the answers obtained, one of the points on which they all agree is that when they become professionals within their major, the English language would be a great tool for each of them since it allows them to communicate or share knowledge with others.

They are very interested in learning the language because it presents a great opportunity, which if it became a job would greatly influence their economic future could raise, and even more because they see a secure future for themselves and their family if they achieve such an achievement. The interviewees have the desire to really reach a level of English that can satisfy the uses of this language that they could make.

Regarding strategies that are usually used to improve English, they indicate that they have heard few information about it, but they realize is that without a doubt it is fundamental, the fact of listening to music in English or using basic vocabulary in daily activities allow them to develop components of different English skills.

One of them indicated that his goal is to speak English fluently and he is aware that in order to achieve this he must put more effort and commitment into learning this language. The rest only



indicated that they did not have an extra strategy to improve their English skills besides listening to music.

Related to reading skills, with the habits that students have towards reading, only two students indicated that they practice at least once or twice a week, the rest of them indicate that they never practice this skill or that simply the last time who did activities regarding reading skills was when receiving an English module.

The term "Short Stories" seemed completely new to the students, they had an idea of what it could mean, however they indicated that they had never used it; except for two of them who stated that they used this strategy at school to improve reading. Not knowing about the use of Short Stories, after a brief explanation, they deduced that it would be of great importance. It would not only improve vocabulary, but all the skills involved in learning English.

One of the reading skills is Working Memory and Attention. All the interviewees said that when reading is of great interest, there is information retained; however, when there is not great interest, they forget it after a few days.

When asked what makes it difficult for them to understand text in English, they indicated that they often do not know the meaning of many words or phrases, which means that they do not find the idea of the text, however, they tend to deduce it guided by the context in general. All the interviewees consider that since there is a great variety of themes and genres, it is easier for them to choose between their tastes, thus being a good incentive to continue using them.

On whether they consider the use of short stories to be a great benefit, one of them indicated that if they make it a habit, it could benefit them a lot. The rest of interviewees assured that after learning about Short Stories, it could help them acquire vocabulary, improve their critical thinking, reading comprehension and even retain information.

### **1.4.2. Interpretation of bibliographic review**

According to what was investigated based on this cognitive aspect within each student in which it refers to everyone at some point developing their thinking depending on the environment or habits in which they develop as people. The actions that each one takes day by day, are those that allow new experiences, attitudes, or thoughts to gradually process or innovate little by little.

When learning a new language, in this case English, four main skills are developed, of which if you want to improve one, all are developed not at the same percentage, but progress is generated. In addition to the four main skills, the development of critical thinking is included since we can communicate and express ideas in situations that require a more complex mental process.

ESP helps significantly to students with technical English, knowing this language boosts your professional career and opens the door to opportunities to work abroad. In this way, students reinforce what they learned at university and gain experience that will allow them to develop new skills. This means that both in their home country and elsewhere, they can get better job offers.

For an engineer and engineering student, to have knowledge in English is especially important in both study and major. Engineering is one of the largest fields of study and much of the research and academic literature is recorded in English, without knowledge on this language, it can be difficult for engineering students to understand the concepts conveyed by authors. Leading projects, finding, and establishing alliances with companies or even other responsibilities for Agricultural engineers that will require English knowledge.

Many authors agree that reading is a necessary and fundamental skill since through its execution information is obtained, if the language that is being learned is growing and

improving with the student, this can generate an effective communication to the message that they want to give or receive. Sometimes not so much attention is paid to it, nor is it given the necessary time to encourage a stronger reading culture, but it is already a change that must be made in depth.

Currently, there are methodologies, strategies, or didactic resources to enhance or strengthen any educational field's weakness. Referring to English Skills, day-by-day strategies are innovative. It already depends on the teacher and with what strategy he considers that the students engage more and decide if it benefits them for the development of their reading skills.

(Sultan et al 2018), through his research indicates that using Short Stories come to seem interesting depending on the topic or genre and that this strategy helps improve reading skills and other skills and their components.

When referring to Short Stories, relating it to the main topic of this research that is aimed at students of Agricultural Engineering, who could boost their learning of vocabulary, decoding, attention, fluency, and the rest reading subskills using different websites that contain articles or Short Stories mostly related to the area they belong.

#### **1.4.3. Analysis and discussion of the interview vs bibliographic review**

According to all the authors cited in this research, learning the English language has changed lives in many positive ways and has even opened many communication and cultural barriers. Interviewed No. 3 mentioned "English is very important for my professional future, one day if I can have a job in a farm, banana plantation, etc. And the investors are from a foreign country, I will have to communicate with them through English."

Therefore, all of them consider that English would influence their future even in the workplace, giving them more opportunities to stand out. Not only calling their attention to the employment

and economic factor, but they also agree that they would like to be able to have new experiences.

According to (Toprak & Almacioğlu, 2009), indicates that the same strategies are not always suitable for all students, but that they are essential to develop reading skills. During the interview, the students indicated that they do not know strategies, and they rely more on what the teacher indicates.

The reading skill is one of the most important but less recognized or forgotten, it does not always receive the attention it requires and little by little the habit of encouraging it is lost. By reading other aspects that are also important are improved. Chen L. & Dhillon J., 2012, stated that "a deep approach in reading is suitable for college students because they do not have the same capacity as students in the pre-critical period...".

However, interviewees No. 2 and 3 indicate that they practice it very little or simply do not do it, contrary to the rest of the students who gave positive answers. Two of the students do not have much confidence or are not so attracted to the idea of reading, their mentality might change if they knew the positive factors that it provides both for their critical development and for learning the language they want to learn.

Short stories are one of the strategies that people use to improve their English, both because they are not extensive reading and because they are of interest to them; If, in addition to that, they carry out their readings related to the area in which they work, they will be able to improve their technical English vocabulary.

Interviewees No. 1 and 3 indicated that they were unaware of Short Stories but that when they understood what they consisted of, they imagined that perhaps it would be a beneficial tool for teaching. Interviewees No. 2, 4, and 5 said they knew the term Short Stories because they used it at school, but when they used it the purpose of the task was achieved, because of that, they

considered that would be a great strategy. While great authors assure through studies that the use of Short Stories improves and helps the learning of a new language, most of the interviewees recognize that it would be a great tool since they used it a long time ago and it was a success.

## Chapter V

### 1.5. Reflexions of the study

This research project has gone through exhaustive research to collect data and information that can help to conclude with each objective placed in chapter one. According to the general objective, the analysis between the findings and the interview conducted with the students was successfully carried out. In addition, it was possible to compare, identify and describe each aspect that involved the use of short stories within the reading skill as each specific objective was written.

Within the research problem, it is stated that reading is necessary within the educational system, however, it does not always generate the same interest for all people, several strategies or methodologies could be applied and make this skill gradually improve, helping all skills in set are enhanced.

When this research began to carry out, the amount of information found on the websites was remarkable, since there are always biases about many theories that later clear up doubts by carrying out an exhaustive investigation. It was a very enriching experience.

It was very noticeable how reading, being a fundamental skill, generate importance only when a specific activity containing it is carried out.

The advantage of carrying out this research was that too much information on the internet was founded, it became a bit complicated to get information from recent years, or research related to the major on which this research was based, however it was possible to obtain project data or similar items. Another advantage was that the people who were planned to be interviewed were always willing to collaborate with the objective of this research.

In addition to certain setbacks presented during the investigative process, it was a life lesson, carrying out an investigative work of this magnitude can undoubtedly help to clear up certain doubts that exist within today's society, consider that this work can have a positive influence, or of the way in which they take the results to be able to develop more theories or ideas in the future and that generates a certain excitement.

Since the investigation began, the subject has been of great interest if it focuses on reading skills, since many branches and components necessary for learning are derived from it. Little by little, after obtaining the first data, it was possible to appreciate that the skill on which this project focuses is indeed as important as the others, many prefer to speak it more than to know structures, grammar, or phonemes.

It was known that not all people initially consider reading to practice and improve their skills, either because it is not of interest to them, or they have not adapted it as part of a habit. As a researcher it is easy to recognize which were the most impressive points of the investigation that influenced having all the results, from the beginning it was taken into account that reading was not very applied among the students or if they did it was by obligation, and thank you to this research, through the interviews, the students confirmed that reading was not their strong point.

As a researcher, what would make a difference in a second investigation would be to increase the number of samples in order to obtain more points of view, opinions, and experiences that provide content to the data that you want to compare or analyze.

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## Anexxes

### 1. Anti-Plagiarism Certificate

La Libertad, agosto 8 de 2022

#### Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "Short Stories to improve Reading Skills for Agricultural Engineering Students", elaborado por la estudiante Jazmín Irina Chalen De La Cruz, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Rossana Vera Cruzatti,

Docente



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## 2. Agricultural Engineering Curriculum

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I	<b>CALCULO DIFERENCIAL</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>QUIMICA INORGANICA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>BIOLOGIA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>ORIENTACION AGROPECUARIA INTEGRADORA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>OFMÁTICA PARA LA EDUCACION SUPERIOR</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	240	240	240	720	15
II	<b>CALCULO INTEGRAL</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>QUIMICA ORGANICA INTEGRADORA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>FISICA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>BOTANICA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>COMUNICACION TECNICA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	240	240	240	720	15
III	<b>BIOQUIMICA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>FISICA DE FLUIDOS Y ELECTROMAGNETISMO</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>MICROBIOLOGIA INTEGRADORA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>MAQUINARIA AGROPECUARIA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>DIBUJO TECNICO</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	240	240	240	720	15
IV	<b>FISIOLOGIA VEGETAL INTEGRADORA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>ANATOMIA Y FISIOLOGIA ANIMAL</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>TOPOGRAFIA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>METEOROLOGIA AGRICOLA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>METODOLOGIA DE LA INVESTIGACION CIENTIFICA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	240	240	240	720	15
V	<b>PROTECCION DE CULTIVOS</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>NUTRICION ANIMAL</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>EDAFOLOGIA INTEGRADORA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>MANEJO DE RECURSOS NATURALES</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>BIOESTADISTICA Y DISEÑO EXPERIMENTAL</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	240	240	240	720	15
VI	<b>AGROECOLOGIA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>PASTOS Y FORRAJES</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>FERTILIDAD DEL SUELO INTEGRADORA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>GENETICA Y MEJORAMIENTO</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>REGO Y DRENAJE</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	240	240	240	720	15
VII	<b>SISTEMAS DE PRODUCCION AGROPECUARIAS: GANADERIA: GANADO CORTO: BOVINOS</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>SISTEMAS DE PRODUCCION AGROPECUARIAS: PECUARIO: ESPECIES MENORES</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>EXTENSION Y CAPACITACION AGROPECUARIA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>BIOTECNOLOGIA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>SISTEMAS DE INFORMACION GEOGRAFICA</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	240	240	240	720	15
VIII	<b>SISTEMAS DE PRODUCCION AGROPECUARIAS: GANADERIA: GANADO PERSISTENTE: EQUINOS</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>SISTEMAS DE PRODUCCION AGROPECUARIAS: PECUARIO: ESPECIES MAYORES</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>PROYECTOS AGROPECUARIOS</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>EMPRENDIMIENTO</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	<b>UNIDAD DE INTEGRACION CURRICULAR</b> <small>ACD 48 APE 48 AA 48</small> <small>CR 2 TH 168</small>	240	240	240	720	15
REQUISITO	<b>BI INGLES</b> <small>CR 1 TH 36</small>									

<p><b>IT#: ASIGNATURA</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>ACD H</td> <td>APE H</td> <td>AA H</td> </tr> <tr> <td>CR H</td> <td>TH H</td> <td></td> </tr> </table> <p>TH: TOTAL HORAS                  ACD: APRENDIZAJE EN CONTACTO CON EL DOCENTE                  APE: APRENDIZAJE PRACTICO EXPERIMENTAL                  AA: APRENDIZAJE AUTONOMAS                  CR: CREDITOS                  PPL: PRACTICAS POR PROFESIONALES LABORALES                  PSC: PRACTICAS DE SERVICIO COMUNITARIO</p>	ACD H	APE H	AA H	CR H	TH H		<div style="background-color: #d9ead3; padding: 5px; margin-bottom: 5px;">UNIDAD BÁSICA</div> <div style="background-color: #d9ead3; padding: 5px; margin-bottom: 5px;">UNIDAD PROFESIONAL</div> <div style="background-color: #d9ead3; padding: 5px;">UNIDAD DE INTEGRACIÓN CURRICULAR</div>	<p style="text-align: center;"><b>RESUMEN DE HORAS MALLA CURRICULAR</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>TOTAL DE ASIGNATURAS</td> <td>48</td> </tr> <tr> <td>HORAS APRENDIZAJE EN CONTACTO CON EL DOCENTE</td> <td>1.440</td> </tr> <tr> <td>HORAS APRENDIZAJE PRACTICO EXPERIMENTAL</td> <td>1.440</td> </tr> <tr> <td>HORAS APRENDIZAJE AUTONOMAS</td> <td>1.440</td> </tr> <tr> <td>HORAS PRACTICAS POR PROFESIONALES LABORALES</td> <td>36</td> </tr> <tr> <td>HORAS PRACTICAS DE SERVICIO COMUNITARIO</td> <td>36</td> </tr> <tr> <td><b>TOTAL DE HORAS</b></td> <td><b>6.000</b></td> </tr> <tr> <td><b>TOTAL DE CREDITOS</b></td> <td><b>120</b></td> </tr> </table> <p style="text-align: center; font-size: small;">(CONTINUAR)</p>	TOTAL DE ASIGNATURAS	48	HORAS APRENDIZAJE EN CONTACTO CON EL DOCENTE	1.440	HORAS APRENDIZAJE PRACTICO EXPERIMENTAL	1.440	HORAS APRENDIZAJE AUTONOMAS	1.440	HORAS PRACTICAS POR PROFESIONALES LABORALES	36	HORAS PRACTICAS DE SERVICIO COMUNITARIO	36	<b>TOTAL DE HORAS</b>	<b>6.000</b>	<b>TOTAL DE CREDITOS</b>	<b>120</b>
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OBSERVACIÓN: ESTA MALLA CURRICULAR, FUE MODIFICADA BAJO LA DISPOSICIÓN TRANSITORIA TERCERA DEL REGLAMENTO DEL RÉGIMEN ACADÉMICO DEL 21 DE MARZO DE 2019.

### 3. Transcript Interviews

Interview #1	
QUESTION	INTERVIEWED #1
<p><b>1. Why do you consider important English language within your future profession?</b></p>	<p>Es importante porque te puede ayudar a tener mejor relación en el ámbito profesional especialmente con personas del exterior y te ayuda a tener intercambio de información.</p>
<p><b>2. What strategies do you use to develop your reading skills?</b></p>	<p>Suelo escuchar música y ver la traducción en el instante para ir reteniendo información y así a la vez aprender.</p>
<p><b>3. How often do you practice your reading skills?</b></p>	<p>En mis tiempos libres o fines de semana.</p>
<p><b>4. Have you ever practiced reading skills with Short Stories?</b></p>	<p>No he escuchado de ese término.</p>
<p><b>5. When you finish the readings, the information obtained is retained, or do you usually forget them instantly?</b></p>	<p>Cuando finalizo la lectura la información obtenida la olvido al instante porque no uso esta información en la vida cotidiana</p>
<p><b>6. When reading stories in English, what is the most difficult for you to</b></p>	<p>La parte más difícil al momento de comprender la lectura es que muchas veces no conozco muchas de las palabras y no le encuentro la idea de lo que estoy leyendo.</p>

<p><b>comprehend the text?</b></p>	
<p><b>7. ¿Do you consider that the variety of genres in Short Stories attract attention for their continuous use?</b></p>	<p>La variedad de géneros es un factor muy importante debido a que todas las personas tienen gustos diferentes y esto permite a que cada uno pueda escoger el género que más llame su atención.</p>
<p><b>8. Do you consider beneficial to enhance your reading skills using Short Stories?</b></p>	<p>Creo que los cuentos cortos serían muy beneficiosos porque nos ayuda a aprender vocabulario y no nos toma mucho tiempo.</p>

Interview #2	
QUESTION	INTERVIEWED #2
<b>1. Why do you consider important English language within your future profession?</b>	Sí es importante, porque tal vez me toque tener alguna conversación con algunas personas extranjeras y necesito de ley dominar el idioma.
<b>2. What strategies do you use to develop your reading skills?</b>	Hasta el momento no he puesto ninguna estrategia en práctica, pero una de mis metas si será aprender hablar más fluido el inglés.
<b>3. How often do you practice your reading skills?</b>	Nada, solo ahora último por los módulos, pero anteriormente no he practicado.
<b>4. Have you ever practiced reading skills with Short Stories?</b>	Sí, cuando me encontraba en el colegio
<b>5. When you finish the readings, the information obtained is retained, or do you usually forget them instantly?</b>	Suelo olvidar fácilmente las lecturas y los libros que he leído, olvido personajes y escenas que son incluso importantes, solo si no lo considero relevante.
<b>6. When reading stories in English, what is the most difficult for you to comprehend the text?</b>	La mayoría de las veces me resulta difícil entender ciertos phrasal verbs o palabras con sinónimos que no me son familiares, pero los traduzco para interpretarlos mejor.

<b>7. Do you consider that the variety of genres in Short Stories attracts attention for their continuous use?</b>	Creo que la gran cantidad de temas y géneros que existen nos permiten poder descubrir y conocer más.
<b>8. Do you consider beneficial to enhance your reading skills using Short Stories?</b>	Para mí sí fue muy beneficioso, encontré y aprendí vocabulario nuevo usando libros para niños.

Interview #3	
QUESTION	INTERVIEWED #3
<b>1. Why do you consider important English language within your future profession?</b>	El inglés es muy importante para mí futuro profesional ya que algún día puedo tener una plaza de empleo en una finca, bananera etc. Y los inversionistas sean de un país extranjero, yo tendré que comunicarme con ellos por medio del inglés.
<b>2. What do you know about strategies to improve English reading skills?</b>	Si he escuchado ya que, si implementamos el inglés en las cosas que nos encanta y hacemos muy a menudo, tendría más facilidades de entenderlo.
<b>3. How often do you practice your reading skills?</b>	Muy poco.
<b>4. Have you ever practiced reading skills with Short Stories?</b>	No.
<b>5. When you finish the readings, the information obtained is retained, or do you usually forget them instantly?</b>	Si lo que leí causo un gran interés en mí, nunca lo olvido.
<b>6. When reading stories in English, what is the most difficult for you to comprehend the text?</b>	Cuando no conozco alguna palabra me es difícil, pero me guío por el resto del texto y deduzco la idea.

<b>7. Do you consider that the variety of genres in Short Stories attracts attention for their continuous use?</b>	Como existen una gran cantidad de temas, puedo escoger la que más me agrada y seguir leyendo.
<b>8. Do you consider beneficial to enhance your reading skills using Short Stories?</b>	Si lo practico habitualmente podría ayudarme bastante.

Interview #4

QUESTION	INTERVIEWED #4
<p><b>1. Why do you consider important English language within your future profession?</b></p>	<p>Because certain machines have their instructions in English, and we need to read it. Also, many of the companies have owners that are from another country, so we need to use English to talk to them.</p>
<p><b>2. What do you know about strategies to improve English reading skills?</b></p>	<p>I really haven't heard about it; I only know the tips that my teachers give me.</p>
<p><b>3. How often do you practice your reading skills?</b></p>	<p>Sometimes, I usually try to read my book once a week.</p> <p>Because it helps us understand and gain information, in an easy manner.</p>
<p><b>4. Have you ever practiced reading skills with Short Stories?</b></p>	<p>Only when I was a child.</p>
<p><b>5. When you finish the readings, the information obtained is retained, or do you usually forget them instantly?</b></p>	<p>I think that there are times when I retained words just with topics that I like, and other times I tend to forget them after a while.</p>

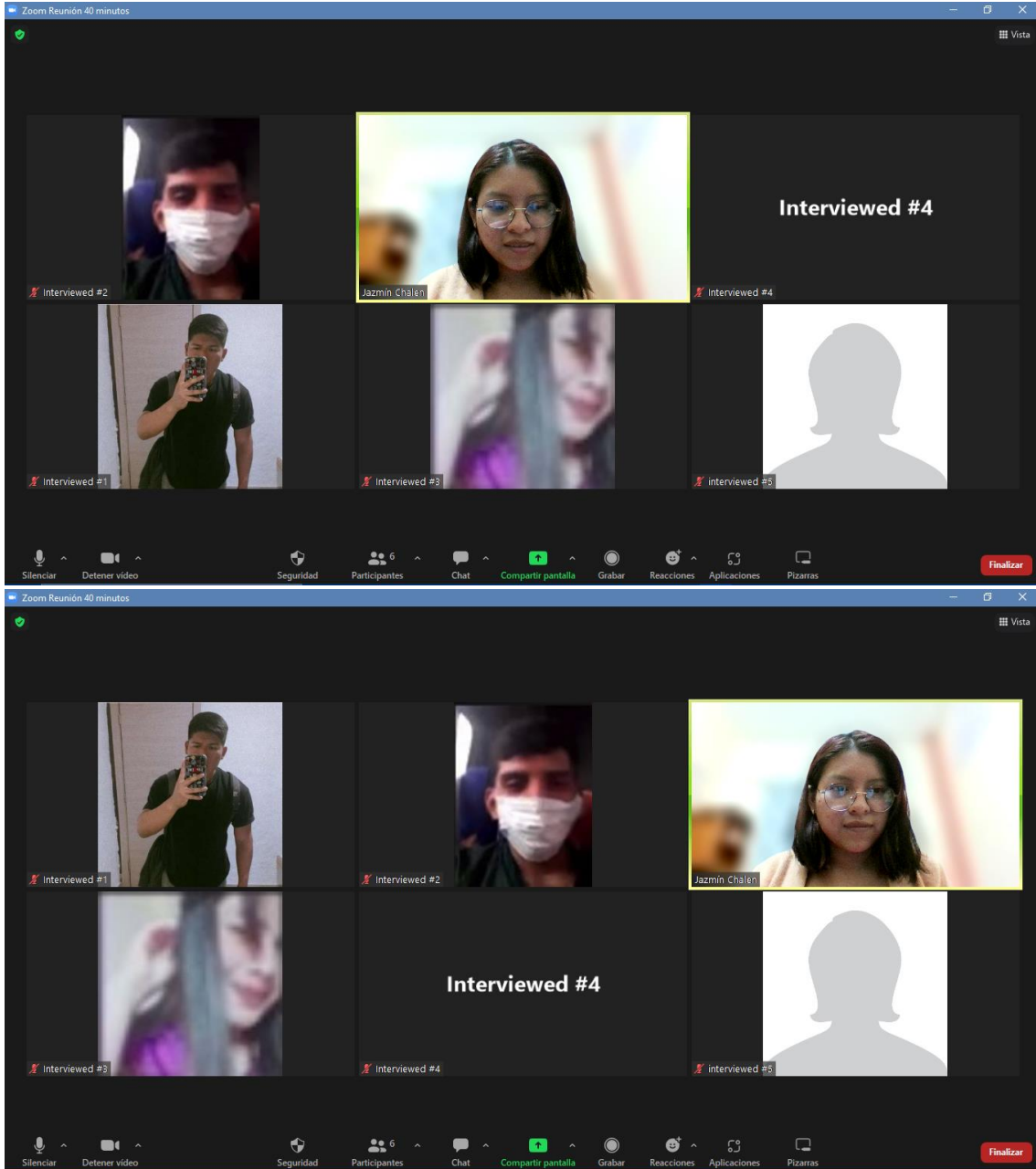


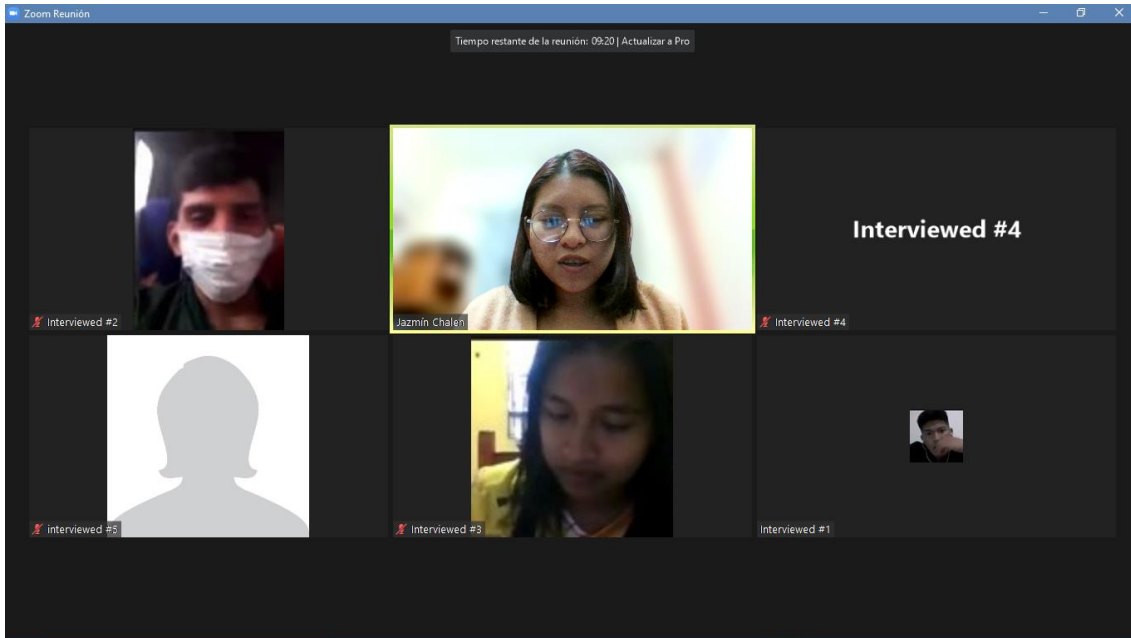
<b>6. When reading stories in English, what is the most difficult for you to comprehend the text?</b>	I think it's the new words because I don't know what it means
<b>7. Do you consider that the variety of genres in Short Stories attract attention for their continuous use?</b>	Yes, I think it greatly affects learning because if it is a genre that the person likes, they will read it with pleasure and learn faster.
<b>8. Do you consider beneficial to enhance your reading skills using Short Stories?</b>	Yes, it was very beneficial for me because it helps to increase creativity and constantly gain insights in reading comprehension skills.

Interview #5	
QUESTION	INTERVIEWED #5
<b>1. Why do you consider important English language within your future profession?</b>	We are living in a globalized world, so it is important to be able to communicate with people and English is one of the universal languages.
<b>2. What do you know about strategies to improve English reading skills?</b>	I have heard about read or watch videos in English to improve the skills, but I think it is better to keep conversation with people that speak English.
<b>3. How often do you practice your reading skills?</b>	Sometimes, I usually try to read my book once a week.
<b>4. Have you ever practiced reading skills with Short Stories?</b>	I think so, I've read English posts in social media or just interesting/curious news about what's happening around the world.
<b>5. When you finish the readings, the information obtained is retained, or do you usually forget them instantly?</b>	It depends on what I am reading, if it is a topic of interest to me, I retain the necessary and important information longer. In this case, another factor is that I always read things of interest to me, so I always have an interest in reading.
<b>6. When reading stories in English, what is the most difficult for you to comprehend the text?</b>	The most difficult for me is the critical thinking because in English the interpretation is different, each context in paragraph or phrase is a continuous change.

<b>7. Do you consider that the variety of genres in Short Stories attract attention for their continuous use?</b>	Well, I understand for short Stories such as Novel, so I think is interesting because when I am reading, I incorporate my situation with the stories. Also, on many occasions I try to think like a main character, and I better understood about the reading. Thus, I will continue use short stories.
<b>8. Do you consider beneficial to enhance your reading skills using Short Stories?</b>	Of course, when you are using short stories my attention will be in long time, so I try to say if you use topics according to personality and professions you will have more retention of information.

## 4. Interview Evidence





Zoom Reunión 40 minutos

Tiempo restante de la reunión: 08:18 | Actualizar a Pro

Vista

Interviewed #4

Interviewed #3

Interviewed #1

Interviewed #2

Interviewed #5

lazmin Chalea

3 participantes levantaron la mano.

Silenciar Detener video Seguridad Participantes 6 Chat Compartir pantalla Grabar Reacciones Aplicaciones Pizarras Finalizar