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**FACULTAD DE LENGUAS**

**DESIGNING READING ACTIVITIES OF “BLUE  
BEARD HORROR TALE” IN A SPANISH  
HERITAGE STUDENT**

**A  
T H E S I S**

Submitted to the Faculty of Languages for the degree  
of

**Licenciatura en la enseñanza del inglés**

Presented by

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## **Dedication**

For you, the reader who spends a brief time reading this work, it is simple, but it was written with sweat, wakefulness, and tears, but most importantly, with determination and a lot of heart.

A big thanks go to my lovely participant and her mom for taking a bit of your time.

To my parents because you encouraged me to make the impossible possible.

Especially to my beloved mother for putting up with me in my most profound weak moments, hugging me, and reminding me that this life is to go further.

And finally, thank God for letting me arrive alive physically and mentally at this part of my educational life, which two years ago, I had already resigned to write.

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## **Abstract**

This research project was conducted to design reading materials to promote reading skills using the horror tale “Barba Azul” by a Spanish heritage student. The information was taken thanks to the collaboration of an eight-year-old multiracial Spanish heritage language in languages institute, Private English, located in San Lucas Atoyatenco in San Martín Texmelucan Puebla. A qualitative method helped to answer the research question. As a result, there was a cheerful participant perception about creating materials to promote reading skills through a horror tale.

The results opened up the possibility of getting closer to reading ability across a fictional and entertaining genre to promote imagination and, at the same time, ensure text comprehension through a pre-reading activity, during lecture activities, and post-reading activities working hand in hand with reading skills as inferential information, and inferential knowledge. Therefore, it propounds that both teachers and parents have an engaging activity for the kids, having a tool to observe reading comprehension.

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## **Chapter I: Introduction**

### **1.1 Background**

Horror tale or (horror short story) is a term that every human being has known since too young and since antique times because this genre permits a child's imagination to fly by attracting to worlds where the main goal is provoking fear sensations. “It has been an element in the people's culture, addressing topics such as magic, witchcraft, and religion” (Sarmiento Ramírez, 2021) The attraction to know more about the tales provokes reading comprehension. Some studies about reading, storytelling, and reading comprehension are presented below.

The first study by Phillips Galloway et al. (2020) examined and shared the contributions of Spanish and English core academic reading skills to English reading comprehension in a Spanish-English dual learner in grades 4 and 5 in urban schools in the Northeast Region of the United States by descriptive analysis. This study found that Spanish and English CALS are positively and significantly related, and both set skills positively influence English reading comprehension. Further studies offer important insights that help in the field to understand the lap of Spanish-English linguistic interdependence and add to the growing body of instructions for Latin students in the U.S.A.

The second study by Alharbi and Alharbi (2022) Research where the investigator wanted to observe the reading skills among EFL learners to face the challenges he found with students and teachers and propose some solutions. The study enlarged in Saudi Arabia needs to clarify the exact number of participants using a mixed method. The results showed insufficient language cognition, lack of vocabulary, curriculum problems, and student interest. Therefore, the researcher proposes to focus on teachers' training, diversifying the methods of reading teachers, and recognizing students' language styles and motivation. For further research in this area, the researcher

extends the consideration of magnifying deeply the issues that affect Saudi Arabia learners and advancing the study to other regions.

The third study by Cueva et al. (2022) The researchers wanted to explore the linguistic abilities determining reading comprehension in Spanish and English among secondary education children. To do these, 73 secondary school students must study in Valladolid, Spain. With a qualitative method, Students completed a battery of tasks in and in Spanish related to reading comprehension and different language skills, which included syntactic awareness, judgment tasks, and synonymy of morphological awareness tasks. The results showed a positive relation between linguistic appropriateness in Spanish and English pointing transport in L1 reading comprehension, mainly explained by English reading comprehension, predicted by grade and syntactic awareness, and Spanish reading comprehension. To follow this information, the researchers cheer to research the uncovering of stages between L1 and L2 trial subjects and linguistic variables in both languages.

The fourth research by Vargas et al. (2018) sought to work with students to comprehend academic narratives in English through indispensable reading comprehension paths in several degree programs. The authors developed the research as an explanatory-sequential blueprint Inside a mixed-method notion with 20 students at the Western Branch in Costa Rica. The results showed that pupils could work with graphic organizers more efficiently when they understood how to identify principal objectives and add characteristics. Furthermore, exclamation students present some gasps in standard subjects, which sometimes affect the outcome to infer correctly; therefore, graphic organizers looked affected by the absence of preceding proficiency. For further discovery, the authors encourage the summons faced by pupils at the time to comprehend the argumentative chain using graphic organizers.

In the fifth study, the author Munayco Medina (2018) worked on a survey on the insufficiency of good strategies when pupils read. It was used quasi-experimental research immersed into semantic maps, semantic networks, and mental maps in reading understanding using contentious texts and as long as literal, inferential texts working all the time with graphic organizers in a pre and post-test. Dividing two groups, one experimental and the second a control group. The study developed among 36 first-grade students at a Higher Pedagogical Institute in Lima, Peru. The outcome was unworthy either in the two groups; there was a leading literal level, but in the post-test within the experimental groups, the results were good at the inferential level through the semantic network and the literal level at the company of critical level through the mental map. The author gives more information about the conceptual, semantic, and cognitive maps for further studies to encourage reading understanding.

The sixth study is for López and López (2022) proposed a study about exemplifying the usefulness of applying graphic organizers to reading comprehension. It develops in 25 students of Language and Literature career in Guayaquil, Ecuador. A quantitative instrument containing a pre and post-try out, headline, exploration, and checklist has the function of developing to corroborate students' advancement and progress. The results threw the improvement of reading comprehension thanks to the graphic organizers. Students expressed pleasure in using this innovation tool and said they would use it in other subjects. The author suggests continuing to work with strategies to summarize information as graphic organizers.

Sam and Rajan (2013) the main intention of the studying the use of graphic organizers to obtain information of principal ideas bracing details, thinking's reality comparisons and contradictions to comprehend texts. The proposal was development in a ESL middle school.it was ANOVA analytical study in India. the results showed and improving all types of reading questions and graphic organizers let the students identify

the main ideas found supporting details and for further information suggested to work with text vocabulary make opinions and make inferences to complete graphic organizers.

The eighth investigation by Dos Santos and Brito (2022) did an analysis which had as primary aim show an educational activity to spread Spanish reading comprehension as a foreign language with students of a preparation workshop (ENEM. Exame et al.) inside the federal university of do Pará/Castanhal Brazil through the horror stories “La gallina degollada” and “El almohadón de pluma” by Horacio Quiroga. The proposal used a qualitative method. The results showed that horror stories engage the acceptance and development of the given affairs. They have made a better critical reflexive and close-to-home reader to outstretch academic or personal goals to open windows and broad horizons. The following studies suggest enlarging the social subject and becoming an essential reflexive participative subject in a reading area in a familiar social environment.

The ninth research by Pineda (n.d.) conducted a study about the Spanish teacher and the environment theory principles of Latin-American tales to develop materials as cultural participation enablers. In the Pontificia Universidad Javeriana Bogota Colombia. The study was designed into two parts with a mixed-method formula. The first part displayed a quick analysis of existing materials where the Latin-American tale in Spanish as a second language takes part to identify the subject of a literacy text. In the second part, a conceptual map was made based on theories about literacy works in developing designing materials. The results manifested contributions in critical literacy, theory, and the development of the material about didactic literature and the involvement of Spanish teachers along discussion groups abording the Latin-American tale principles; pedagogical realization manuals guide texts to work the Spanish teaching as a foreign language.

The tenth by the authors Cáceres Zúñiga et al. (2020) realized an investigation that inspected the vocabulary blooming used in youngsters and their relation to their

economic degree and storytelling inside the home. It has developed with 142 youngsters living in Talca, Chile, to pursue the familiar economic level of reading fairy tales in the house. The results showed that reading tales at home helped acquire new words and specified that children who read and heard stories every day outperformed the children who had not had the opportunity to have somebody read them. Moreover, the proof of vocabulary changed, hang on, in the local parlance. The second result worked as long as it did not contain material concerning the book's activities about language stimulation affiliated with the reading tales. For further information, the authors suggested enlarging kids' sampling to analyze parents reading stories at home. For further work on this matter, the author suggests Spanish teaching formation and development of teaching materials.

## **1.2 Rationale**

The following research addresses working with the designing materials to work either original or horror tales during the Spanish as a foreign language class. It noticed that the heritage kid speaker normally accepts activities for practicing grammatical structure, listening exercises, and speaking activities but rejects realizing reading activities to have a closed point of view about student's perception in the matter of reading activities, with the help of a mini questionnaire. The kid exposed that reading is boring and the significant assignments he has worked on turn easy and not too attractive for him. he mentioned the preference to play during class or complete other necessary tasks, or at the moment of being at home, he chooses to watch videos on YouTube or play cellphone games instead read and thanks to the kid's mother also it distinguishes that he enjoys watching horror mini-stories, there is the reason why this investigation decided to work with this topic. The background section has presented four current studies about reading comprehension, four about graphic organizers, and three about reading and tales. Nevertheless, this work will specifically focus on designing or adapting horror

storytelling, working on reading activities to reach hand-to-hand reading comprehension, and simultaneously trying to encourage him to enjoy reading.

As starting point, it is necessary to talk about reading as essentially not only getting information in a text, but reading is an activity or cognitive process in the form of finding information and being able to re-disclose information obtained in a reading text Kurniaman (2018, as cited in Kurniaman & Zufriady, 2019) in the previous background section, the author Mikhailova (2008) as further investigation, encouraged to work with pre and post-activities to reinforce reading skills.

The definition of reading comprehension “is a dynamic process that involves making predictions, summarizing the main idea, questioning one’s predictions, and clarifying unclear concepts” (Liou, 2021, p.1).

### **1.3 Objectives**

#### **General objective**

To identify in a heritage Spanish students’ perception about horror tales to promote reading comprehension skills.

#### **Specific objectives**

1. To analyze student perceptions about horror tales to promote reading skills in a heritage Spanish student.

### **1.4 Research questions**

What are student perceptions about horror tales to promote reading skills in a heritage Spanish student?

### **1.5 Context**

The present study aims to work at the Private English school in the San Lucas Atoyatenco community in the San Martín Texmelucan state of Puebla, Mexico. The population study will tentatively be a case study due to the participation of bilingual multiracial eight-year-olds.

## 1.6 Researcher experience

This investigation is the first one of the researcher, but despite the lack of experience in the field, growing up academically as a student, and having only four years as a language teacher. The thesis developing idea came from observing the life of a multiracial and bilingual kid not in a typical English environment, as usually get used at the time to think bilingualism Spanish-English.

## 1.7 Significance of the study

This investigation will help teachers and parents because it will show the students' perceptions about reading, focusing on horror fairytales to enhance their reading ability inside and outside the classroom. At the same time, it is meaningful to work on reading and reading comprehension to broaden students' knowledge. It is essential to keep track of this topic field in order. With the continued social media growth, kids lose their input and attention to the traditional media.

## 1.8 Keywords

“**Reading skill** is the capacity to perceive samples to decode problems in experimental, imaginative manners to engage in psychological interpretation to embrace different viewpoints when checking ideas or issues” (Al Roomy, 2022)

**Reading Appreciation** is "a compounded cerebral capacity of decisive substance for academic accomplishment across all education stages. It can demonstrate to anticipate specific verbal capacities, like reading meter and vocabulary, and rational processes similar to administrative tasks" (Tabullo et al., 2020)

The **short story** started “verbally people meet and begin telling stories to each other. Therefore the origin goes back to anecdotes of the time of the Roman

Empire, myth of ancient times, the tales of Arabian Nights, folktales, fables, fairy stories" (o'gli, 2022, p.18)

The **material design** refers to "instructional materials design, course development, course books, instructional design strategies, and materials development" (Nuñez & Tellez 2009, as cited in Lopera, 2015, p.131)

## **Chapter II: Literature review**

### **2.1 Language learning**

When a student reads either a scientific paper or for fun, the process of understanding the text works in hand the Language learning and the language learning strategies, which, according to Gavriilidou and Psaltou-Joycey (2009) are particular movements conducted steps or procedures their students apply to upgrade their proceeding in developing skills in some foreign languages. To identify the learning strategies, the participants need to self-evaluate a series of steps such as questionnaires, diaries, journals, and book stories at first glance to identify mistakes and learning strategies. Because language learning needs an introverted data assembly. Rubin (1975, as cited in Gavriilidou & Psaltou-Joycey, 2009) stated that a good language learner has a robust aspiration to spread and is not frightened to make errors to grasp and communicate as a perfect predictor of language patterns to generate speaking moments and detects the own learning.

Language learning or language strategies for each student, according to Gavriilidou and Psaltou-Joycey (2009) find some details to impact the language strategies:

Proficiency level. Points out a lineal sample in which people of different types of ages use language learning according to strategies. Most commonly, higher proficiency uses more systems than lower ability ones.

### **2.2 Spanish learning**

Around the world, the most common language to learn is English; it is abroad, the line of any country or culture. Around 400 million English native speakers and 2 billion use it as a foreign language, Demont-Heinrich (2007, as cited in Nuriska, 2021) says nowadays at the same time the popularity of Spanish language has increased because is

considered as a challenge for the structure and romantic next to Italian, French and Portuguese. In fact, Pentón Herrera and Duany (2016) mentions that districts in U.S.A has over 85% of their students with Spanish as their mother tongue (L1) and English as the foreign one. A native Spanish speaker is the person that manages the language either structural or orally. However, the person at the time of living in USA does not have the possibility to practice the mother tongue as if they stayed in the original country.

- **Age.** Similar to proficiency level participants according to the stage of life, young learners use different from teenagers or adults. Older participants are conscious of using them more spontaneously.

- **Gender.** Communicates a collection of rival characteristics, which are the spirit about men and women: men's roles hold the attributes of power, logic, hostility, and authority, meanwhile women are humble, tranquil, supportive, and obedient (Politis, 2022 p1.22)

- **Motivation** is the cognitive manufacture created to express how individuals and groups select a certain way of behaving and carry it (McInerney, 2019, p.427)

- **Learning style** is a process through sensory preferences, personality types, and cognitive styles (Cohen et al., 2003, as cited in (Gavriilidou & Psaltou-Joycey, 2009)

- **Field of study** is the area of study in the second or foreign language finds a difference in language learning across studies of humanities, social sciences, etc. (Gavriilidou & Psaltou-Joycey, 2009)

- **Culture** It is the gathered scheduled consciousness that differentiates the elements of one group to another, traveling from age groups to other age groups, and it continuously changes because each age group adds new beliefs Hofstede (1980, as cited in Belshek, n.d.).

### **2.3 Reading skills**

In the book, Solé (1999) mentions that reading is a reader process in which face-to-face the text undertakes the text components, beginning with recognizing letters, words, and phrases, continually hierarchical that pursues the text understanding. Furthermore, it mentions that the reading process uses previous knowledge and cognitive activity, which establishes expectancy about text to corroborate the experience.

Once that reading process is clear, it is time to move to the following part too important is reading comprehension. Solé (1999) mentions that comprehension is nothing more than contributing meaning to all heard and seen thanks to previous knowledge starting observational baggage with the view of comprehension, the reader must help him or herself prior knowledge and interact hand to hand with coaches with cultural elements as values ideologies, communicational systems, and procedures.

The following step is the significant meaning, whenever the reader can interpret a topic; the second step relates to the different language skills to evaluate a personal construction of meaning, recodifications, procedures, and a cognitive strategy.

“Strategy is the capacity of thinking approach that does not work as a recipe to order the initiative to run their course about the effectiveness criteria” (Solé, 1999, p.58). She mentions three main points about why it is essential to work with strategies.

- 1 Allows the outcome of familiar structure and a permissible level of thesaurus, syntaxes, and cohesion.

- 2 Relevant precursory reader’s knowledge in the text, for the reader could understand that it is indispensable to let the text be understandable to have an adequate elaboration and exposition.

- 3 Strategies permit readers to employ them to boost the understanding and remembrance of what it is reading and identify and make up feasible comprehension mistakes.

After that, it is essential to define the different types of texts to work with reading.

Bronckart and Van Dijk (n.d. as cited in Solé, 1999) highlight the various texts.

The narrative focuses on chronological development and seeks to explain the events in order. Some contain an initial state, event, action, settlement, and final form. The samples are:

- short stories (fairy tales)
- legends
- novels

Descriptive aims to portray a phenomenon or object employing comparison and other techniques. The samples are, for example:

- dictionaries
- touristic guides
- stock takings
- textbooks

Expository is the analysis and combination of conceptual characterization.

Explicate determinate phenomena and produce data on them. The standard samples are:

- textbooks
- vade mecum

Instructive-inductive cluster texts that induce readers to put themselves in action, the samples are:

- slogans
- Use or assembly instructions

Predictive are based texts in justify prophecy, for example:

- weather bulletins
- horoscopes

- conversational
- dialogues

Semiotic and rhetorical, which contains

- songs
- poetry
- poetic prose
- slogan
- religious pray
- graffiti
- Games to improve content relation and expression

For reading comprehension to be an achievement for every reader, follow three strategies to reach a total understanding. According to the author Solé (1999) these three strategies are pre-reading, during, and post-reading.

The subsequent table shows the importance of using a pre-reading activity during practice reading in class and different activities and strategies to hook students' attention.

### **What to do to understand before reading**

Teachers must remember that reading must be a recreational volunteer activity. Besides, teachers must motivate students to read considering the following: embrace students across the imitation, thereby they do not read for their own decision. The professor has to give an example, either reading aloud with the group or in silence. Reading activity cannot be appraised as competitive action not to harm students' competence and feelings of those who could find crucial problems contributing to a failure. Following these values step strategies, it is essential to mention that a lecture must be worked in an oral, communal, noiseless task to share and comprehend. Also, teachers must ponder the task complexity and children's ability to overlook it and offer manners

to overcome problems related to the real world to make the knowledge more accessible to assimilate.

Moreover, students can get motivated when they know the reading purposes, which are 11 according to Solé (1999) The first purpose is to read to get precise information, focusing on exciting data and backfilling the rest. The second purpose is reading to go around instructions, which refers to reading with a specific objective. This one, contrary to the previous one, must be entirely read from the beginning to the end; here, the reading is meaningful and functional, and the child must read it to measure comprehension. The third purpose is to read to obtain general information. It is a lecture when the student wants to know what the text is about and see if it is interesting to continue reading. It is a moderate and repetitive reading that works with the self-questioning about what it reads. It also establishes relations to review new terms, make recapitulations and summaries, and highlight and take notes. The fourth purpose is to read to learn as an objective to expand knowledge through a determinate text(s). The fifth purpose is to read to check oneself. Writing as a working instrument, the author can check text adaptation to transmit the motivational meaning to take on a role of control and regularization.

The sixth purpose is to read for enjoyment; it is an individual reading where the emotional experience triggers literature reading. The seventh purpose is to read to communicate a text to the audience. This reading has properly restricted collective activities with the objective that people can comprehend some tools like intonation, pauses, and no written examples. The eighth objective is to practice reading aloud, frequently used in schools and colleges with an individual silence reading, allowing students to advance at their rhythm. People can comprehend tools like intonation, pauses, and no written examples. The ninth purpose of the assignment is noticing the understanding, which consists of students seeing the reading comprehension through

answering text questions and recapitulation. The tenth is to activate the previous knowledge by asking what learners know about the text and providing general information. However, teachers do not have to explain the content but rather explain the theme. Also, to point out previous knowledge with illustrations, titles, subtitles, listings, underlying, letter changings, keywords, abstracts, and summaries or to expose what they know related to the topic. The eleventh purpose is to establish predictions through aspects of the text, like pre-structure, headlines, drawings, and proper experiences and knowledge about the text. The twelfth and last purpose is to promote students' questions through the text. Questions will keep the reader absorbed in the reading; when the reader raises relevant questions about the text, they not only use the previous knowledge; otherwise, they make themselves conscious about what they know and do not know. At the same time, the teacher can attribute students' text situation and adapt it according to the environment.

**Table 1**

*Things to promote understanding when reading*

<b>What to consider to read</b>	<b>Reading is</b>	<b>Teachers</b>	<b>Students</b>
<b>Universal ideas</b>	Pleasure and voluntary.	Trigger students to read.	Learn to read pleasantly.
	Instrument informative and joyful.		Distinguish circumstances where reading is worked or is just read it.
	Readers find pleasure and welfare.		Reading is a moment of relaxation and avoidance.
	Express Oral, collective, individual, silence and sharing situations.	Look up activities for children with comprehending and sharing purposes.	
	Children ability to face to a complexity.	Observe and offer kids help to meet suitable	

		reading challenges.	
<b>Motivation to read</b>	<b>Reading</b>	<b>Teachers</b>	<b>Students</b>
	It Contains and offers challenges to offer meaningful surroundings.	Design reading passages and materials according to the environment.	Find motivation reading a paragraph with one or two sheets per day.
	Reading with specific purposes, such as answering questions, acquires project information.	Readings that are used to escape endure the reading pleasure when there is a nearby library.	Students must know what to do, ask and give help, and show interest in the text.
<b>Reading objectives</b>	<b>Objectives</b>	<b>Definition</b>	<b>Example</b>
	Read for precise information	Focus on interesting data to discard useless information.	Look for phone directions in a phone directory Check movie schedules in movie listings.
	Read to go around instructions	A vehicle where the pupil aims to perform what is written from the top to the end.	Follow instructions. Follow recipes. Operating rules.
	Read to obtain general information	Instead, knowing the text in a general idea center on 1 or 2 precise situations.	Read a newspaper or magazine. Deeping on the news headline, the reader settles on what is most attractive.
	Read to learn	Allows student self-auto evaluation, connect previous knowledge, review new terms.	Make recapitulations, resume, underline and taking notes.

Read to review oneself writing	Identify texts' adequations to transmit the meaning of motivation at the time of writing.	The self-review of the written compositions to achieve an approach to give text composition strategies.
Read for enjoyment	The reader makes up personal criteria to judge and asses. People read for pleasure popular literature and scientific literature.	One strategy is to put the students read aloud little fragments.
Read to communicate a text to an audience.	People comprehend some tools like intonation, pauses, and no written examples.	Work with journalism. Review newsrooms. Look up diverse plays in research. Poetry session. Read quietly and share doubts in a group. Promote reading in a library or make reading groups. Request student's objectives depending on the given text.
Practice reading at loud.	Students read with purity, velocity, fluency, pronounce appropriately respecting the regulations of punctuation and intonation.	
Read to notice what has been understood	Students must notice their understanding.	Answering text's questions or recapitulating using other strategies.
Activate the previous knowledge What do I know about this text?	Understanding, interpreting, critiquing, using, and throwing it	Discuss previous knowledge with illustrations, titles, subtitles, listings, underlying,

	away needs to letter changings, improve. keywords, abstracts, and summaries.
	Expose what they know, exposing their own experiences related to the topic.
Forecast about the text.	To establish predictions before reading.
<b>Promote student's questions through the text</b>	Raise student's queries and infer reading questions. Delivers questions before reading to establish a hypothesis about what happened later

Source: Information taken from Solé (1999)

Following the pre-reading process, Ballester Bielsa (n.d) proposes some activities to set in motion the operation of the pre-reading promotion using the above capabilities. At the same time, she divides these activities into two categories: 1) based on the knowledge designated by the text where the teacher presents the material to work (a book cover, the reading, the newspaper, etc.), and the student can extract general information as headlines and affirmations, also can extract specific information as vocabulary and facts information, other thing is to work prevision that talks about making conjectures predictions and similarities between the text given and the pre-activity. The second category, 2) hinged on inspections using the anticipation tool, and the activities design in this part focuses on using previous knowledge related to the topic to find similarities and differences. The following table communicates various activities that publish widespread information about the subject and the text's origin, purpose, and tone. This skill can be the only objective and a previous step for deep reading.

**Table 2**

*Pre reading activities with information in the text or contextualization*

<b>Information based in the passage</b>		
<b>Students</b>	<b>Teacher</b>	<b>Objective</b>

<b>General information extraction</b>	Ability to read quickly to obtain information. Handle with affirmations related to the main idea and not with characteristics.	Presents multiple headlines, previous to the respective texts. A text is presented with a couple of affirmations related or not. A text is given, and it has to underline key words either implicit or explicit. Consider the origin The objective And tone.	Match the text with the correct title. Read quickly and choose the affirmations that are related. Focus on vocabulary and main ideas. Recommend inform and entertain.
<b>Extract specific information</b>	Distinguish if it is a journal magazine or advertising.	Newspaper news to locate, what, where why.	Capability that allows to consider the real purpose of the passage.
<b>Prevision</b>		A sheet of different book titles is given, and after that, the actual labels are shown and have to be related.	The focus is justified the election.
	With short stories and books, the titles are first presented.	Write the name of the book in the board.	Focus on the type of book and the elements of it.
	With short stories' book the titles are first presented.	Students must read and try to predict the correct text.	Focus on relating the narrations with the subject.
		If the index is striking, photocopies are shown, and a resume is requested to write.	
	Make conjectures about what is the book about? Various editions of the same book with similar covers.	Form small groups find the topic, with the help of the cover. It is requested for the students joining similar covers.	The book genre and suggest personal arguments. Share and decide which one is more informative.
	With the back cover.	Introduce the activity with the book elements.	Read personally or in the group to answer the theme of the characters.
<b>Information based in contextualization</b>			
	<b>Purpose</b>	<b>Teacher</b>	<b>Student</b>
<b>Anticipation</b>	Activate the previous knowledge.	Teachers perceives the necessities.	Students be aware about what they know and not, and

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<p>think about the passage before reading.</p> <p><b>Activities</b></p> <p>Photocopy with jokes, News headlines, Short texts related with the following reading. Show fun phrases, idioms related with the topic.</p> <p>Before reading students answer board statements with true or false. Teacher presents key questions before reading to create a debate.</p> <p>The topic is presented and in groups students answer a question on the board groups. The reading is presented with key words that appears in the text.</p> <p>With newspaper information, students must watch TV news the previous day and write the most interesting for them.</p>	<p>what they wish to know.</p> <p><b>objectives</b></p> <p>Discover the similitudes find keywords and ideas. Encourage students to read and find out the relation among them. Then read the text and verify answers. Then the text is presented pointing out that text might enlarge and present similar text ideas. Once the is text read, the board questions must be answered. Students associate according what teacher want to work. During the lass the newspapers are developed and each student find the previous day news.</p>
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Source: Information taken from Ballester Bielsa, n.d.)

### **Reading strategies during the lecture**

The reading procedure must ensure that the reader understands the purpose of reading. It is an internal process; one condition to work this is that they were capable of seeing the teacher's interpretation, assumptions, raising of concerns, and how they arrive at the closure, things that had learned, and what is to know, in such way the learner can follow it as a guidance.

Solé (1999) shows some strategies along the text, story, passage, Etc. By sharing readings. It is not enough that learners observe how teachers make predictions and verify them. Students could have marks, index, create hypotheses, corroborate them, and build interpretations to gain determinate goals. The sharing reading teaches to use a couple of strategies so that students can autonomously practice them. Remember that they cannot move off processes until they are finished. Palincsar and Brown (1984, as cited in Solé 1999) has four reading strategies:

- hatch text predictions
- pose questions about the things read
- shed light on text doubts
- summarize text ideas

The main goal in this strategy of sharing reading is that both teacher and students can read in silence or loud; after that, the reading teacher drives students continuously through four primary techniques.

- First, is in control to make a resume and put to a vote for an agreement.
- Secondly, ask for some explanation or clarification about text doubts.
- Thirdly, construct some students' questions which the answer needs reading.
- Fourthly, for the above point, the teacher requests to set warnings for the rest of the reading, arriving once again to read resume request declarations, this time with another prolocutor.

### **Independence reading**

In this strategy, the reader imposes their rhythm and uses the text for their purposes and motivation; this proceeds with the previous system and has to be encouraging since school.

1.1 The school provides students materials created to put in working order strategies worked in the section sharing reading with the rest of the class or small groups.

1.2 materials answer different goal readings that induce the student to work autonomously using the forecast about what they think will happen. For example, students can develop questions during the lecture to predict the following events.

2. when the objective is to reach the comprehension, teachers deliver small texts with errors with two options: 1) ask them to find these inaccuracies and 2) let students notice the text errors independently. Another part is developing text with some gaps for the student to highlight the coherence to notice the complete comprehension.

3. create small summaries of extracts providing some models to copy.

### **I don't understand. What do I do? Mistakes and lagoon comprehension**

Solé (1999) clarifies that when students read a paragraph of a text and cannot catch the ideas approached. It creates a hindrance that should not have been a worry. She gives an example when a person reads an article in a journal. Most people do not find problems to understand, but reading clauses in a contract, that feeling of not understanding is scary.

It is of utmost importance to detect the students' problems and inform them what they achieve to understand and what not and notice if it can solve it independently. The most common situation is when a student makes a mistake at the time of reading. The teacher usually read by his side, providing the strategies to say the correct form, or inducing the arrangement.

When the student reads aloud to the teacher to observe the reading, this one face two categories: 1) hardness of student articulation and recollection of the words that decipher the text related to the decryption problem. 2) hesitation and breaks either caused by decoding or lack of understanding. Immediately, it states that the strategies can develop during the lecture and some mistakes at the time the participant needs help

understanding the texts thoroughly. Afterward, it is essential to mention the activities during the reading.

### **Reading activities during the lecture**

As revealed by Giner et al. (2015) reading tales elevates expressive, most prosperous, and gestural communication; presumably, kids can catch their attention. When the student reads silently or loudly, Giner et al. (2015) identifies three main activities to develop.

1. Listen to the chronicle
2. Searching characters
3. Explore illustrations

In the same path as the author above, Miñano and Hispánicos (n.d.) manifest some procedures involved with reading after pre-reading activities to encourage students' motivation are the following. However, in first-hand the author mentions that they categorize into:

Metacognitive: Commonly used to monitor, conduct direct the own knowledge

Cognitive: They are used to obtain knowledge and imply a straight exploration and modification of learning summary materials. The area of mental refers to clarification and authentication of the understanding, this activity is situated to use a dictionary.

Activities: Use the perception about the topic

- Use the perception of text characteristics, rhetoric, genre, and the medium where it is written.
- Use language keys with no linguistic elements that go with the text, such as (drawings, photography, diagrams) and typographers (titles, letter styles, highlighted authors' words)
- Interlingua indicators are the knowledge about the second language.

- Activities: Guess words' meaning and unknown expressions starting from the contextual text.

- Identify the grammatical function above and speculate the meaning.

- Identify the referent, terms that refer to others already quoted or later, and words as relative pronouns.

- Identify in the text lexical relations as synonymy, hyponymy, comparison, etc.

- Linking words recognized in a phrase, paragraph, or something more significant as a complete essay.

- Recognize the meaning of one or more unknown words as prefixes and suffixes.

### **Reading strategies after reading**

Following the same line, Solé (1999) uncovers that after reading, the central part of truly unmasking a student and absorbing the reading information is through the main idea. Aull (1978, as cited in Solé 1999) picks out that the main idea is what a text is about and can exhibit across a word or syllable that keep posted the statement or statements that the author uses to develop the text, it appears explicit or can implies, as well as make the distinguish between theme and main idea. The theme of the reading is identifying the topic of the assignment, and the main idea is worked majorly in narratives and simple exhibitions. There is a schema to find that the theme of the task is presentation/complication/resolution and that the main idea is the ability to understand and justify events in social interplays among students.

In searching for the main idea of the reading, it is necessary to point out the idea that generates the text's central idea depending on the reading objectives pursued. To access the main idea, the reader can do it in a general schema or a main idea paragraph by paragraph using the regulations about omissions and suppressions to avoid trivial or

redundant details. Circumstances rule with issues and hypothesis of superordinate concepts or choice that helps identify if the text's central idea is literal.

There are four points that professors commonly take charge of, and students notice the main idea. Explain to students the main idea of the text and its utility.

1. Check the objective of reading and update previous knowledge.

2. Mark out if the topic relates to the main idea.

3. As long as the students read the information, the students hold the importance of the main idea and what contents the student does not consider. Reverently, the teacher must indicate how they guide to assemble the information. As a recommendation, students can read the text in silence while the teacher shows the method.

4. When the lecture finishes, it can be disputed as a development to find if the main idea is literal in the text, and if it is not, it can map out the consistency between the topic and the main idea.

Another strategy that Solé (1999) proposes to work after reading is the summary. Creating a resume is a unique form of writing a text. The study generally aims to answer what the text is about, the situation that relates to the topic, and the main idea. Students can easily recognize these two concepts; nevertheless, portraying them, in summary, is an activity that becomes a rush for some of them. To develop such a task, Solé (1999) mentions four rules to avoid this problem.

- Omission talks about the information that appears irrelevant to the reading.
- Selection talks about how we remove information because it turns obvious, redundant, and unnecessary.
- Generalization talks about the abstraction of a set of concepts to include the principal and the rest with less hierarchy.
- Integration is to make new information through the previous one rational and more global.

According to Giner et al. (2015) there are some activities to conduct the strategies about the main idea and resume, more over they divide into three.

The first part of activities is to work bodily.

- Dramatize the story with the use of puppets
- Drawings about the story
- Murals elaboration, modeling story characters
- Costume and make-up making

The second part of the activities is to work on literature creation thanks to the story.

- Fantastic pairing.
- Fantastic hypothesis.
- Mistaken stories.
- Chained tales.

The third part of the activities is to approximate the student to the written language.

- Word ordering by the title
- Re-order essential words in the title
- Titles compilation
- Match pictures with the titles
- Re-write the story with tags or without them

## **2.4 Development of reading skills**

“Reading is the mechanism most important about knowledge transmission in the current society” (Giner et al., 2015, p.3) The same researcher mentions that for developing reading skills, silent reading is essential, which aims for students to read and understand in a shorter manageable time a word quantity through visual reading. “Oral reading principally affects speed, attentiveness, correctness to memory, and vocabulary

understanding, to attract students' attention to the reading" (Giner et al., 2015, p.4) is to develop reading motivation to work in a ludic, intended, artistic, motivational reading. There exist different methods to foster velocity and accuracy. As an example, sustained readings that principally contains:

- Models with audio recordings, list of words
- With repeated readings: theatre plays, scholar radio transmissions, self-reading recordings.
- Intonation and pauses.
- Eco-reading (the teacher reads a phrase, and the pupil repeats simultaneous reading.

The teacher stops reading and occasionally invites students to read the following. To finish the process, it is the accuracy evaluation as follows:

- Oral reading word by word
- take notes about mistakes at the time to read in a loud voice.

To seal this process of reading comprehension. EFL, or in this case, ELE teachers use the reading skills above to develop the velocity at the time of reading but to reinforce student understanding, teachers use three practical tools to work with students that are the "pre-reading-while reading and post-reading activities" with the principal objective according to Giner et al. (2015). an excellent reader could be able of

- Read broadly
- Adding information with previous knowledge
- Have a malleable reading sophistication
- Motivation
- Depend on skills interrelation as perceptual, processing, phonemic processing, recall
- Read for determination

Reading for a purpose is to focus on a type of text or texts that set on individual reading skills to reach reading understanding. These skills tend to work with

- Linguistic proficiency
- Consultation competence
- Sociolinguistic accomplishment
- Calculated competence

Reading aims to obtain principal ideas to comprehend the author's principal and the general idea.

## **2.5 Material design**

The following section tends to gather information from the student's perception of reading skills; defining what is didactic material is essential. Schurz and Coumel (2020) have different explanations to represent the same process and mention that didactic resources and didactic materials are considered synonyms, and the terms of resources involve materials, means, and instruments. Give specific definitions; for example, materials are the authentication of students' knowledge to work with both implicit and explicit as long as instructors can work with either inductive or deductive instructions. To be able to observe unhappiness or happiness of the grammar structure methods to practice teaching language.

That serves as based on rational work. The resource is the set of accessible elements to resolve the necessary business operations. The following term is the medium that supplies a determinate goal, and the next is the implement or tool, commonly steel and iron, the artist's device. All those concepts above defines through (DRAE) (Diccionario de la lengua española).

During the development of the study, Richards and Rogers (2014, as cited in Schurz & Coumel, (2023) found that there are materials too common to use in the foreign class to support participant knowledge that the principals are.

- videos
- movies shorts
- audios
- radio programs
- photos and pictures
- social networks

Tomlinson (2011) introduces the term MATSDA, a foundation about materials development founded in 1993 with the aim of handout the enlargement of characteristic materials of second and foreign language students with the main point of gathering teachers, researchers, material writers, and post promulgators to motivate and assist the research principles across conferences workshops catering consultants and publishing books and journals. He enlists five things about what the expanding materials should do.

1. Shed light on terms and concepts used in counseling materials development.
2. conduct the methodical material evaluation
3. Contemplate possible material applications of material development present-day research into second language acquisition and language use.
4. Contemplate possible material applications in which both students and teachers believe treasure.
5. Ally researchers, writers, teachers, learners, and publishers with the idea of enlarging materials.

Table three emphasizes that Tomlinson (2011) defines materials as everything used in language learning as a tool, for example, videos, emails, dictionaries, grammar books, newspapers, photographs, and live talks. He defines material development as a source to promote language input, such as textbooks, stories, and advertisements. Other

materials mentioned are the ones for evaluation that estimate their value. It is essential to note that post-use evaluation materials exist as authentic, written, or spoken materials; some examples are newspaper articles, songs, novels, radio interviews, and instructions. Additionally, materials evaluation centered on reporting what learners learned in the class, and multimedia materials delegate students' skills to obtain feedback. Supplementary materials reinforce the abilities of reading, writing, and speaking. Self-access materials work with the student's autonomy; for example, use the library or a self-study center. Simplified texts help the student's reading process through simplification and reduction, such as shortening sentences and omitting or replacing words and structures. Lastly, materials of new technologies refer to current technology to discover the understanding, such as YouTube, chatrooms, blogs, Facebook, and video conferencing.

**Table 3**

*Terms of type materials and examples*

<b>TERM</b>	<b>REFERS TO</b>	<b>EXAMPLE</b>
Materials	Everything used in the language learning	videos, emails, DVD YouTube dictionaries, grammar books, workbooks, newspapers, photographs, and live talks.
Materials development	Refers to supply sources to promote language input.	Textbooks, tell stories, advertisements,
Materials evaluation	Refers to estimate the value of the materials	Whilst-use post-use evaluation materials
Authentic materials	Narrative either for written and spoken languages.	Newspaper article Rock song A novel Radio interview Instructions
Materials evolution	Centered to report learners' acquisition in the class.	
Multimedia materials	Empower students' skills to get feedback.	
Supplementary materials	Skills of reading writing listening and speaking.	

Self-access materials	Work the autonomy of the student	Used in a library. Self-study center
Simplified texts	Facilitate reading process. using simplification and reduction.	Shortening of sentences Omission, replacement of words or structures
New technologies	Nowadays technology source to find out understanding.	e-mails YouTube Chat rooms Blogs Facebook video conferencing

Source: Information taken from Tomlinson (2011)

Developing the classification of the materials table 1 above, is of utmost importance to work with some concepts regarding the difference between an L2 concept that refers to second and foreign languages and similar concepts. Following Tomlinson (2011) table four highlights the definition of a language awareness process and spotlights the benefits of helping students with language problems referring to a foreign or second language. Also, the purpose of L2 is a term used to refer to a foreign or second language. Still, at the same time, a foreign language is not generally utilized for communication in society. A second language refers to a language that is not the mother tongue of the person. Language use also demands productivity activities like stories, competitions with beginnings, or finals.

Another essential point to reach is the language data. Illustrate language use to arrange information about language employment. At the end of this section is language practice. The intention is not to employ language to communicate but to reinforce the skill of repetition.

**Table 4**

*Foreign language and the use of it*

<b>TERM</b>	<b>DEFINITION</b>	<b>EXAMPLE</b>
Language awareness process	Highlight the benefit of helping students pay attention to topics related to language.	

12	Refer to a foreign and second languages.	
Foreign language	Language that is only sometimes utilized in communication for society.	
Second language	It is not the mother tongue of the person	
Language use	Demands language productivity activities	Complete stories with beginnings or finals
Language data	Illustrate language used to arrange information about the language employment.	
Language practice	The intention is to reinforce the skill of repetition	

Source: Information taken from Tomlinson (2011)

Giving a meaningful following to the definition language of Tomlinson (2011) table 5 aims to explain, in the first place, the learning styles and, consequently, the different approaches that exist in an ELE class. Learning styles are the procedures in which students prefer to learn, and when they are considered in the teacher implementation, they help reach learning objectives (Juárez & Hernández, 2022). The learning styles can be auditory learners' visual learners' analytic learners, holistic or experiential learners, and kinesthetic learners. Communicative approaches Focus on helping learners develop communicative skills; for example, A weak communicative approach embraces teaching language forms to support learners in developing communication skills. A solid communicative approach imparts learners with experience in language usage learning talk to learn. The text-based system is a procedure in which the central point is the text rather than the teacher's presentation. Students first answer and later discuss the text features. Tasks-based approaches, other similar methods, and materials created through original tasks to give students experience language identical to the real world outside of the classroom.

Another essential point is communicative language, which Involves acquiring sociolinguistic and linguistic knowledge and skills. Another one is LIL (Language

integrated learning), which is an approach to obtaining a second or foreign language, attracting new knowledge content and skills, for example, Science, Composing, Music, and Playing a sport. To conclude the section on approaches, there is SLA that refers to the investigation and theory of the relation of learning a second or foreign language.

**Table 5**

*Learning styles and language approaches*

<b>TERM</b>	<b>REFERS TO</b>	<b>EXAMPLE</b>
LEARNING STYLES	The manners in which students prefer to learn, auditory learners' visual learners analytic learners, holistic or experiential learners and kinesthetic learners.	
COMMUNICATIVE APPROACHES	Help learners to develop communicative skills	A weak communicative approach support learners to develop the use for strong communicative approach learn talk to learn
TEXT BASED APPROACHES	The central point is the text rather the teacher presentation.	
TASKS BASED APPROACHES	Materials created through original tasks that aims students experiment similar language to the real world outside.	
COMMUNICATIVE COMPETENCE	Acquires sociolinguistic and linguistic knowledge and skills	
LIL (LANGUAGE INTEGRATED LEARNING)	obtains a second or foreign language attracting new knowledge content and skills	SCIENCE COMPOSING MUSIC PLATING A SPORT
SLA	Refers to the investigation and theory with the relation of learning	

Source: Information taken from Tomlinson (2011)

Following Tomlinson (2011) manner of materials classification, table six aims to work with some examples of materials usage in the corresponding approach. For example, to illustrate concordances, think about a list of language representations containing the exact words; another is a corpus, a collection of original texts to find out how to use the language. Some examples are the corpus of English newspapers and legal documents. A good definition of a course book is a textbook that supplies core materials for a language learning course. There is just one book delivered to work on grammar, pronunciation, reading, writing, listening, and speaking. The discovery activity invests energy and attention to bring light language by itself; examples are Work rules of report speech.

The use of the verb modal must use ellipsis in recorded conversations. The following approach is English as lingua franca ELF used for non-native speakers to communicate; some linguistics contemplate ELF as a variety of English to consider the use of English. Experiential learning refers to the manner of learning English through the use of experience rather than conscious language items. In this case, the samples are Reading a novel, listening to a song, and Participating in a project. Another approach is the global course book, which is not for learners from a particular culture or country; furthermore, lexical approaches center on vocabulary and available alternatives to communicate different connotations for individual goals.

Lexical chunks are phrases of words utilized with a single meaning. The educational task also reproduces real-world assignments intending to facilitate language learning across real homework. Some good examples of this are Completing half dialogues, filling in the blanks, working out the meaning of words, and using Clues in a text to make them authentic. Along with this, the famous approach PPP Process of teaching language follows a sequence presentation practice and production of an item.

Some tasks are activities pupils use in language communication to obtain personal objectives. Texts are materials where Language trial presents the pupils with their language. These contain the most common examples like Poem, Newspaper article,

A passage about pollution, a song, a film, a conversation, an extract of a novel or play. To complete this section about materials, it is essential to finish with a workbook, which is a complementary book where students can practice extra activities and, in the end, can find the answer key for the self-evaluation.

**Table 6**

*Materials examples*

<b>Term</b>	<b>Refers to</b>	<b>Example</b>
Concordances		A list of representation language contains the same words.
Corpus	Accumulate original texts collection to find out the language used	Corpus English newspapers Corpus of legal documents.
Course book	A textbook supplies the core-materials.	One book to work on grammar, pronunciation, reading, writing, listening, and speaking.
Discovery activity	Invest energy attention to bring light language by itself.	Rules of report speech Use of modal verb must Use of ellipsis in recorded conversations.
Elf	English as lingua franca, utilized by non-native speakers to bring about communication.	Linguistics contemplate ELF as a variety of English considering the use of English.
Experiential learning	manners of learning English by experience, a somewhat conscious language.	Reading a novel Listening a song Taking part in a project.
Global course book	It is not created for learners from a particular culture or country.	
<b>Lexical approaches</b>	Centers in the use of vocabulary, to communicate different connotation.	
<b>Lexical chunks</b>	Group of words utilized with a single meaning.	

<b>Pedagogic task</b>	Reproduce real world assignments.	Complete half dialogues Fill the blanks Working out the meaning of words Clues in a text To make them authentic.
<b>PPP</b>	(presentation, practice, and production) of a specific topic.	
<b>Tasks</b>	Activities that pupils use in the language communication to obtain personal objectives.	
<b>Text</b>	Language material presented to the pupils of their language.	Poem Newspaper article A passage about pollution A song A film A living conversation An extract of a novel or play
<b>Workbook</b>	A complementary book with extra activities and, at the end, the answer key for the self-evaluation.	

Source: Information taken from Tomlinson (2011)

## Chapter III Methodology

### 3.0 Introduction

This study section has eight parts: method, research, context, sampling, participants, data collection techniques, instruments and participants, ethical considerations, procedure, and data analysis.

### 3.1 Method

Hernández Sampieri and Mendoza (2018) mention that acknowledged research investigation is a mixed process for others highly correlated. He divides three types of research: quantitative, qualitative, and diverse. A quantitative method portrays a union of common procedures that employ data volume up to demonstrate a hypothesis based on the medical measurement and statistical analysis to show beyond doubt the behavioral standards to manifest theories. At the same time, it mentions that qualitative research answers the research questions and hypothesis to act into the data collection and the mixed research focuses.

Creswell (2023) mentions that qualitative research reviews social and human science surveys in a permissible way without apologizing or comparing quantitative analysis. Using the case study, according to Creswell (2023), the researcher surveys the authentic life modern, tied structure (a case) or various bound structures (cases) along complete data gathering concerning numerous information origins, for example, examination, interrogations, auditory matters, files and announces. The survey element in the case of the study can be a variety (multisite study) or a single (a within-site research).

The following research is considered qualitative and a case of study due to the use of horror story tales search to see student's perceptions about reading horror tales to promote reading skills in a Spanish heritage speaker child.

### **3.2 Context research**

The present study aims to work at an institute of foreign languages called Private English School located in the San Lucas Atoyatenco community in the San Martin Texmelucan state of Puebla Mexico. The mission of this institution is to work individually with the improvement and development of language necessity skills of the students (reading comprehension, speaking, listening, and writing abilities, always using an ethical and moral code about the student as the priority. The sign-up pupils are mainly in English and French grids. Still, specifically for the characteristics of this project, the population study will be tentatively oriented as a case study due to the participation of bilingual multiracial seven-year-olds with Spanish as their heritage language.

### **3.3 Sampling**

Sampieri et al. (2014) clarify that sampling during the qualitative process refers to an assembly of people gathering incidents and clanships on which data would have recollected without it would be undoubtedly analytical for the population that has been studied. Ragin et al. (2013, as cited in Sampieri et al., 2014) state that, commonly, qualitative research uses non-probabilistic or directed sampling because the element selection depends on the attributes of the examination.

But at the same time, this study will be supported by suitability sampling, which focuses on available cases where the researcher can work hand by hand.

### **3.4 Participants**

This study could have been developed thanks to the Private English Institute located in the municipality of San Lucas Atoyatenco in San Martin Texmelucan Puebla and to the participation of a multiracial, male Spanish heritage speaker, eight students.

### **3.5 Data collection techniques, instruments, and materials**

The following step of this study Works with the data collection of an investigation. Sampieri et al. (2014) discuss the data collection search for data that will become

knowledge for qualitative research. The investigator is the instrument it develops in natural scenarios. The variable is not measurable, and the tools usually used are:

1. Footnotes and Field binnacle.
2. Watching.
3. Question and answer sessions.
4. Focus groups.
5. Documents, artifacts, and records.
6. Life stories and biographies.

At the same time, Kabir (2016) says data collection is the procedure of gathering and calculating interesting information on mobiles.

#### Instruments

The primary data collects information in the qualitative field since the source is unreliable and not posted. The authorities often used 1) Experiments, 2) surveys, 3) questionnaires, and 4) interviews.

According to the structure of this paper, the principal focus will be the interview method, which, along with Kabir (2016) develops the movement of asking and giving answers and can stay into individual face-to-face and group face-to-face, electronic devices in both cases, Interviews are dividing into three, 1) structured 2) semi-structured 3) unstructured.

Structured interviews by the interviewer interrogating and requesting similar types of questions, often, the discussions have bounded categories, and there is no variation among them. The principal characteristic of this type of interview is that the interviewer takes a neutral role, looks friendly, and does not interfere with a personal opinion. In semi-structured interviews, the interviewer and respondent follow a formal line, and a standard lead follows the discussion. The benefits of this type enable figures to have the privilege to evidence the communication about a point of view by oneself;

this kind of interrogation compares and secures qualitative data—unstructured interview. Have a scheduled session; there is no complete lead, but the interviewer builds up the answers to open up solutions to express in a freeway, and usually are open-ended to control the idea and master the rhythm. The benefits of this type are that it develops the understanding to appreciate cultural experience and surroundings and permits inquiring into the particular topic of interest to examine precursory grasp, allowing the expansion of the field research. Summarizing interviews depending on the chosen type can be seen thanks to the participants who explain with specific details what happened, giving their perspectives and social hints such as voice, intonation, and body language.

The advantages of another set of interviews are, for example, the verbal and non-verbal language of the interviewee, the investigator building up the questions and the path to reach the information enough for the study, the investigators equally internalize, showing a detailed description of people's feelings.. This thing in the quantitative method is hard to obtain.

On the other hand, there also exist some disadvantages during the development of the interviews Kabir (2016) mentions the following data.

- Obstacles to planning the interview, like planning the time and place.
- Cancellation of interviewees at the last minute.
- During the interrogation, the interviewer has to be in charge of the loss of information, like perceiving the interviewee as enjoyable, making eye contact, and choosing the following questions.
- Encoding system is time-consuming before, during, and after the process.
- When comparing populations, somebody can miss information because it is less exact than the quantitative method.

## **Materials**

The material proposed in this investigation to work with the horror tales (stories) in a printed manner was the horror tale Bluebeard in Spanish “Barba Azul” written for the first time in a composed way. According to Charles Perrault y “Los Macabros Cuentos Populares” (2022) Charles Perrault, a French writer during the century XIX gathered a group of tales told orally in the middle age with ghoulish versions, among them the “Blue beard” to expose the daily life in that decade. Years later, the famous Grimm Brothers re-wrote the tales, contributing a moral to the kids to make them agreeable. The material used was adapted, using the story and picture version of Barba Azul from Bibliotheca Digital Instituto Latinoamericano de la communication Educativa (ILCE) (2023) of 14 pages divided into three different reading activities, all of them have the scheduled to work in three extra days of the week; tentatively Monday, Wednesday and Friday during labor breaks with 30 minutes approximated to spend in each one of them, the three complete activities are in Appendix B.

The first activity contains pre-reading, during, and post-reading training, with a length of 2 sheets and a colorful zig zag page border. The pre-reading activity explains in Spanish the instruction about observing the cover of the tale. The mask contains a drawing used from Biblioteca Digital Instituto Latinoamericano de la comunicacion Educativa (ILCE) (2023) about a fat middle age with a long gray man wearing black trousers and a t-shirt with a scary smile and, most importantly, blue beard, under him there is like a brown path guiding a dangerous black castle, between the man and the castle, there is as well a horrible black raven, as background there is a big green kind of cloud, in the right side next to Bluebeard there is the title in Spanish “Barba Azul” and the name of the author “ Charles Perrault” in medium size letter. The activity consists of the participant describing in detail and making inferences about what could happen in the reading,

answering in an oral and written manner the following three questions in Spanish; consult Appendix B.

- 1) What do you think the story is about looking at the cover?
- 2) What do you think is the development of the story?
- 3) Why do you think the character has a blue beard?

Then, the second instruction is also explained in Spanish. (Appendix B) The participant must read aloud the text to work with rhythm, intonation, and stress, as much as the participant can develop the skill of reading six paragraphs among eight and ten sentences, each one of them along to the teacher, to reinforce pronunciation and some doubts about the vocabulary. Next to the narration in paragraph number one, nine sentences in length, there is an image to illustrate the tale events, where appears the fat man already presented on the cover with long and gray hair and the Bluebeard next to two deconcentrated skinny housekeepers wearing a pink and green dress. The second paragraph contains four sentences. On the left side in paragraph number three, once again, there is an image of the same man and just one housekeeper. In this scene, he gives her a bouquet, and some hearts are above the man. Above the girl is a kind of angel playing the trumpet with a white robe. On the second page, the length of the first paragraph is around 12 and 13 lines and the second with a size of 6. In the reading, on the left side of the first paragraph, the student finds another image where the scary skinny with a green dress woman is looking at herself in an entire round golden body mirror, a reflection in grey color and for post-reading answer seven questions about true or false according to the text details and later orally and written infer the following events.

The second and final paragraph of this first activity contains six sentences. Appendix B. Between this and the above paragraph is another picture of the scary skinny housekeeper with long, straight black hair, wearing a green dress, kneeling, and trying to open a brown door with a minor key. After all the reading, activity number one in Spanish

says, “Mark true (v) or false (f) the following statements. Sentences one, two, four, and six are for inference, and the rest are textual answers. Activity number two in Spanish says, “Answer the question.” Again, to continue working, inference says What do you think will happen next? The student has to answer orally and in a written manner the thoughts.

**Table 7**

*Activities first part of the tale*

<b>Pre-activity</b>	Answers the questions to infer the developing of the tale. ¿De qué crees que se trate el cuento viendo la portada? ¿Cuál piensas que sea el desarrollo del cuento ¿Por qué piensas que el personaje tiene Barba Azul?
<b>During-activity</b>	Read the lecture at loud with the teacher to work pronunciation and rhythm
<b>Post-activity</b>	Answer six statements of the country with true or false.
<b>Discussion activity</b>	Answer oral and written the question ¿Qué crees que pase después? to continue working inference

Source: Information taken from: own source

The second activity has the same structure, see (Appendix B) with three sheets of length containing pre-activity, during, and post-reading activities. In the pre-reading one, the participant reads the instruction in Spanish “Escribe las cosas que pasaron al principio en el medio y al final de la lectura de la parte uno”. The student observes a table divided into three sections and has to write the beginning, the body, and the last part of the previous activity very briefly; therefore, as during the lecture activity, the instruction says, “Read the story aloud and fill in the blanks with the words in the box.” above the lecture there is a table with four different parts of the text marked with a), b), c), d). During the

study, the participant has to read the text and, inferencing the context of the tale, fill in some blanks regarding the events that happened.

The paragraph of this second activity lengths around seven lines; the sixth line is the missing one, and on the left side, there is an image of a minor grey old key spotted sang around it; the second paragraph has tenth lines in the eighth line it is blank at the right of the student finds an image of a furious fat man with blue beard picturing in a bubble the maid kneeling opening the door. The following paragraph has approximately ten lines; the first line is a blank space. The following paragraph is about 12 lines. Next to lines two to six on the right side is an image of the housekeeper with a false big and white smile. On the left side, the participant observes a picture of a knife.

There are two activities as post-reading. Activity number one, as a post-reading, mentions in Spanish in the instructions, “Order the events from beginning to end from one to six.” There are six literal statements from the tale which the student has ordered. Activity number 2, or the discussion, has the following two questions in Spanish that must be answered in a written manner and orally. (See Appendix B)

- a. What do you think is the development of the story?
- b. What do you think will happen to the housekeeper and her sister?

**Table 8**

*Activities part two of the tale*

Pre-activity	Fill a chart explaining the beginning the body and the conclusion of the first part of the tale.
During-activity	Fill the blanks along the reading with the chart before the reading
Post-activity	Activity 1 Order six statements according to the events in the tale
Discussion part two	¿Cuál crees que sea el desarrollo del cuento?

Source: Information taken from: own source

Finally, part three (see Appendix B), with a length of two sheets, is designed similarly: pre-activity activates previous knowledge, a during activity reinforces the lecture aloud, and a post-reading movement to gather all the knowledge. In the pre-reading activity instruction mentioned in Spanish, “Write what happened at the beginning, middle, and end of the previous part of the story by answering the following questions,” the student has to answer six open questions about the previous part of the tale the questions once again are in Spanish,

- What period do you think the story takes place?
- How do you imagine Bluebeard?
- How do you imagine the maiden?
- Why do you think the key, other than magic, didn't erase the blood?
- Why do you think Bluebeard trusted her with the key if he knew he could find the cabinet?
- If you were the maid's sister, what else could you do to help her?

The activity consists of the student has to read aloud the text. In this case, the last part of the tale has four paragraphs. The first one is from eleven sentences. On the right side, among sentences one to five, there is an image again from Biblioteca Digital Instituto Latinoamericano de la comunicacion Educativa ILCE (2023) where there is a green door in a middle oval shape. There is a musketeer dressed in a loose green shirt, brown pants, and black shoes holding a sharp, long, and grey sword, another musketeer in the dragon's shoulders with pretty much the same characteristics as the previous one, and a brown with the long tail dragon. At the bottom of the sheet on the left side next to the second paragraph, the participant finds the last picture, where it can be observed Blue

Bear's wife is dressed in green dresses, her sister is dressed in a pink dress, and between them, two handsome gentlemen wearing brown trousers and green shirts, the man next to the maid wearing a lacy collar, of course, the maid and her sister looking at them lovely and all showing a happy smile. The last part of the tale is on the following page, the length of five sentences, and as in every good story, the end concludes the adventure.

The activity two, post-reading, the instruction in Spanish says, "Answer the multiple response questions". The student must reply to five multiple questions here. Questions number four and five are for inferencing, and one, two, and three are literal choosing between a, b, or c options.

To conclude, the last activity of this third part follows the same structure as the previous one; it is about a discussion where the student has to give his opinion written and orally about the complete tale, likes, and dislikes through the following two questions in Spanish.

1. 1 What do you think would have happened if Bluebeard managed to kill the maiden?
2. What other ending would you have liked for the story?

### Table 9

#### Activities Reading part three

<b>Pre-activity</b>	<p>Write the events at the beginning in the middle and at the end of the previous part through four questions</p> <p>What period do you think the story takes place?</p> <p>How do you imagine Bluebeard?</p> <p>How do you imagine the maiden?</p> <p>Why do you think the key, other than magic, didn't erase the blood?</p> <p>Why do you think Bluebeard trusted her with the key if he knew he could find the cabinet?</p>
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<b>During-activity</b>	Read the last part of the tale aloud to review intonation and rhythm.
<b>Post- activity</b>	Complete six statements of multiple answers
<b>Discussion 3</b>	Answer the open questions written and orally. 1 What do you think would have happened if Bluebeard managed to kill the maiden? 2 What other ending would you have liked for the story?

Source: Information taken from own source

### 3.6 Procedure

This study occupied a horror tale, a version from “Barba Azul” from Biblioteca Digital Instituto Latinoamericano de la Comunicación Educativa (ILCE) (2023) of 14 pages divided into three different reading activities. The instructor developed an action after the parents were permitted to collaborate with the participant. The instructor showed the permission and signature on Friday. What allowed the following Monday to start collaborating with the participant?

The first part or stage was developed with the participant one Monday in July at five p.m. The instructor explained to the participant that the activity would be divided into three sections and asked to read the instructions next to her; at the time the participant understood the first section, the description of the book cover lasted between two and three minutes, so that the instruction read three questions related to the surface of the book see appendix B, the answer of the student was of six words as length, in the second question the answer was of three words, in the las question the answer was of four words. Because he was not sure and was a little bit nervous and anxious about going out with his cousins to play, the instructor read and explained the instructions for the during-activity in Spanish. The participant started to read the tale with certain slowness in the phrases he

did not recognize at first sight. The participant spent around ten minutes reading the story; there were moments in which he wanted to read faster without pauses, so the instructor stopped him to mark those intonations and provide him with certain correctness in the pronunciation. The instructor could observe that the participant understood the tale despite the unrecognized vocabulary.

As a post activity, the instructor asked to read the instructions aloud and then read the statements to say true or false depending on the tale at the time the student was answering the ideas he was explaining according to his point of view why the answer was true or untrue this activity has a duration of three minutes approximately. At this point, the instructor observed the participant was more focused and enthusiastic about the reading. The final training or discussion for this first part consisted of the participant having to answer using inferencing the question, what do you think could pass then? The participant answers approximately seven words in oral and written manner. The participant could explain more, but in that first session, there was a distraction that unfortunately had to leave the activity until that point.

The second activity realized the following Wednesday that the structure was too similar, so, in this case, the instructor asked the participant to read the instructions aloud; she asked as a pre-activity to answer three simple questions, see Appendix B

1. What happened at the beginning of the previous part?
2. what happened in the middle?
3. What happened at the end?

This session was also because the instructor's perception was complex because they had fought with the mom, so he was moody. Despite that, the participant answered concretely the three questions: the first one with an answer of five letters as length, the second question with seven words of size as an answer, and the last one again with five words written and orally; this part took around two minutes as a length. Next, the

instructor requested the participant read the instructions during the activity. The instructor put an iPad in front of him, and with this tool, the participant had to continue the reading aloud because, in the print activity, he had to fill in some blank spaces along the text. Moreover, the participant read quickly in some parts and stopped in unfamiliar words. He looked concentrated when he found the empty spaces. Because he had to corroborate them without visual help on the iPad. He took around five to eight minutes to read the text and another eight minutes to fill the spaces.

As a post-activity, the instructor read the instructions to the participant to explain that he had to read six statements and order the facts according to his point of view. Likewise, the participant was reading; he started calling the events, explaining why he put that order. Like an instructor's perception, the participant was still nervous about doing something else, but the activities made him think in the tale. The movement has a duration of approximately eight minutes approximately. The second activity of this post-activity part was to answer a discussion of 2 questions, inferring the final part of the tale:

- What do you think will be the story's development?
- What do you think will pass to the housekeeper and her sister?

The participant answered both questions with just one single answer of eleven words in a sentence; this was the fastest activity, with a length of one minute.

The final part of these activities was the following Friday. The participant on this occasion was calmer. They were following the structure of the previous parts. The instructor asked the student to read the instructions, explaining once again he had to say what happened at the beginning, the middle, and the end of the previous part, answering, in this case, six questions see (Appendix B).

- In which period do you think this story develops?
- How do you imagine Bluebeard?

- How do you envision the housekeeper?
- Why do you think the key does not erase the blood besides magic?
- Why do you think Blue Beard trusted the key to the housekeeper if he knew she

could find the cabinet?

- If you were the sister's housekeeper, what could you do to help her?

The answer to the first question had two words; the second question had eight words the question. The third answer contained the exact seven words, approx. The fourth answer had eleven words, the fifth answer only four, and the final solution had seven words. The length of this activity was three minutes—similar to the conditioning part one during the training. The instructor requested the student to read the instructions; the participant only had to read the final part of the tale aloud, observing the rhythm of the reading; this last part improved next to the intonation. He understood to make pauses in the commas or colon. However, the instructor guided him to pronounce the words he struggled with. The reading length was approximately seven minutes.

Then she asked him to read the pot-reading activity's instructions, in which she explained that he had to read the statement and choose among three answers. At the same time, the participant was reading and selecting the correct one; he was explaining her according to his point of view. This activity lasted approximately three minutes approx. As the final activity of these three parts was discussion number three, the instructor requested the participant to read the instructions aloud. Meanwhile, the instructor explained in a better manner. The activity consisted of answering the following two questions:

1. What do you think could happen if Bluebeard gets to murder the housekeeper?
2. What other final would you like for the tale?

Question number one had a short answer of eleven words, and the second answer had thirteen words; the instructor's perception of the participant in this last activity is

similar to the above ones with the actions the student got attention to because he had to pay attention to the statements. The length of this final activity was of two minutes.

### **3.7 Ethical considerations**

To achieve this study with anticipation, the instructor talked with the participant to see if there was a possibility to help with it; in the same manner, his mother, in fact to mother and father, the instructor presented a consent letter in Spanish see (Appendix A), explaining the kind of activities and clarifying that any personal information will appear in the study and will have used only for academically purposes, at the same time as this paper is in English the consent letter is in English as well, (see Appendix A). According to Abrar and Sidik (2019) ethical considerations are the child protection rights to protect them from abuse and mistreatment manipulation to appreciate their rights with a dynamic role in society and permit the participant to exhibit their point of view and opinion about life issues. They are following the idea that children's established principles are similar to those of a mature person.

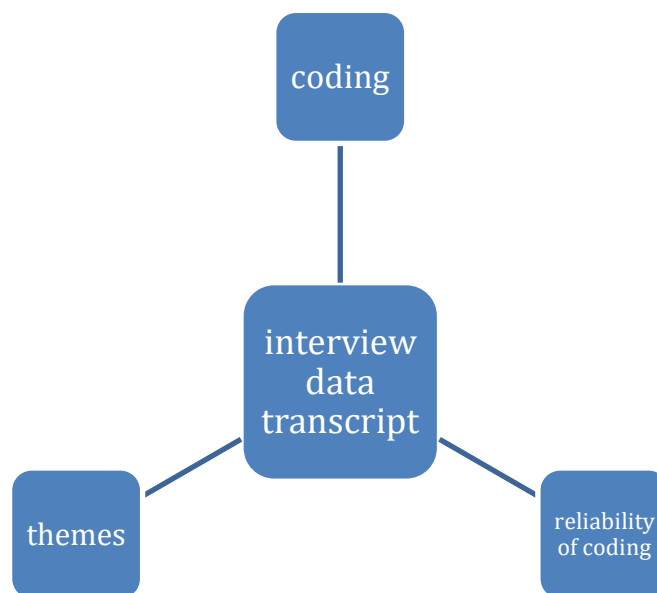
### **3.8 Data Analysis**

Belotto (2018) establishes that qualitative research passes some stages to comprehend the data using a semi-structured interview. Those stages are coding, interrater reliability, and development of the themes. “The semi-structured interview purposed to guarantee the same main information from one and all pupils while saying that it's bouncy to research detailed the abundant histories of involvements of players participated” (Belotto, 2018, p. 2623). The same author talks about the part of coding that is the operation that authorizes the explanation of long fragments of information in new manners to make up tags according to expectations, experience, satisfaction, and dissatisfaction.

The following step is the interrater reliability, which explains the trust and conviction about the findings to confirm the equilibrium of the research. The first step is

to transcribe the whole conversation to create some codes. The first code checks the text's reliability, and the second compares the interpretations to finish the conciliation of pro and counter codes.

Developing the themes works hand in hand with coding and reliability so that the coding rings up themes related to the investigation questions. Once the transcripts passed to a technological tool, the next step is linking the coding match with the pieces to look forward in further studies.



*figure 1: data analysis*

*source: own elaboration*

## **Chapter IV: Results**

This chapter investigates, evaluates, and explains the results of the data analysis of a semi-structured interview point of view about a series of activities to observe the student's perception of a horror story and the quantity of story comprehension. The structure of the chapter consists of the participant's description of the activities and procedures. Then, the qualitative perceptions of the student and counselor. To reach the proposal objectives, a recorded video was used to perceive and examine the process of the perception during the semi-structured interview at the end of the three parts of the story.

### **4.1 Participants**

The participant was a multiracial eight-year-old from the community of San Lucas Atoyatenco in San Martin Texmelucan, in the languages institute "Private English school."

### **4.2 Tests Results**

Ensuring the qualitative data from the instruments applied is revealed.

#### **4.2.1 Results First Session**

I was retaking the complete description in section three about the procedure. The first session contained a pre-activity related to the first part of the story. The activity was to show the participant the cover of the tale according to his point of view. He had to answer two questions about what he thought could happen in the story. The second activity was to read the first part of the story with the teacher, and the third activity was about answering true or false statements of the story.

Since the instructor's point of view in the first part of the session, the participant needed clarification about the development of the session. Also, at the same time, he was a little bit nervous and anxious about going out with his cousins to play. That was why he

answered emphatically and not too enthusiastically because he did not know what to expect.

During the reading period, the participant read the text slowly, and the lecturer showed himself distracted. As mentioned, the slowness was because he was not used to reading too frequently and stopped into vocabulary he was not related to. For example, the words "festines, and aposentos" words that it was clear he did not know, but he referred to the context of the paragraph he was reading. For other vocabulary words such as "brocado, bargueños, plata recamada" He had to ask the instructor the definitions and meanings in Spanish to comprehend them.

For the third activity, there was little problem; as long as he read the statements, he answered true or false without re-reading the story. The participant was concentrated and anxious to finish the activity quickly. And for the last action in the discussion part, he answered similarly with the book's cover, a fast answer. This instructor observation is observed in (Appendix C), during the interview, when the instructor asks the participant to answer: Did you like the horror tale? The participant just said: - Aja, I liked it- with certain doubt and anger. For a more extended context, the instructor asked – Ok, why did it like you? and his simple answer was –Because I understood the horror tale just to do it faster.

#### **4.2.2 Results Second Session**

The second session contained stages similar to session number one, as described in the previous section. In the first activity, the participant had to answer what was happening at the beginning in the middle, and at the end of the first part of the tale. The second activity was to read the story and fill in some text blanks. The third activity put in order some events in the reading and a discussion activity with a question.

Above all, the development of this session was the hardest because, as I have mentioned in the previous activity, the instructor challenged the participant behavior

because he had had a conflict with his mom. The participant looked annoyed; his eyes moved to the opposite side, and he was holding the pencil with pressure because his graph looked darker than in the previous session. The instructor continued normally and noticed that the face of the participant suddenly started to relax when he began to read the story. When observing that he had to complete the blanks, he sighed, and his eyes moved from one side to the other without changing the neutral position on the rest of the face. In the interview section in the appendix C. When the instructor asked the participant what did you like about this second part? The participant answered, “I liked the part where I could put the beginning of the development and put those things (pointing to the part where he had to fill in some blanks in the story).” Once again, he showed anxiety when observing his cousins waiting for him to play, which caused more interaction with the instructor when ordering the events, and the discussion part was the first thing he came out of.

#### **4.2.3 Results Third Session**

The third session contained a first activity to answer six questions related to the previous part of the story. The second activity was finishing reading the last part of the story; the third activity was to answer some questions with multiple answers, and the discussion section had two questions.

From the observations, the third session was simple because when she looked at the participant to get into the classroom, he looked more sociable and asked her if it would be the same structure as the previous days. But even so, he was nervous and excited to finish the activities as fast as he could because he could go to play again. Therefore, for the first activity, he requested to see the last activity superficially once he finished writing the answers in the paper. Then he commented on the reply with the instructor, and then he started to read the last part of the story without making too many pauses as in the previous sessions. He even made a surprised face at the end, and then, with super velocity, the participant read the questions with multiple answers and answered them. At the same

time, he commented on the reason with the instructor. The instructor's observation is supported in the section of Appendix C during the interview when the instructor asked him –did you consider the vocabulary shown in the story it was difficult? The participant answered: “It is easy to figure the language out. It is not too difficult. Even when it is a story for old people, it is understandable.” To finish, he answered calmly but with a rush the discussion part.

#### **4.2.4 Interview Results**

Appendix C contains the transcript of the final interview with the participant after the three sessions to work on a horror story. At first sight, it was similar to the third session from the instructor's point of view; the participant arrived at the classroom in good humor. The participant had a neutral face. He did not observe fun or bored.

The instructor explained that he had to observe the activities from part one with the three movements, later part two with the three activities, and the same for the activities in the three. The participant took one minute to observe each of them, focusing on the pre-, during, and post-reading activities. He pointed out to the instructor when he was ready.

The semi-structured interview had five simple questions related to the design of material activities, complexity, and understanding of vocabulary perception. When answering, the participant showed tranquility and confidence in roughly remembering the story events. When the instructor asked him –Did you understand the story? In the session number one. He emphasized that he understood the story and liked the activities because they made him focus on detail. He mentioned: “My favorite part was the second session because it contained activities to pay more attention to. He also emphasized that he liked horror tales but more with the content of supernatural creatures such as wolves, witches, etc.”

## **Chapter V: Conclusions**

This chapter aims to argue the findings from Chapter IV. The following manner structures this chapter to reinforce the conclusions: implications for practice, limitations found, and suggestions for further research.

### **5.1 Conclusions**

It is time to analyze if the results of the section data analysis in chapter III answered the research question: What are student perceptions about horror tales to promote Reading skills in a heritage Spanish student?

It is regarding the previous research question. It is concluded that using horror tales is an effective tool to close the student's reading skills at the time of reading. Following three critical observations:

The first observation deals with researchers being aware of the type of vocabulary during the lecture even when the main objective is not working with the language. If the participant does not recognize a word because it is new in his lexicon, the reading is slow and slightly clumsy until he connects the order of the events. The lack of knowledge of the words at literal and inferential levels hurts the participant to doubt the reading development (Ali et al., 2022)

The second observation works with how engaging the reading activities are. The participant showed more interest during the activities of finding literal information. For example, in their research project, Nurjanah and Putri (2022) found that finding literal information through activities constructs the base to establish the text understanding thanks to activities as answers true or false or matching information in text blanks.

The third observation is the election of horror tales because everything that is related to murder psychos is considered horror, but stories with supernatural creatures belong to the genre.

For example, Martin (2019) explains that the horror genre, which is based on mutilation and infliction of pain, has two variations. The first is the psychological thriller that works with the fabrication of suspense and fright, and the second is the supernatural thriller that works with death, deformity, putrefaction, darkness, invasion, mutation, and extreme instability.

## **5.2 Implications**

In agreement with the research project's findings, there are a few recommendations for the instructors who want to design horror tales (stories) materials to work on reading skills with the participants. Reading skills is the procedure of gaining an understanding to decode the following stages:

1. Logographical that is no other thing than observing words without knowing the meaning.
2. Phoneme–grapheme, which, as the name says, settles the sound to proceed to unify into syllables to finish with the last stage.
3. Orthographic decoding, where new words are recognized and deposited in a long-term memory bank to use in the future (Næss et al., 2021)

## **5.3 Limitations**

In correspondence to the settled method for research, data collection validity and readability will be pretentious. This investigation applied qualitative non-experimental examination research because of the time it was created and implemented. One limitation of this study is that the vocabulary in the reading is different for a boy or a girl of seven years old, who is reinforcing the process of reading writing and is not used to reading by pleasure.

The second limitation is the participant's attitude due to the background he carried from home changed from one session to the following and, consequently, his development in the inferential exercises.

#### **5.4 Suggestions for further reading**

Nowadays, it is challenging to find literacy related to this topic. Future studies regarding similar issues about students' activities during a horror tale to promote reading skills with kids learning or reinforcing Spanish will be an open window. Developing the activities related to the events in the reading made the participant interested in the lecture. It will be a good hook for promoting reading, not only for professors during the educational environment but also for parents. Overall, it is essential to add the selection of the horror tale to fully catch the participant's attention about the plot and the characters.

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## Appendix A

### Consent letter

The following study will be conducted for Professor Maria de Lourdes Loaiza Juarez in the Private English language center. The study in the Spanish area for foreigners aims to promote reading and reading comprehension by designing three different activities, each with a pre-reading activity, a during-reading activity, and a post-reading activity through the "Blue Beard horror tale of Charles Perrault." Professor in the politest manner. I am requesting permission for your son's participation in this investigation. The involvement of your son is strictly voluntary. All collected information is confidential and will not be used for other purposes. The answers to the different activities will be anonymous and qualitatively analyzed through questionnaires. The participation of your son is easier. He will have to read the story divided into three parts, each part with an activity pre-reading, an activity during the reading, and an activity post-reading. Each piece will take around 20-30 minutes on Monday, Wednesday, and Friday. If you agree with your child being part of the process, you could ask questions during the participation.

I \_\_\_\_\_ have read the provided information.  
I consent to voluntary participation in this study and comprehend that my child's participation is essential.

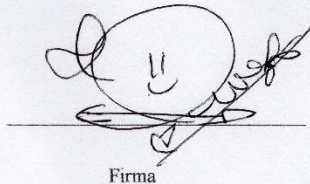
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Signature

### Consentimiento informado para padres y/o tutores

El siguiente estudio es llevado a cabo por la maestra de inglés María de Lourdes Loaiza Juárez en el centro de idiomas "Private English". El estudio en el área de español para extranjeros tiene la finalidad de "promover la lectura y la comprensión lectora con el diseño de tres actividades diferentes cada una de ellas con una actividad antes de la lectura, durante la lectura y después de la lectura través del cuento de terror Barba Azul de Charles Perrault". Profesora, de una educada manera me dirijo a usted para solicitar su permiso para la participación de su hijo, en este estudio de investigación. La participación de su hijo para este estudio es estrictamente voluntaria. Toda la información recolectada es confidencial y no se usará para ningún otro propósito. Las respuestas a las diferentes actividades serán cuestionarios serán analizadas de una manera cualitativa, por lo tanto, serán anónimas. La participación de su hijo/a es muy sencilla, deberá leer el cuento dividido en tres diferentes actividades con una actividad a contestar antes de la lectura, una durante y una después, cada parte está pensada para tomar aproximadamente 20-30 minutos Los días Lunes Miércoles y viernes. Si usted, accede a que su hijo (a) sea parte del proceso, podrá hacer preguntas en cualquier momento durante su participación.

Yo Susana Roldán Escalera he leído la información proporcionada. Consiento voluntariamente la participación de mi hijo (a) en esta investigación como participante y entiendo que la participación de mi hijo (a) es muy importante.



Firma

## Appendix B

### Activity 1

#### BARBA AZUL CHARLES FERRAULT

##### Actividad de Pre-lectura



Instrucciones: Mira la portada del libro y contesta las preguntas.

¿De qué crees que se trate el cuento mirando la portada?

¿Cuál piensas que sea el desarrollo del cuento?

¿Por qué piensas que el personaje tiene barba azul?

##### Durante la lectura

**INSTRUCCIONES:** Lee el cuento en voz alta en compañía de tu profesora

Había una vez un hombre que tenía hermosas casas en la ciudad y en el campo, vajilla de oro y plata, muebles forrados en finísimo brocado y carrozas todas doradas. Pero desgraciadamente, este hombre tenía la barba azul; esto le daba un aspecto tan feo y terrible que todas las mujeres y las jóvenes le temían. Una vez suya, dama distinguida, tenía dos hijas hermosísimas. Él le pidió la mano de una de ellas, dejando a su elección cuál quería darle. Ninguna de las dos quería y se lo pasaban una a la otra, pues no podían resignarse a tener un marido con la barba azul. Pero lo que más les disgustaba era que ya se había casado varias veces y nadie sabía qué había pasado con esas mujeres.



Barba Azul, para conocerlas, las invitó con su madre y tres o cuatro de sus mejores amigas, y algunos jóvenes de la comarca, a una de sus casas de campo, donde permanecieron ocho días completos. El tiempo se les iba en paseos, cacerías, pesca, bailes, festines, meriendas y cenas; nadie dormía y se pasaban la noche entre bromas y diversiones. En fin, todo marchó bien y la menor de las jóvenes empezó a encontrar que el dueño de la casa ya no tenía la barba tan azul y que era un hombre muy correcto. Tan pronto hubieron llegado a la ciudad, quedó arreglada la boda.



Al cabo de un mes, Barba Azul le dijo a su mujer que tenía que viajar a provincia por seis semanas debido a un negocio importante; le pidió que se divertiera en su ausencia, que invitara sus buenas amigas, que las llevara al campo si lo deseaban, que se diera gusto.

—He aquí, —le dijo—, las llaves de los dos guardamuebles, estas son las de la vajilla de oro y plata que no se ocupa todos los días, aquí están las de los estuches donde guardo mis pedrerías, y esta es la llave maestra de todos los aposentos. En cuanto a esta llavecita, es la del gabinete al fondo de la galería de mi departamento. Puedes abrir todo, puedes ir a todos lados, pero te prohíbo entrar a este pequeño gabinete, y te lo prohíbo de tal manera que, si llegas a

abrirlo, todo lo puedes esperar de mi cólera. Ella prometió cumplir exactamente con lo que se le acababa de decir; y él, luego de abrazarla, subió a su carruaje y emprendió su viaje.



Las vecinas y las buenas amigas no se hicieron del rogar para ir donde la recién casada, tan impacientes estaban por ver todas las riquezas de su casa, no habiéndose atrevido a venir mientras el marido estaba presente a causa de su barba azul que les daba miedo. De inmediato se pusieron a recorrer las habitaciones, los gabinetes, los armarios de trajes, a cuál de todos los vestidos más hermosos y más ricos. Después subieron a los guardamuebles, donde no se cansaban de admirar la cantidad y

magnificencia de las tapicerías, de las camas, de los sofás, de los bargeños, de los veladores, de las mesas y de los espejos donde uno se miraba de la cabeza a los pies, y cuyos marcos, unos de cristal, los otros de plata o de plata recamada en oro, eran los más hermosos y magníficos que jamás se hayan visto. No cesaban de alabar y envidiar la felicidad de su amiga quien, sin embargo, no se divertía nada al ver tantas riquezas, debido a la impaciencia que sentía por ir a abrir el gabinete del departamento de su marido.



Tan apremiante fue su curiosidad que, sin considerar que dejarlas solas era una falta de cortesía, bajó por una angosta escalera secreta y tan precipitadamente, que estuvo a punto de romperse los huesos dos o tres veces. Al llegar a la puerta del gabinete, se detuvo durante un rato, pensando en la prohibición que le había hecho su marido, y temiendo que esta desobediencia pudiera acarrearle alguna desgracia. Pero la tentación era tan grande que no pudo superarla: tomó, pues, la llavecita y temblando abrió la puerta del gabinete.

**Actividad 1:** Marca verdadero (V) o falso (F) las siguientes afirmaciones

- |   | V                        | F                        |
|---|--------------------------|--------------------------|
| 1 Barba Azul es considerado guapo por las doncellas del pueblo.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Barba Azul para conocer a las doncellas que pretendía, las llevaba Al café.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 La joven mayor se casó con Barba Azul.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Barba Azul le permitió a la doncella acceso a cada uno de los rincones de la casa.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Las vecinas se maravillaron con la tapicería, las camas, sofás, espejos de cristal. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 La doncella se rompió los huesos al bajar la escalera.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 La doncella obedeció a Barba azul no entrando al gabinete.                          | <input type="checkbox"/> | <input type="checkbox"/> |

**Actividad 2:** Responde la pregunta

¿Qué crees que pase después?

Source: Own elaboration

## Activity 2

### Parte 2

Actividad de Pre lectura.

**Instrucción:** Escribe las cosas que pasaron al principio, en el medio y al final de la parte.

INICIO	DESARROLLO	FINAL

**Instrucción:** Lee en voz alta la continuación del cuento y completa los espacios con las palabras en la caja

a) Creyó que se iba a morir de miedo, y la llave del gabinete que había sacado de la cerradura se le cayó de la mano.	c) —Baja pronto o subiré. — Espera un momento más, por favor —respondió su mujer; y a continuación exclamaba en voz baja.
b) Al día siguiente, él le pidió que le devolviera las llaves y ella se las dio, pero con una mano tan temblorosa que él advinó sin esfuerzo todo lo que había pasado.	d) —No dejés de dármela muy pronto. — Dijo Barba Azul.



Al principio no vio nada porque las ventanas estaban cerradas; al cabo de un momento, empezó a ver que el piso se hallaba todo cubierto de sangre coagulada, y que en esta sangre se reflejaban los cuerpos de varias mujeres muertas y atadas a las murallas (eran todas las mujeres que habían sido las esposas de Barba Azul y que él había degollado una tras otra).

\_\_\_\_\_, Después de reponerse un poco, recogió la llave, volvió a salir y cerró la puerta; subió a su habitación para recuperar un poco la calma; pero no lo lograba, tan conmovida estaba.

Habiendo observado que la llave del gabinete estaba manchada de sangre, la limpió dos o tres veces, pero la sangre no quitaba; por mucho que la lavará y aún la restregará con arenilla, la sangre siempre estaba allí, porque la llave era mágica, y no había forma de limpiarla del todo: si se le sacaba la mancha de un lado, aparecía en el otro. Barba Azul regresó de su viaje esa misma tarde diciendo que en el camino había recibido cartas informándole que el asunto motivo del viaje acababa de finiquitarse a su favor. Su esposa hizo todo lo que pudo para



demostrarle que estaba encantada con su pronto regreso.

—¿Y por qué —le dijo— la llave del gabinete no está con las demás? —Tengo que haberla dejado arriba sobre mi mesa.

Después de aplazar la entrega varias veces, no hubo más remedio que traer la llave. Habiéndola examinado, Barba Azul dijo a su mujer:

—¿Por qué hay sangre en esta llave? —No lo sé —respondió la pobre mujer, pálido como una muerta.

—No lo sabes, repuso Barba Azul, pero yo sí lo sé. ¡Trataste de entrar al gabinete! Pues bien, señora, ahora entrarás y ocuparás tu lugar junto a las damas que allí has visto. Ella se echó a los pies de su marido, llorando y pidiéndole perdón, con todas las demostraciones de un verdadero arrepentimiento por no haber sido obediente. Habría enternecido a una roca, hermosa y afligida como estaba; pero Barba Azul tenía el corazón más duro que una roca.

—Hay que morir, señora, le dijo, y de inmediato.



—Puesto que voy a morir —respondió ella mirándolo con los ojos bañados de lágrimas—, dame un poco de tiempo para rezarle a Dios. —Os doy medio cuarto de hora, replicó Barba Azul, y ni un momento más. Cuando estuvo sola llamó a su hermana y le dijo:

—Ana, hermana mía, te lo ruego, sube a lo alto de la torre, para ver si vienen mis hermanos, prometieron venir hoy a verme, y si los ves, hazles señas para que se den prisa. La hermana Ana subió a lo alto de la torre, y la pobre afligida le gritaba de tanto en tanto:

—Ana, hermana mía, ¿no ves venir a nadie? Y la hermana respondía: —No veo más que el sol que resplandece y la yerba que reverdece.

Mientras tanto, Barba Azul, con un enorme cuchillo en la mano, le gritaba con todas sus fuerzas:

— Ana, hermana mía, ¿no ves venir a nadie? Y la hermana Ana respondía:

—No veo más que el sol que resplandece y la yerba que reverdece.



—Baja ya, gritaba Barba Azul, o yo subiré.

—Voy en seguida, —y luego suplicaba: —Ana, hermana mía, ¿no ves venir a nadie?

—Veo una gran pizarra que viene de este lado. — ¿Son mis hermanos?



**Actividad 2:** Ordena los acontecimientos del principio a fin de 1 a 6.



\_\_\_ La doncella se arrodillo frente a Barba azul para demostrarle verdadero arrepentimiento.

\_\_\_ Barba azul pregunto por qué la llave del gabinete no estaba con las demás.

\_\_\_ Al cabo de un rato en el gabinete la doncella se dio cuenta de la sangre coagulada y las mujeres atadas.

\_\_\_ La doncella pide a su hermana subir a lo más alto de la torre para dar aviso a sus hermanos.

\_\_\_ La doncella se dio cuenta que la llave del gabinete era mágica al notarla llena de sangre, tratarla de limpiar con arenilla sin efecto alguno.

\_\_\_ La doncella le preguntaba constantemente a su hermana Ana si no veía llegar a nadie.

**Discusión 2:** ¿Cuál crees que sea el desarrollo del cuento? ¿Qué piensas que pasara con la doncella y su hermana?

*Source: Own elaboration*

### Activity 3:

#### PARTE 3

Instrucciones 3: escribe lo que sucedió al principio en el medio y al final de la parte anterior, contestando las siguientes preguntas.



¿En qué época crees que se desarrolla la historia?	¿De qué manera te imaginas a Barba azul?	¿Cómo te imaginas a la doncella?
¿Por qué piensas que la llave no borra la sangre, aparte de magia?	¿Por qué piensas que Barba azul le confió la llave, si sabía que podía encontrar el gabinete?	Si fueras la hermana ¿que podrías hacer para ayudar a la doncella?

**Actividad 3:** Lee en voz alta la última parte del cuento junto con tu profesora contesta las actividades.

— ¡Ay, hermana, no! es un rebaño de ovejas.

— ¿No piensas bajar? — gritaba Barba Azul.

— En un momento más — respondía su mujer; y en seguida clamaba:

— Ana, hermana mía, ¿no ves venir a nadie?

— Veo a dos jinetes que vienen hacia acá, pero están muy lejos todavía... ¡Alabado sea Dios!

— exclamó un instante después— son mis hermanos; les estoy haciendo señas, tanto como puedo, para que se den prisa.

Barba Azul se puso a gritar tan fuerte que toda la casa temblaba. La pobre mujer bajó y se arrojó a sus pies, deshecha en lágrimas y enloquecida.

— Es inútil, dijo Barba Azul, debes morir. Luego, agarrándola del pelo con una mano, y levantando la otra con el cuchillo se dispuso a cortarle la cabeza. La infeliz mujer, volviéndose hacia él y mirándolo con ojos desfallecidos, le rogó que le concediera un momento para recogerse.

— No, no, encomiéndate a Dios; — y alzando su brazo...

En ese mismo instante golpearon tan fuerte a la puerta que Barba Azul se detuvo bruscamente; al abrirse la puerta entraron dos jinetes que, espada en mano, corrieron derecho hacia Barba Azul.



Este reconoció a los hermanos de su mujer, uno dragón y el otro mosquetero, de modo que huyó para guarecerse; pero los dos hermanos lo persiguieron tan de cerca, que lo atraparon antes que pudiera alcanzar a salir. Le atravesaron el cuerpo con sus espadas y lo dejaron muerto. La pobre mujer estaba casi tan muerta como su marido, y no tenía fuerzas para levantarse y abrazar a sus hermanos.



Ocurrió que Barba Azul no tenía herederos, de modo que su esposa pasó a ser dueña de todos sus bienes. Empleó una parte en casar a su hermana Ana con un gentil joven que la amaba desde hacía mucho tiempo; otra parte en comprar cargos de capitán a sus dos hermanos; y el resto a casarse ella misma con un hombre muy correcto que la hizo olvidar los malos ratos pasados con Barba Azul.

### FIN

Actividad 3.1: Responde a las preguntas de opción múltiple.

¿Cuántos hermanos llegaron a rescatar a la doncella?

- a) 3                                      b) 5                                      c) 2

¿Qué estaba dispuesto a cortar Barba azul de la doncella?

- a) dedos y pies                                      b) las manos                                      c) la cabeza

¿Qué eran los hermanos de la doncella?

- a) policía y ladrón                                      b) militar y caballero                                      c) jinete y dragón

¿La herencia de Barba azul estaba a nombre de sus ex esposas?

- a) sí                                      b) No                                      c) la lectura no dice

¿Con la herencia de Barba azul la doncella se hizo famosa y rica?

- a) sí                                      b) No                                      c) la lectura no dice

Discusión: ¿Qué piensas que hubiera pasado si Barba azul si lograba asesinar a la doncella?

¿Qué otro final te hubiera gustado para la historia? Comparte con tu profesora

Source: Own elaboration

## Appendix C

### Transcripts Interview session

Teacher: Buenas tardes, te explico la actividad, te voy a enseñar las tres actividades del cuento con las que trabajamos la semana pasada. Para poder hacerte cinco preguntas sencillas. ¿Estás de acuerdo?

Estudiante: Si está bien.

Teacher: Por favor revisa con mucha Atención la parte 1 del cuento que realizamos el lunes, Recuerda que son dos hojas y que tiene tres actividades.

Estudiante: Listo.

Teacher: de acuerdo ahora mira con mucha precaución la parte 2 del cuento que realizamos, el miércoles pasado, recuerda que de igual manera son dos hojas y que tiene tres actividades.

Estudiante: Listo

Teacher: Ahora quiero que mires la parte tres del cuento que realizamos el viernes, de igual manera recuerda que contiene tres actividades

Estudiante: Listo

Teacher: Muchísimas gracias, ahora sin dejar de ver las actividades por favor responde la pregunta 1 ¿qué te pareció el material de la primera parte?

Estudiante: Bueno porque si entendí de que se trató el cuento

Teacher: Pregunta 2: ¿te gusto el cuento? Si no, ¿Por qué no?

Estudiante: Aja si me gustó

Teacher: ¿Por qué si te gusto?

Estudiante: Porque me gusta ese tipo de actividades de verdadero y falso y que nos dicen que creemos qué pasa al final

Teacher: De la segunda parte igual ¿qué te gusto?

Estudiante: me gusto lo de que podemos poner el inicio, desarrollo y también podemos poner de esos (señalando a la actividad de completar espacios) cual tiene que ir ahí

Teacher: y de la ¿tercera parte?

Estudiante: que si me gusto porque otra vez tuve que contestar preguntas de barba azul de lo que decía el cuento.

Teacher: Pregunta 3 ¿Te gusto el cuento?

Estudiante: si, porque, aunque logró escapar Barba azul, si lograron salvar a la hermana.

Teacher: Pregunta 4 el vocabulario del cuento ¿piensas que esta fácil o difícil de entender?

Estudiante: Esta fácil, cómo que no está muy difícil el idioma, aunque es una historia de gente grande se entiende.

Teacher: Ok muchas gracias, pregunta 5 Respecto al diseño de las actividades te ¿parecieron interesantes? Me refiero al amaño de letra, marcos de la página (señalando cada uno de los puntos) las diferentes imágenes en el cuento.

Estudiante: Bien porque la letra del cuento es grande y tengo el espacio para contestar las actividades y palomitas (refiriéndose al ejercicio de verdadero y falso).

Teacher: Ultima pregunta numero 6 ¿Consideras que la parte 1 con sus tres actividades, La parte dos con sus tres actividades y la parte tres con sus tres actividades son adecuadas para trabajar con un niño de tu edad? ¿Me refiero a que si te doy un libro con otro cuento y actividades similares lo leerías?

Estudiante: aja

Teacher: ¿Por qué?

Estudiante: Porque trae imágenes bien hechas que hacen imaginar el cuento y las actividades ayudan a entender vocabulario, y cosas del cuento. Pero a mí me gustan más las historias de terror relacionadas con cosas sobrenaturales como: fantasmas, brujas, lobos, y así.

Teacher: De acuerdo, muchísimas gracias por tu participación, eso es todo.

## **Appendix D**

### **Interview questions/Preguntas de entrevista**

1 ¿Que te pareció el material?

2 ¿Te gusto? Si ¿Por qué? No ¿Por qué no?

3 ¿Te parece fácil el vocabulario?

4 Señalando cada una de las actividades ¿Te gustaron las actividades?

5 Señalando las actividades ¿Las actividades te parecen adecuadas?