USING METHODOLOGICAL TOOLS TO ASSESS THE EFFECTIVENESS OF EDUCATIONAL MANAGEMENT IN TEACHING SHORT STORIES AND ITS INCREASE

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ANNOTATION:

The present article reveals using methodological tools to assess the effectiveness of educational management in teaching short stories and its increase. It expends on the description, analysis and interpretation of a questionnaire about reading habits (MRQ), the pre-reading comprehension test, the post-test and a reading habits survey of the participants of the experiment and the control group.

Keywords: methodological, comprehension, experimental, commitment, evaluated, avoidance, approach

INTRODUCTION:

The data organization will be carried out depending on the variables and the construct of this study. The scores of the data obtained from the pre-test and posttest are going to be organized through the use of tables, charts and statistical graphics which would let us organize the information into two categories: correct and incorrect answers.

For the organization of the MQR questionnaire, the data will be organized in tables that quantify the students" answers according to the categories "agree and "disagree". Lastly, the responses obtained from the final survey will be organized according to the number of students" answers. Therefore, the open-ended questions will be organized according to the pattern that is mostly expressed by the students.

Data Analysis Techniques. Reading comprehension skills will be analyzed through quantitative -statistical charts and for its analysis there are aspects such as categorizing, frequency of answers, and correlations which need to be considered when organizing data. Also, the numbers of correct and incorrect answers are going to be examined to determine all the aspects mentioned above.

These techniques are going to be used to obtain data from the pre-test and the post-test. Likewise, they are going to be used to compare patterns and look for relations between the experimental group and the control group. After that, a qualitative analysis of attitudes toward reading will be carried out based on both the initial questionnaire and the follow-up survey on motivation. The data will be compared and analyzed according to the finding of patterns, categorizing, and frequency of answers; all of this will be reflected on statistical charts. Finally, some of the students" responses taken from the final survey are going to be mentioned and directly quoted in order to analyze their reactions and feelings toward the experiment.

First, we will look at the data obtained by the Motivation for Reading Questionnaire (MRQ) administered both to the experimental and the control group. The MRQ was originally used as an instrument to establish the students" reading habits in L1, but a number of

research studies have used it to look for data in L2 and in EFL specifically. It contains 53 items and is intended to investigate 11 constructs of reading motivation. For the purposes of the study, only the aspects related to teaching English as a Foreign Language were taken into account when analyzing the students" reading habits. The students" answers were summarized based on the two categories of "Agree" and "Disagree".

Construct 1: Reading Efficacy:

The first construct was assessed by how much the students agreed with statements 2 and 3.
1. I don't know that I will do well in reading next year.
2. I am a good reader.
3. I learn more from reading than most students in the class.

Experimental group were sure that they did not learn better by reading while a small number of students said that reading provided considerable support for them when learning. Half of the students in the control group agreed, which points to the fact that they were sure of their learning style; another half disagreed about learning more from reading. The results could be due to the fact that students in the experimental group were not aware that reading can provide any major support in the learning process.

They might prefer other ways of learning, such as watching videos, doing written exercises, debating etc. They did not consider reading as an activity that can lead to a significant improvement in their learning. It is possible that the half that disagreed in the control group were of the same opinion.

Construct 2: Reading Challenge:

The second construct contains 5 items, but for the purposes of this study only the data obtained for the second statement were analyzed.
1. I like hard, challenging books.
2. If the project is interesting, I can read difficult material.
3. I like it when the questions in books make me think.

The data show that both the experimental and the control group had little commitment toward challenging projects that require reading and looking for information even if the topic was of interest to them. However, the experimental group had a higher number of students wanting to read difficult material for the sake of an interesting project. A very low proportion of students in the control group were of that opinion. The control group had a higher percentage of students that were definitely not ready to read demanding pieces of texts even if the project was engaging enough.

3: Reading Curiosity:

The third construct is Reading Curiosity and contains 6 items. For the purposes of this study, only statements 1 and 3 were considered.
1. If the teacher discusses something interesting I might read more about it.
2. I have favorite subjects that I like to read about.
3. I read to learn new information about topics that interest me.
4. I read about my hobbies to learn more about them.
5. I like to read about new things.
6. I enjoy reading books about living things.

As regards statement 1, the data in the experimental group show that 19 students (63.3%) agreed and 11 (36.7%) disagreed. The data from the control group show that 6 students (20%) agreed while 24 (80%) disagreed that they were likely to follow up a

subject if the teacher made them interested in the related topic.

As is apparent from what has been presented above, the participants in the experimental group were more inclined to read if they found the material presented by the teacher interesting enough. However, the results also show that the students in the control group were less inclined than those in the experimental group to investigate a topic by reading even if the teacher talked about something that may have caught their attention; in other words, they did not seem to be much influenced by their teachers.

These results imply that a high percentage of students in both the experimental and the control group were fairly keen to read and learn new things about topics of interest for them. It follows from the results presented above that students need to be inspired by a topic of their interest in order to change their attitude related to reading and to feel encouraged to read about new things.

Construct 4: Reading Involvement

This construct contains 6 items. In the present study, the first, the second, the fifth and the sixth statements were analyzed in order to gauge the students" preferences concerning literary genres.
1. I read stories about fantasy and make believe.
2. I like mysteries.
3. I make pictures in my mind when I read.
4. I feel like I make friends with people in good books.
5. I read a lot of adventure stories.
6. I enjoy a long, involved story or fiction book.

Construct 5: Importance of Reading:

The fifth construct contains 2 items but only statement 2 was included in the analysis.
1. It is very important to me to be a good reader.

2. In comparison to other activities I do, it is very important to me to be a good reader.

The data in the experimental group show that 23 students (76.7%) agreed while of them (23.33%) disagreed that being a good reader was very important compared to other activities. In the control group, 21 students (70%) considered that they preferred to be a good reader rather than achieve outstanding results in other activities while 9 of them (30%) disagreed with this statement. Both groups had a low percentage of students who possibly preferred to do other activities rather than reading.

Construct 6: Reading Work Avoidance:

This construct has 4 items but only statements 2 and 3 were evaluated since these are the ones that could be linked most to an EFL context.
1. I don't like vocabulary questions.
2. Complicated stories are no fun to read.
3. I don't like reading something when the words are too difficult.
4. I don't like it when there are too many people in the story.

The data demonstrate that the experimental group's answers were divided. Half of the students agreed that they read because it helped to improve their grades while the other half disagreed. A higher percentage of students in the control group admitted that they read with the purpose and expectation that this activity will help them achieve better grades. One-third of the students in the control group said that improving their grades was not the main reason why they engaged in reading. There are various ways to interpret these results. It could be said that the students do not share books and readings because, owing to the limited financial means of their families, there is practically not much to share or there may be a cultural bias against sharing in general. This

would imply that they need to look for other sources of entertainment. As for those students who share their readings, one has to assume that there is at least some money set aside for buying books and magazines, but once this happens, it makes sense to share the limited resources and swap books or other readings, most probably among students who have the same taste and affinity to the various literary genres.

What do you get when you combine teaching poetry and teaching literature? One giant mess, unless you use this lesson plan. We had just finished reading Night by Elie Wiesel and I couldn't wait to discuss it with my students. I assigned a paragraph to write, collected it, and began sharing with the class. After reading five shallow paragraphs showing no depth of understanding, I wept.

Students laughed. They threw pencils at me. One pierced my ear lobe, but I didn't mind. I deserved punishment. I had let them down. I had failed to teach them how to respond to literature. The principal walked by my room. She came back during lunch, fired me, and suggested I develop new approaches to literature. She gave me a "New Approaches To Literature: Teaching Poetry as a Response to Literature" lesson plan as severance pay. I'm still jobless, but you're more than welcome to use my lesson plan.

- Who-What-When-Where-Why Poetry:
    Teaching poetry doesn't mean speaking with funny accents, growing long hair, and making no sense. Teaching poetry can be simple. With who-what-when-where-why-how   poetry, students creatively summarize literary pieces.
Example: Of Mice and Men
George had no Choice
Lenny: big, fat, stupid lummox
Killed puppies, mice and Curley's wife
He made the Great Depression even greater
In the Gabelan Mountains, near the river

George shot him before someone else did.

Procedures:
1. Read a literary selection.
2. Brainstorm answers to the who-what-when-where-why questions.
3. Transform the answers into five poetic statements.
4. Punctuate the mproperly.
5. Create a title.

- **Acrostic Poetry**
Use an acrostic to summarize plot:
1. Choose a title.
2. Brainstorm words that start with each letter in the title.
3. Make it fit. It can also be used to analyze characters, setting, or any other literary element. Through stories and drama, children develop understanding of themselves and the world around them. The distance afforded by characters and events which are not real also helps children to explore significant issues which are relevant to their daily lives, in a way that is safe and enjoyable.

In storytelling and drama, the usual norms of time, place and identity are temporarily suspended as, for example, in a story which spans a hundred years yet takes three minutes to tell, or a drama activity which transforms the classroom into a 'jungle' and all the children in it to 'hungry lions'. Storytelling and drama are above all shared, communal classroom events which engage children's interest, attention and imagination and develop their language skills in a holistic way. They also appeal to children with different intelligences and learning styles and provide a framework for fostering social skills and attitudes, such as active listening, collaborating, turn taking and respect for others, in a positive way.

Conclusions on Chapter 3:

Let us summarize the main results arising from the analysis of the eleven constructs of the MRQ.. A high number of students in both groups answered that they were not good readers and that they did not learn better through reading. When comparing the data, it can be seen that members in the control group considered themselves worse readers than those in the experimental group. However, more students in the control group said that they learned better through reading than in the experimental group. The construct of Reading Challenge of both groups was deficient; both groups obtained similar scores saying that they were not willing to read even if the project was of their interest. The Reading Curiosity construct also obtained poor results.

Statement 1 shows that neither of the groups had enough curiosity for investigating a topic after discussing something interesting with the teacher. Nevertheless, the experimental group seemed to be more willing to be influenced by the teacher rather than was the control group who disagreed almost totally. In statement 3 regarding that they read to learn new information of topics of their interest, both groups obtained considerable scores of agreement although the control group had a lower percentage.

The Reading Involvement construct shows that the preferred genres for the experimental group according to the students" scores were the following: Fiction, fantasy, mystery and adventure while the control group preferred mystery, fantasy, fiction and adventure. Both groups coincided in fantasy as the second preferred genre and adventure as the least favorite. The construct Importance for Reading shows that for both groups it was important to be a good reader compared to other activities. The experimental group obtained higher results compared to the control group. The Reading Avoidance construct regarding statement 2, "complicated stories are no fun to read" shows that both groups agreed with similar scores. Regarding statement 3, "I don"t like reading something when the words are too difficult" both groups disagreed although the control group disagreed with smaller scores compared to the experimental group.

Stories can be selected from a range of sources, including graded readers, story websites on the internet or picture books originally written for children whose first language is English. Whatever the source, the most important thing is that the story you choose is suitable for the children it is intended for. You need to check that the content is relevant, interesting, appealing and memorable and, if the story is illustrated, that the visuals are clear and attractive and will support children's understanding. The language level of the story also needs to be appropriate and to fit in at least partially with your syllabus.

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