CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
OFFICE OF GRADUATE STUDIES
MASTER'S DEGREE PROGRAM IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE

TITLE:

Using graded readers for engaging CEFR A2 students to read for pleasure at Universidad Politecnica Salesiana

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CERTIFICATION

We certify that this research project was presented by **Vasco Muñoz, Jessica Isabel** as a partial fulfillment of the requirements for the **Master's Degree in Teaching English a Foreign Language.**

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I, Vasco Muñoz, Jessica Isabel

HEREBY DECLARE THAT:

The Senior Project: **Using graded readers for engaging CEFR A2 students to read for pleasure at Universidad Politecnica Salesiana,** prior obtaining the **Degree of Master in Teaching English as a Foreign Language,** has been developed based on through investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding page whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

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AUTHORIZATION

I, Vasco Muñoz, Jessica Isabel

Authorize that the Catholic University of Santiago de Guayaquil **to publish this** Senior Project: **Using graded readers for engaging CEFR A2 students to read for pleasure at Universidad Politecnica Salesiana,** in the institutional repository. The contents, ideas and criteria in this paper are of my full responsibility and authorship.

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Finally, I would like to express my gratitude to my family for their loving support. It is a joy to have them in my life.

DEDICATION

This research project is dedicated to all the teachers I had in primary school, high school, and university. They awakened the dormant reader that was in me and instilled a love for reading, which is one of the best gifts I have ever had in my life.

To my parents, who are avid readers, for showing me the beneficial effects of reading for pleasure throughout their example.

To my sister for her assistance and kind words when struggling to stay focused on this project.

To my students who displayed a genuine interest when I presented the project to them.

In addition, to the Ecuadorian academic community which faces great challenges in the educational context.

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Table of Contents

LIST OF TABLES

LIST OF FIGURES

Figure   page

ABSTRACT

This study reports on the use of graded readers as a vehicle to motivate students to read more in English. A month period was devoted for the implementation of this project. The participants of this study were twenty-seven students who belonged to the group 4202 which corresponds to an elementary level at Universidad Politecnica Salesiana in Guayaquil-Ecuador. The participants were asked to choose graded readers at the library of the university. Data obtained through speaking and writing diagnostic tests, a questionnaire about motivation and reading habits, quizzes, and interviews showed that using graded readers resulted in students' improvement in vocabulary and writing skills. A mixed-methods approach was applied in order to integrate quantitative and qualitative data. The focus was based on action research for the betterment of reading practices. Likewise, this study examines how an appropriate selection of books can affect students' perceptions about the work with graded readers.

Key Words: Graded Readers, reading, extensive reading, and productive skills.

Introduction

It is important to point out that reading benefits are long-lasting, but it requires time and guidance to help students become independent readers. At university, reading plays a key role, especially as a source of knowledge. However, reading can also be a way of entertainment and amusement. When students finish high school, they should have acquired essential academic skills. According to Albay (2017), problem solving, writing, reading, media knowledge, and oral presentation are among the crucial academic skills a person should have.

At *Universidad Politecnica Salesiana "El Centenario" Campus* in Guayaquil, Ecuador, it was noticed that higher education students only read the pieces of reading that appeared in the textbook, and it was observed that students lacked incentives to read in English at home or in their free time. Moreover, students did not use to go to the library for reading purposes.

It is relevant to encourage students to discover books that are appealing to them and assure that they develop independent reading strategies. It was necessary to expose students to other kinds of reading materials to motivate them to read more. As published by Iftanti (2012), EFL learners find their motivation to read just to finish school homework and that constitutes their main purpose.

This study considered the fact that the university library had a wide collection of graded readers. Students had the opportunity to choose the book they liked and do an oral presentation and a written summary about it. Furthermore, they had the possibility of working in groups and experience the benefits of cooperative learning which is an important skill.

This study is focused on finding out students' preferences towards reading and interviewing students about their perceptions after the use of graded readers. It is important to highlight that instilling eagerness in the students to read takes an active engagement and modeling from the teachers. These practices will

allow students to be better prepared for future academic studies locally or abroad.

To conclude, reading simplified texts can have the potential to support students learning by boosting their self-confidence over the course of the time. Furthermore, reading practices can be a great source of reflection making learning more deliberate.

Chapter I
The Problem

1.1 Problem Statement

This research project arises from the observation of students' poor performance in the reading section within the mid and final term examinations (see Appendix A). Students, particularly at level two from Universidad Politecnica Salesiana (UPS) Guayaquil Campus, have low achievement and besides that, they perceive reading as a mandatory activity, which is carried on only for testing or intensive reading purposes.

Lack of reading understanding, getting low scores, reading texts from a course book that seldom are connected personally to the reader, and not using English at work are common students' complaints. For those reasons, it is essential to conduct research to find out if throughout the implementation of an extensive reading program students can improve their reading performance.

Over the past four years, English teachers at Universidad Politecnica Salesiana El Centenario campus have encouraged controlled reading by focusing only on short texts from the textbook and by putting a lot of emphasis on grammar and syntax. This is supposed to make students work on a range of exercises; for example, asking and answering questions, writing true or false, unscramble sentences, among others. Even though there are great benefits associated to this approach, it is also necessary to let students immerse themselves in the English language by asking them about topics they find interesting. By monitoring them carefully while they are reading can ensure that learners overcome the different struggles they might encounter in the process.

This project started in 2019 and the aim of it was to help learners grow a sense of freedom and ownership over their grasp of English by using graded readers. The students involved were university students in the A2 level. On the other hand, according to the Article 31 from CES, students must be proficient in

English before they enroll in the last academic term of their careers so that they can continue their studies. Regrettably, a limited number of students reach the B2 level at this point in their academic lives, and one of the reasons has to do with the lack of stimulation for reading from an early age.

In 2012, INEC (Instituto Nacional de Estadísticas y Censos) conducted a survey about the Ecuadorian reading habits where it was discovered that 26,5% of the population do not have reading habits (see Appendix B). In response to this problem, this study proposes to provide students with graded readers that the university has in its library to boost their interest to read in English and improve their reading skills.

Studies worldwide have pointed out that learners do not read and the causes for this situation are varied ranging from attitudes towards English, different interests, motivation, and different approaches to teaching (Rajab, 2015). The obstacles that students cope with are preventing them from comprehending the texts they read.

Other authors postulate that students tend to read more when they are on vacation rather than when they attend classes (Khreisat and Kaur, 2014) As a consequence, EFL learners prioritize their degree subjects. Furthermore, if students do not read even during classes most likely they will not read on vacations unless they feel motivated.

Reading should not be seen as a dull activity but as a pleasurable one so it is necessary to expose students to material that they actually enjoy reading so that learners can become independent and eager readers.

1.2 Causes and Consequences

For this project, students were asked the following question: "Why do you think students do not like to read in English?" The following causes and consequences are shown in *Table 1 Causes and effects of the Problem.*

Table 1. Causes and effects of the Problem.

CAUSES	CONSEQUENCES
➢ Technological advancements promote laziness in students.	➢ The students do not know or understand why they need to read for fun.
➢ Lack of time for reading especially for people who work.	➢ The students are reluctant to read extensive books or texts.
➢ Lack of vocabulary to understand texts fully.	➢ Reading becomes a time-consuming activity.
➢ Lack of incentives for students to read in English in their spare time.	➢ The students think reading in English is boring and difficult.
➢ Internet makes students' lives easier.	➢ The students do not spend time reading but chatting, watching movies, listening to music, or playing video games.

Note: Prepared by Jessica Vasco, 2019

Based on the table presented above, it can be said that there are many causes for students' disinterest in reading in English. Basically, the causes can be summarized in three aspects. The first aspect is the negative impact that technology can cause if it is not used appropriately. The second aspect has to do with the time. It is important to take into consideration that tertiary level students usually work and study, so they must be careful on how they spend their time. The third main reason is connected to the incentives to read in English. This study proposes the implementation of an additional material called *Graded readers* to let students make their own reading choices and become more committed to reading.

1.3 Justification

This project seeks to give support to a reading problem through the use of graded readers. This investigation was envisaged to assist EFL students, teachers and the Ecuadorian teaching community. EFL learners can greatly benefit from this project since graded readers present simplified language. Moreover, students can have the possibility to become aware of how language is built (Pesce, n.d.). The students who attend Universidad Politécnica Salesiana at "El Centenario" campus have always used the textbook as their main reference for their reading skills so it is time for them to be exposed to another kind of material.

In the past, teachers used to apply traditional methods to teach English. The concept of education was merely a process of recalling and reciting information. This pattern had been implemented in the educational system over many decades (Perse, 2017). Teachers would spoodfeed the information so students were only recipients of the information. Nowadays, different practices have developed and it now comprehended that reading is a tool which can help students in many aspects.

This research project is going to enhance the teachers by providing them with an instrument that can be the basis for several activities such as book reviews, presentations, etc. Learning can be aided especially when students can connect vocabulary and grammar with a pleasurable experience concerned with book reading (Dong, n.d.). Because of this, teachers should incorporate graded readers in their classes. Another benefit is that students can be exposed to the English language in an enjoyable way.

On the other hand, research concerning the benefits of Extensive Reading has been conducted throughout the world in the last twenty-five years, and it has been shown that extensive reading enhances students' reading expertise. Nakanishi (2014) informs that reading for pleasure should be part of the English language-learning program.

The data collected through this project will help other scholars and practitioners to analyze the effects of graded readers on EFL young adults.

Taking into account the aforementioned, this research paper presents the research questions and the objectives.

1.4 Research questions

1. To what extent does the *Choose-Your-Book-Project* improve students' reading?

2. How do students improve their productive skills?

3. What are the students' experiences on their reading motivation?

4. What is the level of satisfaction of the students with the *U.P.S., Choose-Your-Book-Project*?

1.5 Objectives

1.5.1 General Objective

- To analyze the effectiveness in terms of writing and speaking skills of *Choose-Your-Book-Project* at Universidad Politécnica Salesiana.

1.5.2 Specific Objectives

- To measure the reading comprehension of the students during and after the project.

- To analyze students' improvement in writing and speaking skills after reading a graded reader. Rubrics are to be used.

- To analyze students' experiences on their reading motivation with the U.P.S., *Choose-Your-Book-Project.*

Chapter II

Literature Review

The literature review of this project was constructed around the following topics: (1) reading, (2) reading habits, (3) reading comprehension, (4) kinds of reading (5) extensive reading, (6) reading related to productive skills. This body of literature review is necessary to explore, assess and integrate previous investigations on EFL reading. These studies are the bedrock of this proposal that highlights the importance of reading as a pleasurable activity especially for EFL learners.

2.1 Reading

Reading is an essential skill for life and probably one of the most challenging, especially when the material is complex, unexplored or contains specialized terminology. For example, it is paramount to be able to comprehend messages or texts conveyed in written forms on a daily basis. Definitions of reading have been evolving over the course of the years. Indeed, this can be corroborated by different theories.

Bloome and King (1997) propose new ideas that present reading as more closely connected with what the person actually does with the written text. On the other hand, Edyburn (2007) posits that reading and reading comprehension are cognitive processes. Satriani (2018) affirms that reading have to do with the active, mutual interactions among the student, text and the readers' previously stored information. The views provide valuable insight on the importance of reading.

On a more contemporary outlook, author Jeremy Harmer draws attention to the benefits of reading in English for students. According to Harmer (2010) reading has a helpful effect on learners' lexicon, on their writing, and on their orthography. Reading passages or texts contribute with good models for students' writing. Harmer also highlights that attention-grabbing texts arouse creative reactions and prepare students for appealing lessons.

2.2 Reading Habits

Many researchers highlight the relevance to grow as a reader. Suhana and Haryudin (2017) define reading habits as a thoughtful and well-organized sequence of study, which has accomplished a way of steadiness on students' part toward comprehending educational subjects and approving tests. The authors also point out that reading habits define scholastic attainments. Thus, they diverge in the scheme of reading habits. The researchers conclude that while some learners have acquired reading habits, others display poor reading habits.

In the opinion of Palani (2012) effective reading habits constitute a significant avenue in the scholastic process. In other words, there are many reasons to encourage a love for reading books in English and acquire new knowledge. Apart from that, Palani highlights the importance of demanding additional readings from students so that they can spend some leisure time reading in English. The author remarks that unfortunately those extra readings are a thing of the past.

Adu-Sarkodee et al. (2015), refer to the ideas of Igbokwe et al. (2012) where it is said that because of technological advancement the educational environment and reading habits have changed, and as a consequence students are spending their free time in the social media, and they lack reading skills. Moreover, it is suggested that technology is taking over people's lives, and reading habits are fading away into thin air. Additionally, Loving and Ochoa (2011), agree with the previous authors, also, they discovered that networking sites lessen the amount of time students could use to read books meant for their own fruitful academic achievement.

Nonie (2016) recognizes the challenges of supplementary reading due to its requirements; therefore, learners habitually abandon reading and cannot cultivate a reading habit. Furthermore, the author asserts that motivation activate behavior; for example, time devoted for reading activities. Interestingly enough, the investigator proposes nine deep knowledge principles that can help learners when reading novels.

The nine principles Nonie (2016) for novel reading include:

- Cracking and ripping principle
- Alternating principle
- Contrasting and complementing principle
- Void principle
- Inner-connection principle
- Revolving and cycling principle
- Changing and transforming principle
- Deep and down principle
- Contradiction principle.

The principles incorporate ideas to inspire enthusiasm and promote the creation of reading habits. Nonie (2016) explains that the *cracking and ripping principle* helps the reader to find the struggles, predict events, and find potential solutions. The *alternating principle* helps the reader to set aside biases and expand their horizons. The *contrasting and complementing principle* help the reader to trigger innovative thoughts by analyzing many sizes of the story. The *void principle* helps the reader to let go of the restrictions of prevailing thoughts and continue expanding new thoughts.

The *inner-connection principle* helps the reader to connect with the characters' emotions and with real life as well. The *revolving and cycling principle* advocates to the selection of unanticipated plots so that the book does not become dull, and bring a little mystery to keep the reading motivation high.

The *changing and transforming principle* promotes the readers to put their own version of the story into words or creating a new one. The *deep and down principle* helps to reduce stress and helps the reader to keep a modest attitude to enthrall new ideas.

The *contradiction principle* stimulates critical thinking skills so that readers can write down their discrepancies or agreements with the writer's ideas.

2.3 Reading Comprehension

Researchers have described reading comprehension in different ways. Authors define reading comprehension as the process of getting and decipher information encrypted in language by means of print (Urquhart and Weir, 2014) Zhang (2018) also cites Koda (2005) who argues that reading comprehension only happens when the reader incorporates many kinds of information from a text and mixes it with previous knowledge. Gutierrez et al. (2014) considered that reading comprehension is a body of knowledge that reflects the interactions among the author, the intention of the author, the context, the drive of the reader, and the circumstance of the communication.

The various interpretations of reading comprehension have demonstrated that there are plenty and contrasting viewpoints about reading comprehension. In this research project, reading comprehension is seen as a process where the reader, the graded reader, the context, and the teacher interact. The strategic principles of the top-down and button-up processing models are advocated to improve students' reading comprehension.

2.4 The button-up model

Alvermann et al. (2013) as cited in Chard and Osborn (2019) believed that students begin to read when they identify letters, words, and gather the sounds so at that point students make gradual increase in their progress especially in fundamental phrases, whereby they understand the importance of a reading passage by deciphering every word.

Due to the fact that this model advocates a quick word recognition, it is imperative to recognize words in isolation without any previous study (VanDuzer, 1999). This model supports a sequential process so it is supposed that students who are skilled at this process evolve into proficient readers. Nonetheless, learners who have word decoding difficulties experience constant interruptions due to their lack of decoding abilities. According to Mohammad et al. (2013), the ability to comprehend words smoothly and

quickly liberates more retention in the mind for reading comprehension, and a result readers become proficient decoders.

However, this model is not wholly exempt from criticism. Its detractors point out that readers go through a mechanical process in which it is necessary to translate word-by-word in the reading passages, with little or no connection with previous knowledge (Grabe and Stoller, 2002). Moreover, another drawback pointed out has to do with the time and effort spent in comprehending word-by-word so as this is kept in the short term memory, readers are not able to remember easily and have to read a text again when they finish (VanDuzer, 1999). Other scholars also recognize its limitations and the lack of an active reading role and the linear nature of this process so this led to the birth of the top-down reading model (Grabe, 2004) and (Hinkel, 2005)

2.5 The top-down model

The top-down model remarks the importance of constructing meaning throughout readers' prior knowledge (Hinkel, 2005) clarifies that the top-down model is established "from brain to text" and targets the reading process as a whole. Aebersold and Field (1997) mention that in this model readers start with genuine expectations about the text they are about to read, and this comes from the readers' prior knowledge so that they use this information to decipher vocabulary to change or corroborate their previous ideas.

Though readers are the ones who construct their meaning based on their background knowledge, context itself does not provide meaning in the top-down model. Smith (2004) suggests that readers validate or turn down hypothesis according to the way they use their knowledge. Another denomination of the top-down model is "text sampling" (Cohen A. D., 2000).

In other words, it is not needed for readers to go through all of the terminology and utterances in the passage or read the context to be fully understandable, but instead readers choose specific unfamiliar words or idiomatic expressions to identify the text rapidly.

Mohammad et al. (2013), affirm that the top-down model has an effect on L1 and L2 reading practices particularly at polishing up predicting, guessing strategies, and obtaining the gist of a passage or text meaning. The authors also hint at some pitfalls such as high dependence on a reader's information packaging and abstract information disregarding the relevance of the text. Furthermore, another disadvantage noticed and commented by the authors is that the top-down model ignores the possible dilemmas especially when a reader is not acquainted with the material or topic or when reading in a foreign language.

Both models received criticism because of their inadequacy of interpretation about reading processes and this led to the beginning of the interactive reading model (Pourhosein and Banou, 2016)

2.6 The Interactive Model

Disenchantment with previous models led some academics to propose conceptualizations that are more adaptable to represent the fruitfulness of human reading skills (Castles et al., 2018).

Other researchers demonstrated that the interactive model shows the most convincing representation of the reading development for both L1 and L2 readers (Pourhosein and Banou, 2016). Moreover, the interactive model advises that the bottom-up and top-down models interact but neither of them define the entire reading process.

Likewise, Rumelhart and Ortony (1977) states that "both sensory and nonsensory come together in one place and the reading process is the conclusion of simultaneous joint application of all the knowledge sources" (Mohammad et al., 2013, p. 735).

The interactive reading model takes into consideration word identification and text interpretation so reading comprehension is the outcome of the construction between the text and the reader, instead of the conveyance of visual representations in the mind of readers (Grabe W. , 2004)

This model draws attention to the importance of synthesizing the information that comes from bottom-up or top-down reading processes. In addition, Stanovich (1980) stated that bottom-up and top-down processes counterbalance the reading process.

In other words, when learners lack of a background in linguistic competences, they can depend on the bottom-up model and vice versa. This development can clarify why struggling readers are prone to choose top-down processes more frequently than proficient readers because it looks as this compensates for the less skilled readers' limited facility for bottom-up processes (Stanovich, 1980)

2.7 Kinds of Reading

This project follows the idea that an extensive reading practice, which emphasizes the positive effects of reading for pleasure, and highlights the opportunity given to students to choose what they want to read. Renandya et al. (1999) assert that extensive reading defends the idea of comprehensible input and presents material within the students' reading comfort zone.

2.8 Extensive Reading

Thus, it is vital to recognize the principles of extensive reading. Day and Bamford (1998) point out that there are ten principles for instructing students to Extensive Reading. The researchers pose the following traits: (1) The pupils should read in the largest amount possible. (2) The learners' reading material should be appropriate according to their grammatical and lexicon proficiency. (3) The reading books should have a wide range of topics and character. (4) Learners ought to select their own books and are not obliged to finish unexciting materials. (5) Reading usually should be for enjoyment, to get information or gaining a general comprehension of messages. (6) Reading should be a solo and silent activity. (7) Reading should not be followed up with exercises and its reward lies in reading itself. (8) Learners should be able to read faster when they are exposed to material they can understand. (9) The teacher ought to be the students' role model by guiding them during the

extensive reading program. (10) The teacher has to keep files of the material that has been read, and provide guidance when students choose the material.

Nevertheless, it is also acknowledged possible shortcomings that might emerge when using extensive reading programs and present alternative solutions (Day and Bamford, 1998).The authors suggest that having a large collection of books can be pricey.

However, the researchers propose that one way of dealing with this situation is getting teachers and learners to write articles for the extensive reading practice. Lituanas et al. (1999) state that it is necessary to include teachers, students, and the whole community in a campaign to collect books to increase the library collection.

According to Nation and Macalister (2010), regardless of the vast body of research to support extensive reading, it continues to be a slightly neglected English language teaching approach as cited in Laughran (2018) the barriers to extensive reading practices include elements that might explain the reluctance to apply this in the classrooms. The factors mentioned in CAMBRIDGE UNIVERSITY PRESS (2018) include the following aspects:

- In many educational contexts, English teachers still prefer teacher-centered classes due to a lack of learner's independence.
- Reading is merely seen as the open teaching of grammar and vocabulary.
- Intensive reading is usually associated with fluent reading as a natural result of this practice.
- Pressure to cover other areas of the syllabus.
- It can be difficult to find suitable graded material.
- Students do not perceive reading as a joyful activity.

In spite of the criticism, there are also numerous studies that show that Extensive reading benefits L1 and L2 contexts. The quantity of reading involved in correlates with the whole reading improvement, with an emphasis in reading fluency betterment (Guthrie et al., 2010).

Moreover, the positive outcomes of extensive reading are not only confined to solo reading. Students who become involved in extensive reading are prone to feel more enthusiastic, and this might be because it encourages students' autonomy, which itself may have an impressive effect on motivation (Ryan and Deci, 2000) For instance, in L2 learning situations, material must be simplified in order to accomplish the eighth crucial principle stated by (Day and Bamford, 1998) which remarks that reading should be rather easy (CAMBRIDGE UNIVERSITY PRESS, 2018).

2.9 Intensive Reading

An early description of intensive reading asserts that its purpose is to study a text, use a dictionary, compare grammar, translate, and recall every expression it covers (Hedgcock and Ferris, 2018). Jajdelska (2007) defines intensive reading as the meticulous investigation and rereading of a restricted scope of texts that coexisted, and still coexists within classrooms. It is fair to mention that intensive reading is widely used in reading practices because it advocates to a maximum comprehension of words or structures in a text.

According to Hedgcock and Ferris (2018), intensive reading normally takes account of the following features:

- The texts to be learned are chosen by the teacher.
- All learners scan and read identical texts simultaneously in-class or out-of-class to complete exercises and evaluations created or appointed by the teacher.
- The teacher emphasizes particular linguistic characteristics and content dimensions of a text, presenting and strengthening designated reading tactics through whole-class training and activities.

- Evaluation of learners' comprehension, reading improvement, and reading proficiency is enabled by the fact that all learners work at the same time with similar texts and tasks.

It is important to point out that the supporters of Intensive reading instruction express that it is far more universal and pedagogical, and suggest teachers to be intentional in the design of their lesson plans (Hedgcock and Ferris, 2018).

Nation (1997) strongly supports this approach by saying that reading alone will not take learners very far because students need feedback and continuous instruction. On a more radical view, it is advocated that even the keen followers of extensive reading recognize that there may also be a respected role for intensive reading tasks, especially for educational situations (Day and Bamford, 1998), (Krashen, 2004).

Nevertheless, there are strong counterarguments prone to encourage extensive reading. Davis (1995) affirms that the outcome of intensive approach is instilling in students' minds that reading in English is about translating and learning grammar, and as a consequence, students do not read except if it is really necessary or if they are forced to execute this task in the classroom. On the other hand, the author suggests that through extensive reading, learners choose their own books and are encouraged to read to comprehend the global meaning and most importantly for pleasure and delight. Furthermore, learners should also be allowed to stop reading if they find a book uninteresting or outside their understanding or comfort zone.

2.10 Graded Readers

The selection process of the reading material is a crucial matter taken into consideration that students' reading inclinations are very varied. A study conducted by Guo (2012) revealed that college students who were part of an eight-week extensive reading program using graded readers improved their reading practices, vocabulary understanding, and reading speed. Moreover, the same researcher affirms that students showed exceptional enjoyment from reading graded readers' selections and they managed to sustain their intrinsic motivation by regular reading. Based on these findings, it can be said that students can cultivate their internal motivation for constant reading practices using graded readers.

Macmillan Readers (2021) provide useful tips when choosing readers. It is mentioned that there are catalogues, audio recordings, and eBooks available in each country. Macmillan Education indicates that the core factors have to

do with spending plenty of time to browse the existing books without rushing, examining the front covers of the books, and receiving recommendations.

2.11 The selection of Graded Readers

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2.12 The Selection of Publishers

Concerning the selection process, Claridge (2012) reports on the different views of the stakeholders being understood as publishers. According to the researcher, there are four main publishers, and each commissioning editor was interviewed to find out the drives of graded readers. The author found out that university publishers such as Oxford University Press and Cambridge University Press take into consideration Krashen's theory of language acquisition and comprehensible input.

It was also revealed that each publisher has a divergent opinion about the best purpose and information a graded reader should contain. For instance, it is stated that Oxford Bookworms focuses on fulfilling a human need for tales.

On the other hand, the same author points out that Cambridge Readers consider that students seek to read for entertainment, and the genre ought to be openly defined. It is suggested that the other two publishers have different observations about the content. Macmillan Readers and Penguin Readers posture is against strong topics.

There is also criticism towards recreating original texts. For instance, Hill (2006) argues that original storylines are much better than the ones created as a mechanism for student literature. Hill (2001) also criticizes the "culture-free" texts that contain plain plots and thinner descriptions, particularly at the advanced levels.

2.13 Levels of Language

Regarding the levels of language that graded readers represent; it is important to mention that publishers split their graded reader collections into suitable stages according to students' English proficiency.

This split is based on the number of headwords and structures in order to not dishearten learners. According to Claridge (2012), there are unexpected wide discrepancies among publishers.

For instance, as it can be seen on Figure 1, Cambridge Readers propose 3800 headwords for an advanced level; however, Macmillan Readers propose 2200 for an upper-intermediate level. On the other hand, Oxford Bookworm propose 400 headwords for A1-A2 level whereas Macmillan Guided Readers propose 1100 headwords for their A2 level list.

CEF	Oxford Bookworms	Cambridge Readers	Macmillan Guided Readers
A1	250	250	300
A1	400	400	600
A2	400	-	1100
A2	700	800	1400
B1	700	-	-
B1	1000	1300	1400
B1	1400	-	1600
B2	-	1900	-
B2	1800	2800	2200
B2	2500	-	-
C1	2500	3800	-

Note. Sourced from publishers' websites. Penguin Readers is missing as its website does not provide an equivalence with the CEF.

Figure 1. Publishers' wordlists aligned with the Common European Framework (CEF).

Source: Claridge (2012, p.112)

2.14 Reading strategies

Many researchers started to recognize the relevance of the strategies EFL students apply while reading. Studies conducted about reading strategies suggest that good readers are better at checking their own comprehension than struggling readers, and strong readers are able to apply strategies resourcefully and flexibly (Garner,1987 : Pressley and Beard , 1993)

Nevertheless, Hayashi (1999) explains a different point of view. The researcher expresses that reading a vast quantity of texts in L1 and L2 is a crucial factor for cultivating reading skills instead of just teaching reading approaches.

Hayashi (1999) posits that extensive reading provides learners with plentiful context knowledge, lexicon recognition, and intellectual nourishment, and it gradually becomes an important skill for speed in reading. Finally, learners themselves discover reading strategies, and improve their guessing skills in context.

2.15 Reading related to productive skills

According to Golkova and Hubackova (2014), learners are exposed to productive and receptive skills simultaneously since the information can be produced in spoken or written forms. The authors also emphasize that productive skills would not occur without the backing of receptive skills. They suggest that listening and reading represent a good beginning point to apply heard sounds, words that learners understand but do not use, and grammar patterns.

However, Richards (2015) posits that learners' receptive skills continue to progress but their productive skills stay somewhat static. In this case, the author states that according to recent theories productive skills do not arise as it might be expected. Instead, two crucial factors are required to diminish the breach between receptive and productive skills. The first factor is the *noticing hypothesis*, which highlights the importance of drawing attention to new forms of input. In other words, awareness of the input characteristics can be a prompt to stimulate the first phase in the process of integrating different linguistic features. Schmidt (2010) mentions the following elements that add to the scope of input features:

•   Instruction rises the possibility of noticing new items through the instilment of expectations.

•   Frequency of items observed

•   Perceptual salience of components

•   Ability to process may cause noticeability

•   Task demands determine how the material is processed and learned (p. 143).

The second factor is the *output hypothesis,* which remarks the relevance of being understood effectively by other speakers. Swain (1997), advocates that when learners devote themselves to make sure that their messages are conveyed this makes them realize their chasm between their productive skills and, therefore, encouraging second-language improvement. The *output hypothesis* proposes the relatively evident notion that using forms in English is essential for learners to gain immersion in the target language.

2.16 Incorporating Reading and Speaking Skills

Tuğrul (2012) indicates that there are six components learnt through reading that contribute to learners' speaking attainment.

1) Spontaneous recognition skills

2) Vocabulary and fundamental knowledge

3) Formal speech structure knowledge

4) Content/world contextual knowledge

5) Synthesis and assessment skills/strategies

6) Metacognitive data and skills monitoring (Suleiman, 2005)

Tuğrul, (2012) asserts that verbal communication relies on four competencies: grammatical competence sociolinguistic competence; discourse competence; and strategic competence. Vocabulary information and grammar are two critical causes when learning a foreign language, both of them influence learners' speaking achievement. It is also mentioned that an excellent knowledge of grammar constitutes a vital characteristic for mastering a foreign language.

To sum up, worldwide research corroborates the benefits of reading to enhance speaking skills:

• Reading aids learners to gain vocabulary and grammar skills. Through reading learners notice how words make logical sense together. When learners continuously get involved in the target language, they start to notice and grasp the patterns in the target language (Tuğrul, 2012).

• Word and linguistic knowledge are ominously correlated to reading understanding. This implies that learners will accomplish better reading knowledge through grammar (Mecartty, 2000).

• Krashen, heartens reading because it is a great aspect in foreign language betterment and relies on learners who read regularly so that they are considered to be good at reading, at vocabulary, at grammar mastery, and at writing.

• Learners observe how the structure of a sentence is formed and this permits them to shape their own written language. Reading could contribute meaningfully to proficiency in a foreign language. Therefore, this constitutes

a valid reason to conjecture that reading influences general competences, to all four skills (Krashen and Terrell, 1995)

- Through extensive reading, learners can develop the capacity of guessing the meaning of words from context clues, and learners who read regularly may improve both their vocabulary bank and the significance of context in comprehension and these two aspects are necessary for enhancing the development of speaking skills (Meng, 2009).

- In an investigation carried out by Laufer (1997) it is stressed that vocabulary is essential in each phase of language learning. Learners can advance with their speaking skills if their vocabulary knowledge is internalized, and learners can get this through reading.

2.17 Incorporating Reading and Writing Skills

Suleiman (2005) states that writing implies to balance numerous issues related to spelling, content, audience, punctuation, organization, purpose, capitalization, and vocabulary. The author also points out that students are usually exposed to grammar and writing rules but not to reading to stretch their minds. Therefore, learners struggle with their writing skills.

Over the course of the years, several researchers have conducted studies about integrating reading and writing skills. Elley (2006) reports that many findings in Solomon Islands, South Africa, Sri Lanka, Niue, Singapore, Fiji, and in different parts of the world have demonstrated that children showed greater performance in tests in comparison to the children who were in traditional classrooms. The author highlights that there were major improvements in writing, and language skills. Moreover, it is mentioned that language skills are slowly developed with the use of conventional education styles.

Another case study was administered at a university in Tucson, Arizona to scrutinize the efficacy of integrating reading and writing skills by exposing ESL students to a vast amount of reading material (Rass, 2011). Both case studies demonstrated that students improved significantly in language proficiency. According to the conclusions of the study cases learners were keen on reading the given novels and were delighted reading regardless of the fact that they came across many new words.

Rass (2011) informs that in a study that took place at a college in Israel students were asked to read anthologies and poetry in English and even though students complained due to the amount of reading, they were able to improve their writing and made positive remarks on the designated stories. At the end of the research project, students managed to write introductory and concluding paragraphs properly.

The experts point out that content-based instruction and task-based language teaching are focused on communicative purposes, that is important for language acquisition, and that happens when the learner concentrates on the accomplishments of the task. Nevertheless, it is suggested that content-based instruction is more suitable for reading because learners can extract information. On the other hand, task-based language teaching stresses the importance of reading strategies.

Duran (1999) citing Carrell and Carson (1997) stated that:

"Reading strategies must be taught, that will enable learners to comprehend the text in a way that will allow them to produce an appropriate essay. …Because task-based reading is grounded in learners' needs, EAP instruction that focuses on task mastery does maintain a clear connection with genuine language in genuine communicative interactions". (Carrell and Carson, 1997, p. 55,56).

Duran (1999) concludes that reading opens new avenues and puts the learners in a position where they have to keep their minds active to experience the writers' point of view, organization, words, and arguments. It is remarked that teaching writing through reading turns into a powerful pedagogical element, which can be the bedrock of a fruitful academic writing course.

2.18 Motivation

According to Oroujlou and Vahedi (2011) motivation plays a vital role in the learning process. It is pointed out that passion is the core of motivation, and it refers to an individual's inner objectives and needs. Moreover, the authors

stress that effective learners are aware of their reading preferences, their strong points and flaws. It is suggested that teachers should ignite that passion to awaken the dormant reader. According to the aforementioned study, it is vital to recognize learners' needs and drives to cultivate suitable motivational approaches.

Reflecting, motivation swings, and it constitutes a challenge to sustain the motivation flying high. This process suggests taking into account that every learner has diverse potentials and curiosities. When there is a breakdown in reading motivation, it is important to analyze the reason for the discouragement.

2.19 Motivation for reading

Ulper (2011) citing Yildiz and Duy (2013) defines motivation as an internal aptitude, an incentive that drives an individual to take action to attain a goal. For other researchers, motivation changes over the time (Guthrie and Wigfield, 2000). Motivation has a fundamental role in reading instruction. Edmunds and Bauserman (2006) inform that lack of reading motivation is considered as the root of the issues teachers deal with especially in the educational environment.

It is acknowledged that reading motivation adds to learners' understanding of what they read and to their academic progression. Nonetheless, learners' purposes for reading have a decisive effect in regards of how much learners will read (Guthrie and Wigfield, 2000); (Schraw et al.,1998); (Wigfield and Guthrie, 1997). Those opinions emphasize the correlation between reading reasons and reading performance. It is essential to define what motivates learners to read with their personal view that means students' thoughts should be taken into account.

Other researchers also point out that learners should be permitted to single out their own books based on their interests, so that learners do not need much attention in respect of comprehension (Hidi, 1990); (Renninger et al., 2004); (McDaniel et al., 2000). Ulper (2011) in his study on school and high school students concluded that certain suggestions could be taken into consideration.

The first suggestion has to do with giving books as presents to students to encourage them to read.

The second recommendation is for parents and teachers: they could be role models for their children/students respectively. The third proposal is to organize campaigns for reading at schools, and finally parents should get involved in book-related activities.

2.20 Types of Motivation

2.20.1 Intrinsic and Extrinsic Motivation

Intrinsic and extrinsic motivation have been broadly researched, and the differences between them have clarified educational and developmental instruction. It is important to review some definitions about intrinsic and extrinsic motivation considering modern-day studies and theory.

Jahan et al.(2016) citing Baker and Wigfield (1999) posit that in reading motivation, it means, "to read for its own sake" whereas extrinsic motivation for reading refers to receiving awards and recognition from others or to refrain from teachers' punishment or to please parents. Consequently, extrinsic motivation is linked with achievement and to the degree to which a learner focuses on a task. It proposes to do it proficiently for seeking the approval of others.

2.20.2 Instrumental and Integrative Motivation

Oroujlou and Vahedi (2011) assert that instrumental motivation is represented by the aspiration to achieve different utilitarian things; for instance, getting a new job, a university degree, a pay raise, to be able to read specialized material in English or to improve a social status.

On the other hand, integrative motivation refers to the learners who want to speak the language because they approve it and want to be a part of the community where the language is spoken (Arfaei, 2016).

Chapter III

Protocol

3.1 Description of the Protocol

A chronogram was developed before the researcher's intervention, and it was created based on the necessity to instill a culture of reading in English among students. Arrangements were made in the researcher's schedule; students were told that on Wednesdays and Fridays, they would be presenting their graded reader in the classroom, and they acknowledged it. Students were informed that the researcher had previously preselected thirty-one books according to the students' choices and some other topics. It is important to point out that the university had all the graded readers, so the students did not have to spend money on that. Each book had reading comprehension exercises, which students resolved on their own. Moreover, mini quizzes were created to ensure that students had understood the content of the graded reader.

The mini quizzes included true/false statements, and multiple-choice questions. Moreover, students had to write a summary of what they understood about the book.

Opening the channels of communication with the students was of paramount importance to reflect on their reading process. Along the process, the researcher explored the role of being a facilitator and a motivator in order to contribute to the betterment of students' reading skills.

For the final selection of books, each group of students had the opportunity to deliberate on the book they wanted to read. The level of the students was considered so all of the books belonged to stage 2. During their selection of books, it was seen that students had the opportunity to interact with other learners and they articulated their views. On a more humanistic level, this also promoted a positive ecology in the classroom. Ecology involves the teacher go beyond unimportant matters and stay connected in developing relationships

by promoting a classroom environment where students see themselves as active participants in the classroom . On the other hand, the researchers Herrera and Murry, (2016) also observed an unexpected reaction from the students. The students did not choose books according to their interests but books that were more appealing in terms of thickness. Even though all of the books were small, some of them contained more pages depending on the publisher.

At the beginning of this research study, students took two diagnostic tests. First, students' speaking skills were evaluated, a few students could answer the questions smoothly, yet other students did not understand the questions or could not answer them even if the questions were understood. For that reason, the researcher spoke slowly and repeated the questions as often as required. This strategy worked and made the students feel at ease with the activity.

Then, the students took the writing diagnostic test. Students' writing skills were evaluated in terms of topic development, the writer's intention, organization in the paragraph, language to express simple ideas, writing conventions, and appropriate vocabulary and conventions. Hence, a rubric to assess writing skills was used. This aided the researcher diminish any biases towards students' pieces of writing.

After that, students were grouped according to the classroom seating arrangement. Each group chose a coordinator so that the researcher could keep track of students' advancement in the process of reading the graded readers. The researcher kept an open communication with the students to identify possible pitfalls during the process. At an early stage of the process, the researcher noted that students were not acquainted with the use of dictionaries so the researcher suggested students to use Cambridge Dictionary in order to support vocabulary acquisition. Once students felt more comfortable searching for the meaning of the new words they encountered in the texts, they were able to work more independently.

Next, the researcher showed the students a chronogram for their presentations. Each group presented a power point, which contained only pictures. The presentation stage was intended to determine if reading a graded reader aided student in the improvement of their speaking skills to some extent. To perform this activity, each group had a chronogram to introduce their book to the whole class. The researcher observed that some students felt comfortable when speaking to the whole class whereas some other students needed to boost their confidence. It was of high importance for the researcher to praise the students for their effort in order to build rapport and reduce nervousness.

As reflected on Vygotsky's work, which suggests that, all human beings have the possibility to learn by determining the circumstances, the conditions, and social skills (Herrera et al., 2017).

Students were asked to report what they read using their own words. Many students were able to produce the language demonstrating some improvement in terms of grammar structure, vocabulary, and comprehension. Nonetheless, it was also noted that some other students experience just a slight improvement in the oral production. Still the greater gains were seen in vocabulary acquisition.

After the oral presentations, students answered a couple of questions related to their graded reader. When students were able to answer, they corroborated what Harmer (2010) posits, that reading has a helpful effect on learners' lexicon. In addition, students were using the target language in different rates. Regardless of each student's speaking starting point, all students have the need of an affirmation to their learning. Herrera et al. (2017) assert that it is vital to reassure students' endeavors during the class and make them feel they were worthy.

After that, students completed an assessment task, which was named as a mini-quiz. The purpose of that activity was to discover how well they stored new information. Poljičanin et al., (2009) highlight that the use of mini-quizzes is a valuable tool to embolden and study students' development. The majority

of students demonstrated good reading comprehension in the mini quizzes. It can be said that students did not find the texts overwhelming which was also a critical aspect for this project.

When students worked on the written part, many of them showed improvement on their punctuation and capitalization. While some other students showed improvement on their vocabulary and word order. Although writing in English can be considered as a complex activity, a great deal of students managed to write a summary of what they read. Prior the execution of this research study, the students had been already exposed to writing during the regular class. The researcher provided students with guidance especially when some of them had the tendency to write run-on sentences or sentence fragments. Some students needed more time than others to write a summary, for that reason, the researcher allotted more time for this activity. On the other hand, students enjoyed drawing the most representative thing from the book they read.

Chapter IV

Methodology

4.1 Design

The methodology applied for this project was a mixed-methods approach. The basic premise of this methodology is 1) to investigate the extent of the effectiveness of *choose-your-book-project* in terms of students' reading improvement," 2) to analyze the students' improvement in their productive skills by examining the results of the diagnostic tests administered at the beginning of the semester, 3) to scrutinize the students' experiences on their reading motivation and to determine the level of satisfaction at the end of the project. The focus is based on action research as the method used for improving reading practices. Thus, the students and the researcher were involved in this study. According to Cohen et al.(2007) action research is basically an instant technique for dealing with a specific difficulty that arises in a specific setting. This implies that, the step-by-step procedure is continuously scrutinized over different intervals and by a variety of techniques, for instance, questionnaires, diaries, interviews and case studies (p. 297).

Action research was chosen because it allows the researcher to assess and reflect on collected evidence. Moreover, the participants can make interpretations and ponder upon the process. Another point to consider is that the outcomes are built as action progresses.

Action research makes use of quantitative and qualitative information; however, it focuses on real situations in different groups and schoolrooms (Creswell and Guetterman, 2019). This description aids to determine the usefulness of this design when studying a problem. Action research shows the various aspects studied for this research project.

4.2 Participants

This research study took place at Universidad Politécnica Salesiana of Guayaquil, Ecuador because of the low results in the reading section of the previous mid-term examinations within a group of twenty-seven students attending the second level of their English class. The Faculty of Electric Engineering has 243 students. The students who were subjects of this research were in the second level of their English classes. The researcher had five groups in charge, and one of them was from level two. They took English classes twice a week. They had four lesson hours weekly.To carry out this project, data correlated to this topic were gathered; students had after-reading tasks so that the researcher could check students' overall comprehension of the readers, and students had to present a mini-project in the classroom in a spoken or written form.

4.3 Variables of the Study

The researcher worked with a group of students for one month (see Appendix C). The chosen group had four hours of English per week. The time devoted to each reading session was 60 minutes, and during the week students had to read the book they chose independently. Every week students had a quick test to monitor students' reading comprehension.

4.4 Data Collection Instruments

The qualitative part was used to find out the effectiveness of using graded readers to aid the growth of productive skills. It was important to discover to which extent students were able to read independently, and the possible challenges the researcher and the students might encounter during the process. Moreover, it was also relevant to determine if after a month student raised their interest for reading in English.

4.4.1 Diagnostic Tests

For the quantitative part, two diagnostic tests were used to pinpoint at what speaking and writing level students were used. These tests were administered to gauge students' prior knowledge before conducting the actual research. The investigator adapted the Motivations Reading Questionnaire by Guthrie and Wigfield (2000) and the two diagnostic tests. The first diagnostic test was the writing test. In this test, students had to choose one topic and write a paragraph about it. It also had its own rubric. The second diagnostic test was the speaking test. It has its own rubric too. The questionnaire was translated from English into Spanish to avoid confusions among students, taking into consideration that it was vital to identify students' motivations for reading. Furthermore, the researcher selected only ten items for the purpose of this study. Moreover, the reading comprehension posttest consisted of students having a quiz to assess their comprehension. The quizzes included multiple-choice and short-answer questions to measure students. The author prepared the quizzes based on the content of the graded readers. Additionally, students had to write a paragraph summarizing their graded reader.

It was decided that for this research project, the researcher would make use of two diagnostic tests, a questionnaire about motivation and reading habits, interviews, and a quiz to assess students' comprehension on the graded readers. These instruments backed up the results.

The diagnostic tests were administered prior the survey about motivation and reading habits. The researcher used the tests to discover students' spoken and written competencies. The questionnaire about motivation and reading habits was administered a week after the tests. The questionnaire contained ten items. It was focused on discerning students' interests and motivations towards reading.

The researcher drafted the questionnaire based on other questionnaires such as Lectores Ibericos and on the article "A survey of Online Reading Habits of Rural Secondary School Students in Malaysia" conducted by Zainol et al. (2011). The scale used in the questionnaire was the Likert scale. The items

used in the Likert Scale presented the options strongly disagree, disagree, neutral, agree and strongly agree. The questionnaire shed light on students' perceptions towards reading as a recreational activity.

There were nine questions in the questionnaire about students' reading habits. Moreover, there was a speaking and a writing diagnostic test. In the speaking test, there were twelve questions. In the writing diagnostic test, there were six topics. Students had to choose only one topic.

The diagnostic tests, the questionnaire, the semi structured interview and the quizzes were applied. Along this process many modifications were made for the sake of improving the formats and contents.

The interviews aided the researcher to analyze the different points of view from other English teachers in the English teaching community in regards of extensive reading (See Appendix D). The questions allowed the English teachers to express themselves freely in a flexible and fluid framework. The interview consisted of four parts. The first part was an introduction to inform the interviewee about the objective of the aforementioned. The second part had to do with the opening questions as to build rapport and find common ground. The third part was the core-in-depth-questions, and this part consisted of two questions. The fourth part was the closure and it consisted of one question.

4.4.2 Pre-Speaking Test

For this research study, the following instruments were chosen to gather information:

It consisted of twelve questions where students had to answer and the pointers ranged from zero to four points. In addition, the speaking diagnostic test had its own rubric, which assessed the ability to answer the questions in terms of fluidity. It is important to mention that the rubric was reprinted from TOEFL Online Guides and Tips. The first one is when the speaker does not respond or the response is unrelated (0 points). The second one is when the response

is limited and speech is not intelligible (1 point). The third one is when the meaning is obscured in places but there is presence of intelligible speech (2 points). The fourth one is when the speaker has some fluidity in expression but exhibits noticeable lapses when expresses ideas (3 points). The fifth one is when the speaker is able to fulfill the demands of the topic and has minor lapses (4 points).

The speaking diagnostic test was adapted from Cambridge University Press 2013, and the target was S = Starter and E = Elementary (Second edition). The purpose of this diagnostic test was to assess students' language competencies and determine how effectively they could communicate in English within the parameters aforementioned.

4.4.3 Pre-Writing Test.

This instrument allowed students choose one topic out of five. Then, students had to write a paragraph about the chosen topic. Each topic contained bullet points to guide students on what the content of the paragraph should have.

The topics were selected based on different levels in the textbook Empower. It was necessary to identify what students already knew. The topics were chosen according to the English Profile determined by Cambridge English, that is, the topics range from A1 (Starter), A2 (Elementary), B1 (Pre-intermediate), and B1+ (Intermediate). Moreover, the writing diagnostic test had guidelines to score each student's writing ability. The rubric was taken from *Seoul National University* and it was adapted by the researcher. The components of the rubric were the following ones: organization, level of content, development, grammar and mechanics, style, and format. The purpose of this test was to provide the researcher with specific information about students' strengths and weaknesses in their writing skills.

4.4.4 Motivation and reading habits Questionnaire.

The purpose of this questionnaire was to shed light on how students perceive themselves as readers, and it was crucial to discover their favorite book

genres. The response format from question 1 to 9 was based on the Likert scale with the following options: strongly agree, disagree, undecided, agree, and strongly agree.

The response format for number 10 was slightly different. Students had to put a tick in the type of genres they liked the most and they had to choose among the indicators "I love it", "I like it a little", or "I don't like it". This questionnaire was presented to the students in their native language, which is Spanish.

This decision was made because the diagnostic tests revealed that the majority of the students have a starter level. Furthermore, it was highly necessary for the researcher that students grasp the meaning of each question without confusions taking into consideration that this questionnaire was one of the key elements of this investigation.

4.4.5 Reading Comprehension quizzes.

Students had a quick quiz to assess their comprehension. Each quiz had three parts. There were five quizzes since there were five groups. For instance, students had to write *true* or *false*, also, they had to write the answers for, "*Who said or thought these words*?", moreover, they had to write a paragraph of 100 words explaining their opinion to a question posed by the researcher. The questions varied from student to student since they were reading different books.

4.4.6 Speaking post-test.

Students had to talk about their graded reader through a power point presentation. This activity intended to assess the development of students' speaking skills throughout reading.

4.4.7 Interviews.

The researcher contacted three English teachers among the English staff at Universidad Politecnica Salesiana at branch "El Centenario". The author spoke with the teachers about her research project and asked for their

permission to interview them (See Appendix N). Each interview lasted approximately twenty minutes. In order to get the interviewees involved, the researcher started by asking things such as *How long have you been teaching in this institution? Do you consider that reading is an important skill when learning English? What are your major reasons for supporting your answers? Which strategies or tools do you use to encourage students to read more in English?* Then, the researcher proceeded to ask questions related to extensive reading and graded readers.

The following questions were asked: Have you ever used graded readers in your classes? If yes, did you notice any kind of improvement in terms of writing or any other skills? What are the benefits of implementing an extensive reading program in a university? For the closure, the researcher asked: What would be some barriers when implementing graded readers in the classroom? Please provide examples for your responses.

4.5 Population

This research study was conducted at *Universidad Politecnica Salesiana's* branch campus called "The Centenario". This institution is located in Guayaquil, Ecuador. The key characteristics of the group is that they are specializing in electrical engineering. Even though students had the opportunity to take a placement test before entering the university, not all of them took it so it is common for the researcher to observe different-leveled students within the group.

The students' textbook is Empower A2 level two and the publisher is Pearson and its target is adult and young adult learners. It was noticed that the book provided students with plenty of online practice in regards of grammar, vocabulary, pronunciation exercises, and video exercises. Nevertheless, the reading extension exercises were limited and did not allow students to choose about topics they want to read. Moreover, the teacher-researcher noted that students needed to be motivated to read not only the readings from the book but also more appealing books according to their choices.

4.6 Sample

For this project, the sample chosen was a group of 27 students from the second level as it can be observed on Table 2. The students had two hours of English on Wednesdays, and two hours on Fridays. At the end of the semester, students should be able to reach an A2 level, which corresponds to an elementary user.

Table 2. Students Attending level two based on their gender.

SAMPLE	NUMBER	PERCENTAGE	AVERAGE AGE
MALE	20	74%	19
FEMALE	7	26%	19

Note: Prepared by Jessica Vasco, 2019.

Chapter V

Data Analysis and Results

The aim of this segment is to show the data analysis of the information that was collected in order to dissect the benefits of using graded readers on EFL second level students of the group 4202 at Universidad Politecnica Salesiana. According to Nation (1997) , simplified versions of books are more accessible than the real books, for instance, a student with limited vocabulary would greatly benefit from graded readers as shown on *Table 3.*

For this project, quantitative and qualitative data were classified and scrutinized. Moreover, categorization is the component by which the researcher attempts to analyze the data. Data were also gathered via interviews conducted by the researcher. Triangulation was executed with the outcomes obtained from the speaking diagnostic tests, the reading mini quizzes, and the interviews.

The information processing is based on the tabulation of the answers of the speaking and writing diagnostic tests to find out students' English level as well as their strengths and weaknesses. The results are shown in graphs to simplify and display the data. The information obtained from the diagnostic tests aided the researcher to compare the students' performance before, during, and after the project.

Table 3. Vocabulary in a Simplified Version.

	Simplified Version	*Original*
Length of the book	7,957 words	161,425 words
Percentage of coverage by the first 2,000 words of English plus proper nouns**.**	98,6%	92,8%
Total word families	556	5,640
Number of word families not in the first 2,000 occurring only once in the book.	19	3,038

Note: Prepared by Jessica Vasco, 2019

5.1 Qualitative Analysis

5.1.1 Speaking Diagnostic Test

The speaking diagnostic test was classified into five categories, which are weak, needs improvement, satisfactory, good, and excellent. As shown on Appendix D. This test took four classes. It was an hour per class.

First session. Wednesday, May 8th, 2019.

 During the first class, students were told that their speaking skills were going to be tested to find out their level. The researcher explained the instructions to the students. In the first class, seven students were tested and each of them had eight minutes. This was done in four days during the second-class hour. Their speaking skills were evaluated, and they had eight minutes.

5.1.2 Writing Diagnostic Test

During the fifth session, the researcher explained to the students that they could choose one out of five topics. As shown on *Appendix E.* Students had to write a paragraph of six lines. The teacher devoted forty-five minutes for this activity.

5.1.3 Questionnaire about students' motivation towards reading

During the sixth session, it was important to survey the students about their motivations and interests when they read. The questionnaire was presented in the students' mother tongue, which is Spanish. *Table 4* shows the questions in English This decision was based on the fact that after a careful analysis of the students' diagnostic test results, it was concluded that they needed Spanish in order to avoid misunderstandings. Moreover, it was also noticed that the questionnaire was of vital importance for the appropriate selection of the graded readers. The investigator used the Likert scale in order to measure students' opinions and attitudes.

Table 4. List of questions

QUESTIONS
1. Do you enjoy reading as a recreational activity?
2. Do you keep the interest in reading even when the text is extensive?
3. Do you prefer to read instead of other recreational activities such as watching TV or hanging out?
4. Do you think that reading helps you grow as an individual?
5. Do you think that learning vocabulary through reading is interesting?
6. Do you feel demotivated when you find a lot of new vocabulary words?
7. Do think that Reading is an obligation?
8. Do you think that you would read more if teachers promoted reading habits?
9. Do you think you would read more if you had more time?

Note: Prepared by Jessica Vasco, 2019

As one of the key core elements of this study, the researcher needed to identify the genres the students would be interested in reading. As shown on *Appendix F* This information would shed light on university students' reading preferences.

The teacher asked the students to make three groups of five and two groups of six. Each group had a coordinator. The researcher created a WhatsApp group to keep in touch with the coordinators. The students and the teacher went to the university library. The students had to present their student card in order to borrow a book. They could have the books only for three days. Each group had to choose the book they liked.

The researcher had previously made arrangements with the university librarian so that the book selection would not be time consuming for the students. In addition, the researcher asked for a list of graded readers that were available at the university library. As shown on *Appendix G* The other part of the list is included in the appendix. There were three hundred and twelve books. For that reason, the researcher had to make a pre selection before taking the students to the library.

5.1.4 Pre-selection of books

The researcher devoted two hours of her spare time to select books from different publishers. As shown on *Appendix H.* According to the inventory list, the book distributors were Book & Bits, Serenity Bookstore, L & PG, Santillana, and Studium. However, in this pre-selection only the following publishing houses were chosen: Cambridge University Press, Oxford University Press, M.M. Publications, and Heinsle Censage Learning.

Even though the university library has a total of two thousand four hundred and twenty books, only 12,89% corresponds to stage two. Moreover, two other teachers were using the graded readers with their students at the time this project was taking place. The researcher noticed that the majority of books belonged to higher stages that is four, five and six.

5.1.5 Criteria for book selection

The researcher analyzed the results of the students reading preferences survey and included books according to the students' answers as shown on *Appendix I.* Additionally, a few more books that did not belong to the categories were included to find out how students reacted to other themes such as Incredible Animals, Fascinating Places, Remarkable People, Exciting Activities, and Amazing Science.

5.1.6 Students' selection of books

When the students saw the graded readers, they judged the books by their cover, and even though they chose their favorite genre in the reading preferences questionnaire. As shown on *Figure 2.* The researcher noticed that for many students it was the first time they were exposed to graded readers.

Another factor that might have contributed to the phenomenon is that students are repeating this level as shown on *Table 6 and Figure 3.*
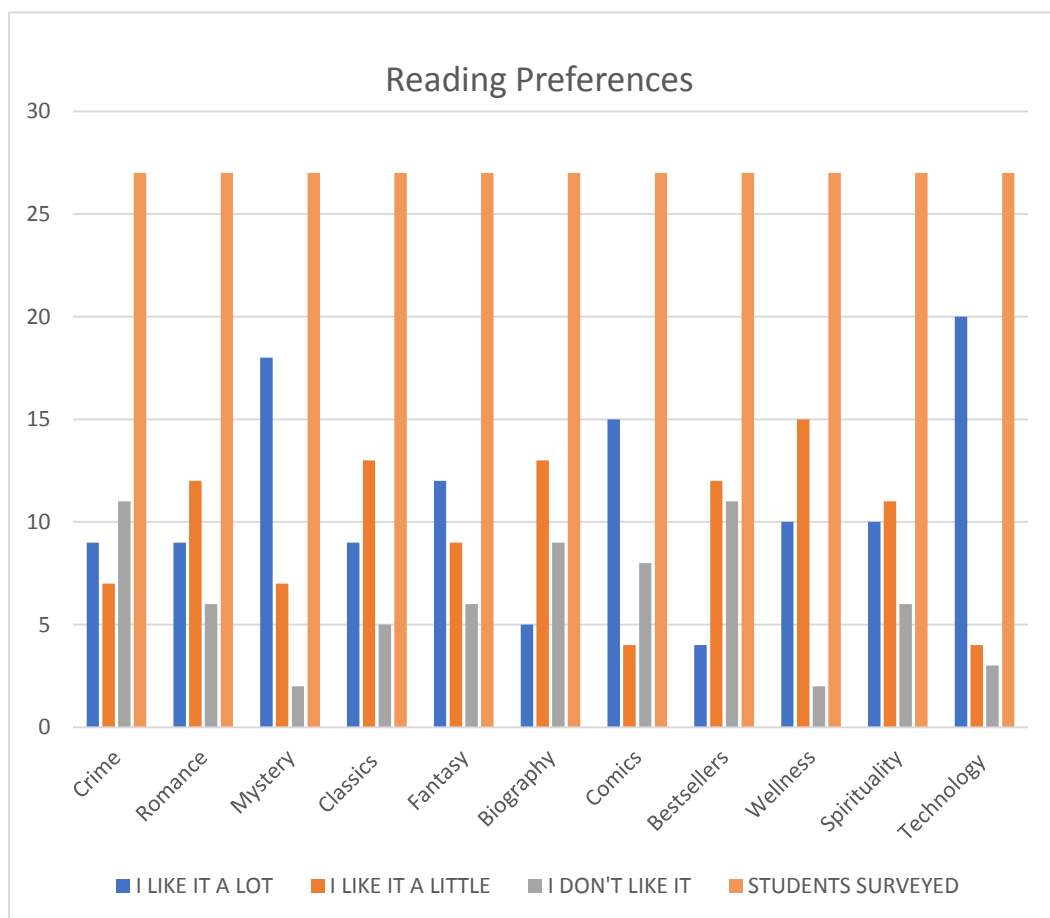
Figure 2. Reading Preferences Questionnaire.
Source: Students- UPS Centenario
Note : Prepared by Jessica Vasco,2019

Table 5. Students' detailed information

STUDENTS		
Repeating	9	33%
1st time	18	67%
TOTAL STUDENTS	**27**	**100 %**

Note: Prepared by Jessica Vasco, 2019

Figure 3. Students' percentages according to their detailed information.
Note: Prepared by Jessica Vasco, 2019

Students showed a preference over the National Geographic series. It is important to stress out that students had the opportunity to choose from other books. However, in their perception the editorial Heinle Cengage Learning had the "easiest books to read" *Appendix J.* Students highlighted that the book looked engaging.

5.1.7 Observation Section

It was interesting when students had to choose the books, they did not choose the books by their favorite genre but according to the thickness of the book. This was an unexpected turn of events.

Figure 4. A student choosing the book.

Students pointed out that the pictures and the colors constituted key elements for their book choice. The artistic style of the cover made them want to read this book. A student expressed that the title looked easy to read and as this was their first time with this kind of project, they preferred a simple book. The coordinator added that his peers also expressed that the book looked "friendly". Students expressed that the book thickness and the cover caused a huge impact on their book selection even more than a reading preference survey.

The picture shows that this group preferred "Animals" as a homogeneous decision. They chose the book *"Gorilla Watching Tours".* The students referred to the book as it looked "easy" to read.
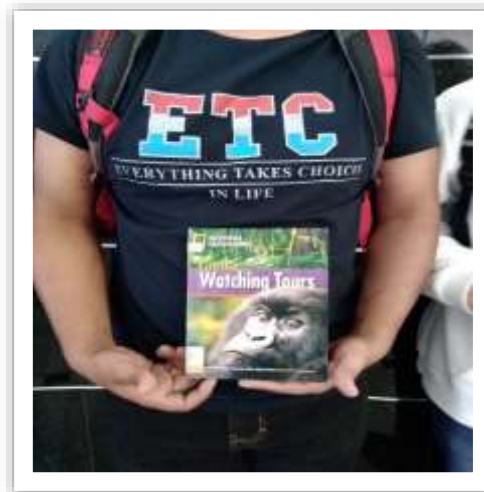
Figure 5. A student choosing the book.

Something that this group considered was they did not know much English so it was extremely important for them to stay in their comfort zone. One of the students pointed out that "at first glance, the book looked wonderful".

The picture portrays that this group chose the book *"A Disappearing World"*. Students said they were interested in "mother nature" and natural areas in the world.
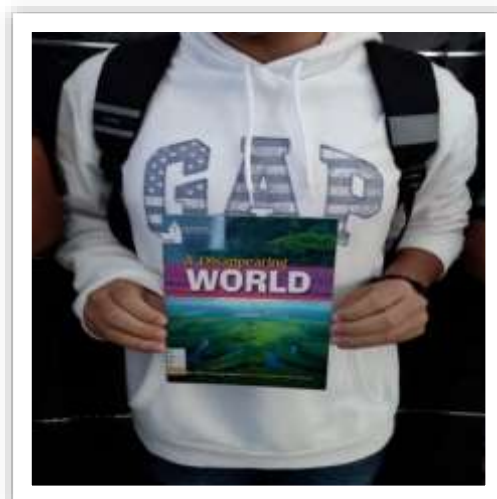
Figure 6. A student choosing the book.

The students told the researcher that many natural areas are being destroyed; therefore, they considered that this book would provide some insights into the problematic situation. However, the members of this group also mentioned that the book seemed to be a "quick read" and that was appealing to them.

This picture presents a member of the group holding the book "*Wild Animal Trackers"*. The students indicated that this book looked easier to read in comparison to the ones from the other publishers.

Figure 7. A student choosing the book.

The students emphasized that they knew very little English so all of them agreed to select a book that they were able to cope with. The researcher also noticed that this group was more meticulous especially at the moment of choosing a book at the library.

The picture illustrates that this group inclined towards "Animals" as a common decision. Students expressed that the book looked "easy to read".

Figure 8. A student choosing the book.

The picture indicates that this group singled out the book *"Farley the Red Panda".* Students pointed out that they liked animals and that the book looked "interesting". A student revealed that what really caught his attention was the fact that he had never heard of a red panda.

5.2 Results of the speaking diagnostic test

 Appendix K and Figure 9 present the questions and the points obtained in the test. Students were asked twelve questions which ranged from the easiest to the most complex. The parameters were *weak, needs improvement, satisfactory, good* and *excellent*. Testing students' speaking skills aided the researcher to identify students' strengths and weaknesses. Therefore, this can cause a positive impact on the learning process (Galaczi, 2018). Figure 9 shows the graphic about the speaking diagnostic test. It is important to stress out that the students were evaluated before they chose the book.
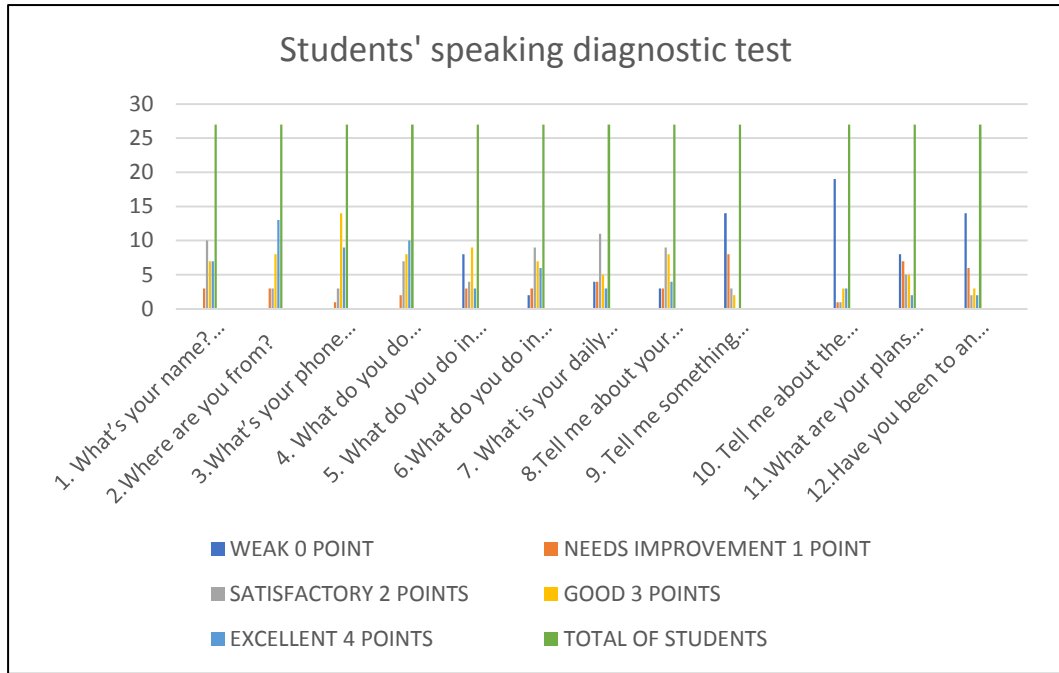
Figure 9. Students' Diagnostic Test
Note: Prepared by Jessica Vasco, 2019

5.3 Results of the writing diagnostic test

This was a writing test with five topics. The first topic was the most popular topic among students. As it can be seen in *Figure 10.* students chose the topic "A day in your life". This showed the researcher that the majority of the students were not acquainted with more advanced topics
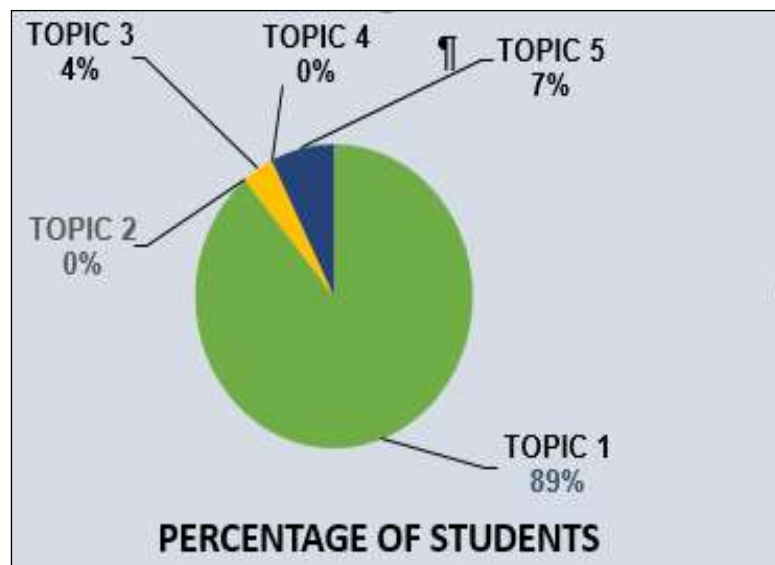
Figure 10. Writing diagnostic test results.
Note: Prepared by Jessica Vasco, 2019

Students were not familiar with the second and fourth topic so none of them chose them. Presumably, as this group 4202 belongs to level two, which is a still elementary, students did not know how to write an email or an informal letter of apology since they needed vocabulary that is more complex.

In regards of the third topic, a student wrote about a review of a film. That student found the topic more appealing. Through the student's piece of writing, it could be observed that, there are spelling mistakes, or wrong choice of words, however, the message the student was trying to convey could be understood *(see Appendix L).*

In the fifth topic, students were able to choose one environmental issue. They had five options that were air pollution, cutting down forests, electric cars, taking too many fish from the sea, and wasting food. A student chose electric cars *(see Appendix M).*

5.3.1 Analysis of the scores using the writing rubric.

The *Figure 11* represents the students' overall written performance according to their pieces of writing. This provides information on students' writing abilities before the researcher's intervention. It can be observed that 48% percent of the group are in the category labeled as low. On the other hand, 11% of the group is considered to be beginners according to the rubric.

Moreover, 15% of the group falls under the category named as fair. Additionally, 19% of the group is in the category labeled as good. It was noted that students' pieces of writing did not score between 8 and 10 points, which corresponds to very good and excellent.
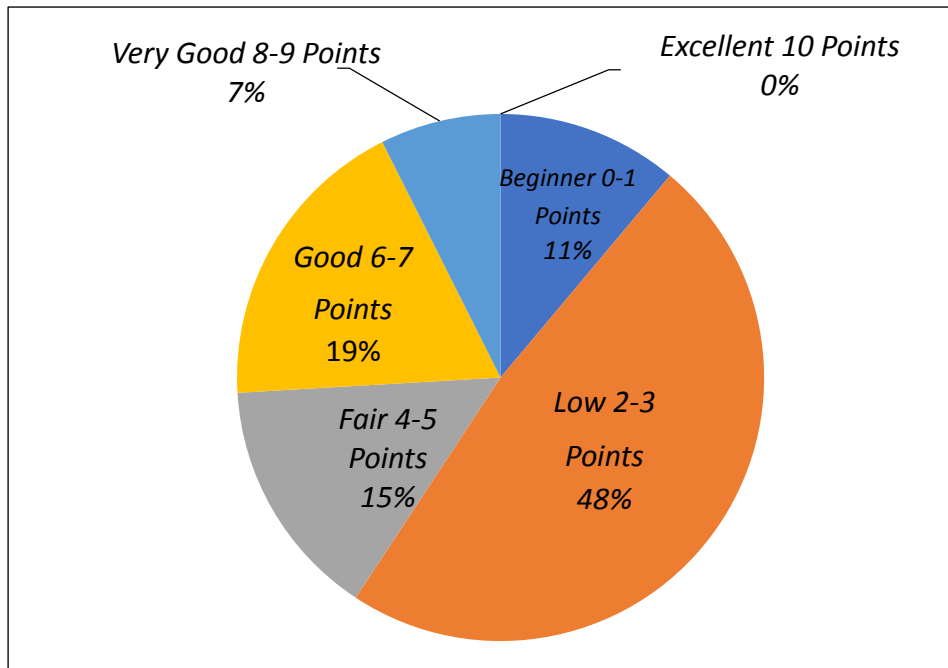
Figure 11. Scores of the writing rubric
Note: Prepared by Jessica Vasco, 2019

5.4 Analysis Questionnaire about students' motivation towards reading: questions 1 to 9.

As shown on *Appendix N* questions 1 to 9 were projected to bring to light students' posture towards reading as a recreational activity. On the other hand, *Appendix O* shows the percentage of questions 1 to 9. The questions were presented to in the students' mother tongue and in a simple format. This was a key element to identify students' motivation for reading and to discover if students saw reading as an overwhelming activity.

Students had five pointers which were I totally disagree, I disagree, Neutral, I agree, and I totally agree.

Figure 12 shows that 41% of the students agree that reading could be a recreational activity.
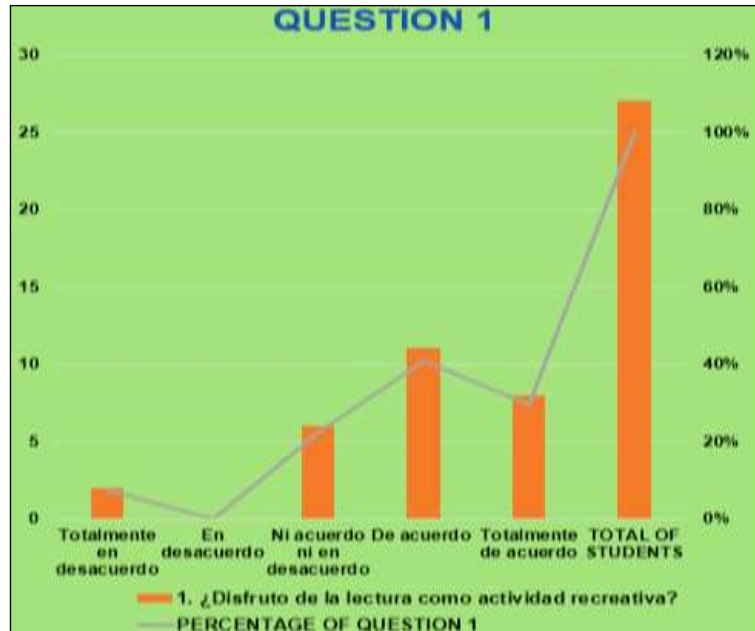
Figure 12. Reading as a recreational activity
Note: Prepared by Jessica Vasco, 2019

As shown in *Figure 13*, the chart displays that 41% of the students are still interested in the reading even when they read extensive texts.
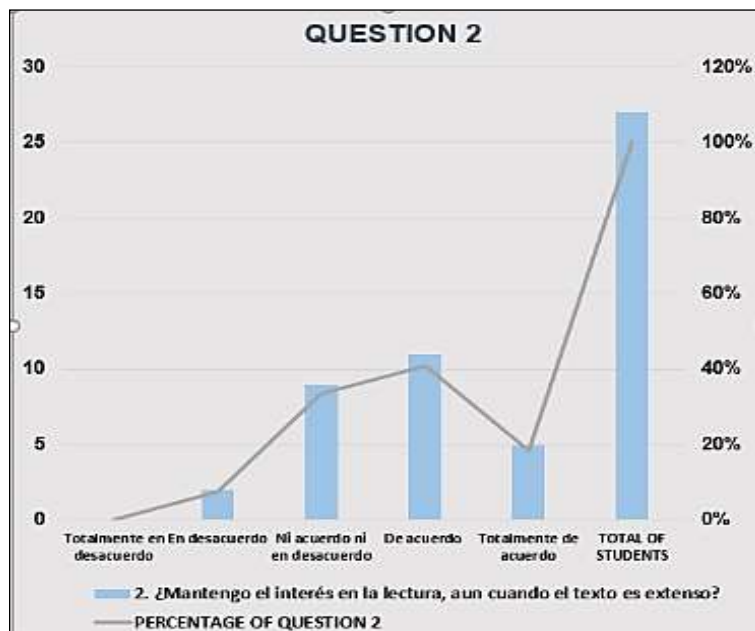
Figure 13. Students interested in extensive text.
Note: Prepared by Jessica Vasco, 2019

As shown *Figure 14* in chart reveals that 48% of the students do not agree or disagree in regards of reading a book instead of watching TV or going out with friends or family.
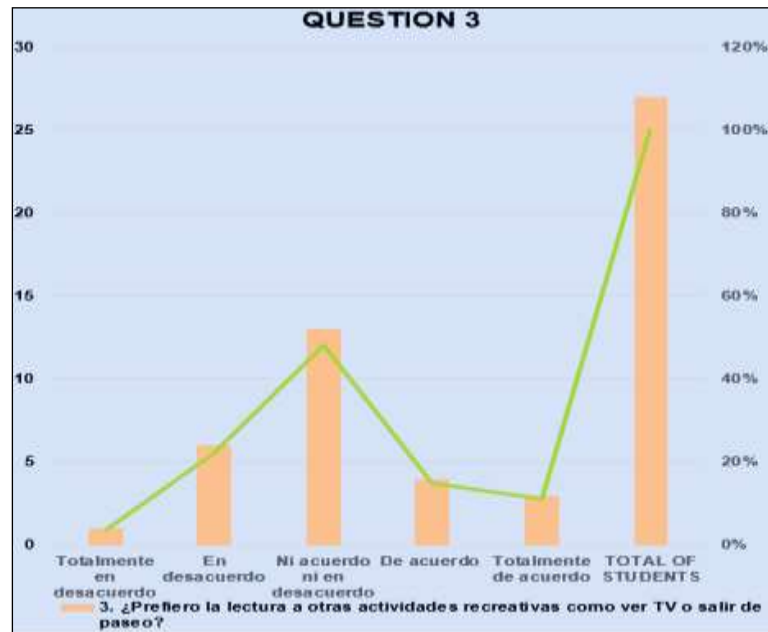
Figure 14. Students' preferences between Reading and recreative activities.

Note: Prepared by Jessica Vasco, 2019

As show *Figure 15* in chart demonstrates that 56% of the students consider that reading help them grow as a person.

Figure 15. Reading help them grow as a person.
Note: Prepared by Jessica Vasco, 2019

As shown *Figure 16* chart indicates that 59% of the students consider that learning new vocabulary words through reading is interesting.

Figure 16. Learning new vocabulary through reading.
Note: Prepared by Jessica Vasco, 2019

As shown *Figure 17* that 36% of the students disagree with this statement. According to this result, the students do not feel discouraged when they find new terms or concepts.
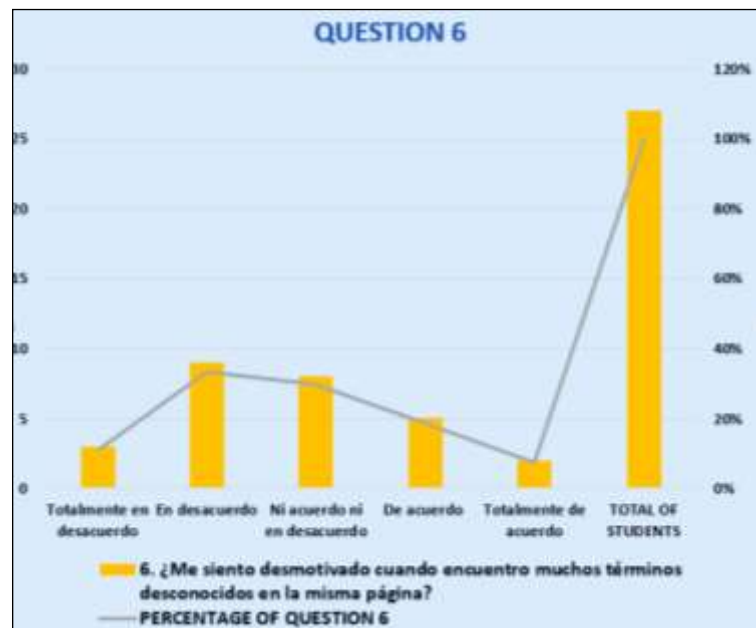
Figure 17. Demotivation towards new vocabulary words.
Note: Prepared by Jessica Vasco, 2019

As shown *Figure 18 that 37%* of the students do not see reading as a boring obligation.
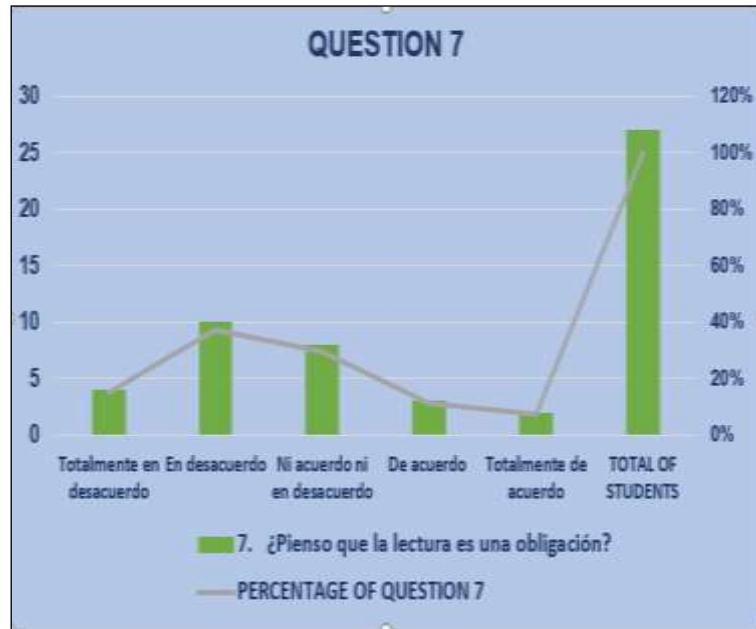
Figure 18. Reading as an obligation
Note: Prepared by Jessica Vasco, 2019

As shown in Figure 19, it illustrates that 56% of the students think that they might read more if teachers develop the reading habit among them.
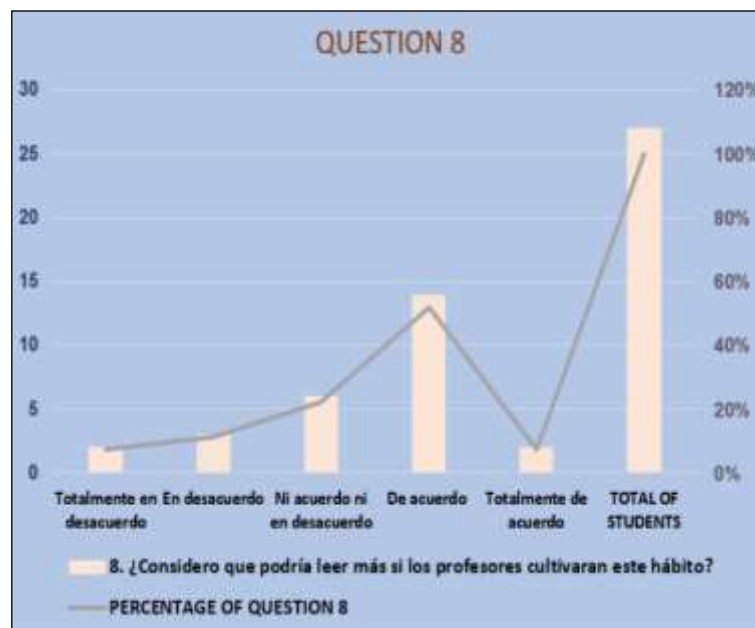
Figure 19. Developing the reading habits.
Note: Prepared by Jessica Vasco, 2019

As shown *Figure 20* that 33% of the students consider that they would read more if they had more time.
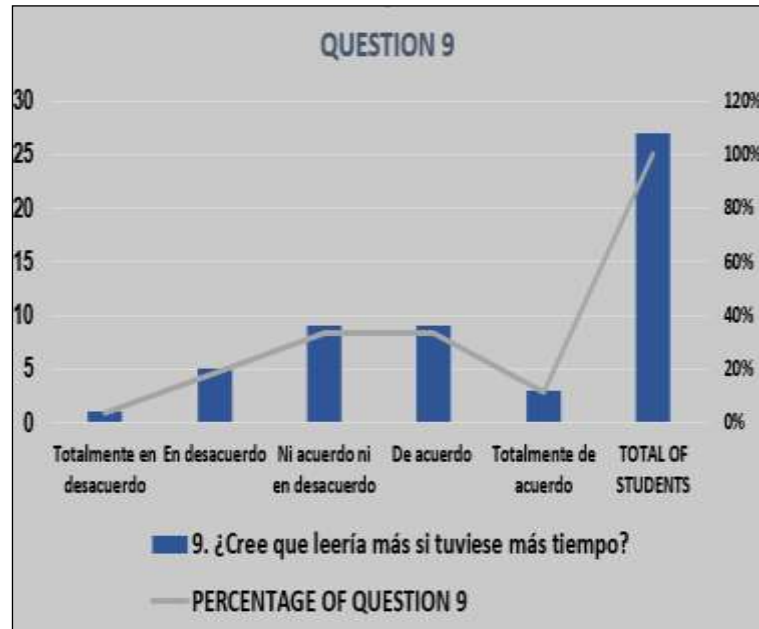
Figure 20. Students would read more if they had more time.
Note: Prepared by Jessica Vasco, 2019

5.5 Analysis of the students' presentation.

Students' followed a chronogram given by the researcher. See table 7. In order to implement this research project, students formed groups of five or six during every class; each group had 20 minutes to talk about the graded reader they chose plus 10 minutes to take a mini-quiz and 10 more minutes to write a summary of the book.

The groups had specific dates and the order of the groups was chosen at random. The first group was *"Gorilla Watching Tour",* the second group *was "A Disappearing World",* the third group was *"Wild Animal Trackers"*, the fourth group was *"Farley the Red Panda",* and the fifth group was *"A Special kind of neighborhood".* ·

The researcher used a rubric to compare the initial speaking diagnostic test and students' speaking performance after they read the graded reader.

Table 6. Students' presentation chart

Groups	Start	End	Duration (minutes)
"Gorilla Watching Tours"	29/05/2019	29/05/2019	40 min
"A Disappearing World"	31/05/2019	31/05/2019	40 min
"Wild Animal Trackers"	05/06/2019	05/06/2019	40 min
"Farley the Red Panda"	07/06/2019	07/06/2019	40 min
"A Special Kind of Neighborhood"	12/06/2019	12/06/2019	40 min

Note: Prepared by Jessica Vasco, 2019

5.6 Analysis of the group "Gorilla Watching Tours"

First Presentation. Wednesday, May 29th, 2019.

The students used power point slides to present the book. After each group member spoke about the book, students took a mini-quiz, which had true and false statements, and answering a few questions *(see Appendix P).*

The purpose of this activity was to measure students' comprehension by giving them a quiz to find out how much they understood from the story as shown on Table 8 and figure 21. With this activity the researcher had evidence to find out if students were able to recall general information.

Table 7. Mini-quiz of the group "Gorilla Watching Tours"

Group 1 Gorilla Watching Tours Global Results			
STATEMENTS	TRUE	FALSE	RIGHT ANSWER
1. A gorilla isn't a kind of ape.	1	4	4
2. Gorillas make their homes by building nests.	3	2	3
3. "Bwindi" means "place of darkness".	2	3	2
4. Gorillas aren't used to human beings.	1	4	4
TOTAL OF STUDENTS			5
TOTAL OF RIGHT ANSWERS			13
AVERAGE OF RIGHT ANSWERS			3,25
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY			65%
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY			35%

Note: Prepared by Jessica Vasco, 2019
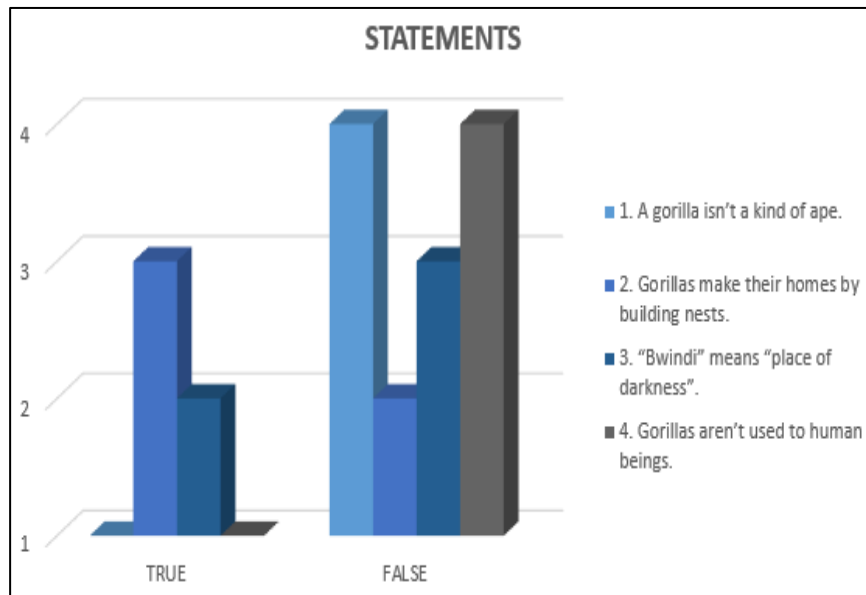
Figure 21. True and False Statements. Group "Gorilla Watching Tours"

Note: Prepared by Jessica Vasco, 2019
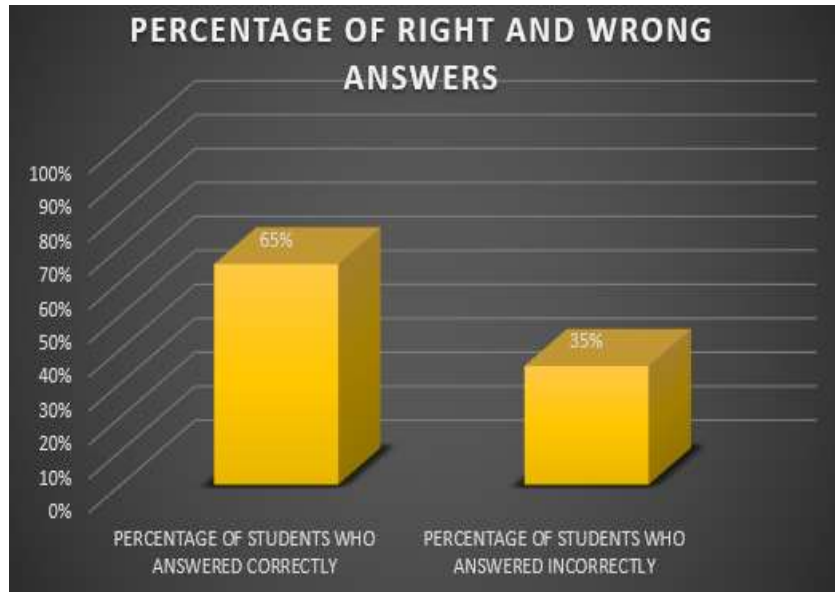
Figure 22. Percentage of right and wrong answers.
Note: Prepared by Jessica Vasco, 2019

These results show that students did not have major difficulties comprehending certain details of the text. For instance, in the true or false statements four students answered false to the sentence *Gorillas aren't used to human beings.* See Table 8. In the other items, the majority of the students chose the correct answers.

Figure 22 shows that sixty five percent of the students were able to answer correctly. On the other hand, thirty five percent of the students of this group did not answer correctly. It is possible to observe that most of them were able to grasp the information in general terms.

As shown in *Table 9* the results suggest that students had some difficulties recalling certain information such as the exact numbers of gorillas left in the world. The numbers show that 1 student chose 800, 2 students chose 700, and 2 students chose 900. The correct answer was 700.

Table 8. Questions for the group "The Gorilla Watching Tours"

Gorilla Watching Tours				
READING COMPREHENSION	A	B	C	RIGHT ANSWER
1. What is called silverback?	1	1	3	3
2. Where can a person find gorillas?	1	1	3	3
3. What do the gorillas do all day?	1	1	3	3
4. What do gorillas eat?	2	1	2	2
5. How many mountain gorillas are left in the world?	1	2	2	2
TOTAL OF STUDENTS				5
TOTAL OF RIGHT ANSWERS				13
AVERAGE OF RIGHT ANSWERS				2,6
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY				52%
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY				48%

Note: Prepared by Jessica Vasco, 2019
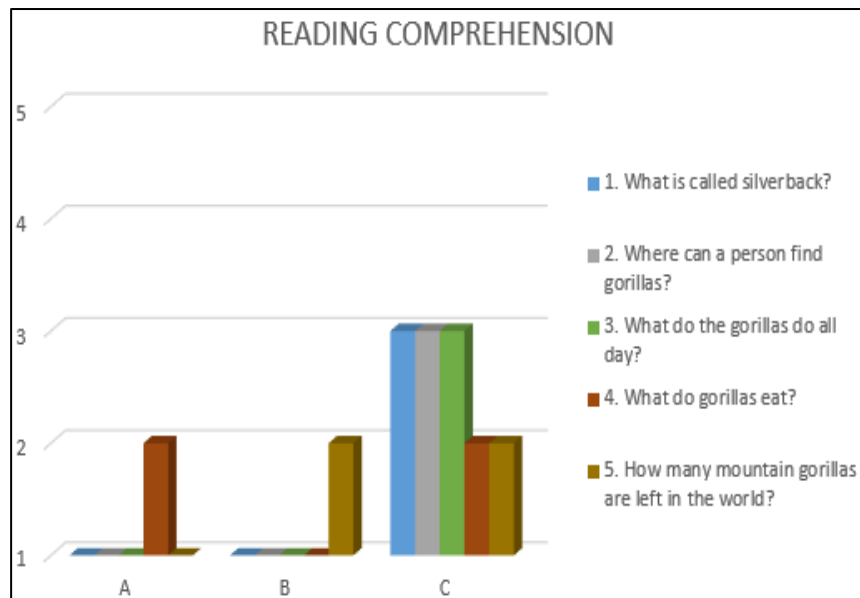
Figure 23. Reading Comprehension "The Gorilla Watching Tours"
Note: Prepared by Jessica Vasco, 2019
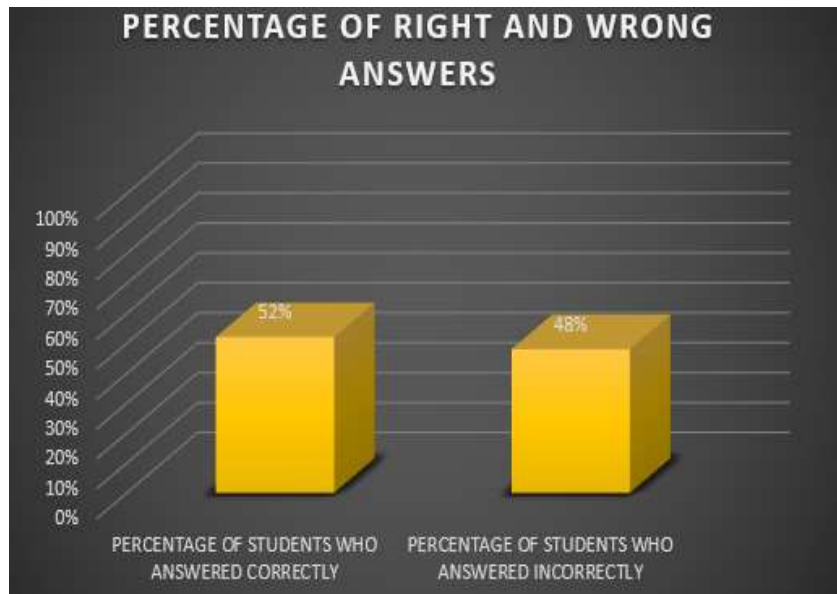
Figure 24. Percentage of right and wrong answers.
Note: Prepared by Jessica Vasco, 2019

5.6.1 Analysis of the oral presentation

Based on the students' presentations, it was discovered that 5 out of 3 students were able to maintain the pace of their speech when reporting what they read in the book. On the other hand, two students were able to provide very little information and the ideas were not clearly presented. It was noticed that students used new vocabulary words such as dense, forest, and conservation. The researcher used a rubric to determine if students had improved or not.

Figure 25. Members of the group
"The Gorilla Watching Tour"

5.7 Analysis of the group 2 "A Disappearing world

Second Presentation. Friday, May 31st, 2019.

The students used power point slides to present the book. This provided a visual tool so that students were able to talk about the book they chose. The other students in the classroom were listening attentively.

After each group member spoke about the book, students took a mini-quiz, which had true and false statements (see *Table 10*). The students also answered a few questions *(see Appendix Q).*

Table 9. Mini-quiz of the Group "A Disappearing World"

Group 2 A Disappearing World Global Results			
STATEMENTS	**TRUE**	**FALSE**	**RIGHT ANSWER**
1. The story is about an expedition that travels through parts of Gabon and Congo.	4	2	4
2. An ocean is a land formation.	1	5	5
3. Congo is in the north of the equator.	3	3	3
4. The rain forest in the middle of Africa covers over 160,000 km.	4	2	2
5. The rain forest is disappearing.	4	2	4
TOTAL OF STUDENTS			6
TOTAL OF RIGHT ANSWERS			18
AVERAGE OF RIGHT ANSWERS			3,6
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY			60%
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY			40%

Note: Prepared by Jessica Vasco, 2019
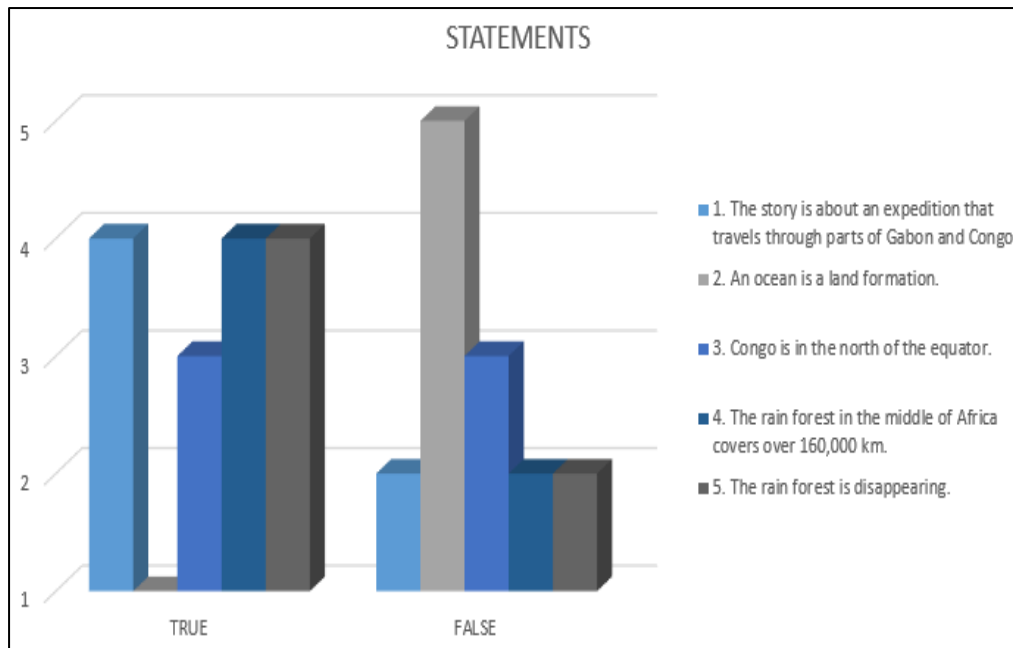
Figure 26. True or False Statements " A Disappearing World"
Note: Prepared by Jessica Vasco, 2019
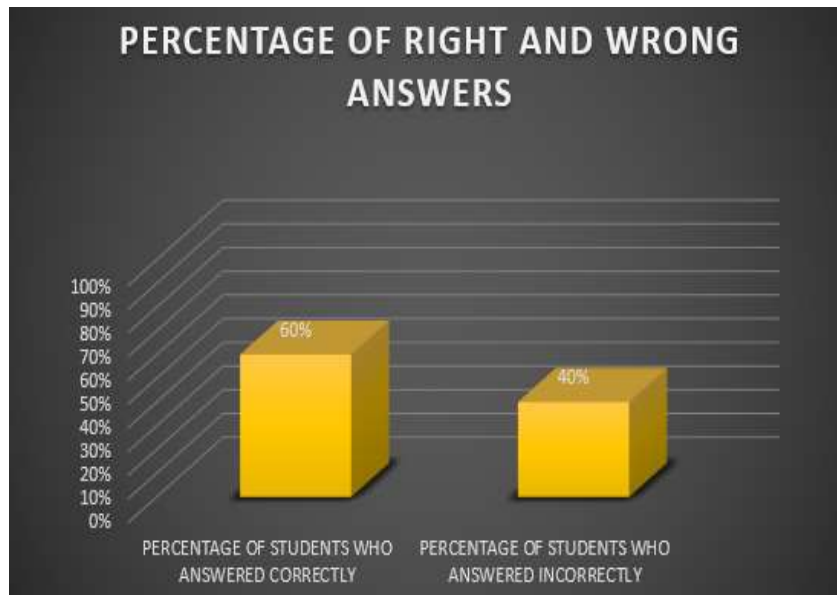
Figure 27. Percentage of Right and Wrong Answers.
Note: Prepared by Jessica Vasco, 2019

It could be observed from the numbers that the students of this group had difficulties remembering specific information. For example, in the statement that says: *The rain forest in the middle of Africa covers over 160,000 km.* Out of 6 students 4 students wrote true. The correct answer is 150, 000 km.

Table 10. Questions for the group "A Disappearing World".

A Disappearing World				
READING COMPREHENSION	A	B	C	RIGHT ANSWER
1. Who is Dr. Michael Fay?	1	1	4	4
2. What is The Megatransect?	3	1	2	3
3. How did the team members get across rapids?	2	1	3	2
4. What does Dr. Fay plan to do in the forest?	2	2	2	2
5. Are there humans in the African rain forest?	1	4	1	4
TOTAL OF STUDENTS				6
TOTAL OF RIGHT ANSWERS				15
AVERAGE OF RIGHT ANSWERS				3
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY				50%
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY				50%

Note: Prepared by Jessica Vasco, 2019
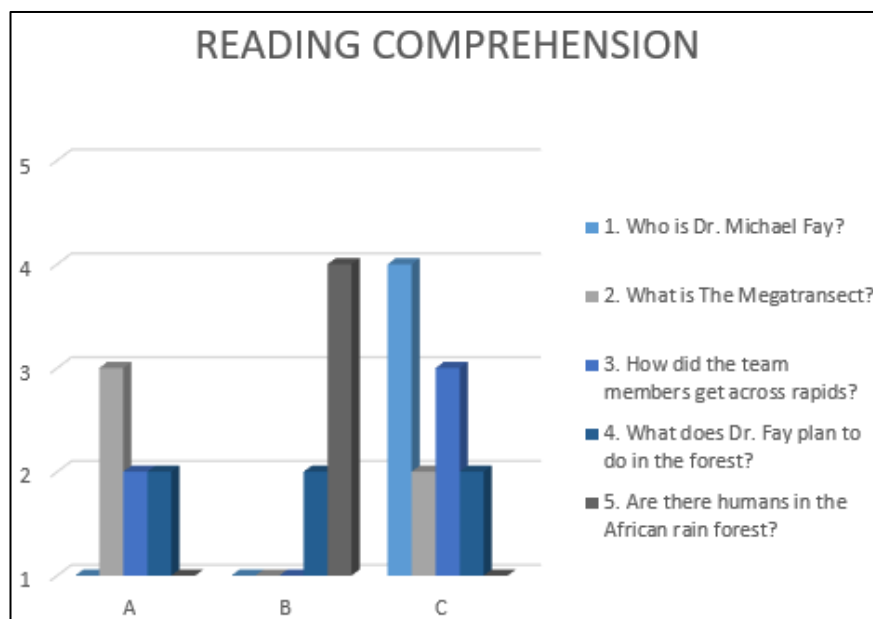
Figure 28. Reading Comprehension "Disappearing World".
Note: Prepared by Jessica Vasco, 2019

Students' ability to comprehend bigger details is more developed as the numbers show a bit of improvement in comparison to the true or false activity (see *Table 11*).
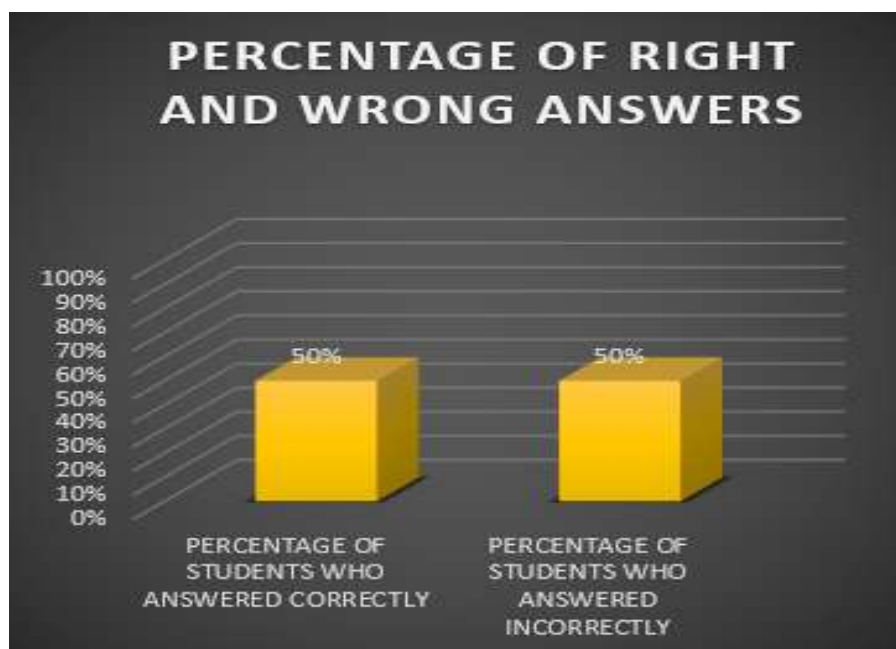
Figure 29. Percentage of Right and Wrong Answers.
Note: Prepared by Jessica Vasco, 2019

Figure 29 shows that half of the students got the right answers and the other half did not get the correct answers.

5.7.1 Analysis of the oral presentation

According to the students' presentations, it was discovered that out of 6 students 4 were able to communicate what they read from the book. Also, it was noted that their speech was a bit hesitant and often choppy. Another student showed more pronunciation errors or phrases in isolation; however, the student mentioned a few new vocabulary words such as disappearing, wildlife, and ecologist. It can be said that vocabulary plays a relevant role in communicating particularly for EFL students even when they struggle in their speaking skills.

Figure 30. Members of the group "A Disappearing World"

5.8 Analysis of group 3 "Wild Animal Trackers"
Third Presentation. Wednesday, June 5th, 2019.

The students used power point slides to present the book. Students reported about animals who are endangered. Students were able to recall the names of wild animals mentioned in the book.

After each group member spoke about the book, students took a mini-quiz, which had true and false statements, and they also answered a few questions *(see Appendix R).* Each student took the test individually and showed a positive attitude towards the activity.

Table 11. Mini-quiz of the group "Wild Animal Trackers".

Group 3 Wild Animal Trackers **Global Results**			
STATEMENTS	**TRUE**	**FALSE**	**RIGHT ANSWER**
1. Africa doesn't have many wild animals	2	3	3
2. People does not always find wild animal tracks.	2	3	2
3. Animals like elephants, zebras, and giraffes are in danger.	4	1	4
4. Conservationists are people who protect wildlife.	4	1	4
5. Conservationists are trying to save animals.	4	1	4
TOTAL OF STUDENTS			**5**
TOTAL OF RIGHT ANSWERS			**17**
AVERAGE OF RIGHT ANSWERS			**3,4**
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY			**68%**
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY			**32%**

Note: Prepared by Jessica Vasco, 2019

Figure 31. True or False Statements "Wild Animal Trackers"

Note: Prepared by Jessica Vasco, 2019

This information reveals that students were able to grasp a general overview of the book (see Table 12). Since the majority of the students answered correctly.
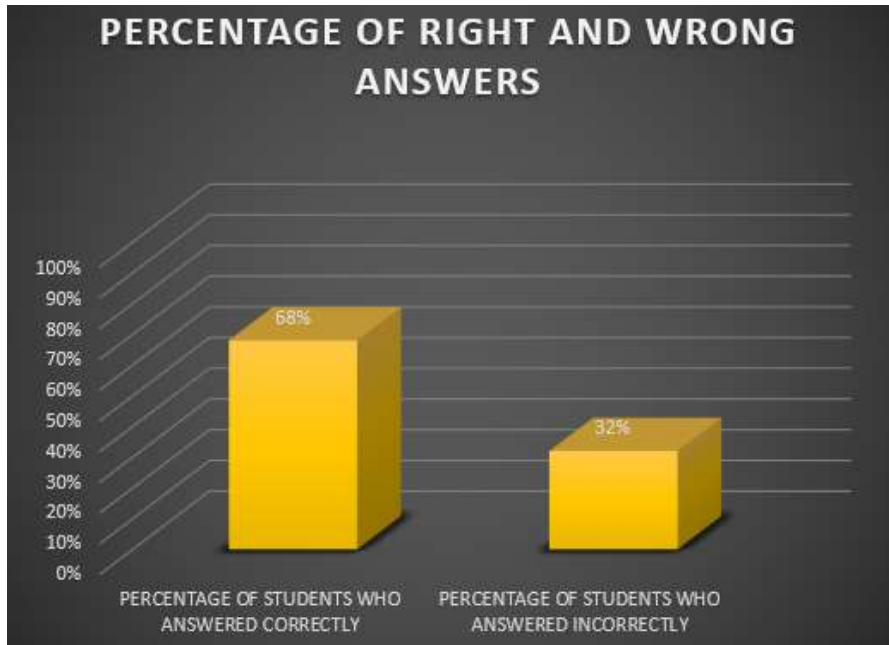
Figure 32. Percentage of Right and Wrong Answers.

Note: Prepared by Jessica Vasco, 2019.

Table 12. Questions for the group " Wild Animal Trackers"

| Wild Animal Trackers			
READING COMPREHENSION	A	B	C	RIGHT ANSWER
1. Who is Lois Liebenberg?	1	3	1	3
2. Who are The Bushmen?	1	1	3	3
3. Do The Bushmen speak the same language as the conservationists?	3	1	1	3
4. What is the Cyber Tracker?	1	1	3	3
5. Does the Cyber Tracker contain a global positioning device?	1	3	1	3
TOTAL OF STUDENTS				5
TOTAL OF RIGHT ANSWERS				15
AVERAGE OF RIGHT ANSWERS				3
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY				60%
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY				40%

Note: Prepared by Jessica Vasco, 2019.
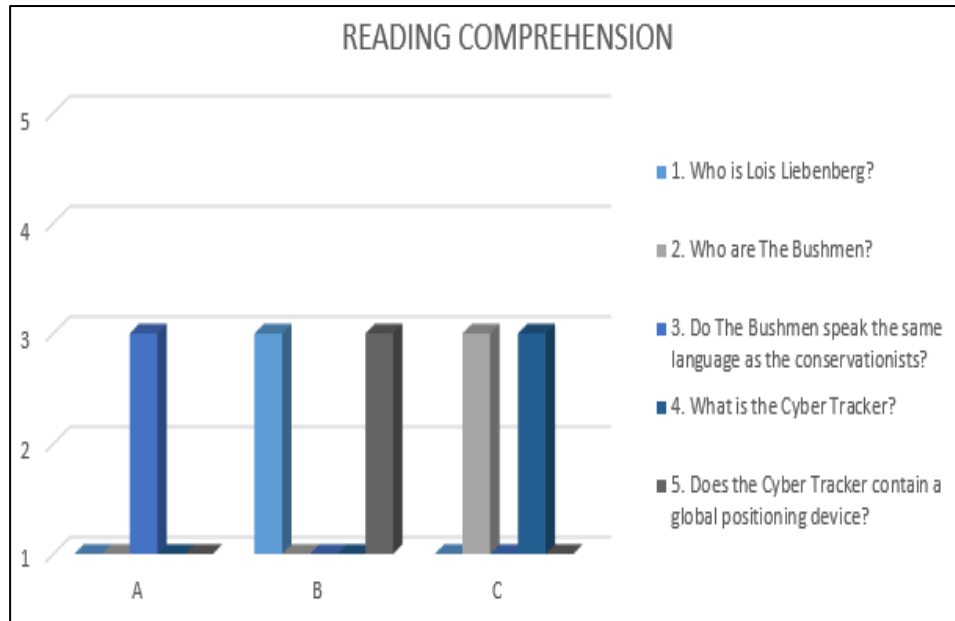
Figure 33. Reading comprehension "Wild Animal Trackers".
Note: Prepared by Jessica Vasco, 2019
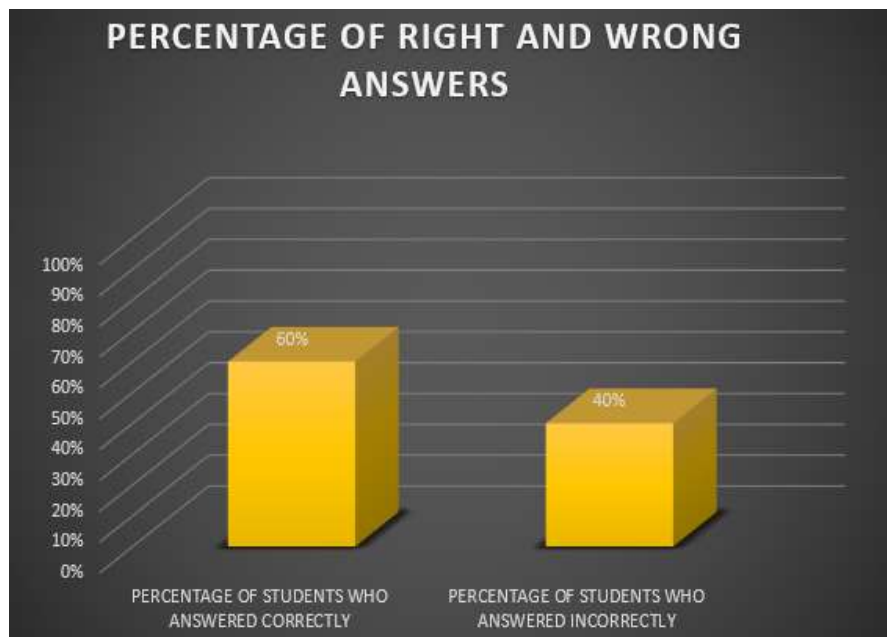
Figure 34. Percentage of right and wrong answers.
Note: Prepared by Jessica Vasco, 2019

According to *Table 13* , students had difficulties identifying information that is more specific since their answers vary from student to student.

5.8.1 Analysis of the oral presentation

Most of the students of this group showed difficulties when presenting their book. Out of 5 students, 4 of them showed very limited speech or they only used short phrases. However, at times students made themselves understood by using vocabulary from the book. Another student was able to use better grammatical structures and more vocabulary words.

Figure 35. Members of the group
"Wild Animal Trackers"

5.9 Analysis of the group 4 "Farley the Red Panda"

Fourth Presentation. Friday, June 7th, 2019.

The students used power point slides to present the book. After each group member spoke about the book, students took a mini-quiz, which had true and false statements, and answering a few questions *(see Appendix S).*

Table 13. Mini-quiz of the group "Farley the Red Panda".

| Group 4 Farley the Red Panda Global Results			
STATEMENTS	TRUE	FALSE	RIGHT ANSWER
1. Farley is a black Panda.	2	4	4
2. Farley got sick with pneumonia.	1	5	5
3. Farley was fed by injections.	2	4	4
4. Farley died in the end.	1	5	5
TOTAL OF STUDENTS			6
TOTAL OF RIGHT ANSWERS			18
AVERAGE OF RIGHT ANSWERS			3,00
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY			50%
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY			50%

Note: Prepared by Jessica Vasco, 2019.
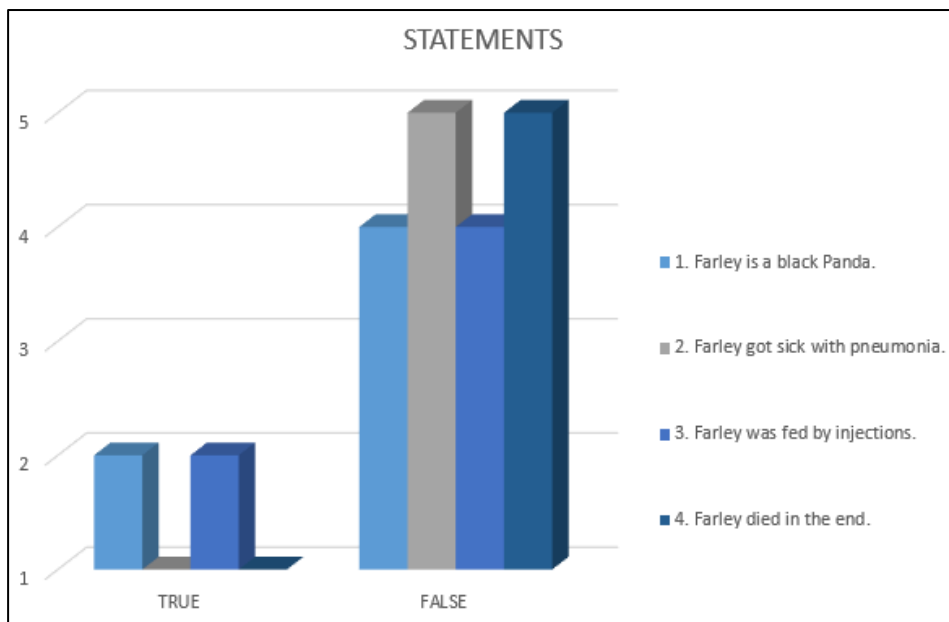
Figure 36. True or False Statements "Farley the Red Panda".

Note: Prepared by Jessica Vasco, 2019

Figure 37. Percentage of right and wrong answers.
Note: Prepared by Jessica Vasco, 2019

Students of this group had no difficulties in the first statement since they clearly recognized and remembered the color of the panda. In regards of the other statements, the majority of the students answered the questions correctly (see *Table 14*).

Table 14. Questions for the Group "Farley the Red Panda".

Farley the Red Panda			
READING COMPREHENSION	**A**	**B**	**C**	**RIGHT ANSWER**
1. Was Farley's mother around to take care of him?	1	1	4	4
2. Did Farley require antibiotics?	1	4	1	4
3. Is it important for red pandas to have playmates?	1	4	1	4
4. Is Farley affectionate and playful?	1	1	4	4
5. Where is Farley now?	3	2	1	3
TOTAL OF STUDENTS				6
TOTAL OF RIGHT ANSWERS				19
AVERAGE OF RIGHT ANSWERS				3,17
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY				53%
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY				47%

Note: Prepared by Jessica Vasco, 2019.

The numbers show that most of the students were able to choose the correct answers. However, in the 1st question the correct answer was *At the Rosamond Gifford Zoo in New York* which corresponds to letter A (see *Table 15*).
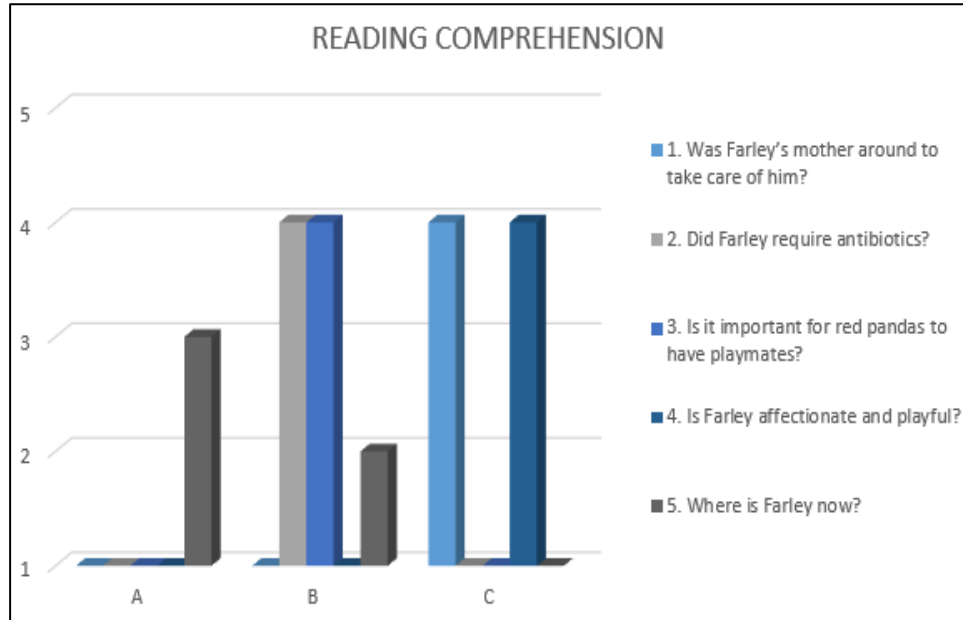
Figure 38. Reading Comprehension "Farley the Red Panda".
Note: Prepared by Jessica Vasco, 2019 .
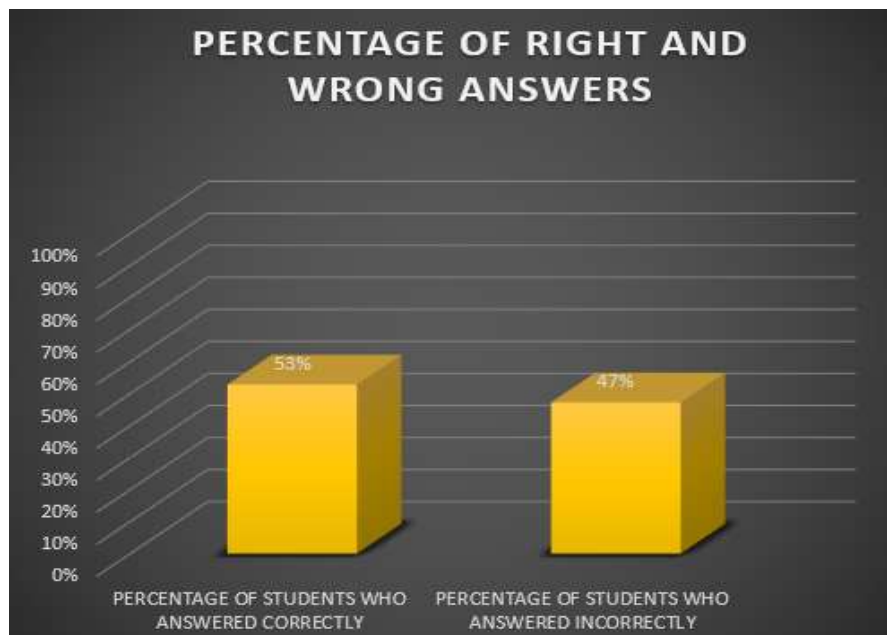
Figure 39. Percentage of right and wrong answers.
Note: Prepared by Jessica Vasco, 2019

5.9.1 Analysis of the oral presentation

The group overall's performance was good. Out of 6 students, 4 of them were able to use an adequate range of vocabulary according to the book. They used words such as healthy, struggle, infection, etc. Even though they had some pronunciation errors, they did not impede the audience understanding. Their speech was a bit hesitant at times but they kept the pace.

Another student showed improvement in the grammatical structure since this person usually omits the subject when speaking. Also, this student used new vocabulary words such as workers, and character.

Figure 40. Members of the group "Farley The Read Panda"

5.10 Analysis of the group 5 "A special kind of neighborhood"

Fifth group. Wednesday, June 7th, 2019.

Students presented a power point presentation about the book A Special kind of neighborhood. After their presentation each of them took a mini quiz about the book *(see Appendix T).*

Table 15. Mini-Quiz of the group "A special kind of neighborhood"

Group 5 A Special Kind of Neighborhood Global Results			
STATEMENTS	**TRUE**	**FALSE**	**RIGHT ANSWER**
1. The story is about a new neighborhood in San Francisco.	4	1	4
2. Mission Dolores is a woman.	1	4	4
3. One of the least interesting parts of the Mission is its people.	2	3	3
4. The most recent immigrants are mainly from Holland.	1	4	4
TOTAL OF STUDENTS			5
TOTAL OF RIGHT ANSWERS			15
AVERAGE OF RIGHT ANSWERS			3
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY			60%
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY			40%

Note: Prepared by Jessica Vasco, 2019

Figure 41. True or False statements of the group "A special kind of Neighborhood".
Note: Prepared by Jessica Vasco, 2019
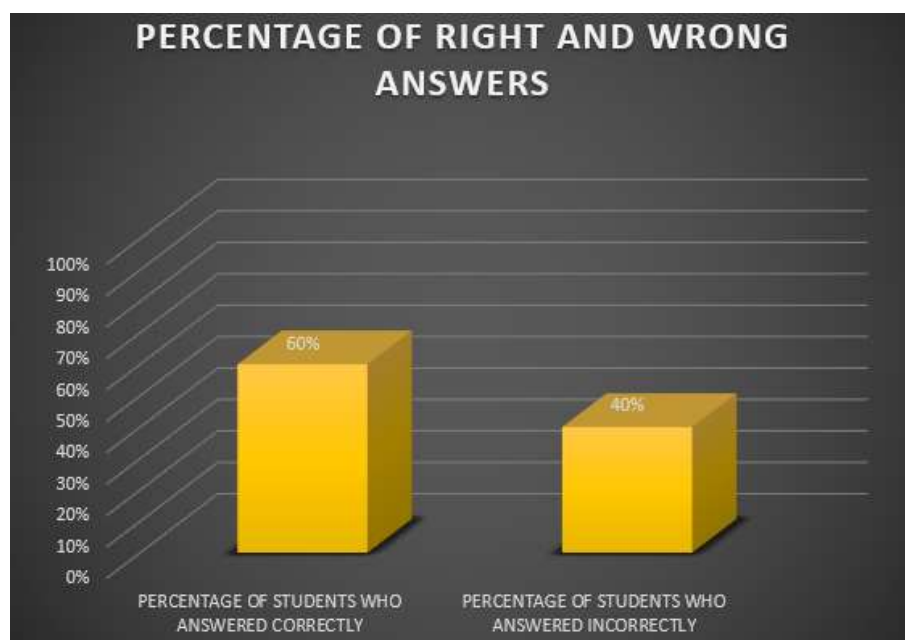
Figure 42. Percentage of right and wrong answers.
Note: Prepared by Jessica Vasco, 2019.

Students did not have major difficulties in answering the first, second, and fourth statements. It could be assumed that the book presented this information very clearly that it was easy for them to choose the right answers.

Nevertheless, in third statement a few students chose incorrect answers. Even though a few of them answered correctly, the majority of them answered incorrectly *(see Table 17).* It could be expresed that the word "least" might have been misunderstood for the word "most", and that could be the reason for the mistake.

Figure 43 shows that in general terms, students were able to get by. Sixty percent of them got the right answers and fourty percent did not get it right.

Table 16. Questions for the Group "A special kind of neighborhood" .

A Special Kind of Neighborhood				
READING COMPREHENSION	**A**	**B**	**C**	**RIGHT ANSWER**
Nowadays, does the district remain mainly Latino?	3	1	1	3
What is a reflection of the community?	1	3	1	3
Who is Dan McGuire?	1	1	3	3
In the mission district, Are people able to fit into a new society very easily?	5	0	0	5
Why is "The Mission" a special kind of neighborhood?	1	1	3	3
TOTAL OF STUDENTS				**5**
TOTAL OF RIGHT ANSWERS				**17**
AVERAGE OF RIGHT ANSWERS				**3,4**
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY				**68%**
PERCENTAGE OF STUDENTS WHO ANSWERED INCORRECTLY				**32%**

Note: Prepared by Jessica Vasco, 2019.

Figure 43. Reading comprehension "A special kind of Neighborhood".
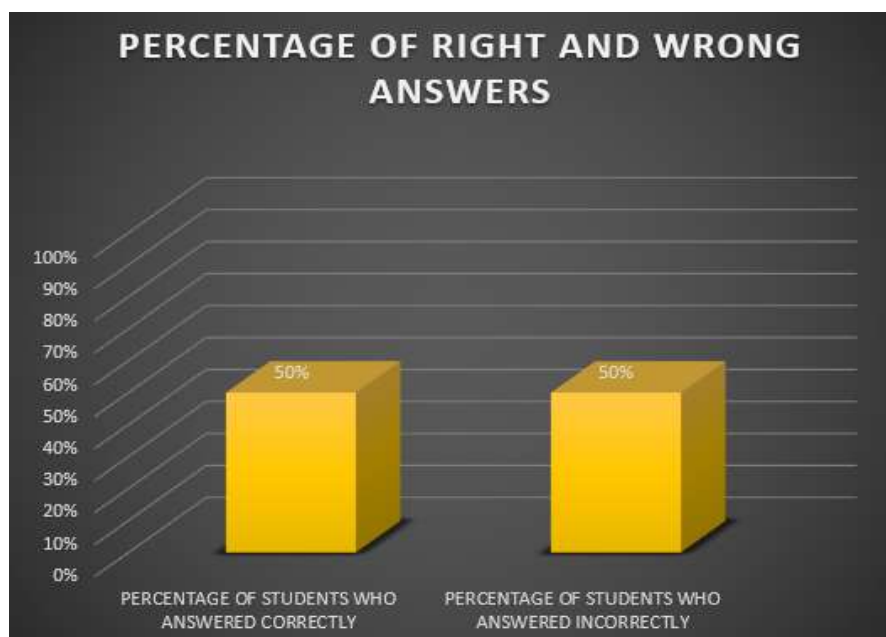*Note: Prepared by Jessica Vasco, 2019*
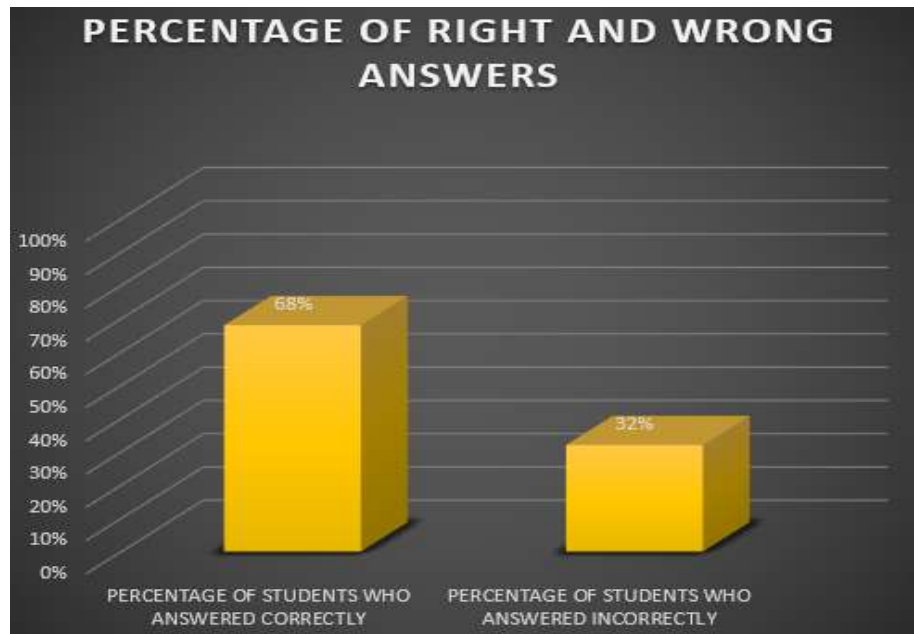
Figure 44. Percentage of right and wrong answers.
Note: Prepared by Jessica Vasco, 2019.

Students did not have difficulties in most of the questions. However, in question 5, two students chose different letters. It was noticed that in questions 1, 2, 3, and 4 the majority of the students chose the correct answers (see *Table 17*).

Figure 44 shows that sixty eight percent of the students got the right answers. On the other hand, thrity two percent of the students of this group did not get the correct answers.

5.10.1   Analysis of the oral presentation

Students' global performance was good. Four of the students used new vocabulary words such as neighborhood, district, community, vibrant, and tradition. They committed a few errors but they did not impede comprehension. The speech was smooth at parts and there was some rephrasing. There was a student who had difficulties with organizing his ideas and there were some issues with the speech, which was choppy at times.

Figure 45. Members of the group "A special kind of neighborhood"

5.11 Analysis of the students' written summary of the graded readers.

Students presented a summary of the book and it was compared with the writing diagnostic test. It could be seen that students had made some improvement *(see Appendix U).* For instance, it was noticed that students improved in the spelling of words, and also in the use of punctuation.

5.12 Qualitative Findings

Different studies have shown that EFL students ought to improve their reading skills. In order to ensure long-lasting results, it is important to encourage learners to read and incorporate books into the curriculum. Within the wide array of opportunities that English offers, it is crucial for English teachers and students to work in unison to enhance reading.

The information collected for scrutinizing qualitiative data has to do with students' interviews. The purpose of this analysis is to delve into particular details that escape from the quantitative analysis.

5.13 Finding No. 1: A book's cover design influences students' book selection.

It was discovered that a book's cover is a critical factor when choosing a book. It is a well-known fact that publishers of graded readers present a wide range of topics and they categorize their books in different levels. Nevertheless, students' opinions should be taken into account and publishers should produce more appealing covers. Teachers can suggest books but if students do not feel attracted to what they see, they might get the wrong impression and might make wrong choices.

One of the students said:

"The cover of the book was so important for the group because we do not speak much English but Spanish so we chose another book that looked less difficult."

Another student informed:

"Well, my first impression for this book is very, very interesting because of the pictures, the colors, but when I started to read the book I didn't like it because the composition of the book is very bad and use words I don't understand it's very difficult for me."

This finding shows that students prefer to avoid risks. However, this could be expected since students at lower levels need to feel confident that they are going to be able to cope with the content. On the other hand, the idiom "do not judge the book by its cover" does not apply in this context. The way books look have an effect on students.

5.14 Finding No. 2.: Students showed interest in topics related to the environment.

This finding reports that students like to read about topics that involve the protection of the environment. This is a promising finding since this is a topic that is gaining great momentum after the natural disasters experienced

worldwide. Students corroborated that with the right choice of books, they can be engaged with the content of a graded reader.

Another student informed:

"What I liked about the book was that it talked about the Congo, one of the most important areas in the world, and the book showed us that the world is disappearing and humans and cutting down trees."

Along with this realization came to light that students who were part of the group that presented that book, performed better in terms of vocabulary retention.

5.15 Results

After going over the data gathered it was possible to focus on the answers to the questions posed by the researcher at the beginning of this research Project. The first question was if the *U.P.S., Choose-Your-Book-Project* was effective. The second question had to do with students' improvement on their productive skills. The third question posed had to do with the students' experiences on their reading motivation, and the fourth question concerned the level of satisfaction of the students with the *U.P.S., choose-your-book-project.*

Concerning the first question, it can be said that the *choose-your-book-project* by using graded readers had a positive impact on students' writing skills and it was observed some growth in the students' vocabulary bank. Nevertheless, the researcher did not notice a significant improvement in the students' speaking skills. In fact, the same students who scored *"good"* and *"excellent"* in the speaking diagnostic test were the ones who did not show much difficulty when reporting their thoughts about the book. On the other hand, students who were in the category named *"satisfactory"* showed a slight improvement in their grammatical structures and reading comprehension. According to the majority of the students' opinions, the most useful part of this project was learning new vocabulary. However, one student mentioned that for him the book *"A special kind of neighborhood"* was boring and he expressed that the book lacked of interesting information and that he could not relate himself to the book.

In order to determine the efficacy of graded readers, a speaking and writing diagnostic tests were administered to the students before the researchers' intervention, and then compared with the post test activities.

Through this research project, it was revealed that graded readers constitute a good option to promote extensive reading. Another aspect that was confirmed as essential was the improvement of writing skills, which is very important during students' academic life. Students had to write a paragraph based on the book they read.

On the other hand, the researcher realized that students judged the books by their covers. The individual interviews and the focus groups gave the researcher a great deal of information of how students' self-confidence affected their book choice. The researcher reflected on the importance to have a conducive classroom environment to lower students' anxiety, which can also affect students' speaking performance.

Thus, these research results indicate that, in general, the students managed to improve their writing skills, and their vocabulary increased as well. Moreover, the students were encouraged to read independently and outside of the English class.

These results compared with earlier studies show that the use of graded readers constitute a learning pathway. Rabbidge and Lorenzuti (2013), report that using simplified material with suitable topics is effective particularly in educational settings. On the other hand, the authors recognize the shortcomings of utilizing graded readers. For instance, they point out that some learners, educators, and parents consider that reading itself is not a genuine method of learning. However, student feedback indicated that most of the learners enjoyed the program and wanted to continue experiencing with graded readers.

On another study, other researchers highlight that intrinsic motivation was triggered due to the implementation of graded readers. Cheetham et al.(2016), mention that they used graded readers and a program called MReader Challenge to motivate students to read and the results determined that students' perception towards the program was positive.

According to the study, students reported that they saw an improvement in their motivation and in their vocabulary. The investigators also remarked that teachers are facilitators during this process and that the impact graded readers can have is impressive.

Other researchers emphasize that the support of teachers is essential. Azmuddin et al. (2019), state that using graded readers have relevant

implications in the approaches to teaching and the different characteristics of the practice of teaching and English learning. The investigators reveal that it is important to give enough time between pre-tests and post-tests because the results might not show a significant difference. Among the drawbacks the authors suggest that teachers need to make some adjustments in their timetable because they have to monitor students. Also, they recommend implementing this program for at least two semesters to ensure a solid foundation and continuity of the process.

Chapter VI
Conclusions and Recommendations
6.1 Conclusions

After implementing graded readers as a vehicle to encourage reading for pleasure, and after administering the diagnostic speaking test, the writing speaking test, the reading motivation survey and after analyzing the quantitative and qualitative data, it can be determined that the participants of the group 4202 *(See Appendix V)* reported that they perceived that they had learned new words.

- Returning to the first specific objective posed at the beginning of this research study, it is possible to state that according to the interviews conducted by the researcher, some students were engaged with this project, some other students implied that they would like to read about other topics; however, they recognized that it was important for them to read the book, and a few students manifested that they do not like to read. Through the intervention it was determined that the project reached a medium effectiveness in the acquisition of the target language.

- Regarding the second specific objective, students showed improvement in their writing skills through quizzes that were compared to the writing diagnostic test at the beginning of the intervention.

- In terms of the third objective, it was discovered that students' transfer from the reading skills into the speaking skills did not show much gain in terms of fluency. It was observed that the majority of students did not show difficulties in terms of comprehension; however, they still needed more fluency when they were presenting the book orally. After the period of a month, students worked with strategies that were usually practiced in class but this time independently. Before the intervention, the researcher applied strategies such as underlining or highlighting the main idea of the text, jigsaw puzzles, match the people with the pictures, or answering questions; however, they were part of the usual pieces of reading that are found in the textbook Empower.

- About the last objective, it was confirmed that selecting the right graded reader is of key importance to ensure that learners feel encouraged to read. It can be said that if students do not like the book the conditions needed for pleasure reading cannot be met. The participants of this research project became aware of their own learning and the importance of reading beyond their comfort zone. Yet, not all of the participants improved in their motivation towards reading but still recognized that reading is a fundamental part in their literacy. Hence, it can be expressed that the use of graded readers calibrated to the different stages of learning students are going through is still a valid tool to generate interest and engage students to read in English in and out of the university classroom.

6.2 Limitations

Based on the findings of this research project the following limitations were found:

- The population was small in comparison to the whole population of students who attend the so-called level 2.

- The students needed more time to read more books, so it is difficult to determine conclusive results taking into consideration that they only read one book.

- It is time consuming for the researcher to analyze hundreds of books.

6.3 Recommendations for future research

The following recommendations are made:

1. It is important to work on strategies to support a reading program based on graded readers, which can benefit a wider range of students.

2. It is advisable to provide a lot of input with significant opportunities for vocabulary recurrence in order to aid students in the retention of words.

3. It is extremely important to keep students motivated in order to enrich their knowledge encourage them to read more.

4. It is essential for teachers to create a student-progress-tracking sheet. The teachers are responsible to look for the selection of books according to the students' preferences.

5. It is recommended not to include additional books when students are in the library just the graded readers that are suitable based on the surveys previously done before making an intervention.

6. Teachers can encourage students to read by instilling extrinsic motivation. For instance, giving awards to students after reading three books, and after five books, and so on.

7. It is convenient for teachers to promote the use of dictionaries, even though this takes time; it has a positive impact on students' vocabulary gains.

8. In order to promote the development of student's speaking abilities, teachers can stimulate them to have discussion groups so that learners can share their views about the book.

9. The use of graded readers can be used to support the regular learning program given by the university. This could be a useful way to involve students in reading in their free time.

Guidance and monitoring from the teachers constitute a significant part during the reading process. Students need to feel confident along the process to feel encouraged.

Chapter VII
Discussion

The data collected in the literature review confirms the impact reading can cause directly or indirectly on students' productive skills. For instance, regarding productive and receptive skills, Golkova and Hubackova (2014), highlight that when learners read, they are exposed to information that can be conveyed in spoken or written forms. The authors also point out that learners are exposed to grammar patterns too.

With reference to the second question in respect of the improvement of students' writing skills, Nation (1997) proposes to use carefully graded material to make sure that learners have the opportunity to connect their experiences with the text. This was corroborated when learners were able to write a paragraph summarizing the graded reader. Furthermore, learners drew a picture of the most representative thing in the book they read. Pertaining to summarizing, it aided students to consolidate the most important ideas and put them into words. Duke and Pearson (2002) state that good readers commonly construct and check summaries about the content they read. Therefore, it can be said that students were able to write what they considered was the most relevant in the story.

Regarding the third question, students were interviewed in order to establish if they feel more motivated towards reading. The researcher asked students five questions. It was observed that students were able to express their opinions, with limited vocabulary, however. There is a robust body of literature that advocates that extensive reading give learners an opportunity to stimulate their speaking skills.

In connection with the fourth question, the researcher interviewed the participants to explore the perceptions and the effect of the graded readers on their level of satisfaction.

Reading has a pivotal role in the professional and academic life of a person. Motivating students to read in a variety of vehicles of communication aid them

to improve their skills in the English language. Therefore, it has been decided that it is necessary to incorporate graded readers in the English classroom since they provide contextual foundations for students' improvement in various forms. This project was focused on extensive reading because it fosters enjoyment and students can gain knowledge of various topics.

Higher education students have different reasons for reading and during the f group interview the students who participated in this project corroborated that. The use of groups explored the students' opinions about their motivation for reading, the progress they made by using graded readers. Moreover, they were asked if they would recommend the book to a friend, if they enjoyed the story, and if they would choose a similar book next time. The groups were guided, monitored and recorded by the researcher of this project. According to Gill et al., (2008) groups were created in the 1940s as a research method. The size of the groups varied from 4 to 6 students (excluding the researcher). Each participant had the opportunity to speak actively, openly, and respectfully about the topics previously mentioned.

At the start of the groups, the researcher acknowledged the use of a cellphone to record the activity. The researcher assured the students confidentiality, and they signed an informed consent statement prior the recording. Furthermore, the researcher asked for permission to the authorities to interview the students. To begin with, the students introduced themselves by saying their names, ages, and careers. Students were asked to change their names and ages in order to protect their confidentiality. Also, there were told off camera that they could withdraw from the recording if they did not feel comfortable.

The first question asked to the students was if they considered that their motivation for reading improved with the use of graded readers. The students highlighted that the graded readers had helped them to learn new words and increase their vocabulary but none of the participants said that they felt more motivated to read in English after the use of graded readers. The second question asked was if they had experienced any progress with the use of graded readers. The students had divergent views. For instance, some students expressed that the book was too small, or that they do not read in

English, or the book was childish, or for some of them the book was boring. On the other hand, there were students who emphasized that the book they read was fun and entertaining, and they were improving their language. Moreover, the improvement in their vocabulary and learning new things about the world were remarkable comments about the books.

The third question asked was if they would recommend the book to their friends. Among the most outstanding comments, the students said that the graded book they read was exciting because they were able to understand it. It was also expressed that they learned new vocabulary words, and that the book they chose was interesting and that they liked animals.

Nonetheless, there were also students who pointed out that in their opinion they would not recommend the book because their friends do not read books in English. While some other students said that they would recommend their book to their family but not to their friends. A few students said that they considered the book boring so they would not recommend it.

The fourth question asked was if they enjoyed the story. Again, the students revealed divergent opinions. For some students, the story was very interesting because of the different situations they read about, also they expressed that they liked to read about other cultures or about animals, and said that this was a positive experience. Whereas for a few students the story was just not very interesting.

The fifth question was if they would choose a similar book next time. Among the positive comments the researcher discovered that some students found the book interesting, and as a motivation to read outside of the classroom, some students described the book as entertaining with valuable content. However, many students said that they would prefer to read about other topics or a thicker book or that they did not like to read.

It can be said that, in general, students have different views or perceptions about reading graded readers in English. It is important to recognize that even though some students did not like the book, they still noticed that they learned

new words, and that reading is really important to discover new things about the world they live in. Students were also interviewed individually in order to gather more data about their personal experiences with the graded reader.

The first point had to do with asking each student about their experience with the graded reader. The majority of the students stated that the book helped them to know more about nature, animals, and different cultures.

The second point had to do with discovering if the students found the graded book interesting. Once again, the majority of the students said that the book was interesting. Still, a few of them said that they did not have time to read or that the book was boring. The third point had to do with their opinion on what they need to learn to be a better reader. Students mentioned various points. For instance, getting acquainted with the new words, understanding the context, improving the pronunciation, improving concentration levels, improving reading comprehension, improving their grammar, and incorporating reading as a habit.

The fourth point had to with their motivation to read books in English. A few students indicated that they prefer Spanish books because they do not have to think twice. Another student said that it was the first book in English that the participant had read. Another student suggested that reading in English was complicated and for that reason the book was not appealing. Nevertheless, the larger part of the students responded that they felt motivated because they could learn new words, and it was a new experience to learn more about the world.

The fifth point had to do with the challenges the students encountered when reading the graded reader. The students mentioned a couple of factors that affected their motivation. For example, pronouncing certain words, and looking up for many new vocabulary words.

It may be said that this intervention aided students in the development of many relevant areas such as acquisition of vocabulary, and improvement of writing skills. Moreover, social strategies were implicit in this project since students

needed to work as a team but also as individual learners. In terms of engaging students to read more, it could be said that it worked with some students but it did not work with others. Students showed a slight improvement in their speaking abilities; however, more exposure to speaking activities would have been necessary as to transfer them when they presented what they read in the books.

A critical reflection on this research study has shed light on the importance of encouraging students to read graded readers since the very first level and plan a more careful selection of books. Students' motivation may fluctuate from individual to individual, they also have different ways of learning or need more time to digest a text.

In this particular research where the problem was the lack of the promotion of extensive reading material, a period of one month was devoted. It was divided in two parts. The first part took place during the Mid-term and the other part took place during the final term. This was due to the fact that the English program at the university is very rigorous so the study had to be divided into two parts. The findings of this study suggest that students can build up their vocabulary bank, their grammatical structures to some extent, about their speaking abilities there is still room for improvement, and in regards of the writing skills, it can be said that there was some improvement. Students' motivation towards reading in English improved in some cases since some of them stated that the books they read were interesting and that was a positive indicator. Meanwhile, for other students they did not like the book they chose or manifested that they do not like to read.

One of the most important findings in this research study was that students did not choose the genre they liked but books that looked colorful and easy. When the researcher observed this phenomenon, the participants were asked why they chose a book that in the end not all of them enjoyed.

If the researcher could go back in time, it would have been recommendable to allow each student choose a different book to analyze if their motivation towards reading could be higher. Moreover, more monitoring especially at the

moment of the selection of books would be applied. Besides, it would be interesting to implement this project for at least six months in order to gather more data.

Through this study, students were able to experiment with graded readers as an avenue to encourage them to read outside of the classroom. Students had the opportunity to be more independent learners and use tools such as dictionaries to discover the meaning of new words. Furthermore, promoting reading as a pleasurable activity requires the teacher to be a facilitator and set a good example as a passionate reader.

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APPENDICES

APPENDIX A.

Reading scores

> ### The Town of Clarkson
>
> Clarkson is a large town. It has more than fifty thousand people living there. It sits next to a large river, the Clark River. Every day, people take the ferry from North Clarkson to South Clarkson to go to work.
>
> Most people live in North Clarkson. There are many trees and the streets are very broad. When the sun shines and the children run and play in the safe streets, North Clarkson is a wonderful place to live.
>
> South Clarkson has a lot of shops and factories. People don't live there, but they come in the morning to work. There is also a big stadium where the Clarkson Tigers play. On Sundays, many people go to watch their favorite team.
>
> At the weekend, the people from Clarkson enjoy walking along the bank of the Clark River. They also sail small boats on the water and if there is a little wind, they fly kites in the large park.
>
> Every year, Clarkson grows in size because a lot of people come to live there. The government builds more houses and the streets get busier. Maybe in the future, if the town continues to grow, it will become a city!

8.00 ✗ 0.00 ✗ 0.00 ✓ 0.67 ✗ 0.00 ✗ 0.00 ✓ 0.67 ✗ 0.00 ✗ 0.00 ✓ 0.67 ✗ 0.00 ✓ 0.67 ✗ 0.00 ✗ 0.00 ✓ 0.67 ✗ 0.00 ✗ 0.00 ✗ 0.00 ✗ 0.00

Figure 46   An example of a students' low results in the reading section

APPENDIX B.

Reading habits in Ecuador

Figure 47. Hábitos de Lectura en Ecuador.
Source: (INEC, 2012)

APPENDIX C

The researcher and her students

Figure 50. The researcher and the students of the group 4202
Note: Prepared by Jessica Vasco, 2019

APPENDIX D

Interview

English Teachers' Interview

Part I

The purpose of this interview is to find out about your opinion of graded readers and the benefits of extensive reading. The interview should take less than twenty minutes. I will be recording the session. All your names will be kept confidential.

Part II

How long have you been teaching in this institution?

T1 I've been teaching at this university since 2010.

T2 I started teaching in 2012.

T3 I started in 2016.

Do you consider that reading is an important skill when learning English? What are your major reasons for supporting your answer?

T1 Definitely. Reading is the very first way to expand your mind. When I was a student, I remember that I had a teacher called Miss Vargas. She used to read fairytales in class, and I think that experience shaped my life. I started to read, and I noticed that my vocabulary increased. I strongly believe that teachers can instill reading habits in their students.

T2 Yes, I agree with that. Reading is fundamental for learning not only for English. To my mind, reading should be taught from an early age. However, as a university teacher I always encourage my students to read.

T3 The thing is that a book can change a person's mind and for me reading is important to keep entertained and the improvement will be part of that process.

Which strategies or tools do you use to encourage students to read more in English?

T1 I encourage my students to read by recommending apps such as Reading Comprehension Fun Game, or English Reading Stories. The strategies that I use are graphic organizers, identify main ideas, etc. However, I have to say that most of the time I just have intensive reading activities because the program is rigorous, and I don't have much time to implement extensive reading activities, but I would love to.

T2 I assign reading activities according to the unit that we are working on the textbook. Then, in class I present games about things such as vocabulary words or characters. Also, for the wrap up, students present a role play about the story they read.

T3 I use jigsaw reading strategies. I activate schemata by asking questions or I show pictures. After that, I ask for volunteers to read out loud. I sometimes use story maps in order to raise understanding.

Part III

Have you ever used graded readers in your classes? If YES, did you notice any kind of improvement in terms of writing or any other skills?

T1 Yes, I have but in my previous job. It was an appealing experience. I observed that students improved in their writing skills and their reading comprehension improved a bit.

T2 Yes. Two years ago, my students used graded readers and they were happy because it was the first time that they went to the university library. I didn't see much improvement in terms of speaking skills, but I noticed that in their pieces of writing they used words from the books.

T3 No, I haven't. But I think it would be interesting. I can tell you my experience as a student. I studied at an institute, and I remember that graded readers were part of the program, and I really enjoyed reading them. I learned new vocabulary words.

What are the benefits of implementing an extensive reading program in a university?

T1 Probably one of the main benefits is guiding students in the process of book selection. I'm there as a facilitator but in the end, they will be the ones to choose a book. I can say that if the program lasts more than six months it might be possible to see more results in students' performance.

T2 Well, I believe that the more people read, the more they become better readers. Perhaps, students can feel more motivated and see reading as a pleasurable activity.

T3 I think that reading stimulates imagination and if a person really likes a book it's like entertaining the mind. In a university, I consider that students should read all the time. Not only academic papers but also things that they enjoy

reading. There are many benefits but for me one of the main benefits is being able to work on the analytical skills.

Part IV

What would be some barriers when implementing graded readers in the classroom? Please provide examples in your responses.

T1 I would say engagement with the books students read. That means, if the student likes the book everything will go smoothly, but if the student didn't make the right choice, this might lead to a lack of motivation to continue reading the book.

T2 I think that finding a lot of new words in the same page might cause students to feel a bit discouraged. That's why students should have strategies for reading.

T3 This is a good question. For me, the greatest barrier is not having enough books or a wide variety of genres. Besides that, I would say timing could be a factor that should be considered.

Thank you!

Adapted from : Pathfinder International Tool Series : Monitoring and Evaluation-2

APPENDIX E

Speaking Diagnostic Test

	QUESTIONS	WEAK 0 POINT	NEEDS IMPROVEMENT 1 POINT	SATISFACTORY 2 POINTS	GOOD 3 POINTS	EXCELLENT 4 POINTS
1.	What's your name? How do you spell your last name?					
2.	Where are you from?					
3.	What's your phone number?					
4.	What do you do now? Do you work or are you a student?					
5.	What do you do in your free time?					
6.	What sports do you like?					
7.	What is your daily routine?					
8.	Tell me about your family					
9.	Tell me something you could do well at school. And something you can do well now.					
10	Tell me about the weather in your country					
11	What are your plans for the weekend?					
12	Have you been to an English-speaking country (before)?					

Adapted from: © Cambridge University Press 2013 KEY:S Starter;E=Elementary (Second edition)

Diagnostic Test – Writing Test.

Choose ONE of these topics and wrote about it.

1) Write about a day in your life. You should answer these questions:

- ➢ Where is your house or apartment located?
- ➢ What time do you get up and go to bed?
- ➢ What time do you start and finish work? If not, what do you do?
- ➢ What do you do in the morning – afternoon – evening?
- ➢ When do you see your friends?

2) Write an informal email to your mom who lives in Australia. Tell her about your holiday plans. You have to describe the following things:

- ➢ The country you are visiting: how big it is, where it is, and how the weather is.
- ➢ Famous tourist attractions.
- ➢ Why you are going to that country.
- ➢ The country's language and culture.
- ➢ Your budget for your trip.

You should finish your email by inviting your mom to visit Ecuador some time so that she can spend some time with you.

3) Write a review of a film you have seen or a book you have read. You should mention the following things:

- ➢ Describe what happens in the story.
- ➢ Describe the main characters say whether you like or dislike each of them, and why.
- ➢ What are the good and the bad things about the film of book?
- ➢ Do you think it's a good idea for other people to read the book or buy the film?

4) Write an informal email of apology. Refer to the following things in your email:

 ➢ Write an explanation for what you did
 ➢ Make an offer or suggestion to make things better.

5) Write an essay on an environmental issue. Choose one of the topics below:

 ➢ Air Pollution
 ➢ Cutting down forests.
 ➢ Electric Cars.
 ➢ Taking too many fish from the sea.
 ➢ Wasting food.

You should finish your essay with a short conclusion summarizing the main argument.

APPENDIX F

Table 17. University Students' Reading Preferences

	I LOVE IT	I LIKE IT A LITTLE	I DON'T LIKE IT
Crime			
Romance			
Mystery			
Classics			
Fantasy			
Biography			
Comics			
Bestsellers			
Wellness			
Spirituality			
Technology			

Note: Prepared by Jessica Vasco, 2019

APPENDIX G

List of grader readers

Table 18. List of grader readers

ENTRY DATE	BOOK	AUTHOR	EDITION	YEAR	EDITORIAL	ISBN	SUPPLIERS
16/04/2012	Simply suspense	Stockton, Frank	Level 2	2008	Pearson Education	978-1-4058-6948-5	L&PG
16/04/2012	Gulliver´s travels	Swift, Jonathan	Level 2	2008	Pearson Education	978-1-4058-4284-6	L&PG
16/04/2012	One thousand dollars and other plays	Henry, O.	stage 2	2008	Oxford University Press	978-0-19-423520-4	Books&Bits
16/04/2012	Grace darling	Vicary, Tim	stage 2	2008	Oxford University Press	978-0-19-479061-1	Books&Bits
16/04/2012	The adventures of Huckleberry Finn	Twain, Mark	stage 2	2008	Oxford University Press	978-0-19-479063-5	Books&Bits
16/04/2012	The jungle book	Kipling, Rudyard	stage 2	2008	Oxford University Press	978-0-19-479064-2	Books&Bits
16/04/2012	Robinson Crusoe	Defoe, Daniel	stage 2	2008	Oxford University Press	978-0-19-479070-3	Books&Bits
16/04/2012	The murders in the rue morgue	Poe, Edgar Allan	stage 2	2008	Oxford University Press	978-0-19-479078-9	Books&Bits
16/04/2012	Dracula	Stoker, Bram	stage 2	2008	Oxford University Press	978-0-19-479058-1	Books&Bits
16/04/2012	Within high fences	Hancock, Penny	Level 2	2005	Cambridge University Press	978-0-521-60560-1	Books&Bits

Date	Title	Author	Level	Year	Publisher	ISBN	Source
16/04/2012	Different worlds	Johnson, Margaret	Level 2	2003	Cambridge University Press	978-0-521-53655-4	Books&Bits
16/04/2012	Bad company	MacAndrew, Richard	Level 2	2011	Cambridge University Press	978-0-521-17919-5	Books&Bits
16/04/2012	Ask Alice	Johnson, Margaret	Level 2	2011	Cambridge University Press	978-84-832-3616-1	Books&Bits
16/04/2012	New Zealand	Johnson, Margaret	Level 2	2009	Cambridge University Press	978-84-832-3488-4	Books&Bits
16/04/2012	American life	Shipton, Vicky	Level 2	2008	Pearson Education	978-1-4058-8155-5	L&PG
16/04/2012	Don Quixote	De Cervantes Saavedra, Miguel	Level 2	2008	Pearson Education	978-1-4058-8442-6	L&PG
16/04/2012	The earthquake	Laird, Elizabeth	Level 2	2009	Pearson Education	978-1-4082-0951-6	L&PG
16/04/2012	Tim Burton´s the nightmare before christmas	Skinner, Daphne	Level 2	2007	Pearson Education	978-1-4058-5210-4	L&PG
16/04/2012	Round the world in eighty days	Verne, Jules	Level 2	2008	Pearson Education	978-1-4058-8441-9	L&PG
16/04/2012	Anne of green gables	Montgomery, Lucy Maud	Level 2	2007	Pearson Education	978-1-4058-5205-0	L&PG
16/04/2012	E.T. the extra-terrestrial	Kotzwinkle, William	Level 2	2009	Pearson Education	978-1-4082-0950-9	L&PG
16/04/2012	The first emperor of China	Rollason, Jane	Level 2	2010	Pearson Education	978-1-4082-3198-2	L&PG
16/04/2012	The scarlet pimpernel	Orczy, Emma	Level 2	2011	Pearson Education	978-1-4082-6134-7	L&PG
16/04/2012	The secret garden	Burnett, Frances Hodgson	Level 2	2009	Pearson Education	978-1-4082-0952-3	L&PG

Note: Inventory of graded readers. Universidad Politécnica Salesiana. "El Centenario" Campus. (2016)

APPENDIX H

Pre-selection of books

Table 19.Pre-selection of books. Preliminary List. Stage 2

BOOK	AUTHOR	EDITION	YEAR	EDITORIAL	SUPPLIERS
A picture to remember	Scott-Malden, Sarah	Level 2	1999	Cambridge University Press	Books&Bits
Superbird	Tomlinson, Brian	Level 2	1999	Cambridge University Press	Books&Bits
Logan´s choice	MacAndrew, Richard	Level 2	2000	Cambridge University Press	Books&Bits
Apollo´s gold	Moses, Antoinette	Level 2	1999	Cambridge University Press	Books&Bits
One day	Naylor, Helen	Level 2	2008	Cambridge University Press	Books&Bits
The man from nowhere	Smith, Bernard	Level 2	2009	Cambridge University Press	Books&Bits
Earth	Northcott, Richard	Discover 2	2012	Oxford University Press	Books&Bits
Anne of green gables	Montgomery, Lucy Maud	stage 2	2008	Oxford University Press	Books&Bits
Agatha Christie, woman of mystery	Escott, John	stage 2	2008	Oxford University Press	Books&Bits
Changing their skies: stories fron Africa	Bassett, Jennifer	stage 2	2008	Oxford University Press	Books&Bits
The Canterville ghost	Wilde, Oscar	stage 2	2002	Oxford University Press	Books&Bits
Cries from the heart: stories from around the world	Bassett, Jennifer	stage 2	2008	Oxford University Press	Books&Bits
Death in the freezer	Vicary, Tim	stage 2	2008	Oxford University Press	Books&Bits
Dead man's island	Escott, John	stage 2	2008	Oxford University Press	Books&Bits

Dead man's island	Escott, John	stage 2	2008	Oxford University Press	Books&Bits
Chocolate	Hardy-Gould, Janet	stage 2	2011	Oxford University Press	Books&Bits
Beauty and the beast: activity book	Perrault, Charles	Level 2	2006	MM Publications	Serenity Bookstore
Climate change	Newbold, Bernaby	stage 2	2009	Oxford University Press	Books&Bits
Making a thai boxing champion	Waring, Rob/ed.	A2 - stage 2	2008	Heinle Cengage Learning	Books&Bits
A special king of neighborhood	Waring, Rob/ed.	A2 - stage 2	2009	Heinle Cengage Learning	Books&Bits
Gorilla watching tours	Waring, Rob/ed.	A2 - stage 2	2008	Heinle Cengage Learning	Books&Bits
Taiko master	Waring, Rob/ed.	A2 - stage 2	2008	Heinle Cengage Learning	Books&Bits
Cheese-rolling races	Waring, Rob/ed.	A2 - stage 2	2008	Heinle Cengage Learning	Books&Bits
Red dog	De Bernières, Louis	stage 2	2010	Oxford University Press	Books&Bits
Farley the red panda	Waring, Rob/ed.	A2 - stage 2	2009	Heinle Cengage Learning	Books&Bits
The memory man	Waring, Rob/ed.	A2 - stage 2	2008	Heinle Cengage Learning	Books&Bits
Water sports adventure	Waring, Rob/ed.	A2 - stage 2	2009	Heinle Cengage Learning	Books&Bits
Peruvian weavers	Waring, Rob/ed.	A2 - stage 2	2009	Heinle Cengage Learning	Books&Bits
Dinosaur search	Waring, Rob/ed.	A2 - stage 2	2008	Heinle Cengage Learning	Books&Bits
Gorilla watching tours	Waring, Rob/ed.	A2 - stage 2	2008	Heinle Cengage Learning	Books&Bits
Making a Thai boxing champion	Waring, Rob/ed.	A2 - stage 2	2008	Heinle Cengage Learning	Books&Bits

Note: Filtered by the author. Universidad Politécnica Salesiana. "El Centenario" Campus, 2019.

APPENDIX I

Cengage list of books

Table 20. Cengage learning list of books.

BOOK	AUTHOR	LEVEL	YEAR	PUBLISHER	THEMES	SAMPLES	SUPPLIER	LEXILE	OVERVIEW
A special kind of neighborhood	Waring, Rob/ed.	A2 - stage 2	2009	Heinle Cengage Learning	Fascinating Places	1	EduSol	860	Most cities have local areas called "neighborhoods". The "Mission District" is one of San Francisco´s oldest neighborhoods. Many people think it´s very special because it´s so multi-cultural. What makes the Mission District so multi-cultural? Why does that make it special?
A disappearing world	Waring, Rob/ed.	A2	2009	Heinle Cengage Learning	Fascinating Places	3	EduSol	830	A team of people is traveling through Africa. The team wants to photograph and document the wildlife of this beautiful part of the world. They want to do it before this beauty disappears, or goes away, forever. Will they complete their project? Can they do it safely?
Wild animal trackers	Waring, Rob/ed.	A2 - stage 2	2008	Heinle Cengage Learning	Remarkable People	3	EduSol	790	In southern Africa, there is a group of people called ´Busmen´. These people know a lot about wild animals. However, sometimes the Bushmen cannot tell others about the animals, because they don´t speak the same language. How can the Bushmen share what they Know?
Farley the red panda	Waring, Rob/ed.	A2	2009	Heinle Cengage Learning	Incredible animals	3	EduSol	760	At America´s San Diego Zoo, they have a new special animal. It´s a "red panda" named "Farley." Life hasn´t been easy for Farley. He´s had some big problems. He also has some big changes ahead! What kind problems did Farley have? What´s going to happen to him?

Note: Filtered by Jessica Vasco, 2019 .

APPENDIX J

Book covers
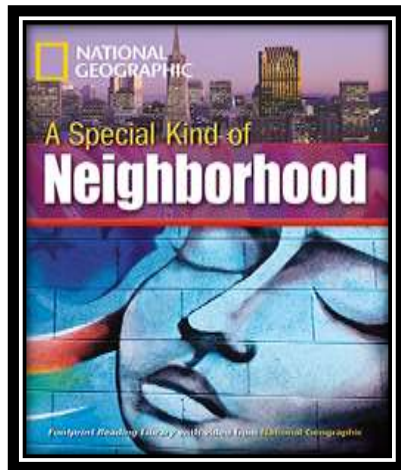
Figure 53. A Special kind of Neighborhood.

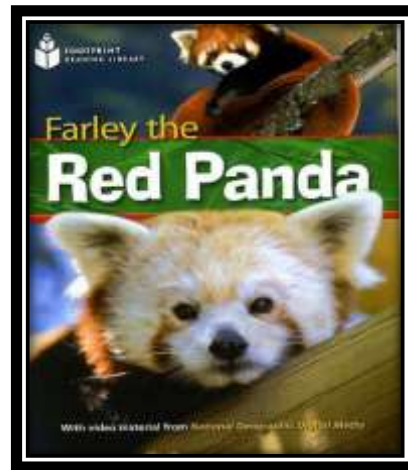*Source: (NATIONAL GEOGRAPHIC and Waring, 2009)*

Figure 56 .Farley the Red Panda

Source: (NATIONAL GEOGRAPHIC and Waring, 2009)
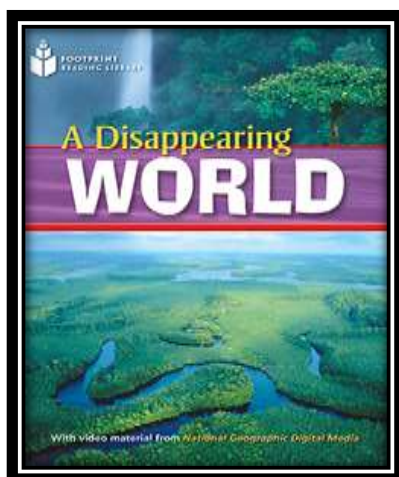
Figure 62. A Disappearing World.

Source: (NATIONAL GEOGRAPHIC and Waring, 2009)
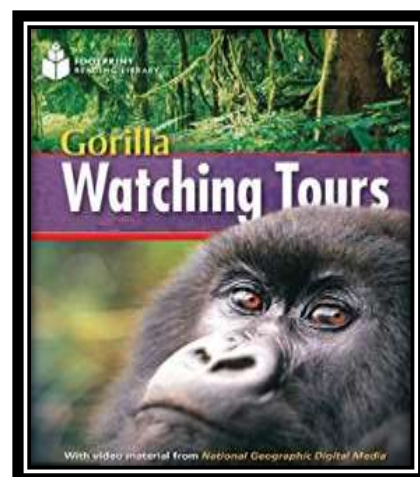
Figure 59. Gorilla Watching Tours.

Source: (NATIONAL GEOGRAPHIC and Waring, 2009)
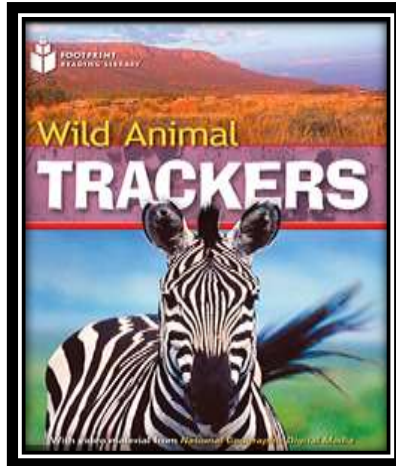
Figure 65. Wild Animals Trackers

Source: (NATIONAL GEOGRAPHIC and Waring, 2009)

APPENDIX K

Speaking Diagnostic Test

Table 21. Speaking Diagnostic Test

QUESTIONS	WEAK	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	EXCELLENT	TOTAL OF STUDENTS
SCORE	0 POINT	1 POINT	2 POINTS	3 POINTS	4 POINTS	
1. What's your name? How do you spell your last name?	0	3	10	7	7	27
2. Where are you from?	0	3	3	8	13	27
3. What's your phone number?	0	1	3	14	9	27
4. What do you do now? Do you work or are you a student?	0	2	7	8	10	27
5. What do you do in your free time?	8	3	4	9	3	27
6. What do you do in your free time?	2	3	9	7	6	27
7. What is your daily routine?	4	4	11	5	3	27
8.Tell me about your family	3	3	9	8	4	27
9. Tell me something you could do well at school. And something you can do well now.	14	8	3	2	0	27
10. Tell me about the weather in your country.	19	1	1	3	3	27
11. What are your plans for the weekend?	8	7	5	5	2	27
12. Have you been to an English-speaking country (before)?	14	6	2	3	2	27

Note: Prepared by Jessica Vasco, 2019

APPENDIX L

A student writing sample
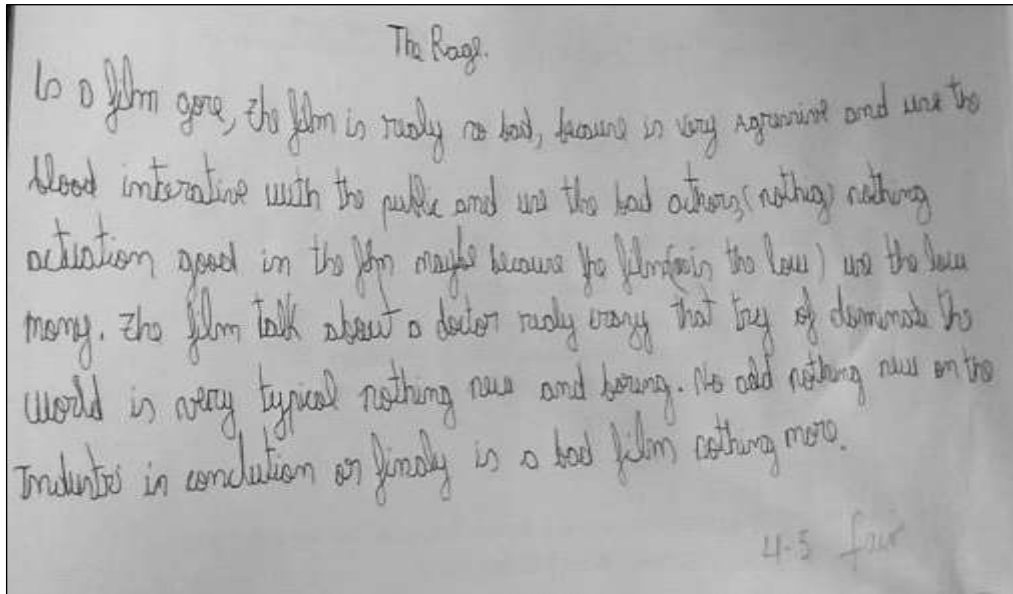
Figure 68. A student's piece of writing about a film review.

Figure 69. A student's piece of writing about Electric Cars.Figure 70. A student's piece of writing about a film review.

APPENDIX M

A student piece of writing
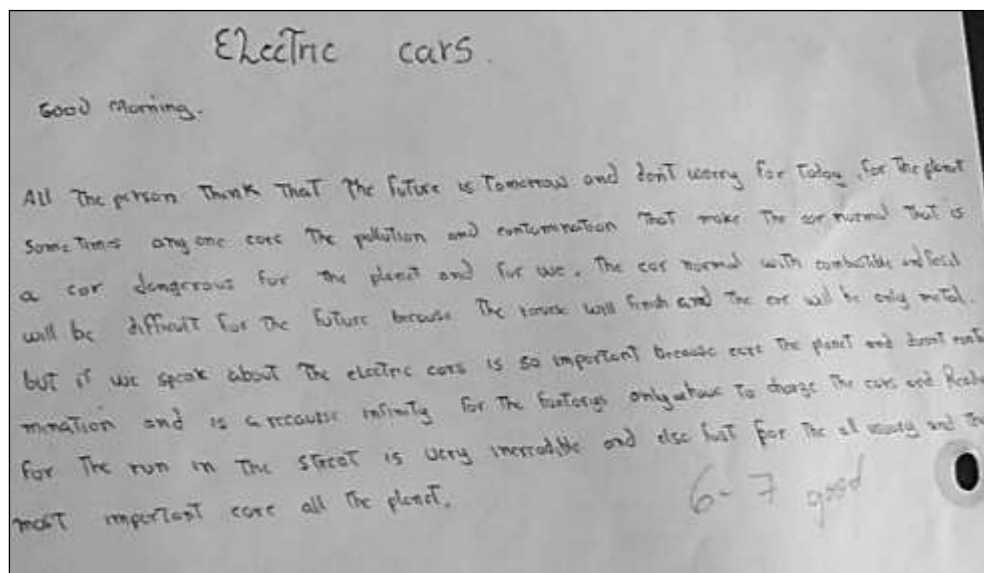
Figure 71. A student's piece of writing about Electric Cars.

Figure 72. A student's piece of writing about Electric Cars.

APPENDIX N

Students´motivation

Table 22. Students' motivation towards reading: Questions 1 to 9.

QUESTIONS	Totalmente en desacuerdo	En desacuerdo	Ni acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo	**Total of Student**s
1. **¿Disfruto de la lectura como actividad recreativa?**	2	0	6	11	8	**27**
2. **¿Mantengo el interés en la lectura, aun cuando el texto es extenso?**	0	2	9	11	5	**27**
3. **¿Prefiero la lectura a otras actividades recreativas como ver TV o salir de paseo?**	1	6	13	4	3	**27**
4. **¿Considero que leer me ayuda a crecer como persona?**	0	1	2	9	15	**27**
5. **¿Considero que aprender vocabulario a través de la lectura es interesante?**	0	1	1	16	9	**27**
6. **¿Me siento desmotivado cuando encuentro muchos términos desconocidos en la misma página?**	3	9	8	5	2	**27**
7. **¿Pienso que la lectura es una obligación?**	4	10	8	3	2	**27**
8. **¿Considero que podría leer más si los profesores cultivaran este hábito?**	2	3	6	14	2	**27**
9. **¿Cree que leería más si tuviese más tiempo?**	1	5	9	9	3	**27**

Note: Prepared by Jessica Vasco, 2019 .

APPENDIX O

Percentages

Table 23. Percentages of questions 1 to 9 of the Questionnaire about students' motivation towards reading.

QUESTIONS	Totalmente en desacuerdo	En desacuerdo	Ni acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo	Total of Students	Percentage of Students
¿Disfruto de la lectura como actividad recreativa?	2	0	6	11	8	27	**100%**
PERCENTAGE OF QUESTION 1	7%	0%	22%	41%	30%	100%	
¿Mantengo el interés en la lectura, aun cuando el texto es extenso?	0	2	9	11	3	27	**100%**
PERCENTAGE OF QUESTION 2	0%	7%	33%	41%	19%	100%	
¿Prefiero la lectura a otras actividades recreativas como ver TV o salir de paseo?	0	5	13	4	3	27	**100%**
PERCENTAGE OF QUESTION 3	4%	22%	48%	15%	11%	100%	
¿Considero que leer me ayuda a crecer como persona?	0	1	2	9	15	27	**100%**
PERCENTAGE OF QUESTION 4	0%	1%	7%	33%	56%	100%	
¿Considero que aprender vocabulario a través de la lectura es interesante?	0	1	1	16	9	27	**100%**
PERCENTAGE OF QUESTION 5	0%	4%	4%	59%	33%	100%	
¿Me siento desmotivado cuando encuentro muchos términos desconocidos en la misma página?	3	9	8	5	2	27	**100%**
PERCENTAGE OF QUESTION 6	11%	33%	30%	19%	7%	100%	
¿Pienso que la lectura es una obligación?	4	10	8	3	2	27	**100%**
PERCENTAGE OF QUESTION 7	15%	37%	30%	11%	7%	100%	
¿Considero que podría leer más si los profesores cultivaran este hábito?	2	2	6	14	2	27	**100%**
PERCENTAGE OF QUESTION 8	7%	11%	22%	52%	7%	100%	
¿Cree que leería más si tuviese más tiempo?	1	5	9	9	3	27	**100%**
PERCENTAGE OF QUESTION 9	4%	19%	33%	33%	11%	100%	

Note: Prepared by Jessica Vasco, 2019

APPENDIX P

Mini-quiz Gorilla Watching Tours

MINI – QUIZ

Group members: **Date:** _____
- _____
- _____
- _____
- _____
- _____

Write TRUE or FALSE.
A gorilla isn't a kind of ape.   _____
Gorillas make their homes by building nests.   _____
"Bwindi" means "place of darkness".   _____
Gorillas aren't used to human beings.   _____

Reading Comprehension

Circle the correct answer.

What is called silverback?
- a)   A baby gorilla
- b)   The youngest male gorilla
- c)   A large male gorilla

Where can a person find gorillas?
- a)   It depends on their food.
- b)   It depends on the meters.
- c)   It depends on the kilometers.

What do the gorillas do all day?
- a)   The gorillas spend most of their time sleeping.
- b)   The gorillas spend most of their time walking.
- c)   The gorillas spend most of their time eating.

What do gorillas eat?
- a)   Leaves, Wood, plants, and fish.
- b)   Leaves, potatoes, insects, and plants.
- c)   Leaves, bark, fruit, and plants.

How many mountain gorillas are left in the world?
- a)   800
- b)   700
- c)   900

APPENDIX Q

Mini-quiz A Disappering world

<div align="center">

MINI – QUIZ

</div>

Group members: **Date:** _____
- _____
- _____
- _____
- _____
- _____

Write TRUE or FALSE.
The story is about an expedition that travels through parts of Gabon and Congo.
_____

An ocean is a land formation.
_____

Congo is in the north of the equator.
_____

The rain forest in the middle of Africa covers over 160,000 km.
_____

The rain forest is disappearing.
_____

Reading Comprehension
Circle the correct answer.
Who is Dr. Michael Fay?
 a) He is a scientist from Greenpeace.
 b) He is a scientist from Friends of the Earth International.
 c) He is a scientist from the Wildlife Conservation Society.

What is The Megatransect?
 a) It's an expedition.
 b) It's a conservationist group.
 c) It's a gem in the African continent.

How did the team members get across rapids?
 a) They used guide ropes and stepping-stones.
 b) They used chopsticks, piles, and pillows.
 c) They used a barometer, a thermometer and a pressure sensor.

What does Dr. Fay plan to do in the forest?
 a) He wants to document the gems in the African continent.
 b) He wants to document the trees, the plants, and the animals he sees there.
 c) He wants to document the beauty of the landscapes, and wildlife.

Are there humans in the African rain forest?
 a) No, there aren't.
 b) Yes, there are.
 c) There's no information.

APPENDIX R

Mini-quiz Wild Animals Trackers

MINI – QUIZ

Group members: **Date:** _____

- **_____**
- **_____**
- **_____**
- **_____**
- **_____**

Write TRUE or FALSE.

Africa doesn't have many wild animals.   _____

People does not always find wild animal tracks.   _____

Animals like elephants, zebras, and giraffes are in danger.   _____

Conservationists are people who protect wildlife.   _____

Conservationists are trying to save animals.   _____

Reading Comprehension
Circle the correct answer.

Who is Lois Liebenberg?
- d) He is a scientist from Greenpeace.
- e) He is a conservationist.
- f) He is a doctor.

Who are The Bushmen?
- d) They are animals.
- e) They are African slaves.
- f) They are wild animal trackers.

Do the Bushmen speak the same language as the conservationists?
- d) No, they don't.
- e) Yes, they do.
- f) Not always.

What is the Cyber Tracker?
- d) It is a robot.
- e) It is an animal.
- f) It is a small computer.

Does the Cyber Tracker contain a global positioning device?
- d) No, it doesn't.
- e) Yes, it does.

f) There's no information.

APPENDIX S

Mini-quiz Farley the Red Panda

MINI – QUIZ

Group members: **Date:** _____
- _____
- _____
- _____
- _____
- _____

Write TRUE or FALSE.
Farley is a black Panda.   _____
Farley got sick with pneumonia.   _____
Farley was fed by injections.   _____
Farley died in the end.   _____

Reading Comprehension

Circle the correct answer.

Was Farley's mother around to take care of him?
  d) The text doesn't specify that.
  e) Yes, but she died shortly after.
  f) No, because she was a first-time mom.

Did Farley require antibiotics?
  d) No, he didn't.
  e) Yes, he required many antibiotics.
  f) Not so many.

Is it important for red pandas to have playmates?
  d) Yes, because they have to be together not alone.
  e) Yes, because they do not have to bond so completely with human beings.
  f) Yes, because they can have a couple for life.

Is Farley affectionate and playful?
  d) Yes, but only at times.
  e) No, he is a loner.
  f) Yes, he is.

Where is Farley now?
  d) At the Rosamond Gifford Zoo in New York.
  e) At Central Park Zoo.
  f) At the Buffalo Zoo.

APPENDIX T

Mini-quiz A Special Kind of Neighborhood

MINI – QUIZ

Group members: **Date:** _____
- _____
- _____
- _____
- _____
- _____

Write TRUE or FALSE.

The story is about a new neighborhood in San Francisco.   _____

Mission Dolores is a woman.   _____

One of the least interesting parts of the Mission is its people. _____

The most recent immigrants are mainly from Holland.   _____

Reading Comprehension

Circle the correct answer.

Nowadays, does the district remain mainly Latino?
- g) Yes, it does.
- h) No, it doesn't
- i) It doesn't specify.

What is a reflection of the community?
- g) The music and the food.
- h) The art of the area and the murals.
- i) The houses and people's clothing.

Who is Dan McGuire?
- g) He is a Peruvian guy.
- h) He is a Latin lover.
- i) He is the leader of Saint Peter's church.

In the mission district, are people able to fit into a new society very easily?
- g) Yes, absolutely.
- h) No, people feel uncomfortable.
- i) Sometimes.

Why is "The Mission" a special kind of neighborhood?
- g) Because it is big.
- h) Because it is colorful.
- i) Because it is multicultural.
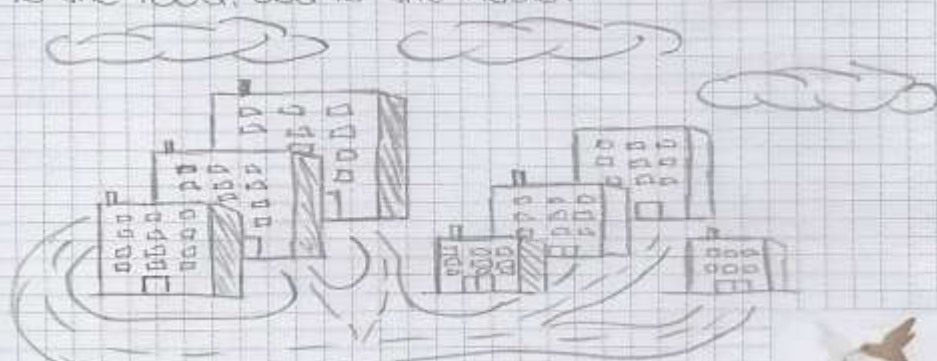
APPENDIX U

Summary of Graded Readers

A Disappearing World

Dr. Michael Fay is a scientist from the wildlife conservation society. He is leading the group. He calls the expedition "the megatransect" or the big crossing. The expedition will go all the way across the Congo basin. He and his team will travel around 2000 kilometers through the rain forests of congo and Gabon. The conservation of this rain forest is very important to Fay. He feels the area is a very special place that's disappearing.

A special kind of Neighborhood

This story is about an old neighborhood in San francisco called the Hispanic District.
The majority of these immigrants are Latino. They come from central and south America.
This has made the community that lives in the area very multicultural.
You can see it in the art on the walls, taste it in the food, and in the music.

RED PANDA

In my opinion, treating a baby animal is complicated, it is not equal to the treatment and care given by the mother because she does not receive an affection equal to that of her mother and I think the panda had a hard life as a baby for its delicacy.
Thaks to Janel and the workers Forky managed to recover with satisfaction, to then be able to start his normal life climbing trees and having fun as he used to do when he was life.

FARLEY

WILD Animal Taaker

Conservationists, together with the bushmen, help to conserve endangered species. It is an excellent project the work of Lois Liebenbergsnu it helps the conservation of fauna and flora in Africa. With the GPS we can Know the location Give each animal and with the help of the Basqubians we can complement this work.

134

Gonilla
Watching Touns

Mountain gonillas are beautiful animals that live in groups or families, like humans they live among trees or plants that are part of the uganda forest. Their food depends on the dense vegetation produced by the forest where they live. The eat leaves plants, they also play among the threes. There are only zoo mountain gonillas left in the world. Thanks to the travel money you can keep the place.

APPENDIX V

The researcher interviewing students

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Vasco Muñoz Jessica Isabel**, con C.C: # **0919372524** autora del trabajo de titulación: **Using graded readers for engaging CEFR A2 students to read for pleasure at Universidad Politecnica Salesiana,** previo a la obtención del título de **Magister en Enseñanza de Inglés como Idioma Extranjero** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, Mayo de 2022.

f.

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Nombre: **Vasco Muñoz, Jessica Isabel**
C.C: **0919372524**

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA			
FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN			
TÍTULO Y SUBTÍTULO:	**Using graded readers for engaging CEFR A2 students to read for pleasure at Universidad Politecnica Salesiana**		
AUTOR(ES)	Vasco Muñoz, Jessica Isabel		
REVISOR(ES)/TUTOR(ES)	De Angelis, Luigi, MSc		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
	Sistema de Posgrado		
TITULO OBTENIDO:	Magister en Enseñanza de Inglés como Idioma Extranjero		
FECHA DE PUBLICACIÓN:	**Mayo 2022**	**No. DE PÁGINAS:**	
ÁREAS TEMÁTICAS:	Reading, graded readers, skill		
PALABRAS CLAVES/ KEYWORDS:	A2, Graded Readers, reading, extensive reading, and productive skills.		

RESUMEN/ABSTRACT:

This study reports on the use of graded readers as a vehicle to motivate students to read more in English. A month period was devoted for the implementation of this project. The participants of this study were initially thirty-two students who belonged to the group 4202 which corresponds to an elementary level at Universidad Politecnica Salesiana in Guayaquil-Ecuador. The participants were asked to choose graded readers at the library of the university. Data obtained through speaking and writing diagnostic tests, a questionnaire about motivation and reading habits, quizzes, and interviews showed that using graded readers resulted in students' improvement in vocabulary and writing skills. A mixed-methods approach was applied in order to integrate quantitative and qualitative data. The focus was based on action research for the betterment of reading practices. Likewise, this study examines how an appropriate selection of books can affect students' perceptions about the work with graded readers.

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