

EXPERIENCING READING EFL SHORT STORIES
IN THE ENGLISH CLASSROOM

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UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
SCHOOL OF SCIENCES AND EDUCATION
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLÉS
Bogotá D.C., COLOMBIA
Abril de 2017

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A thesis submitted as a requirement to obtain the degree of M.A. in Applied
Linguistics to the Teaching of English

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Abril de 2017

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Acuerdo 19 de 1988 del Consejo Superior Universitario. Artículo 177: “La Universidad Distrital Francisco José de Caldas no será responsable por las ideas expuestas en esta tesis”.

Acknowledgements

I firstly want to thank the students who participated in this research. Special thanks to Mr. Mario Lanza, the principal of Colegio Ofelia Uribe de Acosta where I carried out this study. Thanks to my Master's professors for their academic teachings and supports and special acknowledgements to my thesis director, Professor Eliana Garzón Duarte, for her academic advice and support in building this project, and thanks to all who collaborate in developing this project.

Dedication

To my lovely mom Gloria for her eternal love and patience

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Experiencing Reading EFL Short Stories In the English Classroom

Abstract

This research study aims at finding and describing students' responses regarding the evocations that emerge when they read selected EFL literary short stories in the English language classroom. The study was carried out with a group of 25 11th-graders from a public school in Bogota. The pedagogical intervention consisted in applying three literature-based reading workshops in the EFL classroom using selected EFL short stories. Data was collected from three sources: field-note forms, students' written samples, and selected interviews. Data collected through and after the pedagogical intervention revealed two groups of categories considering personal students' impressions when reading the three EFL short stories. 1. Evocations associated with their lives and 2. Background of evocations lived in relation to the others. The analysis of these categories showed that when students read EFL short stories, they usually associate and acknowledge personal evocations such as personal happiness, improving living conditions and taking advantage of life's moments. Concerning the second category, students associate their reading exercise with life's evocations such as acknowledging familiar relationships, gender identification, acknowledging life's turning points and finally recognition of people's personal values. In terms of EFL, these findings have been important since they have allowed to English teachers at the institution to know students' personal likes, evocations and links they establish when reading short stories in class, in order to design and implement an English language-reading project based on short stories.

Keywords: EFL literacy, Literature in the EFL classroom, reading short stories in EFL classroom

Chapter One:

Introduction

The research idea that underlies this study was born from my daily teaching experience and appreciations observed in EFL classes. Such appreciations concern firstly, by observing the EFL study plan at the institution where this research was carried out. After this observation, I inferred that the study plan does not allow clearly the students to take into account and to experience EFL literature as a relevant source of knowledge and as a source of opportunities to learn meaningfully the foreign language. The second appreciation was related to the personal and professional interest in exploring and integrating EFL literature as an important source and tool in order to improve students' language skills in the EFL classroom. A third appreciation was related to the need and interest of a pedagogical usage of a big collection of EFL literature that SED (*Secretaria de Education del Distrito*) provided to the school some years ago, and had not been used yet in any classes.

Therefore, the initial goal of my research interest was to promote the reading of EFL short stories as an encouraging learning source. Scholars such as Lazar (1993) and Maley (2007) defend this goal. According to them the integration of literature in the language class, might make EFL learning process more diverse and meaningful to the students. These authors highlight that literature practice in

the language classroom provides learners with opportunities to open their minds by learning new cultural aspects and new knowledge. In addition, literature helps EFL students to understand the real use of language aspects in contexts learned in the classroom, such as with vocabulary and grammatical structures. Literary pieces cannot only be observed as texts, which EFL students can interact and transact with. They can be used to explore for more inner and personal aspects such as impressions, appreciations, responses, opinions and feelings with the texts.

Thus, this study was framed into exploring and describing students' impressions and evocations that they call when reading selected pieces of EFL literature, in this case, three selected EFL short stories. This work was carried out with a focus group of 25 students, boys and girls aging between 16 to 18 years old, who were taking eleventh grade at the time of developing the study. These participants made part of a public school community placed in fifth locality Usme in the south of Bogotá.

This document comprises six chapters. The first one includes the introduction, the statement of the problem, the research question and the objectives. In this first section, I also describe the school community and the participant group. The first chapter closes with the rationale of the study. The second chapter covers the literature review. It starts with a referential background report of previous works related to this research. I refer to main researchers on the

field of teaching and learning with EFL short stories in the language classroom. Then, the theoretical framework explains the key concepts that give the theoretical foundation of this research study.

Chapter three deals with the research design. It describes the context of the study and the participants. It also presents the type of research, data collection instruments and procedures of data analysis. Chapter four presents the instructional design, a detailed description of the research implementation, its timetable, stages, steps and short stories used. The categories and results that emerged from the pedagogical intervention and their analysis come in chapter five. Finally, chapter six provides the conclusions and pedagogical implications of the study. Furthermore, research limitations and further research are presented.

Statement of the Problem



As this research aims to explore the literature practice in the EFL classroom, researchers who support and agree with the importance of incorporating literature in EFL classroom come into consideration. For example, Clandfield (2011) provides reasons for using literature in the classroom such as literature is authentic material, it encourages interaction, literary texts are often rich in meaning, literature expands language awareness, educates the whole person, is motivating, holds high status in many cultures and countries, and is often more

interesting than the texts found in course books. Collie and Slater (1991) additionally state that literary material stands as a model for EFL learners since they contain real examples of grammatical structures and vocabulary samples, which in turn provide real meaning to their learning processes. They also highlight that incorporating the literary component in language teaching provides language learners with cultural information about the language they are learning; literary texts may increase learners' motivation and insights into the cultures and/or speakers of the target language. This research study then aims to develop these above mentioned practices while using and exploring literature as a means to complement and improve their EFL skills.

Table 1 below presents a sample and an outline about how the study plan is organized at the school. I clarify that this model is used for all academic subjects at the school. This model with its contents were defined about ten years ago. Regarding English language, it shows the target competences to achieve during the classes, a content list with their corresponding learning goals (*logros*) and goal indicators (*indicadores de logro*). Below this part, the methodological aspects, use of resources, and comments are displayed. The contents and learning goals focus on teaching of language structures and their communicative use. The learning goals and their indicators are aimed to put in practice the grammatical structures studied in each term. This model of study plan does not clearly include literature practice, so students do not have the chance to interact or experience with the

EFL literature texts available at the school. However, it is important to acknowledge that this sample and, in general, the entire English study plan includes a few of reading practices with EFL articles, although it focuses mainly on practicing language structures.

Table 1. English Study Plan Sample for 11th Grade, Second Term.

<div></div> <div>ALCALDIA MAYOR DE BOGOTÁ D. C. SECRETARÍA DE EDUCACIÓN DISTRITAL COLEGIO "EL BOSQUE" INSTITUCIÓN EDUCATIVA DISTRITAL DANE: 11100177881 Resolución de creación 5881 y 7717 Resolución de reconocimiento de carácter oficial 2385 14 de agosto 2002</div> <div></div>			
ASIGNATURA : INGLÉS	GRADO : ONCE	AÑO : 2007	
EJE TEMÁTICO : LINGÜÍSTICO	UNIDAD : A MEETING	TIEMPO PROGRAMADO : OCHO SEMANAS	
DOCENTE :	JORNADA-SEDE : JM Y JT - C	BIMESTRE : SEGUNDO	

COMPETENCIAS: <ul style="list-style-type: none">Gramatical: El dominio y uso de la estructura formal del lenguaje: vocabulario y rasgos sintácticos, morfológicos fonológicos y fonéticos.Laboral: Trabajo en equipo y manejo y capacidad de comunicación		
<div><u>CONTENIDOS</u> UNIT 1<ul style="list-style-type: none">Business content: Job experience; letters of enquiry; interviews.Structures: present perfect tense; Adverbs used with the present perfect; Could/ would you...? ; will future; possessive pronouns; capital letters and punctuation; Questions words: Whose? Who's?Function: Polite requests.</div>	<div><u>LOGROS</u><ol style="list-style-type: none">Expresar ideas acerca de experiencias de trabajo, inquietudes y entrevistas.Aplicar el presente perfecto en situaciones específicas de una empresa, con el uso combinado de los modales: could, World, futuro y los wh: whose y who.</div>	<div><u>INDICADORES DE LOGRO</u><ol style="list-style-type: none">Expone experiencias de trabajo en cartas de aplicación y/o entrevistas.Redacta cartas de aplicación a empleo y para preguntar acerca de términos y/o situaciones de un negocio.Desempeña con interés su función asignada en el equipo de trabajo.Usa correctamente todos los elementos sintácticos del presente perfecto.Aplica acertadamente los modales: could y would al igual que los wh: Whose? Y Who's? al redactar la encuesta para una entrevista.Cumple oportuna y responsablemente con todas las actividades programadas.</div>
METODOLOGÍA: <p>Revisión de conceptos y preconcepciones, explicación y descripción de un ejemplo, desarrollo de ejercicios prácticos en forma oral y escrita, lectura y análisis de textos cortos, competencias de composición oral y escrita y lectura de composiciones propias con la integración de temas vistos.</p>		
CRITERIOS DE EVALUACION: <p>Se evaluará con base en los desempeños demostrados por los estudiantes durante el proceso, teniendo como base la observación por parte del docente, la auto evaluación, co-evaluación. Se incluirán otros mecanismos para observar cambios y avances como los test, guías, tareas y trabajos.</p>	RECURSOS: <p>Dinámicas orales y escritas, definiciones propias de vocabulario, elaboración y solución de crucigramas.</p>	
OBSERVACIONES		

After observing the English Study Plan sample above, it is noticeable that the incorporation of EFL literature in the classroom is quite weak at this school, since English language seems to be considered as a subject of study, as other subjects such as Math or Biology are. The observations on the study plan sample above also allows me to say that it could resemble the grammar-based approach in which grammar structures are the core of the form and every teaching and

learning activity applied in the classroom turns around practicing such grammar structures.

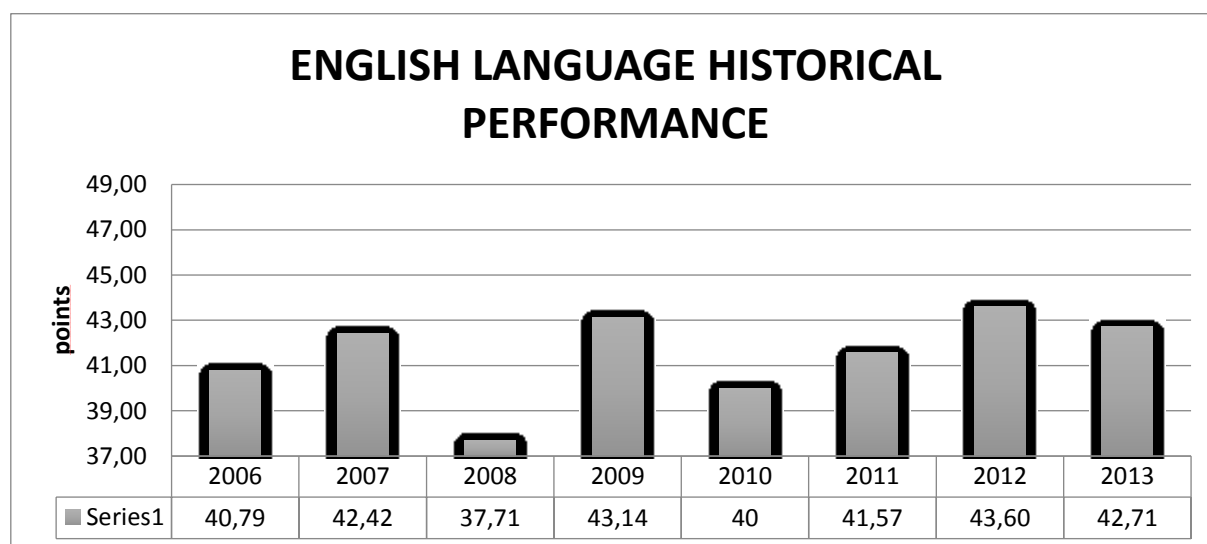
This situation is also, as a result, reflected in the students' language performance inside and outside the school. Periodically observing students' performance reports, in general, they have neither good nor average EFL communicative skills in EFL, at least as the ones required by the MEN (see *Estándares Básicos para la Enseñanza de Lengua Extranjera*, MEN, 2006). It is also common in English area meetings and institutional pedagogical meetings to observe and hear many teachers (not only EFL teachers but also teachers from other subjects) find excuses to underestimate students' language competences and their learning conditions, such as lacking of good studying habits, personal motivation and low students' commitment in learning the language.

Personally and based on the situations described above, I would suggest that the English study plan should be updated with the incorporation of EFL learning strategies that include EFL literary approaches, methodologies and strategies. This could allow students to develop a more meaningful EFL learning process and take advantage of new spaces, as the CRI¹ and the SED has provided EFL material.

¹ The C.R.I. (*Centro de Recursos de Idiomas*) is a special room inside the school, equipped with a huge stock of learning and teaching resources (EFL training books for teachers, textbooks for students and teachers, bilingual and monolingual dictionaries, multimedia resources and a large collection of EFL literature of all genres and all language levels).

Another important issue, which has been considered in featuring the statement of the problem, concerns *Pruebas Saber 11*. (See Table 2 below).

Table 2. *English Language Historical Performance at SABER 11° (2006 – 2013)*



Looking at the English language historical school performance of this table, the school shows a medium-low level performance (*Saber 5°, Saber 9° and Saber 11°*) in English language. It is necessary to clarify that these scores are measured by the ICFES (*Instituto Colombiano para el Fomento de la Educación Superior*) from 0 to 100 points; they consider a good score if a student gets or overpass 70 points. Under 70 points, it is considered as basic or low level of competence in any evaluated subject. These figures are also common in other fundamental areas such as reading comprehension and Math; as well as in other school subjects as Physics, Biology, Philosophy, and Social Studies. Based on this, many teachers

usually claim to pay more attention to analyze, rethink, intensify and make emphasis on the communicative competence in both languages, Spanish and English. Nevertheless, such efforts have only been considered during the last years, but actually, nothing meaningful has been done to overcome this situation.

The problem statement discussed on the lines above has guided me to think about exploring seasoned and different ways in dealing with a field that has not been explored yet at school: the exploration of reading EFL short stories (by using the school literary resources available in EFL) in order to see how students experience new language practices using EFL literature available at the school. This exploration might contribute later to the learning improvement of students' language skills in the EFL classroom and to the institutional improvement in EFL performance according to the national standards required by the MEN.

Research Question

Having in mind the research problem in that school, and considering the pedagogical interest of exploring and experiencing EFL literature available, I have drawn the following main research question:

- What type of personal evocations do learners recall when they read selected EFL short stories in the English classroom?

Research Objective

The following is the main objective that guided this research study:

- To identify and describe students' personal evocations they recall when reading selected EFL short stories in the English classroom

Chapter one concludes here. Explanations of the key concepts that underlie this study are presented in the following pages of the literature review. This following chapter begins with a general outline of traditional teaching and learning approaches concerning EFL reading in the classroom.

Chapter Two:

Literature Review

Considering the main purpose of this study, which looks for identifying and describing students' evocations that they acknowledge when reading selected EFL short stories in the English language classroom, this chapter presents a background of research studies and introduces approaches and methodological pedagogies related to teaching and learning English language by introducing EFL literature. Finally, I present an overview about previous studies on incorporating EFL literature in class.

Literature-based Approaches to Foster English Language Teaching and Learning in the EFL Classroom

This section starts by describing main approaches that integrate and foster EFL literature in the English language classroom. In the same way, the section reports results about main and previous research studies on incorporating and exploring EFL literature in the English language classroom, as this research study seeks to get learners' insights that foster a meaningful and pedagogical use of EFL literary texts.

The state-of-the-art related to integrating literature in EFL teaching and learning points out that modern language teachers and foreign language researchers do not deny the evident need about integrating and incorporating literature as a useful teaching and learning tool. Modern language teachers have observed in literature materials an important, relevant, and interesting source to introduce content variety and improve their teaching strategies and methodologies in foreign language education. In addition, foreign language learning researchers historically have argued the importance of the need of including and developing EFL language teaching and learning strategies by using literary texts and these statements are presented below.

Concerning approaches on using literature resources in the EFL classroom, authors such as Lazar (1993) suggests three general approaches that language teachers should take into account and adapt when using literary texts in class, pinpointing on selecting suitable literary materials for language students.

The first methodological proposal is a language-based approach. It lies on the hypothesis that learning the foreign language supported on the literary text would help the learners to understand the target language. In addition, this methodological approach states that detailed reading practices help students make meaningful interpretations, as they increase general awareness and understand the contextual use of the foreign language. Language learners are encouraged to draw on their knowledge of familiar grammatical, lexical or

discursive categories to get and make aesthetic interpretations and judgments of the literary text. Although some proponents, such as Duff and Maley (2007), differ in the methodological goals of this approach, these authors focus not only on the practice of reading literature itself, but also on how to use it for language-skills practice. Literary texts are actually considered useful language-learning tools. Based on this, Duff and Maley's (2007) advantages, propose that literature texts are opened to multiple and individual interpretations and provide opportunities for classroom discussions through the exploration of a big set of topics to read.

The second Lazar's (1993) methodological approach is literature as content. Here, literature itself is the content of a course, which concentrates on areas such as the social, political and historical background of selected texts for EFL classrooms. Through this approach, the author highlights that students get learning awareness about the target language by focusing on reading a set of texts and literary issues related to their lives and interests. Students' mother tongue can even be used to discuss texts or students will be required to translate target texts from one language to another.

Literature for personal enrichment is the third Lazar's (1993) methodological approach. Here, literature is seen as a useful tool to encourage students to draw on their own personal evocations, feelings and opinions. It helps students to become more actively involved both intellectually and emotionally in learning the target language. This approach can foster the students' development of foreign

language learning. It is an excellent stimulus for group work. Concerning the present study, this third Lazar's approach fits better, since the main goal of this study is related to involve students with EFL literature and explore their responses by the reading practice with the selected texts.

Carter and Long (1991) describe other similar approaches to incorporate literature in the language classroom. They propose, for example, the Cultural Model, which requires language learners to explore and assimilate the social, political, literary and historical context of a specific text. This approach seeks to encourage learners to understand different cultures and ideologies in relation to their own. A second approach proposed by Carter and Long (1991) is the Language Model. It enables language learners to access a text in a systematic way in order to exemplify specific linguistic features. According to the principles of this approach and following a progressive and systematic process, literature allows readers to understand and appreciate other cultures, societies and ideologies different from their own, since this approach triggers personal growth and intellectual development as the readers' progress on the reading practice.

The Personal Growth Model is Carter and Long's (1991) third approach to teaching and incorporating literature in foreign language. This model links the cultural model and the language model by focusing on the particular use of language in a text, as well as placing it in a specific cultural context. Language learners are encouraged to express their opinions and feelings while making

connections between their own personal and cultural experiences and those expressed in the text. This third approach has a lot in common with this study because by pursuing readers' responses when reading selected literary texts, learners can reach and understand other cultures and get not only a wider knowledge about EFL process, but also interpersonal knowledge awareness.

Another aspect of this Personal Growth approach is that it helps learners to develop knowledge of ideas and language – content and formal schema through different topics. This feature relates to theories of reading (Goodman, 1970) which focus on the interaction of the reader with the text. Cadorath and Harris (1998) say, "Text itself has no meaning, it only provides direction for the reader to construct meaning from the reader's own experience" (p. 188). Thus, learning is thought to take place when readers are able to interpret text and construct meaning based on their own experience.

This Personal Growth approach is again closely related to the essential goal of the present study because it focuses on encouraging and engaging students to express their opinions, perspectives and feelings and make connections between their own personal and cultural experiences with the ones expressed in and from the text. Additionally, the Personal Growth Model is closely related to the Transactional Theory of Reading in which this research study has its foundations (see relation below).

Previous Studies on Incorporating EFL Literature in the Classroom

From EFL research literature, many relevant studies have been carried out on incorporating EFL literature for young readers, and have analyzed appreciations, interests and responses, especially with EFL short stories. These selected research reports support the present study as they provide background knowledge about how EFL learners have experienced reading EFL literature and have empowered literary texts according to their contextual characteristics and according to their personal features. These studies reported here were the product after searching carefully on research data bases reports and reading a considerable number of research documents, which have researched about the implementation of literature in the EFL classroom. This compilation of studies helped me in outlining and contextualizing my research study, as they guided me in designing the implementation of pedagogical procedures when literature is integrated in the EFL classroom.

Whittemore (1992) for example, surveyed the reading interests of high school senior students. The findings revealed that horror was the favorite type of novel; the favorite author was Stephen King and the favorite type of literature was short story. In contrast, Bachmutskaya and Yankova (1996) investigated Russian young people's reading interests and their study indicated that boys and girls had growing interest in questions of democracy, humanism, history and interpersonal communication. One last but relevant study is found in Diaz (1996) who

investigated the reading genre preferences of high school students in Pennsylvania, USA. The findings revealed that the top 10 areas of interests were adventure, horror mysteries, humor, murder, love, fantasy, crime, sports and movies. The researcher says that when comparing these findings with those studies conducted 10 years earlier, a substantial change in reading interests was found.

Robinson (1998) investigated the reading interests and habits of Jamaican sixth grade students. Robinson also sought to identify the types of books they were interested in and their preferences for books with Eurocentric or Afrocentric main characters. Hunt (2002) investigated the attitudes, interests and the level of response of young people about novels and classical novels in high school English classes. This last study revealed that students showed a better attitude and higher interests in young adult novels in contrast to classical novels. The study also showed that theme, characters, setting, language and style of the novels affected students' level of response to novels.

Yusko (2003) analyzed general reading interests of 7 to 13 years old elementary school boys. She found that animals, science and sports are popular across all ages, while interest in computers and biography increases as age increases. She also found that there is a marked interest in non-fiction. Bataineh and Al-Barakat (2005) studied the first, second and third-grade pupils' reading interests, source of reading materials and whether or not these pupils have a

positive attitude toward reading. They found that stories and picture books/magazines increase pupils' reading interests. They also found that the school library is their major source of reading materials. Further, the pupils were found to have a positive attitude towards reading. Moreover, lack of incentives and excessive school homework were perceived as the major obstacles hindering the pupils' literacy development. Finally, and in the local context, Lincoln (2013) conducted a research study in order to know the connections that EFL learners make with literary texts and how these connections foster their interpretations, analysis and value judgments of experiences and real life events. The study revealed that the connections students make between literary texts and people's behavior, attitudes, feelings, and emotions do encourage students to reflect and analyze about these human issues. This makes possible a better comprehension of students' own subjectivity as well as the others.

At this point, It is also important to mention that this review of literature research on reading interests thus far reveals that most of the studies in this field were conducted in the western countries, where English is a first language and developed within immigrant communities.

Some other scholars associated to my research topic such as Pardede, P. (2011), Kathib, M. (2011), Pathan, M. (2012, 2013), and Carter and Long (1991), dedicated to explain and justify the need of incorporating EFL literature into the English language classroom. They conducted studies related to EFL literature

incorporation in similar contexts and settings to my own, for example, finding out about general reading interests on adults EFL learners, or college students, in specific ethnic communities or social groups. They conclude and explain the importance of incorporating EFL literature, especially, fiction short stories since those documents refer to the integration of EFL literature and research with young EFL literature in classroom.

In the local context, a few studies have been carried out with the objective of describing or exploring students' perceptions, views and opinions that emerge when reading literature in the EFL classroom. For example, Rincon (2010) did a research study, in a secondary school in Bogotá, on how students of seventh grade associated their socio-cultural background knowledge, their feelings and emotions with their personal appreciations when reading short stories. This study found that EFL class topics became important for students, and the strategies based on group discussions encouraged and motivated students to express and associate their socio-cultural background to the literary texts. Furthermore, the implementation of strategies, such as providing students with opportunities in class to discuss personal appreciations based on reading EFL short stories, increased their communicative competence, despite their limited communicative management of the foreign language skills. Moreno (2011) carried a similar study but with elementary school students in Bogotá by using selected fables. She found that children students associated characters they found in fables with people they

met in their real lives according to their personal features. She also found that children learned the target language more meaningfully when they found real connections from the literary pieces features, setting and characters with their real lives.

The Transactional Theory of Reading

Louise M. Rosenblatt (1978) developed the Transactional Theory of Reading. According to this theory, the reader and the text transact with each other, each “affects” the other. She stated that the meaning of a text (it means, any literature piece) can change depending on the reader's background knowledge and personal reflections. The theory can be used in reading instruction to deepen comprehension of a text by asking readers to make connections, predictions, and visualize meaning. In order to explain the theory, she compares it with a scene when a person observes a picture. She said that a reader could interpret a piece of literature in the same way as when a person interprets art pictures. This idea underlies Rosenblatt's theory. The words of a story are only ink on paper until a person reads them and gives them meaning; then, if two people read the same story, each one creates a unique interpretation in their minds because of their personal identities and past life experiences influence on what they read.

Rosenblatt drew two kinds of stances that a reader should take when reading a text (Rosenblatt, 1994). The *efferent stance* involves a reading goal connected to subsequent actions; the *aesthetic stance* is the one that the reader

experiences when looking for a full evoking, emotional and aesthetic experience offered by the text. In this stance, the reader does not come to the text seeking for particular information or an assigned task. A reader may adopt this perspective by the feelings evoked, the associations and memories that arise, the amount of images that pass through the mind during the act of reading. Such experience of reading, in other words, is not made simply as preparation for another experience, but as an experience itself.

Bearing in mind Rosenblatt's statements and considering the research objective pursued with the study along the pedagogical implementation and data collection, I found a close relationship between the transactional theory of reading and my study. As my research study seeks to identify and describe students' personal evocations when reading and interpreting EFL literary texts, I would state that students might have the chance to make not only an *effere*nt reading exercise but also an approach to *aesthetic* exercise. It can happen when they are asked about which scenes or moments called their personal attention and why from the short stories.

The importance of considering this theory as a baseline of the present study lies also on the research objective by describing the personal impression that students acknowledge when reading the selected short stories; Rosenblatt (1994) stated that this aesthetic practice evoke feelings and reader's memories, which help the readers, have a deep understanding of the text.

Background Research Experiences with Transactional Theory of Reading

The following EFL researchers have experienced teaching reading and teaching literature in EFL classroom using the TTR proposed by Rosenblatt. Some authors usually call this theory as Reader Response Theory (RRT) since this second denomination sounds even more pedagogical (Al-Bulushi, 2011& Khatib, 2011).

Al-Bulushi (2011) investigated the effectiveness of using the RRT on Omani secondary school students' comprehension of short stories and their attitudes towards the method used in teaching short stories. She found that the majority of students indicated that the RRT made them enjoy English lessons more. The majority of students agreed that the RRT changed their wrong beliefs about English language. This might be because the students were encouraged to use English freely (both in speaking and writing). In her research conclusions, Al-Bulushi (2011) noticed students' behavior and attitudes in the classrooms. These results revealed the following:

1. Through the RRT, the students began to make personal connections between literature and their lives and the world.
2. Through classroom discussions, students learn to accept other students' opinions and interpretations.
3. The tasks asking the students to react to different characters provided an excellent opportunity for the discussion of characters. Students were

eager to justify why they had reacted in certain ways towards the characters.

4. The tasks allowed the students to discuss and write about issues that interested them. Students gained insight about other societies and cultures. Moreover, students reported that they gained clearer understanding of the ideas in the story.

In addition, Khatib (2011) used a traditional method compared with the newly introduced RRT approach to teaching English short stories. The two approaches were implemented separately in two different groups. The findings revealed that students directed with the reader-response approach could give aesthetic responses to literature without impairing their comprehension of the literary text. However, there were no significant differences revealed in the level of vocabulary acquisition or degree of motivation of the students of the two groups.

In contrast, Minh (2013) conducted a qualitative action research with some quantitative characteristics associated in forms of an ethnographic study. This research was conducted from an absolute critical view of the RRT. Its objectives were based on the linguistic grounds of Louise M. Rosenblatt (1972, 1985, and 1999). The study aimed at portraying the reality of teaching and learning literature in real educational settings through which teachers were provided with refined and selected teaching methods in Reader-response Criticism (RRC) and students could benefit from this to gain content knowledge. Specifically, the study called for

an awareness in using RRC in literature-based English classes from which literature is used as a medium to learn academic subject matter, and as a means to improve students' language proficiency at a university level. It also implied an implicit purpose of developing teachers' pedagogical potential and improving students' cognitive academic language proficiency in literature-based classes in educational set.

These set of research studies have given to my own a baseline to understand the *state of art* concerning the pedagogical implementation of EFL literary texts (especially short stories) in the English classroom. Likewise, they have worked as referential studies to understand, compare and explain data collected from readers in chapter five.

Chapter Three:

Research Design

This chapter presents the methodological research approach followed in this study. It then describes the research approach, the setting, the participants and the researcher's role. At the end of the chapter, there is a description of the data collection instruments applied during the pedagogical intervention, and the ethical issues concerned in the research design.

Research Approach

This research study evidences characteristics of a qualitative approach since the study was developed with the application of defined data collection instruments, a purposive sampling of students, a focused group of participants and a natural setting (Hatch, 2004). This study considers the participants' perspectives as it takes place fully inside the English classroom. The role of the researcher, who engaged in constructing and administering the data collection instruments, was important as well. The deductive data analysis and the identification of patterns of relationship, which constructed hypothetical analysis, were other characteristics from qualitative studies applied and considered here.

Research Type

This research followed a qualitative case study. In this type of study, the researcher describes phenomena, explores events, activities, processes of students or participants in a selected focus group, by the collection of detailed information using data collection procedures and instruments over a sustained period of time (Stake, 1995). Case study is also considered as an empirical inquiry that investigates phenomenon within real life contexts. Likewise, Yin (1994) considers case studies to rely on varied sources of evidences and use of instruments, which allow triangulations, and contrasts of data analysis and benefits from the prior development of theoretical propositions to guide data subsequent analysis. Thus, this current study frames into a qualitative case study since it has a systematic design of data collection instruments and interpretation of the students' life-based perceptions based on the reading experience in EFL classroom.

Baxter and Jack (2008) also provide an interesting definition and describe general characteristics of qualitative case study that identifies this study as well. They state that qualitative case studies and their procedures provide data for researchers to study complex but unique phenomena within their contexts. In the present study, the unique phenomenon is the reading experience, and the context is the EFL classroom.

Following Yin's (2003) assumptions, Baxter and Jack (2008) explain seven types of qualitative case studies (Explanatory, Exploratory, Descriptive, and

Multiple-case studies, Intrinsic, Instrumental and Collective). Considering the features of all of them, the present study fits into the descriptive type of study. This type of case study looks for describing an intervention or phenomenon and the real-life context in which it occurs.

Setting

The present study was carried out at a public school located in the southern locality of Usme in Bogotá D.C. This is an educational public institution located in El Bosque neighborhood surrounded by other more known local boroughs such as Yomasa and Alfonso Lopez. This institution was founded as a small elementary school in 1989.

Until 2006, two small branches integrated the school. However, and following local and political rules, and taking advantage of the opening of the newly and modern branch on March 8th (international woman's day) in 2007, a new name was given to the new school, honoring a woman from Oiba, Santander, who was a feminist leader and promoted and defended women social rights in Colombia during 1950s and 1960s.

Pictures of new school facilities inaugurated in 2007.



Most of the community, children and teenagers (students) who attend this school, belong to a low socio-economical level, and this community (people and families) has come to live to the city arguing innumerable different social reasons. These reasons usually are looking for new job opportunities, familiar issues, new educational opportunities, and in some cases forced displacement. Therefore, there are students from different regions in every classroom. Due to particular characteristics of these families, the school's teachers and school's administrative staff, have usually to struggle with isolated but complex situations of behaviors every day (intra familiar and community violence, drug consumption and lack of home education). These situations also cause effects (low self-esteem, lack of interest in studying and loss of personal commitment) on students' academic school performance. However, most of the community around the school, and students in special, keep and express a solid, positive and warm friendship and a general encouragement to go ahead through their lives. This community warmth is

usually seen when institutional activities (inside and outside the classrooms) are held at school, in which many students are encouraged and eager to participate.

Pictures of CRI. EFL specialized classroom at the school.



Following national educational objectives, educational policies and national language programs in teaching a foreign language (*Programa Nacional de Bilingüismo, Colombia Bilingüe* and *Colombia Very Well*), English as a foreign language is taught in all the levels at the school. English language class intensity is one hour a week in elementary levels. However, in secondary levels (from 6th to 9th grades) the intensity increases to 3 hours a week. Lately, English language intensity has remained in the so-called high school grades (10th and 11th grades) in 3 hours a week.

The *Secretaría de Educacion de Distrito* (SED), as the school's owner, provided a CRI (Centro de Recursos de Idiomas) some years ago; a classroom at

school, was adapted as the CRI. This place offers an assorted stock of EFL learning and teaching materials for all the students and English teachers. These materials include a wide range of EFL literature stock at all the language proficiency levels, bilingual and monolingual dictionaries and a considerable amount of EFL teaching books for teachers, which offer insights of class methodologies, activities and strategies. The place was also provided with 40 laptops to be used by the school community in EFL learning. However, this place and these supplies have been misused, due to the negative aspects explained above.

Participants

Participants for the present research consisted of a homogeneous group of 28 mixed young students (15 boys and 13 girls) aging between 15 and 17 years, taking 11th grade of senior high school in the afternoon shift. All of them demonstrated their interest in participating in the study. Taking into account that all of them were under 18 years old, I sent to their parents a Consent Letter (see Appendix A). After a week, 25 parents signed the Consent Letter in order to allow the students to participate in the study by guaranteeing that their personal identities would be protected and changed on the final research document.

This was a friendly and joined group who, most of them studied together for last five or more years in this school. The selection of this group was due to the following reasons. Firstly, the high interest of the big majority of students in

learning English, since most of them were curious and usually asked about all aspects of English language in all classes. Secondly, Most of them revealed a positive attitude; all the participants showed great relationships with each other, group empathy and group collaboration. They were also motivated in learning new things every day. Finally, because I had guided them during last three years as their English language teacher and I considered important to know and research about their life's evocations that they recalled when they read EFL short stories in the classroom.

Sampling

Dawson's (2002) defines two main types of samples, *probability samples* in which all people within a research population have a specifiable chance to be selected in order to generate predictions and generalizations; and *purposive sampling*, when the main research goal is to describe rather than generalize.

Following these criteria, this is a purposive sampling since this study does not try to generalize results to the school community. This is a deliberately purposive sample because what this research study searches for is describing the students' life-based reading experience by using EFL short stories in an instructional reading plan. This is a non-probability sample typical used in qualitative studies, in small-scale projects, in-depth studies or in case studies, because I took into account participants' characteristics (described above) to select the group. I have chosen participants following, as Ritchie et.al. (2003)

states, specific features commonly shared among them in order to obtain a detailed exploration and understanding of the central theme that the researcher wishes to study.

Furthermore, and following purposive sample methodology, a meaningful sampling of participants (12 students), out of the 25 students of the participant group, was selected in order to undertake and apply the interview stage at the end of the pedagogical intervention. According to Cohen, Manion and Morrison (2000), this sample strategy involves selecting a number of people from a population list using a systematic method.

Researcher's role

Following Creswell's (2003) guidelines on researcher's role and considering the general characteristics of the present study, which follows qualitative, descriptive and interpretative features, I want to highlight that as a research-teacher, the topic of this study emerged from relevant sources such as my language teaching experience for more than ten years at this school. In addition, this study is the result of my personal interest in developing and exploring learners' reading experiences that differ from typical learning, and the interest of exploring this topic based on participants' learning features and needs associated with reading skills in the EFL classroom.

Likewise, I as a researcher played both an observer and participant role. According to Guest, Namey and Mitchell (2013) the convenience of participant

observation (or participant observer role) underlies on some key advantages. First, it opens up the areas of inquiry to collect a wider range of data; second, this role reduces the problem of reactivity; third, it gains intuitive understanding of the meaning of data. Finally, this role addresses problems that are simply unavailable to other data collection techniques.

Data Collection Instruments

In order to collect meaningful and relevant data that allow understanding the research problem, solving the research question and reaching the objective, I designed and applied three research instruments: students' artifacts, field note forms and a focus group interview.

Students' artifacts. As Yin (2011) highlights, objects, documents, artifacts, etc. represent a form of primary evidence. They can be highly revealing. They can provide important and contextual information to complement other data collection instruments. As a researcher in education, we can gather a great amount of artifacts from students, but we have to be careful in deciding and selecting which objects deserve our attention and the amount of time we devote in collecting them. This author also gives two important recommendations in collecting students' artifacts. First, getting idea of what kind of artifacts we can collect (the great array of objects to gather), and second, reviewing preliminary artifacts so that a full array of evidence is compiled. Taking into account these considerations, I decided to collect students' written samples or students' artifacts from my group of

participants, such as written expressions, written and visual samples, all collected during the reading workshop tasks (see Appendix G for students' written samples used to collect data).

Observation (field note form). Guest, Namey and Mitchell, (2013) explain that written notes are transcribed records of what the researcher sees, hears and feels during the observation period; all these notes are used to obtaining valuable information and specific data that complement other data collected from other research instruments. Written notes can be used through a pedagogical intervention too. Yin, (2011) highlights the importance of taking written records based on observational tasks as these notes (field notes) offer the researcher primary and relevant data that no one else can provide. In qualitative research, observation is an individual exercise and these notes help the researcher understand and complement other data collected with other research instruments.

Considering this, I designed three field-note forms; each one is quite similar in its design but different in its research purpose. Each field note form was designed to be used in every reading stage (pre-reading stage, while-reading stage and after-reading stage). The design and the components of the form, allowed me to register data by observing participants' attitudes, and responses concerning two data categories (see Appendixes E and F about Field note form template and Field note form sample). The first category engaged students' initial reactions and comments related to the book's cover, title, setting and characters

observed about the first storybook *Help!*, using their own knowledge and experiences. The second category engaged data about classroom details such as students' behavior, class environment, group interactions, students' notes and use of resources available and time.

Focus group interview. After the reading stage workshops, I selected systematically a group of 12 students (meaningful sampling) in order to apply the focus group interview. Here, participants answered a structured set of questions in individual turns. I as teacher-researcher conducted the interview. With the aim of collecting valuable, relevant and specific data, a structured interview with four questions was designed for this stage (see table 4 below). This questionnaire had features of a structured interview because, as Yin (2011) explains, first, the researcher uses a formal questionnaire that lists every question to be asked. Secondly, the teacher-researcher and the participants adopt their particular role (the teacher only asks and records, and the student just answers). Despite how rigorous the set of questions could be, they did not construct an exclusively structured interview. This questionnaire also displayed traces of qualitative interview since the questionnaire shows clearly four open-ended questions, not closed-ended as typically found in structured interview.

Yin (2011) also profiles essential characteristics about qualitative interview. First, the informal tendency that the interview may take. It means that the interaction and the role of researcher and participants is not scripted. Second, the

type of questions are open-ended; it means that the researcher does not design the questions to expect a predicted response. The four questions listed in the *Table 4* below are the ones designed to ask to the selected group of students.

Table 4. *List of questions used during the focus group interview.*

<ul style="list-style-type: none"> - Was the literary short story, the reading activities valuable for you? Why? Why not? Explain - Can you associate any event, setting and character from the story you read with your personal life? Explain - Did you identify any lesson moral or message from the story? Which one? Explain - Can you mention a story event, character and/or setting that called your personal attention? Which one? Why?
--

Piloting Phase Procedures

In order to carry out an effective piloting phase, I pursued pilot objectives (Teijlingen & Hundley, 2001). This piloting task looked for putting in real practice the research instruments, as well as assessing their feasibility in collecting meaningful data.

The administration and implementation of this stage for the present research study started by designing the instruments by having in mind the research questions and objectives. The three instruments were thought about collecting meaningful data. After this, and before applying the instruments in class,

I introduced the task, the class instruments and their pedagogical objectives. At the same time, I invited students to participate in the pre- and while-reading workshops. Then, I provided students with original storybook samples, pre- and while-reading workshop copies and bilingual dictionaries (the short story *Dirty Money* written by Sue Leather was used to develop this piloting phase). While students interacted, read and took notes about the short story, I wrote down notes and comments in the designed form. After the implementation and development of the workshops, I closed the sessions and collected all the material used by students in class (storybooks, written workshops, written students' samples and dictionaries).

Analysis of Piloting Phase

After this phase, I drew the following notes: field note format allowed me to register valuable data about first students' reactions and responses based on first contact with the storybook, because this data gave me first lights in analyzing what type of personal associations students made with the short story. These facts also allowed me to consider how students' evocations affect and influence reading understanding. Likewise, field notes led me to know about the current development of the workshop such as students' interactions, behavior and time available. This information helped me unveil how these conditions influenced the students' interactions with their interpretation of the short story.

Most of the students acknowledged the challenging features of the questions provided in the workshop, as they (the questions) required permanently life's appreciations and previous knowledge to be responded.

Students' written samples (artifacts) provided me with valuable data through this phase, because students tried and started to make their first links between the story they read with their lives' evocations. Furthermore, because they produced their first statements describing those personal impressions by using written strategies. They did so because they had more time and resources to think and answer properly each task. I considered data collected from personal written samples to be the main source for this study, and data collected from other sources (field notes and interviews) only as complemented data collected via students' artifacts.

Finally, the time and setting allotted for these piloting activities were suitable because first, students worked and reached learning objectives and second, I administered and collected data I had planned to gather, within the provided time and place.

However, despite the huge and positive appreciations I made during this stage, some aspects influenced the data collection process. The field note form designed for this stage, for example, required much information to be collected at the same time. Probably, I had not taken into account that I played two important roles during the process (English language teacher and researcher-observer) and

at carrying out both roles, many facts, events and things had escaped from my view and their subsequent registration on the form. I noted as well that some students found troubles in comprehending few words and in understanding the real purpose of some questions throughout the reading workshops. Here, I had to act as a language teacher and provided them with some help. However, the strategy to affront this problem was peer working and using bilingual dictionaries.

Research ethical issues

In order to undertake and develop the research project, ethical steps were considered. First, I decided to write two legal forms; the first one was addressed to the local authorities at the school; it means addressed to the principal in order to present general characteristics, procedures and benefits of the project for the school; this form also asked for legal permission in undertaking the research project. The principal's written answer to my research proposal can be observed in Appendix A.

Since all the participants were under the age of 18, the second form addressed to their parents or legal representatives in order to ask for their consent so that their sons could participate in the research project. This form guaranteed the protection of participants' identities (other names were used) and guaranteed the use of the participant-students' artifacts for data collection and analysis. An example of this form can be observed on Appendix B.

Chapter Four:

Instructional Design

This chapter explains first the pedagogical and teaching principles that support the pedagogical implementation of the study. These supporting aspects are language as self-expression, the humanistic perspective, experiential learning and the role of affect. Second, this chapter provides the description of the research implementation, stages, steps, short stories used through the study and the chronological timetable of the pedagogical implementation.

Language as Self-expression

The perspective of language in the development of this research work suits with language as self-expression Cunningsworth's (1995). Tudor (2001) states that this perspective of language sees it as a medium by which learners make personal relationships, express own ideas, perceptions, feelings, emotions, aspirations, interchange and negotiate opinions, and explore interests. These elements were explored and described throughout the pedagogical implementation of the study.

Even though the vision of language in this project can be seen primarily from language as self-expression, language here also has a complementary perspective. It is of language as a linguistic system, which Cunningsworth (1995)

remarks as vocabulary learning which allows learners to construct and express meaning. Traditionally, language study plans do not set a vocabulary goal but grammar and functional goals. In this study, vocabulary plays a remarkable role as the mastering of it eases reading comprehension and consequently facilitates the student-book-student interaction and transaction.

The Humanistic Perspective

Following Tudor's (2001) perspectives and considering the main objective of this study on interaction and transaction between students and literary texts, the humanistic perspective fits properly. This perspective and the general purpose of this research have in common most of the Stevick's (1990) five main strands of the humanistic component. First, feelings including both personal emotions and esthetic appreciation; second, social relations; third, responsibility; fourth, intellect, including knowledge, reason and understanding; and fifth, self-actualization, the quest for full realization of one's own deepest true qualities. These strands are reflected in this study.

Nevertheless, other Stevick's (1990) strands are also considered along this study, such as personal intellect, reasoning, understanding and social relationships. This consideration has origin in aspects such as knowledge, friendship, cooperation and respectful responses, which are presented in the process of reading, interaction and transaction from individual stances to whole group stances.

Experiential Learning

Considering the present study as a field of experiences of reading in EFL, Patrick's (2011) postulate becomes relevant. This author states that experiential learning is the process of learning through experience. He specifically defines it as "learning through reflection on doing". Colin (2010) additionally remarks a difference between experiential learning and didactic learning. He states that, in the latter one, the learner plays a comparatively passive role. Both authors assert that experiential learning is related to but not synonymous of other forms of active learning such as action learning, adventure learning, free choice learning, cooperative learning, and service learning.

Experiential learning is closely related to the term "experiential education", but, while experiential education is a wider philosophy of education, experiential learning considers the individual learning process. Breunig (2009) compares experiential education with experiential learning by remarking that the second one concerns with more concrete issues related to the learner and the learning context.

Bearing in mind these assumptions, the main research objective and the pedagogical procedures developed in the present research, experiential learning was evident as interaction and transaction with EFL short stories are learning experiences from suitable settings created and helped by the language teacher. The methodological process was then based on exploring their own life's

experiences with the experience of reading selected EFL short stories; it means a learning and experiential-exploration approach allows learners to interact and transact with literary texts.

The Role of Affect

The role of affect is also present in this research, and as Tudor (2001) states, students are wholly interactive individuals, whose learning activities are influenced constantly by a wide variety of factors (some of them uncontrolled), such as cognition, psychological features, and learning life experiences. These factors influence to some extent the affective stance and situation of the learners.

Throughout the present research, affective conditions are essential. The psychological predisposition of students to overcome possible input reading troubles may influence affectivity and consequently students' responses to different EFL reading assignments. Thus, for effective data collection from students, it is necessary a receptive disposition to the language learning process, otherwise, reading tasks and activities inside and outside the classroom would become a permanent struggle for students and teacher. As Arnold (1999) says, "affect cannot therefore be ignored in any serious consideration of language learning".

Methodology

In this section, I explain the pedagogical procedures when implementing reading short stories in the EFL classroom. Taking into account the aim of this research, which was involving EFL students into a Transactional Theory of Reading, every reader interprets and experiences literature texts at a personal level. Rosenblatt (1994) believed that reading is a transaction process because the reader's prior knowledge, experiences, culture and personality all affect how they interpret a text, a poem, or a story. For Rosenblatt (1994), the words of a story are only ink until a student reads them and gives them meaning. Thus, if two students read the same poem (for example), each one creates a “*unique poem*” and interpretation in their minds because of their unique identities and experiences. Therefore, it was necessary to plan three reading phases in this study; the first was a pre-reading and motivational phase, the second was a while-reading phase and the third was an after-reading phase.

Before presenting the procedural steps of the study, it is necessary to present the three EFL short story books, which were used through the research. The first one was ***Help!*** which is a comedy written by Philip Prowse; the second is ***What a lottery*** written by Colin Campbell; and the third story is ***Three Tomorrows*** written by Frank Brennan. These three short stories were selected taking into account two aspects. The first aspect regards the students' reading preferences. Students-participants were surveyed about what literary genre they liked to read

(See figures on Table 5, which shows the five most interesting literary preferences for students, and Appendix C, which shows a sample of this survey). The second aspect that was considered in selecting the suitable reading materials was regarded to students' English performance or students' management of communicative skills in EFL. According to *Pruebas SABER 11°*, this source of information revealed historically that the big majority of eleventh graders at the school are placed in level A1 in the CERFR (*Common European Framework Reference of Languages*). See Table 3 about *English language historical performance at SABER 11° from 2006 to 2013 in the statement of the problem section*.

Table 5. *Five most students' literature preferences in the EFL class*

FIVE MOSTS STUDENTS' LITERATURE
PREFERENCES IN THE EFL CLASS

1.	Comedies	22%
2.	Adventures	19%
3.	Thriller	17%
4.	Love	15%
5.	Mystery	13%

The three short stories selected are also classified on CEFRL in A1; therefore, EFL vocabulary, EFL structures and general literary books' features

were easily readable and comprehensible to students by minimizing, in this way students' language problems of comprehension.

The first phase of the reading process was a series of pre-reading tasks in order to involve and familiarize students with the story; they read by making overall predictions, expressing and discussing opinions and views about it. This stage was called "predicting stage" (See Appendix D Lesson Plan Sample details and pedagogical procedures). Here, students made predictions and expressed personal and group views from the title of the story, characters, pictures and story genre associated with the text. Such predictions and starting views were discussed in groups and later on with the whole class. Therefore, a prediction-discussion opened as the first transactional step. This first step allowed me to collect the first data.

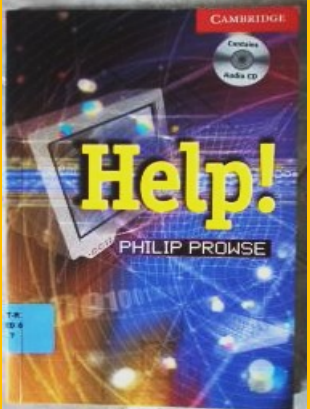
Then, the second phase of the reading process, interacting stage, started (See Appendix D Lesson Plan Sample and pedagogical procedures). In this phase, the students read and interact individually and in small groups with every chapter of the story. They read, answered, compared and discussed questions and answers based on every story-chapter, events, settings and characters. They were also required to express opinions and personal views about the story, its events, settings, and characters. These activities and reading comprehension strategies allowed me to collect more data on how they interact and transact with the short stories.

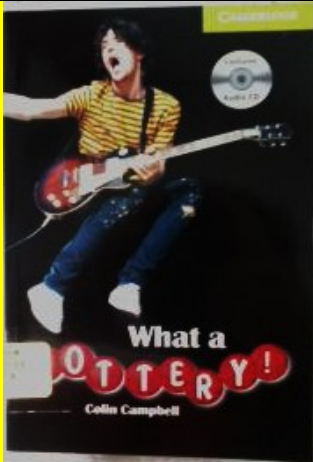
Then, the third phase, called “consolidating stage”, came after students read, interacted and developed their own reading strategies and proposed activities with the story. A post-reading step is required so that the students draw their interpretation of most relevant events, settings and characters from the short story (See Appendix G for students’ artifacts samples). Rosenblatt (1994) stated that visualization of what happens in the text is a key to understanding the text. Students shared and performed their drawings or other products, and discussed their own interpretations of the text with the class. Other activities proposed here were mainly communicative such as organizing work-groups to orally share and comment on individual views, perceptions, opinions, feelings, emotions and responses about what they had read. Moreover, they made speculations about how they changed final events on each story. All of this was finally reflected on physical products (See Appendix G for students’ artifacts samples). These artifacts were individual written pieces accompanied with pictures in which they expressed their reflections, responses, and opinions required in every workshop. In order to collect more data to describe relevant information about the students’ experience applying the transactional theory, after the language workshops, I planned activities related with comparing the three different literary genres as a whole.


These and other post-reading activities helped me collect real data on how the students interact and transact with the short stories. In Table 6, there are more details of the methodology designed through the implementation of this research.

Table 6. *Pedagogical and methodological plan of the research implementation, including stages and dates.*

	Reading stages and dates		
	Pre-reading stage	While-reading stage	After-reading stage
Short story book description	<p>Pedagogical Objective: to prepare students to the reading process.</p> <p>Learning objective: - to get involved with the topic of the story and -to learn and consolidate new vocabulary presented in the book.</p> <p>General activities Exploring previous ideas introduce vocabulary and share opinions about story topic.</p>	<p>Pedagogical Objective: to do the reading process by ensuring story understanding and start establish connections with their own life's impressions.</p> <p>Learning objective: -to practice the reading and writing skills in groups supported by language learning materials and their previous knowledge. (present simple, past simple, reported speech and vocabulary)</p> <p>General activities Taking notes, retelling, summarizing and answering comprehension questions</p>	<p>Pedagogical Objective: To present, share and consolidate the reading insights experiences after reading each story.</p> <p>Learning objective: -to practice writing and speaking skills using the language structures and vocabulary observed in the book.</p> <p>General activities Making drawings interpret and share opinions, perceptions, feelings and impressions based on what students read and relate with their own lives.</p>
Help! Philip Prowse	February 9th to 13th	February 23rd to 27th	March 2nd to 6th
	<p>Activities:</p> <ol style="list-style-type: none"> Students explore previous ideas about personal writing habits, writing short stories, keeping a diary, and using computers for writing habits. Introducing vocabulary and share predicted opinions about story topic 	<p>Activities:</p> <ol style="list-style-type: none"> Students in groups read the short story in two sessions (the first read first half. At the same time, they take notes about new vocabulary. Then, they continue to second half and follow the same process.) Students share vocabulary and provide 	<p>Activities:</p> <ol style="list-style-type: none"> Students make their own artifacts such as pictures with short texts to reflect their reading understanding, feelings and personal associations they can establish with their own lives.

 <p><i>The story is about Frank Wormold who is a writer and his wife Teresa is an unhappy woman. He gets some help to finish his stories and he starts to use a computer, but it gives him more help that he actually wants. Then, he really need help to escape from the computer domination.</i></p>	<p>based on observing book's pictures.</p>	<p>comments and opinions based on their own life knowledge, experiences and vocabulary.</p>	
<p><i>What a lottery</i></p> <p>Collin Campbell</p>	<p>March 9th to 13th</p>	<p>March 16th to 20th</p>	<p>March 24th to 27th</p>
	<p>Activities:</p> <ol style="list-style-type: none"> Students share opinions about key concepts such as music; musical likes and dislikes, hobbies, luck and lotteries, first in groups, then, to the whole class. students share opinions and predictions about story topic based 	<p>Activities:</p> <ol style="list-style-type: none"> Students read the story in two sessions. After reading every session, they do two tasks. First written: they answer story questions, and then they select and describe relevant moments in the story. Second, orally they explain why and share opinions in their groups, 	<p>Activities:</p> <ol style="list-style-type: none"> Students choose one story character they feel identified with and prepare their own story version in a cartoon from their own point of view. Students use their own understanding. This task is written accompanied with pictures. Then, shared to the whole class.

 <p><i>The story is about Rick who loves music and wants to be a rock star, but he doesn't have much money. Suddenly he wins the lottery and he reaches his goal. However, everything is not as he thinks.</i></p>	<p>on observing book's pictures</p>	<p>then to the whole class. The teacher moderates.</p>	
<p>Three tomorrows Frank Brennan</p>	<p>April 6th to 10th</p> <p>Activities: Exploring previous ideas introduce vocabulary and share opinions about story topic.</p> <p>1. Vocabulary task, students brainstorm vocabulary related with the stories helped from book's pictures. They also provide opinions and comments about advantages and disadvantages of technologies, transportation and tele</p>	<p>April 13th to 17th</p> <p>Activities: Taking notes, retelling, summarizing and answering comprehension questions.</p> <p>1. In groups, students read each short story and at the same time, they make a list of details that describe each story's setting and characters.</p> <p>2. They participate orally in answering reading comprehension</p>	<p>April 20th to 24th</p> <p>Activities: Making drawings interpret and share opinions, perceptions, feelings based on what students read</p> <p>1. After reading the short stories of this book, students express and reflect their opinions, perceptions and comments based on what they like and think about the three stories. As well as what they think about life habits in</p>

<div data-bbox="261 268 553 768"></div> <p data-bbox="237 772 548 1239"><i>There are three stories inside the book. All of them associated with fiction and technologies. The first one takes place in five years from now in England. The second one takes place in 100 years in Paris, and the third one takes place in 150 years from now in an unknown place on Earth.</i></p>	<p data-bbox="570 268 850 323">transportation in human life.</p>	<p data-bbox="899 268 1187 323">questions moderated by the teacher.</p>	<p data-bbox="1230 268 1511 386">the future. This task will be reflected on visuals and short texts to the whole class.</p>
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Chapter Five:

Data Analysis and Findings

This chapter describes the data collection and management processes used throughout the research study, as well as procedures, categories and results that emerged from the analysis.

Data Collection Procedures

After having received permission from the school principal, and receiving written permission through consent forms from 25 participants' parents, I started the implementation of class workshops and the data collection process (See Appendix A that shows a parent's written consent form template and Appendix B, which shows the written school principal's authorization to develop the study).

The pedagogical and methodological implementation lasted about three months. Along this period, we read three different EFL short stories. The tasks in each reading were designed and organized following the three planned reading phases (pre-reading, while reading and after-reading). Students' products were collected through the development of these reading workshops and phases. In addition, some students were interviewed after the end of all the tasks' workshops in order to collect more data that complement students' artifacts. These interviews were audio-recorded. Table 6 shows a detailed and chronological description of

pedagogical and methodological intervention according to each phase and short story.

A total of 71 students' papers (students' artifacts) were gathered (it is important to take into account that not all participants submitted their own artifacts because of absence in class). However, and in order to make this amount of data more practical, I decided to reduce the amount of papers to analyze by observing carefully all the students' products and selected the ones that really provided me with meaningful data which answered suitably the research question.

After this first observation and reading filter, I chose 36 students' artifacts that really provided me meaningful data that could be analyzed carefully. I made sure of gathering diverse students' responses taking into account gender and the three short stories. This was done in order to guarantee collecting varied and diverse type of data.

For the recorded interviews, I used a similar procedure. At the end of all the pedagogical intervention, I interviewed seven students who participated along the three reading workshops. These seven students were selected because they were the ones who produced the best artifacts, which provided me with valuable data. Thus, I listened to and transcribed the most relevant excerpts, which finally provided me with evidences for the analysis of data.

A set of three field note forms were done as well. Each one of these data sources corresponds to each short story and they were filled after each EFL short

story workshop was developed. See appendix E and F that show a field note template and a field form sample filled during the first short story workshop.

Data management procedures

Data selected and collected from the three sources (students' artifacts, interviews and field note forms) were uploaded to ATLAS Ti 6.0, a specialized research software program which allows organizing and managing data properly. To do this, I scanned all selected students' artifacts, transcribed students' interviews and typed the field note forms. In ATLAS Ti program, each student's scanned artifact and each interview transcription were filled and labelled with the participants' names and uploading dates. The same procedures were applied to the interview transcriptions and to the field note forms (named and dated).

Once every piece of data was set, I started a process of coding and categorizing by having in mind the research question and objective I read data over and carefully highlighted commonalities found in the data. ATLAS Ti program helped me identify, differentiate, color and highlight codes or concepts discovered from data. Thanks to these technological tools to manage data, I could organize common and general concepts (first codes and then categories) which drove me to answer the research question.

Procedures for data analysis and results

In this section, I present the resulted categories from the data management procedures. I started to read all students' responses, artifacts, then I re-read some of them and I started to highlight common concepts or aspects that consequently would become in codes and categories of analysis. Then and after reading data collected, I realized that these concepts helped me answer the research question; such concepts then, became into codes.

It is important here to recall that the codes identified in this study were considered having in mind the main aim of this study, which was to identify personal evocations that students acknowledge when they read selected short stories in the EFL classroom. Therefore, I identified initially these fourteen codes:

<ul style="list-style-type: none"> • Personal happiness • Improving life facilities • Opportunities to overcome daily-life difficulties • Taking advantage of moments • Acknowledging personal features • Helping each other • Acknowledging familiar relationships 	<ul style="list-style-type: none"> • Gender identification • Meeting new people • Acknowledging life's turning points • Acknowledging people's occupations • Acknowledging funny life's moments • Recognition of people's personal values • Foreign language learning concern
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In order to facilitate their descriptions and analysis, I grouped these initial codes into three main categories of analysis, taking into account the type of evocations identified from students' artifacts. Therefore, the resulted categories of

analysis were: 1. evocations associated with my own or myself, 2. Background of evocations in relation with the others, and 3. Language learning awareness. The description and analysis of these categories unveiled the different kinds of evocations and associations that students made when they read the three selected EFL short stories. Besides, the description and analysis of these codes showed a relevant concern in the implementation and development of reading literature in the EFL classroom.

Bearing in mind the research question and the research objective of this study, the categories of analysis that emerged from the data collected from students-readers provided the main answer to the present research. I as an English teacher cannot omit or ignore that these evocations and impressions expressed by students must be taken into account when selecting EFL literary materials to read pedagogically in the class. Likewise I, when planning a literary reading process, which is aimed to enrich and improve students' EFL skills, feel the obligation to know well my students' personal features such as their age, gender, their hobbies, their personal likes and dislikes, their EFL literary interests in reading and their evocations and impressions recalled such as the ones identified in this document.

Relevant researchers in the implementation of EFL literature in class such as Brumfit and Carter (1986) have defined a list of advantages in implementing short stories in the EFL classroom. According to him, short stories help to develop

the language skills of the students more effectively. They are easy to finish in a class and definite to understand. Stories also attract the students' attention more than any other normal passage. Bretz (1990) complemented and illustrated these statements by saying that stories help to improve communicative competence by providing "a spring" for the development of critical thinking and an aesthetic appreciation. In addition, Lazar (1993), one of the most important promoters of involving short stories in the EFL classroom, stated that the use of short stories in ELT classroom offers a motivating, authentic resource and they have a great educational value. He continues arguing that stories help students to understand another culture and work as a stimulus for language acquisition. They also develop students' interpretative abilities and help in expanding their language awareness. Stories also encourage students to express their opinions and feelings and make language-learning fun by bringing a bit of excitement to a classroom, which can work as a change of routine and a new recipe.

Nevertheless, all these important teaching statements seen from the EFL literature perspective can be supported and improved if English teachers know previously readers' features and take them concisely into account. Those personal reader's features not only refer to readers' physical and mental characteristics, but also refer to the teacher's knowledge about readers' evocations

Moreover, here is where the facts reported in the present study gain importance since the effectiveness and the positive impact of literature workshop

in the EFL classroom may be reached if English teachers know well readers' features such as their personal evocations reported in this study and take them concisely into account. When developing an effective literature plan in the EFL classroom.

After introducing and explaining the importance of the categories and facts found in this study, the following lines provide a detailed description and analysis of each category identified.

Evocations associated with my own or myself

This first category focuses and describes students' evocations, impressions and aspects associated with their own, and inner life. Experiences and associations that every individual lives from their inner and individual side. Rosenblatt (1994), stated that through the real continuum development of aesthetic and efferent stances, the reader, when reading literature, usually evokes some of his or her inner and own experiences of life. These evoked experiences help him or her understand and enjoy the literature in hands. Through the next paragraphs, I describe students' personal evocations and impressions identified and addressed to their own under this category.

Personal happiness

It is important to note that, this evocation was found as one of the most repeated and cited by students when they were asked about what characters'

moments from the stories called their attention the most and why. When participants freely have the chance to choose characters they feel identified with and choose characters and moments they would like to experience from any of the short stories. They usually choose moments or scenes in which, main characters experience moments of personal or individual happiness or moments in which these characters experience good sensations that would provide them future joyfulness and welfare.

This kind of life's evocation was revealed when a student was asked about choosing from the short story ***What a lottery***, the moment that called his attention and justifying why:

"The moment that I liked the most was when Sarah arrived to help rick and she say him she sang and she had a guitar and she say to rick play the guitar and rick was very happy. I chose this moment because is very good opportunity to help rick and because rick was happy"

Student DT (excerpt taken from student's response after reading the EFL short story WHAT A LOTTERY)

It is important to say that, in the short story Rick (the main character) is a committed guitar player who above all looks for being a successful and famous musical artist. Due to life's events, he meets Sarah and after some time they meet, she offers him the opportunity to make part of her musical band.

Student DT highlights this event from the story because, according to him, Rick experiences one of his best personal happiness. A moment that student DT feels and considers important and feels identified with. This aspect of personal happiness as mentioned above was the one that participants acknowledged the most. Another student, JO textually wrote this:

“The moment in which rick meet Sarah, and she give share friendship, and rick take the guitar Sara give him. For rick that was a moment very happy because the destiny gives him to be a happy chance. I feel identified this moment. In this moment rick finds happiness.”

Student JO (excerpt taken from student’s response after reading the EFL Short story WHAT A LOTTERY)

This student highlighted the same moment as well, when Rick meets and talks with Sarah and from this moment he realizes his dreams would come true.

Another student, GP after reading the same story, chose another moment in which he finds and reflects the issue of personal happiness. GP wrote this:

“The moment that liked the most was when rick won the lottery, because when we won the lottery, he was very happy. When won an award as the lottery. Sometimes we don’t have much money and with this award we are rich.”

Student GP (excerpt taken from student’s response after reading the EFL short story WHAT A LOTTERY)

GP recognizes another aspect, which commonly many people agree with. GP highlights and relates the fact of good luck and winning a lottery with his personal happiness. He states materially that this moment provides him personal happiness because thanks to this, Rick finally could do many things he wanted and was finally happy.

Another important fact found here, was that most of students, as they read the short story ***What a lottery***, chose basically the same scene or event, when Rick, a guitar player, met Sarah, a woman who owned a musical band. Students found that this scene provided readers an important significance and here not only personal happiness but also other life issues such as meeting new people and helping each other were identified. These aspects are analyzed later.

As I mentioned above, a meaningful amount of participants found the Rick – Sarah meeting moment as the most valuable and significant experience. Student AP wrote:

“The moment that liked the most was when Sarah met rick and she help him in this important moment. And rick was happy, because he was doing what he like played guitar in a musical band”

Student AP (excerpt taken from student’s response after reading the EFL short story WHAT A LOTTERY)

This student also rescues the same meeting moment when Rick meets Sarah, a moment that offers specially Rick his best life-chance to do what he always wanted to do in his life.

Finally and considering excerpts from another story, **Help**, the student DC acknowledged the following, concerning personal happiness.

“I’m Frank I not have work and my wife Teresa is angry and she says I get a job I write books. One day a postman arrive and I my a letter a date Mel park who offer \$200.000 dollars and a computer in ... To computation I got slave of computer and I to be happy with my family.”

Student DC (excerpt taken from student’s response after reading the EFL short story HELP)

Regarding personal happiness, this student selected and tried to describe a moment in which Frank received from Mel (a wealthy man) an important economical help to finish what he loved to do, a novel and then filmed. According to DC, the economical help that Frank got from Mel, provided him a great amount of joyful because with this, frank finally could finish his novel; something that Teresa, his wife always disagreed.

Improving life facilities

The second important evocation that was identified in this study and highlighted by participants was recognizing moments in which characters lived moments that help them to improve life conditions. These improvements that

people experience activate sensations in making better life conditions in the students' lives. Readers feel identified with events in which people (characters in this case) found and took advantage of opportunities to progress, improve and get success for their lifestyles.

Based on this, student AO stated the following statement when, after reading the first short story **Help**, she was asked to choose the character she felt identified with and describe it. The student says why the selection:

"I'm Frank and what I like is to write books my wife help me to promote my books but being more concentrated in books and writing neglects his wife which he decided to buy the computer to help in my work more. I chose this character as it draws my attention by writing books to your liking..."

Student AO (excerpt taken from student's response after reading the EFL short story HELP)

In the excerpt above, what she meant was that getting a new computer would help to anyone in improving doing things, make easier her activities and make a better work. She reflected this in the character Frank (from the first short story **Help**) when and just because the development of events through the short story, he, as a committed writer got from a rich man Mel, a new computer as a gift and this moment improved meaningfully his occupation as a writer.

It is interesting to observe what student GP stated:

“...when rick won the lottery, because when we won the lottery, he was very happy. When won an award as the lottery. Sometimes we don’t have much money and with this award we are rich.”

Student GP (excerpt taken from student’s response after reading the EFL short story WHAT A LOTTERY)

The student GP associated the fact of winning a lottery and the fact of having good luck with improving life facilities. He stated that if we won a lottery, we would be able to buy all we need and to do all we want to improve our lifestyles. This was clearly observable in his statement above.

Other students’ statements reflect the vision of improving their lifestyles in leaving or avoiding permanent dependency of technological devices. They usually consider people dependent much of the time on working or using technologies, electronic devices and tend to forget other issues that may change and/or improve their lifestyles. This statement can be revealed in these students’ statements:

“I’m frank the most important thing I did in history was leaving or throw overboard the electronic device that left me not having a normal life with my wife Teresa properly using the device occasionally.

I chose this character and this fact because I think frank took one of the best decisions to throw that ...that was taking him a normal life, spending time with this wife and spend time with real people.”

Student MM (excerpt taken from student’s response after reading the EFL short story HELP)

For these students MM (above) and TP (below) improving lifestyles do not mean to survive with or depend on technological devices as many do in modern life, in order to make a better work. Nevertheless, control and realize that better life moments may or can be experienced with real people and our families far from dependency on modern and electronic devices as was reflected in the short story.

“I’m frank the most important thing I did, was having come to realize that technology is not everything because sometimes or most good sometimes that is not everything and that sometimes it’s better to be with people you love. So I decided to ... for him but before that I went and ask the computer to Mel. I decided to choose the character frank because I find it interesting that more people chose physically ... know the and be with them in front to Technology.”

Student TP (excerpt taken from student’s response after reading the EFL short story HELP)

Opportunities to overcome daily-life difficulties

The chance of taking advantage of opportunities to overcome daily-life difficulties (I mean daily-life difficulties as such troubles or hazard situations we experience very often which usually do not allow us to achieve our personal objectives) was another important life issue highlighted by participants. I want to highlight that this experience of life was, as the ones described before, one of the most repeated and acknowledged by students-participant in this study. This reveals that students do actually highlight scenes and moments through the short

stories when main characters had to face, to live and at the same time, to find solutions to overcome daily-life difficulties or troubles.

The thesis described above is demonstrated here when student DC had to choose a character who he was strongly identified and why:

“Rick, is a person of smooth, lanky hair, wearing a striped shirt, black pants. He is very confident and very unwise. I feel identified with this character because despite all the obstacles encountered I have always overcome with effort and dedication.”

Student DC (excerpt taken from student’s response after reading the EFL short story *WHAT A LOTTERY*)

Based on this excerpt, the student stated that physical appearances must not been considered as life’s obstacles. Moreover, cognitive or smart skills and conditions must not been considered as life’s obstacles as well. However if “obstacles” of these and other types “affect” daily life, he says, they can be overcome with effort and dedication.

In the following excerpt, there is another example that illustrates this life’s experience:

“Everyone has the right to dream and that made me not like rick attitude Maria to give back that did not believe in. but over time the reflection is the effort of all our achievements and believed in him until I succeed, but Lllamece lucky as I succeed.”

Student SL (excerpt taken from student’s response after reading the EFL short story *WHAT A LOTTERY*)

Here, the student was asked about an important aspect or moral she got after reading the story. She highlighted from the short story, our efforts and our beliefs and if we recognize them as a baseline, we would get success in our life's goals, despite everyday troubles and obstacles.

Taking advantage of moments

The next aspect that many students highlighted was concerning to some characters, especially main characters taking advantage of lived moments. They remarked that in our life and everyday moments we should take advantage of moments because they may help in our pursuing of reaching our life's goals. The students JT for example says:

"Rick has a lifetime of dreaming is not bad but you have to realize that this is real life and not everyone can be famous so that if everything requires a process good takes but was very lucky to gain that ticket that will change his life"

Student JT (excerpt taken from student's response after reading the EFL short story WHAT A LOTTERY)

In the excerpt above, the student was required to identify a learning moral about the short story. In that story, the main character is Rick; he experienced good and bad moments in getting his personal objective, which is being famous, and make part of a famous musical band. The student remarked that fact of

winning a ticket in a lottery is a profitable moment, which helps him a lot and may change his life.

Background of evocations recalled in relation to the others

This second main category was identified by observing students' written samples. The participants, apart from acknowledging evocations from their own, described in the previous pages, they also remarked a set of evocations recalled in relation to the others. Most of them defined and considered the importance of the others around us. They also observed that the human being is a social being by nature and in this sense; we act and naturally create social interrelationships with the others.

Following these considerations, the students highlighted the following personal evocations in terms of experiences lived in relation to the others:

Meeting new people

The student AP expressed the following idea when was asked about the most important moment in the short story that she had read. She justified why that moment was relevant:

"The most important for me was when Sarah met rick and she help him in this important moment. And rick was happy, because he was doing what he like played guitar in a musical band."

Student AP (excerpt taken from student's response after reading the EFL short story WHAT A LOTTERY)

This student realized that the most important moment for Rick's life was when he met Sarah. In fact, this scene within the story was important because this second character (Sarah) was the one who allowed Rick to enter into the musical world and succeed in his personal objectives. The reader here recognized the importance of meeting new and important people who can help us in reaching our life's goals and provided us with opportunities congruent with our life's objectives.

The student JO also highlighted the same scene, saying:

"The moment in which rick meet Sarah, and she give share friendship, and rick take the guitar Sara give him."

Student JO (excerpt taken from student's response after reading the EFL short story WHAT A LOTTERY)

And the student JT stated:

"I would say that was the moment more important in his life and when he met Sara."

Student JT (excerpt taken from student's response after reading the EFL short story WHAT A LOTTERY)

These excerpts can also confirm us the importance and the relevance that students (especially teenagers) give to the others. Moreover, we (as teachers) understand why most of participants have acknowledged this issue when reading the three short stories. They are adolescents, most of us (parents and schoolteachers) understand that meeting and dealing with friends and new people at that age is crucial and very important since adolescents are building their own personality.

Help and encourage others to reach life goals

This evocation was highly rescued by the students. Many of them consider the importance of not just meeting people but knowing about them. These students may think and understand that we are not alone and we do not live and work for our own. We were born into a society and in this sense, the life objectives of one person must make effects and influence in others' actions and goals. One student stated the following words, which illustrates this important aspect:

“Rick maybe got lucky in life to have won the lottery ticket as Sara found him and offered him the position of guitarist and agrees to sing with her and did very well.”

Student GP (excerpt taken from student's response after reading the EFL short story WHAT A LOTTERY)

When students read short stories, they usually highlight scenes and moments inside the stories where characters live and demonstrate collaboration and help to others to get their personal objectives. Probably the helpers as personal goals might consider helping others too.

Recognizing life values

One last life's issue that students-readers highlighted throughout the exercises of reading short stories was related to recognizing people's life values. The majority understood that life is not only made of materialism, not only consists of developing our jobs, our occupations and our academic duties. Some students highlighted and identified personal values in the characters on the short stories and they (the students) stated

that life's values were the ones, which encouraged them to carry out their actions in the stories. These statements mentioned and explained about personal life's values can be illustrated with the following excerpt from a student:

"I liked the history, because it teaches us to value life and not live forever attached to money."

Student DT (excerpt taken from student's response after reading the EFL short story WHAT A LOTTERY)

It is interesting how this student remarks and expresses that the most important issue taken from the short story was its moral.

Language learning awareness in the EFL classroom

The last aspect identified and related to the experience of reading short stories in the EFL classroom was related to students' learning awareness concerning to reading short stories in the foreign language. Many students asserted the importance of this experience and the learning value given through the class activities based on reading short stories.

This language learning aspect was identified when listening to the students' interviews. All of them were asked the same four questions (see questions on table 4 on page 48) about the experience of reading EFL literature in the classroom.

In order to get as much data as it was possible, the interview was developed in Spanish language. This was also done in their mother tongue to build

more confidence in the students and feel free to express all they wanted to say about the reading tasks.

The first two interviewed students stated the following words when they were asked if they considered positive or negative the reading tasks:

T: Describa si la experiencia de la lectura de short stories fue positiva o negativa y por qué.

S1: La experiencia fue muy positiva porque se aprenden cosas nuevas como el vocabulario... palabras desconocidas... Pero aprendidas con la ayuda del diccionario físico y virtual

S2: El ejercicio fue maravilloso y muy positivo ya que adquirí nuevos conocimientos del idioma que serán de mucha utilidad en el futuro ... (...) cuando leemos en inglés nos podemos familiarizar más con el vocabulario especialmente con textos o historias cortas que nos ayudan a entender el idioma.

S3: la verdad fue muy positiva ya que tuve que recordar y retomar conocimientos del idioma aprendidos anteriormente los recordé y me ayudaron a entender las historias.

S4: fue muy importante ya que estas historias nos ayudó a entender cosas más allá de nuestro idioma y a aprender más cultura.

S5: fue muy importante porque nos ayuda a desarrollar más nuestras capacidades.

These students demonstrated and acknowledged that the importance of reading short stories gave them relevant insights in the learning process of EFL. It is also interesting to know that, as S4 stated, the experience of reading helped her understand another language and learn more about the culture that comes together with the language.

The students were asked about which of the three stories called their attention according to the topics and plot and why:

T: cuál de las tres historias leídas les llamó más la atención y por qué.

S3: La historia que más me llamó la atención fue What a Lottery porque el personaje principal tuvo que persistir en su objetivo de ser músico o guitarrista, luego la vida le dio una oportunidad que aprovechó ganándose una lotería y logró cumplir sus sueños

S4: la historia que más me llamó la atención fue Help! Porque me gustó que los personajes dejaron a un lado los problemas personales para solucionar sus problemas comunes.

S1: la historia que más me llamó la atención fue Three Tomorrows... Especialmente la parte llamada Spam porque muestra momentos que vivimos en nuestra realidad y sus problemas de hacer comprar por internet.

These excerpts show the diversity of likes among the students. When I asked them to talk about their read favorite stories, each one mentioned one story but at the end, they had mentioned the three stories. This explains that we as teachers must ask, consider and take into account students' literary preferences, and under this situation, the reading experience may succeed. Students highlight and learn more if they read stories about topics they currently like.

One last relevant aspect from students' answers to the second question was that most of the students justified their choices mainly because the personal experiences lived by the main characters in the stories. Most of them justified their selections because main characters demonstrated overcoming difficulties and I

learn from them that, we have never give up our personal life's goals just because small daily troubles. Instead, we could see those daily troubles as opportunities to pursue our life's objectives.

Chapter Six:

Conclusions and pedagogical implications

In this chapter, I present the conclusions and pedagogical implications that emerged after implementing all phases of this study. These conclusions and pedagogical implications also emerged from the reflection on the answer to the research question about the type of personal evocations emerge when learners read selected EFL short stories in the English classroom.

1. Firstly, it is important to highlight the personal impact that this research project on EFL reading caused in the participants. After developing most of the reading workshops, most of the students verbally expressed the interest, the motivation, and the significance that these activities caused on them. Likewise, most of the students highlighted that these kind of activities had never been done before since reading skills were little developed if observing the English study plan sample. By summarizing the students' comments in the interviews about this matter, for example, they said that they actually learned and acknowledged relevant EFL issues such as the review and use of new vocabulary and grammatical structures in context. They also reported the meaningful practice and

development of reading skills in the implemented class activities, as they were engaged when reading and setting lively personal relationships between the topics, plots, characters, and settings of the three stories and their personal evocations. Main language researchers who were cited and discussed in the chapter of Literature Review supported this conclusion. For example, Collie and Slater (1990.), Duff and Maley (2007) and Lazar (1993) all agree that developing reading activities in the way done for this study provides a high chance to learn vocabulary and learn how to use the foreign language in real contexts. Developing reading skills lively provides foreign language learners with models to use learned lexicon and language structures in written and oral language.

2. Concerning the EFL pedagogical and methodological implementation applied in this study, if EFL teachers commit themselves to look for getting more real learning effects on language learners, students will be able to reach the proposed goals and accomplish the designed tasks in every class. Language tasks in class (in this case reading tasks) must be designed by bearing in mind the size of the groups, students' age, personal features, and language proficiency level, plus the features of materials to be used in class, and the foreign language methodologies and strategies.

3. Based on the observations done, they revealed that when EFL readers are asked to establish relationships between their personal evocations and the texts (short stories in this case), they usually establish the evocations that are related to their own, inner and individual life. It means readers first relate evocations of personal feelings with the elements of the texts that they are reading. This was observed when readers were asked about selecting the main scenes or characters of the stories with which they identified themselves. Participants justified their choices by highlighting their reflections and feelings towards the elements (characteristics of scenes and characters) of the stories.
4. Following the results presented, the second main category, *Background of evocations recalled lived in relations with the others*, was another type of relationship established with the texts. Here, the students, after matching their own and personal feelings and emotions with the texts, identified and established special relationships with their peers around. Based on the same participants' answers, artifacts, and interviews, and when they were asked about the scenes and characters of the stories, they highlighted relationships such as helping each other, acknowledging familiar relationships, gender identification, meeting new people, acknowledging people's occupations and recognition of people's personal values. These relationships were illustrated, for example, when

most of readers acknowledged scenes in which main characters helped or supported another character who was experiencing hazard situations.

5. It is unavoidable to highlight the importance and the role of readers' personal evocations and socio-cultural background in EFL literature classes or EFL reading activities in the classroom. When these aspects are strongly taken into account in the lesson planning, students feel highly motivated and encouraged to participate because they feel the others are considering their life's evocation. Students then feel real opportunities to make connections and find meaning with the texts by sharing their feelings, opinions and points of view with their classmates, always based on their personal life's experiences and socio-cultural background.
6. Another visible aspect in the development of the present study was the influence of the students' target language proficiency level. When observing students' written artifacts and interview excerpts, their communication skills and limitations in the foreign language were evident. For all of them, it was a challenge to use the language they are learning to express their thoughts, views and share their opinions since they had never really used the target language with this purpose. All of this was noticeable when I read, organized and analyzed data collected. The students answered questions, expressed and shared their opinions with limited foreign language lexicon and structures. All of the

participants barely expressed basic and single answers and showed troubles using the target language when they wanted to support or expand their main ideas. Only few students, who have traditionally gotten good results in the foreign language subject, could successfully cope with their ideas using the target language. These issues however were not a big trouble at the end since all the students could finally answer to what they were requested along the reading workshops with a reasonable proficiency level.

7. Finally, and despite the limitations mentioned above, the students had the chance to meaningfully use the target language to think, express their ideas and share their opinions. This experience also provided them with a level of engagement into the EFL literature.

Pedagogical Implications

The abovementioned results and conclusions suggest the following three pedagogical implications for using short stories in the EFL classroom with eleventh graders:

1. The inclusion of literary texts in the foreign language teaching practices and specially the data obtained by means of reading selected EFL short stories in the present study have demonstrated and confirmed the valuable and meaningful importance that literary resources provide to EFL students. After identifying and describing the personal evocations

that students-participants in this study could establish as they read short stories, I realized that these resources do help students connect their real life's knowledge and experiences to literary texts; therefore, short stories in the EFL classroom help students understand their lives with what they are reading. This study also showed that these elements eventually increased students' motivation and learning engagement.

These last two elements (students' motivation and learning engagement) were highly evident throughout the pedagogical intervention and data collected.

2. The reactions and the answers obtained from the participants during the pedagogical development of reading these kinds of literary pieces showed that they could also change and understand their personal view and the need to including literature in the EFL classroom. Although literature is not always the core and the object of study in the EFL classroom, it is undeniable the valuable importance that it provides to the process of EFL learning, as the authors in the Literature Review have stated regarding the involvement of EFL literature in the foreign language classroom.
3. The final aspect to highlight after reflecting on the results of this study is the use of suitable EFL learning strategies when involving literature resources. This study revealed that If language teachers want their students to gain meaningful foreign language insights by means of

literature resources, EFL learning strategies must always consider literature selection aspects in teaching planning, such as students' prior knowledge, students' needs, students' language features (language strengths and weaknesses), students' likes and students' life-goals. All of these elements focused on the communicative goals of EFL classroom.

Limitations

The aspects that featured the present study in terms of the setting, participants, human and physical resources, and time allotted presented the following limitations:

1. According to the data collected from students-participants and especially according to specific situations and actions observed through the development of reading workshops in the classroom, students demonstrated a high level of dependency on their classmates and on some physical and electronic resources, probably in order to make a high quality product or artifact. Most of students showed the need of asking, negotiating and sharing with others some vocabulary, English language structures, asking for individual opinions and personal stances before they expressed their own. This issue may have influenced their final answers to the research request which was to discover and describe their own evocations and impressions that participants

revealed by reading selected short stories in the EFL classroom. This may have occurred because of participants' hesitations, doubts and limitations in the foreign language; they probably wanted to find out and use suitable vocabulary and language structures to express properly their personal evocations based on reading the short stories and therefore to make a good product and to show through their answers a better foreign language performance.

2. Although the selection process and use of the three short stories to carry out this study was done based on a survey in which students were asked about their literature reading preferences, it could have limited the results. If more or other titles would have been used, probably more personal evocations and other personal issues could have been unveiled from participants and interpreted in this study. Once again the selection of three short stories to carry out the present study was done due to the available time to develop the three planned phases and undoubtedly in a longer-term process, more results would have been found and described.

Further Research

The following research questions came up from and through the development of the different stages of the present study.

1. How to incorporate the learners' personal interests, feelings, emotions, opinions, perspectives and knowledge of their own socio-cultural world in an EFL based-literature syllabus?
2. What methodological strategies foster the implementation and integration of the four language skills (speaking, listening, reading and writing) in a based-literature EFL class?
3. What pedagogical principles and methodological approaches underlie when designing and implementing a based-literature EFL syllabus from pre-school to eleventh grade?
4. What type of life-based personal evocations come up from learners when reading literature works such as fables, novels and poems in the EFL classroom?
5. What type of life-based personal evocations emerge from learners when reading literature genre such as mystery, drama, love, fantasy or horror?

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Appendix A**PARENTS' WRITTEN CONSENT FORM TEMPLATE**

Bogotá, _____ de _____ de 20____

De: WILSON ANDRES PINEDA
Profesor de inglés Colegio Ofelia Uribe de Acosta IED

Para: padres de familia y/o acudientes

Asunto: solicitud de autorización

Cordial saludo,

Respetado padre de familia, la presente tiene el propósito de solicitar su autorización para que su hijo(a) participe en un proyecto de investigación que tendrá lugar en el aula de inglés, durante 6 semanas. Esta investigación hace parte mi tesis de grado de la Maestría en Lingüística Aplicada en la Enseñanza del Inglés de la Universidad Distrital Francisco José de Caldas, la cual estoy cursando en el momento.

Esta intervención pedagógica tiene como propósito conocer las diferentes apreciaciones e interpretaciones que su hijo(a) pueda hacer de la lectura en idioma inglés y describir el impacto que esta experiencia tenga, para mejorar los procesos de aprendizaje del idioma extranjero. La actividad pedagógica consiste en la realización de 9 talleres de lecto-escritura de tres pequeñas historias en idioma inglés. Los productos escritos que haga su hijo(a) están relacionados con la apreciación y la interpretación personal que él (ella) haga de las historias leídas. Posteriormente, su hijo(a) será sujeto de una corta entrevista (4 preguntas) ya que sus respuestas complementarán la información sobre las actividades y la experiencia de su lectura en inglés.

Con el fin de proteger el buen nombre de su hijo(a), durante toda la intervención pedagógica y en la producción de lecto-escritura, se utilizarán nombres ficticios. Así mismo, las actividades relacionadas a este proyecto, no tendrán ningún efecto en el normal desarrollo de la materia, ni en las notas, ni en el rendimiento académico del estudiante en la asignatura.

Por todo lo anterior, me gustaría contar con su autorización para que su hijo(a) participe de este proyecto que en ultimas, busca beneficiar sus procesos de aprendizaje del idioma extranjero.

Yo, _____ con c.c. _____

SI ☐ NO ☐ autorizo a mi hijo(a) _____ del
curso _____ para que participe en este proyecto.

APPENDIX B

SCHOOL'S PRINCIPAL CONSENT FORM

Note :FOR ALL THE APPENDIX FILES, SEE THE PDF FILE ATTACHED

APPENDIX C

STUDENTS' LITERATURE PREFERENCES FORM SAMPLE

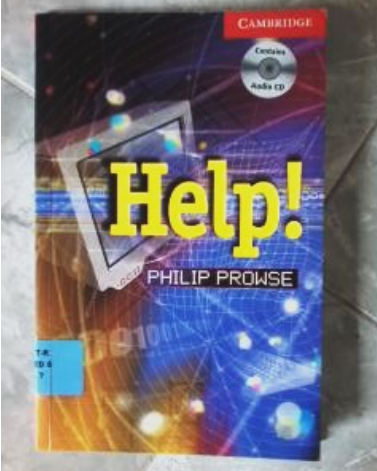
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APPENDIX D

LESSON PLAN SAMPLE
(First short story)

HELP !

By Philip Prowse
Lesson Plan

TEACHER: WILSON ANDRES PINEDA	GROUP: 11-01
GENERAL OBJECTIVE: To describe and analyze students' evocations and responses that arise through the development of reading workshop in the English classroom using selected EFL short stories.	
For the teacher: To get students interested in the short story and prepare them for reading tasks ahead. For the students: to learn new vocabulary related to this short story and to familiarize with the comedy genre	
	MATERIALS: <ul style="list-style-type: none"> • Original examples of the short story <i>Help!</i> Written by Philip Prowse for all the students. • Personal English language notebooks • Colored letter-sized sheets • English-Spanish dictionary
DESCRIPTION: In general, this plan focus on the development of a series of pre, while and after reading activities that help students to familiarize and build confidence with the target short story that they read and interact during next sessions.	TIME ALLOTTED: 210 minutes divided in 2 sessions of 105 each.
	PARTICIPANTS: 32 mixed (girls and boys) students of 11 th grade aged between 15 and 17 years old
METHODOLOGY	

1. The teacher briefly introduce this workshop focusing on the general objective and explain the class steps
2. In order to activate and stimulate students' minds, the teacher draw on the board the story-name and a book cover poster. Then students brainstorm ideas on what they expect from the book. The teacher writes them on the board and students as well in their notebooks.
3. The teacher tells students that they are going to read a story with that title; students make some initial predictions on what kind of story it is. The teacher elicit students' perceptions
4. The teacher asks students what they expect to find in this comedy short story, eliciting ideas, and establishing that it is usually an exciting story. Do students like comedies? Why / why not? Elicit students' perceptions.
5. After a short guessing activity about the country where the short story takes place, the teacher tell students that the story is set in Britain, putting students into small groups to discuss what they know about Britain and giving them focus questions on geography, size, population, language, etc.

1. PRE-READING STAGE

After the warming-up answers' discussion guided by the teacher, students organize in pairs in order to share materials (books, dictionaries, etc.) and opinions about the following tasks. However, students will work individually on their own given sheets.

1. The title of the book is *Help!* What do you think the phrase 'Help' means? Explain and justify your answer.
2. Look at the book cover. What does it tell you about the story? Justify your answer
3. Look at People in the story on page 4. Write short answers to these questions.
 - a. Who are they? And what role do they play in the story?
 - b. observe the pictures across the book. What places can you name? What do you think happen in those places?
4. VOCABULARY. Students are given a set of five sentences from the story and have to fill-in-the-blanks using a provided vocabulary list. (they might also try to fill in the blanks using their own ideas)
5. VOCABULARY. Students will match ten words taken from the story with synonyms or definitions taken from the dictionary
6. STORY PREDICTIONS. The students predict the story from the title and pictures as they pass pages and see the story pictures. Such predictions are written in the provided colored sheet joined with pictures. OR
7. Students create a short conversation based on the book title, characters and pictures observed. Then, perform to class.

8. After developing these exercises, students have some time to discuss in small groups about how they have felt when working with the book and the activities above. Group's conclusions are performed orally to the whole class as well.
9. Teacher leads a general conclusion of the activity and collect books and colored sheets.

2. READING STAGE

Methodology

Time: 3 and ½ hours (210 minutes) divided in **two sessions** of 105 minutes each.

Objectives:

To ensure all students understand as much as possible different events covered in the story

To get students make connections (associate) of characters and events to their life's evocations

Research objective:

To observe, collect data, students' artifacts and take field notes from the workshop

1. The students read the story in two phases. Each phase covers one 105-minutes session. The first session covers chapters 1 to 5 and the second phase covers the story from chapter 6 to 10. The students read each phase separately, that is, they do not have access to read the second part until they finish completely all the workshop proposed for the first one.
2. However, both first and second workshops will have similar design. Meanwhile students read each chapter of the story; they develop different tasks assigned.
3. Workshop Tasks consist on reading the short story (chapter by chapter) taking individual and small group notes of relevant events, characters, topics and answering proposed comprehension questions.
4. After reading each chapter, students will stop for a while and in groups of 3 or 4 express opinions, appreciations about what they have read, based on questionnaire previously given. Then, students remember and retell the story for themselves using their notes.
5. After reading and develop all the reading workshops, students design (assigned as homework) an individual and reflective poster in which each student reflect his/her general reading appreciations.

3. AFTER READING STAGE

Time: one class session (105 minutes)

Objective: to encourage students to communicate personal reactions, feelings, associations with life's evocations and other responses after finishing reading the complete story.

Research objective:

To collect data, students' answers from a structured questionnaire.

1. The teacher selects randomly a meaningful sample of participants (12 students) to develop this stage.
2. Participants answer individually a structured questionnaire designed by the teacher.
3. for this, the teacher will use a questionnaire made of 4 research and structured questions
 - Was the story and the reading workshops/activities valuable for you? Why? Why not? Explain
 - Can you associate any event and/or character from the story you read with your personal life experience? Explain
 - Did you identify any lesson moral or message from the story? Which one? Explain
 - Can you describe any story event, character and/or setting that called your personal attention? Which one? Why?
4. After students answer the questionnaire, the research-teacher collects them.

APPENDIX E

FIELD NOTE FORM TEMPLATE

Teacher-researcher's name: WILSON ANDRES PINEDA		GROUP: 11-01 Number of students: __32__	DATE: _____
CLASS METHODOLOGY <ol style="list-style-type: none"> 1. The teacher-researcher introduces the activity and organizes students into groups of 4 and 5 students 2. The teacher-researcher provides the groups with short-story copies and the pre-reading questionnaire; students in groups, read and socialize the questions and take notes individually based on the questionnaire provided. 			
RESEARCH DATA # 1		RESEARCHER'S NOTES & REFLECTIONS	
<p>Students' reactions and comments about pre-reading questions related to the short-story's cover, title, setting and characters observed, using their own lives' knowledge and evocations</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • The title of the book is Dirty Money. What do you think the word 'HELP' mean? Why? • Look at the book cover. What does it tell you about the story? Why? • Look at people in the story on page 4. Think and write a brief description and their role in the story. • Look at the different pictures in the book. Can you name the places? What do you think happen in those places? </div>		-	
RESEARCH DATA # 2		RESEARCHER'S NOTES & REFLECTIONS	
<p>Classroom dynamics, environment, group interactions & topic-conversations, activities, students' notes, students' attitudes & behavior, use of resources available and time.</p>		-	

APPENDIX F

FIELD NOTE FORM SAMPLE 1

Note :FOR ALL THE APPENDIX FILES, SEE THE PDF FILE ATTACHED

FIELD NOTE FORM SAMPLE 2

DATE APRIL 8th	Short story : WHAT A LOTTERY	TIME: 4:30 to 6:00 pm Room: English language room
Research objective: to collect data students' written responses, reactions and comments from reading questions related to the short-story's events, setting and characters observed, using their own lives' knowledge and evocations.		Pedagogical objective : To learn vocabulary, enhance and practice the reading and writing skills in EFL by reading the short story WHAT A LOTTERY To provide students with a different learning strategy that support what they traditionally do in English class.
METHODOLOGY (this session is done after students read the short story) <ol style="list-style-type: none"> 1. Classroom organization. Since the classroom facilities allow students to work in groups, the teacher welcomes the class and ask them to organize their groups, put their reading material, dictionaries and other supplies on the table. 2. The teacher introduce the activity by asking at random five reading comprehension questions to assure students read the short story. Then the teacher presents the activity writing on the board instructions and questions to be discussed and answered by students. 3. The teacher provides students with pieces of cardboard in which students write their reading responses and do their own artifacts. 4. Students start their work 5. After 60 minutes, the teacher collects students' artifacts and feedbacks some products. 		TEACHER'S NOTES <ol style="list-style-type: none"> 1. Firstly, it is important to note motivation of most of students and the desire of participating of most of students. However students who are not very motivated to class, are encouraged by their classmates 2. It is interesting to observe and due to classroom setting, students sit down in groups, most of them make single gender groups. After organizing groups, students listen to the teacher, pay attention and write down what the teacher writes on the board. Some students ask their classmates for unknown words. Likewise, few students ask the teacher individually for clarifying the whole instruction. Then the teacher hands students out individual pieces of cardboard, meanwhile some students talk and observe the reading material remembering the story they read. As soon as students gets materials, they start working individually helped by classmates since classroom organization allows it. 3. Throughout the activity, students' evidence high use of their bilingual dictionaries in

	<p>order to solve vocabulary doubts and despite they have learned many language structures. Nevertheless, this does not affect considerably the activity.</p> <ol style="list-style-type: none"> 4. It is also evident collaborative work. Most of students ask and request each other about language doubts, spelling doubts sharing materials and sharing ideas and expressions, they want to use in their written products. Others ask directly to the teacher and few students use electronic devices to help in vocabulary. 5. During the class work, the teacher walks around in order to check and solve any students' doubts about their task. 6. When the class is over, the teacher collects students' artifacts.
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APPENDIX G

SELECTED WRITTEN STUDENTS' SAMPLES (STUDENTS' ARTIFACTS)

Note :FOR ALL THE APPENDIX FILES, SEE THE PDF FILE ATTACHED

