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**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA.**

TEMA

**MOTIVATION THE READING APPLYING CUTTING STORIES TO STUDENTS
INTERMEDIATE LEVEL OF GENERAL BASIC EDUCATION.**

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DEDICATORY

This thesis represents not just an academic achievement, but a personal odyssey that would not have been possible without the unwavering support of my family. To my son, my daughter, my mother, my siblings, who have always, believed in my potential and encouraged me to pursue my dreams, your love has been my constant source of strength. To all those who dare to questions, who seek understanding beyond the obvious, and who believe in the power of continuous learning.

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RESUMEN

La investigación aborda el problema de que muchos estudiantes de este nivel experimentan desmotivación cuando participan en actividades de lectura en inglés, lo que afecta negativamente su rendimiento académico y el desarrollo de habilidades lingüísticas. A esta situación contribuyen factores como la dificultad percibida, la falta de interés por los temas y los métodos de enseñanza tradicionales. El proyecto busca abordar este tema integrando “Cutting Stories”, una técnica narrativa que promueve la interacción, el dinamismo y la relevancia del contenido para los estudiantes, facilitando un enfoque más activo y participativo en el aprendizaje de la lectura. Esta metodología pretende captar el interés de los estudiantes a través de narraciones creativas y actividades prácticas que conecten con su realidad y contexto. La investigación, que combina enfoques cuantitativos y cualitativos, involucra una muestra de 35 estudiantes de entre 12 y 14 años, que participarán en un programa de cuatro sesiones semanales. Durante este proceso se utilizarán herramientas como encuestas, observaciones de clase y pruebas de diagnóstico (pretest y posttest) para evaluar el impacto de la metodología en la motivación y el desarrollo de habilidades lingüísticas, incluyendo lectura, escritura, comprensión auditiva y expresión oral. Se espera que esta intervención aumente significativamente la motivación intrínseca y extrínseca, mejore el vocabulario, la gramática y la comprensión lectora y conduzca a un mejor rendimiento académico. Al vincular la enseñanza del inglés con contextos prácticos y actividades interesantes, este proyecto no sólo mejorará el aprendizaje de idiomas, sino que también contribuirá al desarrollo integral de los estudiantes, preparándolos mejor para los desafíos de un mundo globalizado.

Palabras clave: Motivación, Lectura, Cortar historias, Aprendizaje de inglés, Habilidades lingüísticas.



ABSTRACT

The research addresses the issue that many students at this level experience demotivation when engaging in English reading activities, which negatively impacts their academic performance and language skill development. Factors such as the perceived difficulty, lack of interest in the topics, and traditional teaching methods contribute to this situation. The project seeks to address this issue by integrating “Cutting Stories,” a narrative technique that promotes interaction, dynamism, and relevance of content for students, facilitating a more active and participatory approach to learning reading. This methodology aims to capture students' interest through creative storytelling and practical activities that connect with their reality and context, the research, combining both quantitative and qualitative approaches, involves a sample of 35 students aged 12 to 14 years, who will participate in a program of four weekly sessions. During this process, tools such as surveys, class observations, and diagnostic tests (pretest and posttest) will be used to assess the impact of the methodology on motivation and the development of language skills, including reading, writing, listening comprehension, and oral expression. It is expected that this intervention will significantly increase both intrinsic and extrinsic motivation, improve vocabulary, grammar, and reading comprehension, and lead to better academic performance. By linking English teaching to practical contexts and engaging activities, this project will not only enhance language learning but also contribute to the holistic development of students, better preparing them for the challenges of a globalized world.

Keywords: Motivation, Reading, Cutting Stories, English learning, Language skills



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INTRODUCTION

Motivation is a fundamental factor in the language learning process, especially when it comes to developing reading skills in elementary-level students. In the context of teaching English as a foreign language, the use of effective strategies to promote motivation in reading is crucial for academic success (Seven, 2020). An innovative strategy is the use of cutting stories, as it allows to engage and motivate students, providing them with relevant material to explore and discuss in the classroom (Valero, 2023).

However, A2 level students often struggle to maintain a high level of motivation, especially when it comes to reading activities in a foreign language (Zoltán, 2009). This lack of motivation is related to various factors, such as the perceived difficulty of the reading material, lack of interest in the topics covered, or absence of meaningful connections with their own experiences (Pérez, 2020).

On the other hand, reading comprehension in language learning presents its own challenges, as traditional teaching methods often focus on understanding long and complex texts, which can be overwhelming for students with a basic knowledge level in the English language, generating feelings of frustration and demotivation, which in turn negatively affects students' academic performance in the English class (Rahman et al., 2017).

Given this situation, it is evident the need to adopt innovative pedagogical approaches that can address the specific challenges faced by A2 level students in improving their English reading skills, which lie in the lack of motivation and low performance in reading. Despite efforts by educators and institutions to improve these skills, they have still not been able to enhance students' active participation in English reading activities.

According to Amante and Gómez (2017), the students at level A2 often show a lack of interest in reading in English, which leads to poor academic performance. This problem is further exacerbated



by the perception that reading in English is boring, difficult, or irrelevant to their everyday lives (Aziz, 2021). As a result, they develop a passive attitude towards reading, limiting their ability to develop reading comprehension skills and overall progress in language learning (Bakhtiari y otros, 2023).

Besides, the lack of motivation for reading in English can lead to negative consequences in the long term for linguistic development and the ability to communicate effectively in real-life situations (Derakhshan et al., 2016), causing significant concern for educators and educational institutions striving to achieve effective teaching and learning goals in language education.

In this sense, the research problem focuses on understanding. How to improve the motivation and commitment of A2 level students in reading in English as a foreign language? In order to promote a more stimulating and effective learning environment that facilitates the development of reading skills and academic progress of students in the context of English teaching.

Justification of the research

Therefore, the present research focuses on addressing the urgent need to tackle the challenges associated with motivation and performance in English reading among A2 level students. It is important to consider that the ability to read in English is essential for the comprehensive linguistic development of students and their capacity to communicate effectively in real-life situations. A strong English reading comprehension not only enhances communication skills but also expands educational and professional opportunities in an increasingly globalized world (García, 2023).

On the other hand, motivation in reading is relevant in the context of teaching English as a foreign language, as it develops interest and commitment to learning, so educators constantly face the challenge of engaging and motivating A2 level students with the implementation of English reading activities (Garcia & Larreal, 2023). In this respect, the research aims to implement cutting stories as



effective strategies to address this challenge and improve the quality of the English language teaching and learning process, considering that the lack of motivation and commitment in English reading can have negative consequences on students' academic performance, as well as their linguistic and cognitive development (Gaitán et al., 2023).

By addressing this issue, this research has the potential to significantly enhance the academic performance of A2 level students in English language learning. Additionally, it contributes to existing knowledge on motivation in English reading, providing new ideas to enhance the motivation and performance of A2 level students in language learning.

Relationship with the university's research line.

The proposal of this research closely aligns with the university's research lines in the field of pedagogy in English as a foreign language, as it aims to improve the teaching and learning of English through the use of innovative strategies to increase student motivation and engagement, specifically at the A2 level. This contributes to the advancement of knowledge in English pedagogy, providing new perspectives on how to motivate students to actively participate in English reading. Furthermore, the proposal aligns with the university's commitment to promote excellence in education and research, by exploring how cutting stories can influence students' motivation and performance in English reading, improving pedagogical practices and providing new tools for educators in the field of English teaching.

Object of the research

The purpose of this research is to examine the influence that the application of cutting stories has on the motivation for reading in A2 level students in the teaching of English as a foreign language, identifying possible improvements in academic performance and language development of the



students.

General Objective

Analyze the influence that the application of cutting stories has on motivation for reading in A2 level students in English language teaching as a foreign language.

Specific Objectives

- Examine theories and concepts related to motivation for reading and storytelling in the context of language learning.
- Describe the methodology for implementing storytelling as a motivational strategy in A2 level students.
- Assess the influences of cutting stories on reading motivation in A2 level students by gathering the perceptions of students and teachers.

Dependent Variable

- **Cutting stories**

Cutting Stories refers to a narrative or writing technique in which parts of a story or text are cut or removed to improve its clarity, flow, or impact (Pullaguari et al., 2023).

Independent Variable

- **Motivation**

Motivation refers to the internal and external factors that direct, energize, and sustain behavior towards achieving goals or completing activities (Benallou, 2022).

In order to carry out this study, both quantitative and qualitative approaches will be utilized to allow for a comprehensive understanding of the phenomenon. Firstly, a quasi-experimental method will be implemented, which will include an experimental group where students will participate in story-based activities. This design will enable the comparison of changes in motivation and reading



comprehension, providing objective and measurable data.

For the data collection, various techniques will be used. In the phase prior to the intervention, surveys and reading comprehension tests will be administered to establish a baseline. During the intervention, activities based on storytelling will be implemented and classroom observations will be carried out to record student participation and interest. After the intervention, surveys and reading comprehension tests will be applied again to measure changes in motivation and comprehension.

The analysis of the combined data will allow us to obtain a deep and detailed insight into the incidence of cutting stories on motivation for reading in English, quantitative data will be analyzed using descriptive and inferential statistical techniques to identify significant changes in motivation and reading comprehension. Qualitative data will be analyzed using a thematic approach, identifying patterns, and recurring themes in the perceptions and experiences of the participants.

The beneficiaries of this study are English A2 level students, who are in the initial stage of language learning, have a basic knowledge of English, including fundamental vocabulary and simple grammatical structures. In addition, English teachers, as they will receive an innovative pedagogical tool that will help improve student engagement and interest in learning English.

The research context is set in educational institutions that offer English language programs as a foreign language, such as high schools or language academies, located in urban areas where learning English is an educational priority. The educational environment is characterized by the use of traditional language teaching methods, focused on grammar and vocabulary, but lack effective strategies to motivate students in reading. The study will be carried out during a regular academic period, which facilitates the integration of research activities into the existing curriculum.

Using cutting stories as a strategy to motivate reading in A2 level students offers several practical contributions. Initially, it provides teachers with an innovative tool to capture students' interest and



promote a positive attitude towards reading in English. This diversifies the teaching method with more dynamic and participative lessons, improving students' motivation, retention, and comprehension of the material read.

Furthermore, the implementation of storytelling allows for the creation of a more interactive and collaborative learning environment. Activities based on storytelling promote group discussions, dramatizations, and creative projects, fostering communication skills and teamwork. These experiences not only strengthen students' language proficiency, but also boost their confidence and self-esteem in using English.

Importance of the proposal

From a professional perspective, the proposal to use cutting stories to motivate reading in A2 level students is important because it provides teachers with an innovative and effective tool to improve their teaching practice. By integrating this strategy into their teaching, teachers enhance their pedagogical approach, better adapting to the needs and preferences of their students, resulting in a stimulating and enriching learning environment.

In methodological terms, the proposal offers a dynamic and participatory approach to foster motivation and interest in reading in English. This innovative methodology aligns with contemporary teaching approaches that seek to promote student participation and the development of communication skills in a real context.

From a technological perspective, the proposal is relevant since cutting stories can be easily adapted for use in digital platforms and virtual learning environments. This allows teachers to take advantage of educational technologies to improve the accessibility of stories, thus expanding their reach and impact in the teaching-learning process.

Finally, from a social need perspective, the proposal addresses an important concern in the current



educational field, the lack of motivation and low interest in English reading among A2 level students. By offering an innovative and effective solution to tackle this problem, the proposal has the potential to enhance the quality of education and language learning in contexts where English is a key competency.

The research report was structured by chapters, in the first chapter the main variables of the study are conceptualized, for the second chapter the research techniques and instruments used in the collection and analysis of the information are established, in the third chapter the analysis and discussion of results is presented, concluded with the due conclusions and recommendations supported by the findings

.



Chapter I

Theoretical framework

In the following section, a solid conceptual base and academic context will be provided to support the research, focusing on analyzing how motivation influences reading development using "Cutting Stories" in A2 level students.

1.1 Motivation

According to García-Allen (2015, p. 2), "motivation can be defined as the process that initiates, guides, and maintains behaviors aimed at achieving a goal or satisfying a need. It is the force that drives us to act and allows us to keep going even in difficult situations." In this sense, it is understood that motivation is what drives a person to act in a certain way, being a set of psychological and intellectual processes.

On the other hand, motivation is considered as the process that initiates, guides, and maintains behaviors aimed at achieving a goal (Benallou, 2022). In the context of language learning, motivation refers to the desire and effort that a student puts into learning and mastering a new language, that is to say, it is considered an internal or external force that energizes, directs, and sustains behavior towards the achievement of linguistic goals.

In the field of teaching and learning, motivation is a fundamental and indisputable element for its proper development. Motivation translates into the interest that the student has in what is taught to him, directly affecting his performance and facilitating the acquisition of knowledge. According to Bombino and Jimenez (2019), motivation is related to the behavior and attitudes of the teacher, as well as to all the conditions in which a language is learned. Attitude towards learning is essential to learn a new language, it requires effort and dedication, such as doing tasks and actively participating



in class.

1.1.1 Theories of motivation

Among the theories of motivation, the most relevant ones are highlighted.

1.1.1.1 Maslow's hierarchy of needs theory.

Abraham Maslow proposed that human beings are motivated by a hierarchy of needs that range from basic (physiological) to higher level (self-actualization) (Madero Gómez, 2023). This theory, known as Maslow's Pyramid, states that basic needs must be met before an individual can address more complex and higher-level needs.

In the context of language learning, this hierarchy has significant implications. Initially, physiological and safety needs must be met for students to focus on learning. This includes a comfortable and safe learning environment, access to appropriate resources, and adequate nutrition and health.

Once these basic needs are met, students can focus on higher needs such as belonging, love, and esteem. In an educational environment, this can translate to the need to feel accepted and valued by their peers and teachers. Creating an inclusive and supportive classroom environment is crucial to meet these needs.

Finally, when students feel safe and valued, they can aspire to self-actualization needs. In language learning, this is manifested in the pursuit of mastery and excellence in using a new language.

Through language mastery, students can experience a sense of accomplishment and self-confidence, which can lead to increased self-esteem and self-actualization.

Applying Maslow's theory to the use of "Cutting Stories" in language teaching, we can see how these materials can play a role in different levels of the hierarchy. "Cutting Stories" can provide an

engaging and motivating medium for learning, which can satisfy students' needs for self-esteem and self-actualization. By presenting manageable challenges and allowing students to experience success through reading, these resources can enhance self-esteem and foster a sense of achievement. Furthermore, the interactive and collaborative nature of activities based on "Cutting Stories" can help meet students' needs for belonging and social connection in the classroom.

In essence, Maslow's Hierarchy of Needs theory provides a useful framework for understanding how motivation works in language learning. By first meeting students' basic needs, educators can help create an environment in which students are motivated to achieve higher levels of self-actualization and personal success through the learning of a new language.

1.1.1.2 The self-determination theory of Deci and Ryan.

Edward Deci and Richard Ryan developed the Self-Determination Theory (SDT), which distinguishes between intrinsic and extrinsic motivation (Arciniegas et al., 2024). According to this theory, intrinsic motivation arises from the internal satisfaction of performing an activity, while extrinsic motivation is driven by external rewards or the avoidance of punishments. SDT also identifies three basic psychological needs: competence, autonomy, and relatedness, which are essential for fostering intrinsic motivation.

For Garcia (2023), in the context of language learning, these three needs play a fundamental role.

- **Competence.** Students need to feel that they are capable and effective in their learning efforts. Competence can be promoted through activities that challenge students but are achievable, allowing them to experience success and develop confidence in their language skills.

- **Autonomy.** Students should feel they have control over their own learning. This can include choosing topics of personal interest, using self-directed learning strategies, and participating in activities that allow for creativity and self-expression.
- **Relationship.** The need for social connection and to feel valued by others is fundamental. In the language classroom, this can be promoted through the creation of a collaborative and supportive environment, where students can interact, share experiences, and support each other.

From the aforementioned, it is understood that the Self-Determination Theory provides a valuable framework for understanding how intrinsic and extrinsic motivation can be fostered in language learning. By using "Cutting Stories," educators can design learning experiences that are not only motivating but also meet students' basic psychological needs, leading to more effective and rewarding learning.

1.1.1.3 Theory of expectancy-value by eccles and wigfield.

This theory suggests that motivation to perform a task is determined by the expectation of success in the task and the value attributed to it (Abellán Roselló, 2023). In language learning, if students believe they can succeed and see language learning as valuable, they will be more motivated. In other words, students will be more motivated to engage in an activity if they believe they have the ability to succeed in it and if they perceive the activity as valuable and relevant to their personal goals. Let's delve deeper into these two aspects:

- **Expectation of success**

Students need to believe that they have the ability to learn the language and achieve set goals. If they feel confident in their language skills and trust in their ability to progress, they will be more willing to engage in learning activities and strive to improve.



- **Perceived value**

It is crucial that students perceive language learning as valuable and relevant to their lives. This may involve understanding how the language can benefit them in terms of communication, academic opportunities, professional growth, or cultural enrichment. The more value they perceive in learning the language, the more motivated they will be to dedicate time and effort to their studies.

In this sense, it is considered that the Expectancy-Value Theory provides a useful framework for understanding how students' perception of their ability and the value of learning influence their motivation. When designing learning activities, such as using "Cutting Stories," educators can take these two aspects into account to promote greater motivation and engagement in the language learning process.

1.1.1.4 Theory of integrative motivation by gardner

Robert Gardner emphasized the importance of integrative motivation in language learning, considering it as the desire that a student expresses to learn a language in order to integrate and communicate better with a culturally different community (Nikula, 2023). In this sense, the theory contrasts with instrumental motivation, which refers to individuals' interest in learning a new language for practical reasons, such as getting a better job and improving their economic income and quality of life.

1.1.2 Types of motivation

A motivated student needs to achieve goals, which can either originate innately or be induced by external stimuli. Therefore, it is necessary to identify the most important types of motivation, such as extrinsic motivation and intrinsic motivation.



1.1.2.1 Extrinsic motivation.

Extrinsic motivation comes from the individual's environment, that is, the stimuli that drive the student are external. According to Orbegoso (2020), extrinsic motivation occurs when an activity is carried out to obtain a reward or avoid external punishment. In the context of language learning, external reasons may include professional need, economic incentives, or a general interest in languages. These factors are essential at the beginning of learning a foreign language, although this motivation may decrease with the student's age if not properly stimulated.

1.1.2.2 Intrinsic motivation

On the other hand, intrinsic motivation arises from within the individual and is related to the pleasure and personal satisfaction experienced when performing an activity. In the field of language learning, this form of motivation is evident when students find joy and challenge in the learning process. According to Benallou (2022), intrinsic motivation is fostered by creating a learning environment that supports autonomy, competence, and social connection.

In this sense, it is considered that, to boost the learning of a foreign language, it is essential that teachers stimulate both types of motivation. Extrinsic motivation can be driven by implementing rewards and external recognition for achievements, while intrinsic motivation can be promoted by creating an interactive and challenging learning environment that makes the reading process an engaging and meaningful experience.

1.1.2.3 Motivation for achievements.

According to Maslow, motivation for achievements is based on reaching success and achieving all our aspirations in life (Abad, 2021). This type of motivation is crucial for individuals to excel in various aspects, especially in successfully achieving their goals.

The motivation for achievements is evident when a person has met their basic needs. Once these needs are fulfilled, the individual can focus on fulfilling other goals, such as personal growth and self-improvement, which are usually reflected in professional and economic spheres. This drive not only fosters personal success but also promotes continuous development and progress towards new aspirations.

In the educational context, especially for students at a basic A2 level, motivation for achievements can be cultivated through innovative techniques such as the use of cutting stories. This method not only makes the learning process more dynamic and engaging but can also stimulate students' interest and dedication, helping them achieve their educational and personal goals

1.1.2.4 The Importance of effort and dedication in education

In the educational field, it is essential for students to understand that effort and daily dedication to their academic activities will eventually be rewarded. Rodas (2019) emphasizes that "time and effort devoted to proper induction would likely result in higher quality of academic instruction provided and success for teachers" (p. 23).

This approach not only benefits students, who will see their efforts rewarded with deeper and more meaningful learning, but also teachers. Teachers experience the satisfaction of positively influencing their students, not only by imparting knowledge, but also by motivating them to achieve personal and academic goals. This teaching and learning process creates a cycle of positive feedback, where the achievements of students become the reward and continuous motivation for teachers.

Applying this principle to achievement motivation in basic level A2 students, it is essential to use effective pedagogical methods, such as the use of engaging stories. These techniques not only facilitate learning, but also increase students' interest and participation, as they see the tangible

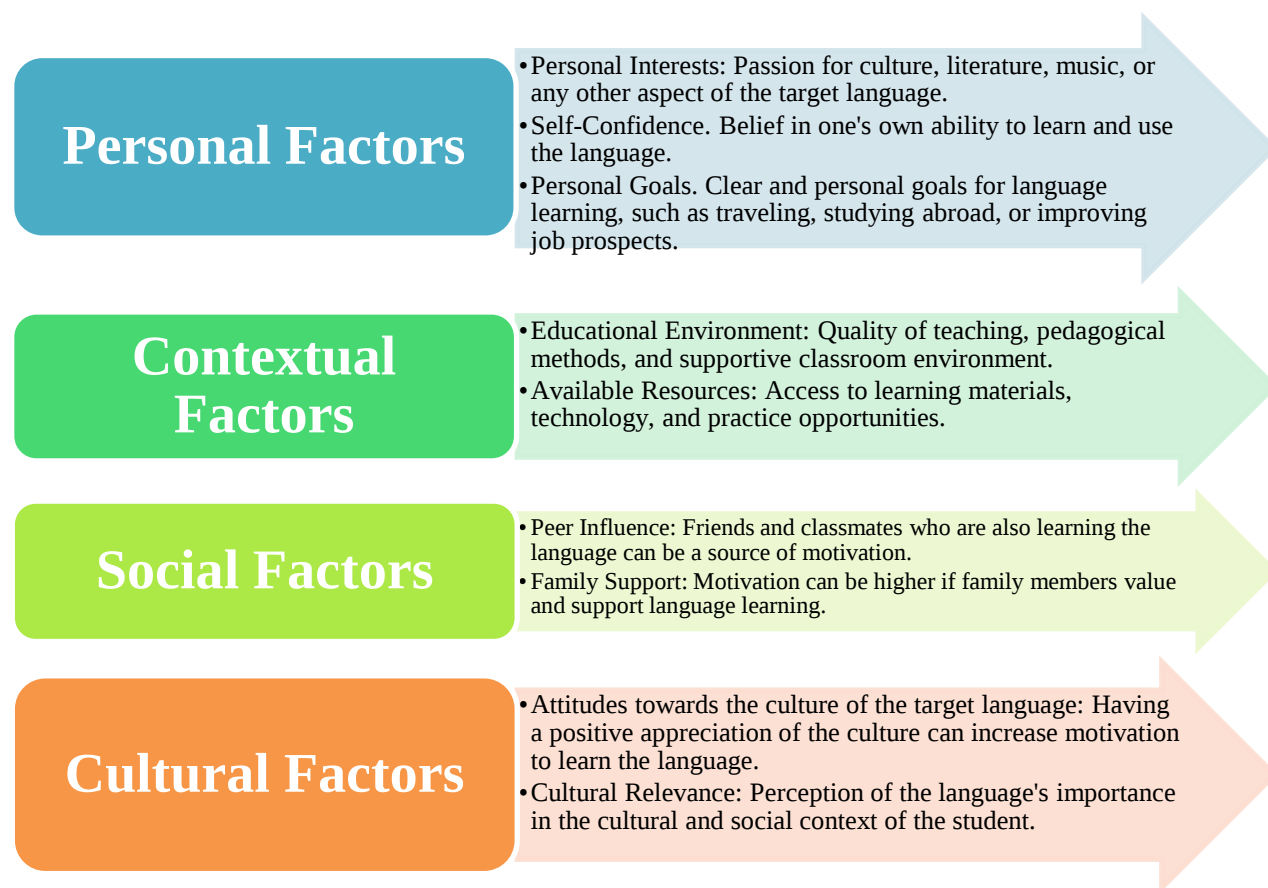
impact of their efforts. This motivates students to continue striving and improving, developing a positive attitude towards learning and personal growth.

1.1.2.5 Factors that influence motivation to learn a language

The motivation to learn a language is a complex and multifaceted phenomenon that is influenced by a variety of factors. Understanding each of these factors is essential for teachers to design effective educational strategies that promote motivated and successful learning. Baltazar et al (2024) analyze the personal, contextual, social, and cultural factors that influence motivation to learn a language.

Figure 1.

Factors influencing English learning



Nota. Adapted from (Baltazar et al., 2024)

In this context, it is understood that motivation to learn a language is influenced by a combination of personal, contextual, social, and cultural factors. Understanding these factors and how they interact is essential to design educational strategies that promote motivated and effective learning. By addressing these various elements, educators can create a learning environment that inspires and maintains students' motivation, leading to better language learning outcomes.

1.2 Reading in language learning

Reading is the process of decoding and understanding a written text. It involves not only recognizing words and phrases, but also the ability to interpret and extract meaning from the content, integrating it with prior knowledge and contextualizing the information (Uquillas et al., 2023). Therefore, reading is a multifaceted skill that encompasses both cognitive and linguistic as well as cultural aspects and is crucial for acquiring new languages.

1.2.1 Importance of reading in language learning

Reading is considered an essential tool in the learning of a second language for several reasons. Firstly, reading exposes students to a wide range of vocabulary and grammatical structures in authentic contexts, making the internalization of the language easier. According to Amante and Gómez (2017), comprehensible and enjoyable reading is one of the most effective ways to acquire a new language, as it allows students to observe how language is used in real and varied situations. Furthermore, reading enhances fluency and reading comprehension, as students practice decoding and interpreting texts. Continuous exposure to texts in the target language also reinforces overall linguistic skills, helping students develop a more comprehensive communicative competence. In this regard, Fernández (2021) asserts that authentic texts provide examples of real language use, which is crucial for the development of communicative competence.

Therefore, reading also plays an important role in motivating students, as when students read texts that interest them and are relevant to their lives, their intrinsic motivation increases, leading to deeper and sustained learning. Gaitán et al. (2023) point out that extensive reading, in particular, can be a highly motivating activity, as it allows students to choose their own materials and read for pleasure.

1.2.2 Benefits of reading for vocabulary development, grammar, and comprehension

Among the most important benefits that reading provides for learning a new language are the following:

- **Vocabulary development**

Reading is a rich source of new words and expressions. According to Valero (2023), students who read extensively acquire a significant amount of vocabulary incidentally, since repeated and contextual exposure to new words helps students not only learn the meaning of these words but also understand how to use them correctly.

- **Grammar development**

Reading helps students internalize the grammatical rules of the language implicitly. Fernández (2021) emphasizes that the implicit acquisition of grammar through exposure to well-written texts is more effective than explicit instruction. In this sense, it is considered that texts provide practical examples of how sentences are structured and how grammatical forms are used, thus improving students' ability to use grammar correctly and naturally.

- **Improving comprehension**

Reading enhances students' ability to make inferences, identify main ideas and supporting details, as well as understand the implicit meaning in a text's narration. Pullaguari (2023) points out that

reading practice cultivates the cognitive skills necessary to process and comprehend complex information, which is essential for language fluency.

1.2.3 Reading strategies

In order to strengthen the learning of the English language in A2 level students, it is important to use appropriate reading strategies for their level of competency. According to Ovalles (2022), certain effective strategies include:

- **Guided reading**

Guided reading involves the teacher helping students to read and understand texts, providing explanations and support when needed. This determines that guided reading improves students' ability to comprehend texts and develop independent reading skills.

- **Use of Authentic materials adapted**

Using authentic materials adapted to the level of students can make reading more relevant and motivating, in this sense it is worth noting that adapted authentic texts provide a valuable exposure to real language, while being accessible to students, helping them to connect what they have learned in the classroom with real-life situations.

- **Active reading**

Teaching students' strategies of active reading, such as prediction, summarizing, and formulating questions, can improve their comprehension and retention of information. This suggests that these strategies help students engage more deeply with the text and develop a stronger understanding of it.

- **Extensive reading**

Encouraging extensive reading, where students read large amounts of text for pleasure without the

pressure of exams or assignments, can be very beneficial. It is argued that extensive reading improves fluency, vocabulary, and overall language comprehension, while also maintaining student motivation.

Overall, reading is a fundamental tool in the learning of a second language, offering significant benefits for the development of vocabulary, grammar, and comprehension. Therefore, using reading as a strategy for learning English for A2 level students will help create a motivating and effective learning environment that facilitates language acquisition and fluency. Understanding and applying these strategies is essential to maximize students' potential and help them achieve their language goals.

1.3 Learning the English language

The learning of the English language encompasses the knowledge, understanding, and production of human language. This approach has been the subject of numerous scientific controversies, one of the most prominent being Noam Chomsky's linguistic theory, also known as biolinguistics (Abad, 2021). This theory is considered one of the most important and controversial due to its explanations about the acquisition, understanding, and production of human language.

In this sense, Chomsky establishes that there is an innate mental structure that facilitates and allows for the production and understanding of any natural language. This linguistic competence is seen as a person's logical ability to associate sounds and meanings following rules and regulations that enable them to achieve practical use of the language. According to Marra (2023), this competence can be broken down into three fundamental components:

- **Syntactic.** Related to the structure and order of words in a sentence, the syntactic component is essential for the correct formation of phrases and understanding them. In the context of learning

English, mastering syntax allows students to build coherent sentences and understand the language's grammatical structures.

- **Semantic.** This component refers to the meaning of words and phrases. Understanding semantics is crucial for students to interpret messages correctly and express themselves accurately. In learning English, this involves learning vocabulary, as well as the various connotations and contexts in which words are used.
- **Phonological.** Phonology focuses on the sounds of language. For English learners, this involves learning to recognize, produce, and differentiate the various phonemes of the language, which is essential for correct pronunciation and auditory comprehension.

In the educational context, it is essential for English teaching methods to address these three components in an integrated manner. Therefore, innovative techniques, such as the use of “cutting stories”, can be particularly effective. These techniques not only make learning more interactive and engaging, but also help students apply syntactic, semantic, and phonological rules in a practical context. By experiencing and practicing language holistically, students can significantly improve their linguistic competence, achieving a deeper and more lasting learning.

1.3.1 Language skills in the process of teaching-learning the English language

Considering the issue addressed in the research, it is important to understand that language skills are designed to enable effective teaching-learning of the English language. These skills, also known as abilities, are divided into four essential categories. According to Acosta (2020), there are four linguistic skills, such as listening, speaking, reading, and writing; listening and reading are called receptive skills, while speaking and writing are known as productive skills.

Receptive skills (listening y reading).



- **Listening.** This skill is essential for auditory comprehension, allowing students to grasp and understand spoken language.
- **Reading.** This competition involves understanding written texts, being essential for the development of the ability to interpret and analyze written information.

Productive abilities (speaking y writing)

- **Speaking.** This skill refers to students' ability to verbally express themselves in English, essential for effective communication.
- **Writing.** This competition focuses on the ability to produce coherent and cohesive written texts, which is crucial for written communication.

In order to achieve a comprehensive learning of English, it is vital that these four skills are developed simultaneously and in a balanced way. Receptive and productive skills are inseparable and complementary in the language learning process. Therefore, a pedagogical approach that allows for their effective integration helps students to receive and produce language competently.

In the context of a research focused on the motivation for learning English through reading, it is important to design activities that address all these skills. That is why, the cutting stories can be used to improve listening and reading comprehension through listening and reading activities, while at the same time fostering oral and written expression through discussions and writing about the stories. This integrated approach not only facilitates a more dynamic and engaging learning, but also ensures that students develop a complete and functional linguistic competence in English.

1.3.2 Importance of linguistic skills in academic English learning

In order to learn and understand academic English, students must acquire specific linguistic skills that allow them to engage in effective communication in academic environments. These skills are

divided into various linguistic levels: phonology, morphology, syntax, semantics, and pragmatics.

1.3.2.1 Phonological linguistic competence

This level refers to the study of the phonetic systems of languages, that is, the sounds that combine in a language to create words. Phonology is a process that starts from birth, when a person begins to hear the first words. Throughout life, a person decodes each word to understand its meaning.

According to Rodriguez and Velez (2021), the relationship between the ear that hears a message, and the articulation of the heard word has a concrete character in its beginning, which gradually decreases to be replaced by linguistic decoding. However, articulation can be a means to consolidate the recognition of an unknown word or one with high phonetic-orthographic complexity.

In this sense, in any language, improving word pronunciation requires time and constant auditory practice; the more one listens, the better the pronunciation becomes. For this reason, the auditory part is fundamental in the language learning process.

1.3.2.2 Morphological linguistic competence.

Morphology, as a branch of linguistics, focuses on word formation. Teaching morphology to students is essential for the development of their vocabulary. In the context of language learning, morphology helps students understand how words are formed, which in turn improves their pronunciation (Abad, 2021).

This aspect is vital in the teaching-learning process, as it allows for better articulation of words, facilitating both comprehension and effective expression in communication. Additionally, a good morphological knowledge helps students write correctly since people tend to write as they speak. Over the years, humans tend to acquire more vocabulary, despite the common belief that vocabulary or memory decreases with age. In fact, according to Martinez (2021), vocabulary increases or

remains constant, allowing seniors to understand an equal or greater number of words than young people. This phenomenon is attributed to phonological acquisition over the years, enriching the vocabulary with more complex terms. These words, which may not be common in the lexicon of young people, are understood by older adults due to their extensive exposure and linguistic experience.

In the process of learning English, this evolution of vocabulary emphasizes the importance of phonology in the educational process. As students' progress in their study of the language, their ability to recognize and use complex words improves, thanks to auditory practice and continuous exposure. This reinforces the need to integrate phonology with vocabulary teaching, ensuring that students not only learn new words but also pronounce and understand them correctly.

1.3.2.3 Syntax in language development

The syntax, as a fundamental part of linguistics, is responsible for studying the rules and combinations that structure sentences; therefore, the way words are organized in a sentence is essential for effective communication, as it determines how the desired message is transmitted. From the moment a person starts articulating words, they are trying to communicate with their interlocutor. Over time, as the phonetic part develops, clearer and more precise sentences are constructed.

As Hamdan and Soto (2020) point out, certain words are acquired by children later than others because they contain sounds that are more difficult for them to produce. This implies that words that are easier from a phonological point of view are acquired more quickly by children. This language acquisition process is closely related to the ability to structure sentences in a proper way.

In English language learning, understanding syntax is essential in order to form coherent and

understandable sentences. By developing this skill, students are provided with the necessary tools to express themselves clearly and precisely in the language. Integrating syntax practice in activities such as using "cutting stories," students have the opportunity to experience and practice sentence structure in a practical and meaningful way, which contributes to a better mastery of the English language and more effective communication.

1.3.2.4 Pragmatics in english teaching

Pragmatics, as an integral part of linguistics, focuses on the norms for language use, that is, how it is used and in what circumstances. In the field of English language teaching, pragmatics plays a fundamental role, as it helps to understand the essence of learning a language.

In this sense, it is common to find teachers who, despite having solid grammatical knowledge, lack an understanding of English pragmatics. This lack of understanding can be a disadvantage when teaching the language, as they focus solely on imparting grammatical knowledge and developing activities related to language skills (listening, speaking, writing, reading). Over the years, this methodology has been the norm, but it has not always met the fundamental objective of every teacher: to ensure that students speak English fluently and effectively.

Pragmatics entails an essential aspect in language teaching, such as the communicative meaning of the speaker. Ramírez and Abad (2021) explain that pragmatics analyzes what people mean in their statements, rather than the literal meaning of the words alone. This discipline studies how sometimes more can be communicated than what is said verbally, considering both the speaker's meaning and the context in which the communication takes place.

In a conversation, it is essential to convey ideas clearly to avoid confusing the receiver, and the latter must also analyze what they want to communicate with their statement. Ultimately, the most

important thing in communication is to convey the message effectively, using the right words and ensuring that the information is accurate and real. Integrating pragmatics into English language teaching not only enhances students' communicative competence but also prepares them for real interaction situations in the English-speaking world.

1.4 Comprehensive skills development in english teaching

Within the process of teaching English, the development of various linguistic skills is promoted, which are fundamental for effective communication in this language. Some of the most relevant skills include

- **Listening (listening comprehension).** The ability to understand what is heard is essential in oral communication. It is important to highlight that what is said must be received by the interlocutor, emphasizing the importance of auditory skill. However, both listening comprehension and oral expression are inseparable skills.
- **Speaking (oral expression).** This skill involves the ability to verbally convey thoughts and desires in front of an audience. When speaking, the student uses their eloquence to communicate effectively. Oral interaction involves both speaking and listening, as effective communication requires both skills.
- **Reading (reading comprehension).** Reading comprehension involves processing the information in the text in parts or processing cycles. During reading, the reader retains a limited number of propositions at a time, which facilitates the understanding of the text as a whole.
- **Writing (writing expression).** Writing in English is a fundamental process that allows students to develop communicative competencies. It is a productive skill that complements the receptive

skills of listening and reading comprehension. By writing texts and sentences in English, students can express their ideas clearly and precisely.

Each of these skills complements each other and contributes to the integral development of English language proficiency. Effective communication in English not only involves being able to understand and speak orally, but also to interpret and produce written texts. Integrating these skills in a balanced way in the educational process ensures that students acquire a complete and functional linguistic competence in English, which allows them to communicate confidently and effectively in various contexts.

1.5 Development of thought and language in English language learning

Learning process, a language process is not just about acquiring linguistic skills, but also about developing thinking abilities. As a student learns a new language, they also learn how to express their thoughts and emotions through communication. As Vigotsky (1978) points out, cited in Palacios et al. (2022), thinking is the transition to language because it is an egocentric function that transitions to a communicative function. In other words, humans have the ability to express their thoughts in any language they are communicating in.

Therefore, it is essential for students learning a second language to start adopting the ability to think in that language to facilitate communication. When a person travels to a country where the language, they are learning is spoken, they are immersed in an environment where the language is present all the time. This linguistic immersion promotes smoother communication and accelerates the learning process.

Social interaction plays a crucial role in the development of thinking in a second language. The more a student interacts with native speakers or other students, the faster they will develop the ability to

think and communicate in the target language. This interaction promotes constant practice of the language and facilitates the internalization of linguistic structures and vocabulary.

Figure 1.

Importance of thinking in language



Note. Development of Thinking for Learning a New Language

Thought and language are closely intertwined, as they complement each other to achieve effective communication. Language is a vital tool that allows humans to express their thoughts and maintain a satisfying social life, therefore, from birth, humans are destined to interact with others, and language is the key to these interactions both with others and with oneself (Baltazar et al., 2024).

Understanding the importance of thought and language in the process of learning English, teachers can design a more effective educational approach that promotes both linguistic and cognitive development of students.

With these reflections, the analysis of the theoretical references that support the development of the research is concluded, highlighting the interdependence between thought, linguistic skills, and



language, which are essential in the process of acquiring a new language.



Chapter II

Methodological framework

To tackle the research on the use of clipped stories to enhance motivation and learning of the English language in A2 level students, a methodology was designed that combines qualitative and quantitative approaches. This section outlines the methods, instruments, and procedures used to conduct the study.

2.1 Research design

A mixed-method research design was adopted, integrating qualitative and quantitative methods to obtain a deeper understanding of the phenomenon under study. The qualitative approach allowed for the exploration of students' perceptions and experiences, while the quantitative approach provided statistical data on the impact of “cutting stories” on their English learning.

Considering the exposed made by Chacma and Chávez (2021). Quantitative research focuses on analysis and collecting numerical data character to test or verify hypotheses using statistical strategies based on the numerical measurement.

Qualitative research is a research methodology that focuses on understanding phenomena from the participants' perspective. Instead of seeking numerical generalizations, this approach focuses on exploring the experiences, perceptions, and meanings that individuals attribute to their experiences (Hernández, 2016)

The qualitative research allowed carry out for a detailed and contextual exploration of how cutting stories impact the motivation and English learning of A-level students; through semi-structured interviews and classroom observations, the experiences and perceptions of students and teachers were captured, providing a clear insight into the studied phenomenon. This qualitative approach complements quantitative data and offers a comprehensive



understanding of the impact of clipped stories on the English teaching and learning process.

2.2 Types of research

2.2.1 Descriptive research

The type of research is characterized as a descriptive study, designed to specifically detail the related problematic to motivation for read using clipped stories in basic general level A2 students. The characteristics of descriptive research that were considered in the research process are as follows:

- Investigates the present.
- Conducts deeper studies of the current situation.
- Uses different variables related to the study.
- Employs surveys as a research modality in most cases.

According to Gonzales (2023), the objective of descriptive research is to get to know the situations, customs, and prevailing attitudes through the exact description of activities, objects, processes, and people. The descriptive approach of this research provided a solid foundation for understanding the current circumstances of the educational phenomenon related to motivation and learning English through clipped stories.

This type of study allowed for a detailed and systematic exploration of the current situation, facilitating the identification of key areas for intervention and improvement. By combining qualitative and quantitative methods, a comprehensive and nuanced understanding of the impact of clipped stories on the motivation and learning of A2 level students was achieved.

2.2.2 Bibliographical research

The research is classified as bibliographical because it mentions and analyzes the thoughts of various authors, that contribute to the analysis of the variables related to motivation for reading.



Bibliographical research is a stage in scientific research where the production of the academic community on a specific topic is explored. supposes a set of activities aimed at locating documents related to a specific topic or author. (Tramullas, 2020)

The application of bibliographical research allowed for a comprehensive analysis of the existing literature, including Maslow's theories on motivation and Chomsky's linguistic approaches. These references provided a robust theoretical framework for the analysis of the variables in our study.

Furthermore, the theoretical conceptualization helped understand the motivational aspects in students, offering a perspective on language acquisition, whose knowledge allowed for evaluating how motivation and English language learning can be influenced by the application of cutting-edge stories.

2.2.3 Field research

The research was also carried out in the field through the application of surveys and practical tests to the student population. This approach allowed for a deeper understanding of the phenomenon studied. According to Hernández (2016), field research allows for the collection of new data from primary sources for a specific purpose.

In this sense, field research allowed for the measurement of motivation, through a series of questions designed to evaluate the levels of incidence in the interest that students have towards reading in English and consequently, in their learning. Surveys were administered before and after the implementation of clipped stories in the classroom, allowing for a comparison of motivation levels and the identification of significant changes.

2.3 Population and sample

Consider that the population or universe comprises the totality of units of analysis (subjects and objects) to be investigated, and that the sample is a subset of the population selected in



such a way that it is representative of said population, the following units of analysis were identified for data collection (Chacma & Chávez, 2021).

In this study, the population includes all students of the general basic level of an educational unit made up of a total of 1800 students, while the sample was selected to ensure adequate representation of this population, in order to obtain relevant data and reliable to evaluate motivation for reading through the application of cutting stories.

Therefore, for the collection of primary data, it was decided to work with a small sample of 35 students at the A2 general basic level. This selection of participants allowed for a detailed analysis of each student, providing accurate and complete data on motivation for reading by applying "cutting stories".

The studied sample consists of 15 males (46%) and 20 females (53%), all of them aged between 12 and 14 years old. These demographic data are also presented graphically in Table 1, facilitating a clear visualization of the gender and age distribution among students at the A2 general basic level.

Table 1.

Study sample

Gender	Quantity	Percentage
Male	15	43%
Female	20	57%
Total	35	100%

Note. The table one details the distribution of the study sample by gender

2.4 Techniques and information instruments

To gather the necessary information for the project development, a specific instrument was designed, a questionnaire, which was created to assess the level of motivation in learning the English language among students. The questionnaire consists of 20 items, each offering 5 response options based on the Likert scale, recognized as an effective method for measuring



people's opinions and attitudes (Gonzales, 2023). These options range from:

- Totally disagree.
- Disagree.
- Neither agree nor disagree.
- Agree.
- Totally agree.

Using this instrument allowed us to obtain detailed and accurate data on students' motivation towards reading at the A2 basic general level, which is essential for the analysis of our study. For the evaluation of the English language learning level, a test specifically designed for the participating students was carried out. This test covered the four fundamental language skills, such as:

- Listening (listening comprehension),
- Speaking (oral expression),
- Reading (reading comprehension),
- Writing (written expression).

This test allowed for a comprehensive evaluation of students' language skills in the context of their motivation for reading cutting stories at the basic general level A2, thus providing a complete view of the impact of these activities on their English language learning.

According to Article 193 of the General Regulations to the “*Ley Orgánica de Educación Intercultural*” (LOEI), in order to advance to the next level, students must demonstrate that they have achieved the learning objectives established in the program of the subject or area of knowledge corresponding to each level and sublevel of the National Education System.

This provision emphasizes the importance of students achieving specific learning objectives,



which is essential for their progress in mastering the English language and their ability to actively participate in motivating reading activities, such as cutting stories at the basic general level A2.

Table 2

Assessment Scale

Qualitative scale	Quantitative scale
Master the required learnings.	9,00-10,00
Achieve the required learnings.	7,00-8,99
Is close to achieving the required learnings.	4,01-6,99
Is close to achieving the required learnings.	≤ 4

Note. Table 2 describes the parameters of summative evaluation

2.5 Validation and reliability of the instruments

To ensure the validity and reliability of the applied questionnaires, an evaluation was carried out using the survey technique. These questionnaires were subjected to an analysis by experts in research and in the English area, who made value judgments about their validity. Their evaluations allowed the relevant corrections in the instruments to be made to ensure their suitability and precision in measuring motivation for reading by applying cutting stories at the basic general A2 level.

For its part, the reliability of the construct refers to the consistency in the ability of the same instrument to measure accurately in different scenarios. This consistency allows the same instrument to be applied on several occasions without significantly differing results. This concept is also supported by Corral (2019), who affirms that reliability is a necessary condition for validity. That is, if an instrument does not show sufficient evidence of being reliable, then it will not be valid for collecting information.

This focus on the reliability of the instrument allowed to ensure the accuracy and consistency



in measuring motivation for reading by applying cutting stories at the basic general A2 level.

After validating the instruments, prior to their application in all the units of analysis corresponding to the sample, a pilot test was conducted to verify the reliability of the instrument used. For this, the calculation of the Cronbach's alpha coefficient was carried out systematically and rigorously.

This pilot test stage allowed to evaluate the internal consistency of the instrument and ensure its reliability to measure motivation for reading by applying cutting stories at the basic general A2 level. The results obtained provided a reliable measure of the instrument's consistency, thus ensuring the validity of the data collected in our research.

2.6 Ethical considerations

In the present research, data collection was carried out under strict ethical guidelines that ensured respect and protection of the rights of all participants. Below are the ethical considerations that were taken into account during the development of the study.

1. Informed consent

Legal representatives of the students and the educational institution were provided with an informed consent form that detailed the study objectives and procedures to be followed, so that representatives had the necessary knowledge before signing the form. It was emphasized that the students' participation would be completely voluntary.

2. Confidentiality and anonymity

All collected data was strictly confidential and anonymity was guaranteed to protect the identity of the participants. The information collected was stored in a secure location accessible only to the research team.

3. Risk minimization

All necessary measures were taken to minimize any risks or discomfort that participants may



experience. This included conducting the survey online so that students could respond in a safe and comfortable environment, ensuring that the questions were not invasive or harmful.

4. Responsibility and transparency

Transparency and accountability were ensured at all stages of the study. The researcher committed to acting with integrity and reporting any conflicts of interest that may arise during the data collection period.

5. Ethical approval

The present study was reviewed and approved by the university's ethics committee to ensure compliance with all ethical regulations and standards.

- **Scope of the investigation**

The scope of this research is quasi-experimental with a quantitative approach, aimed at students at level A2 of basic general education. It focuses on analyzing the impact of the application of short story videos on motivation for reading in English, evaluating its effectiveness through a pre-test and post-test test. The intervention was carried out during a certain period 2023 -2024, allowing improvements in reading comprehension and the development of the four language skills to be measured: listening, speaking, reading and writing.

- **Stages of the Research**

1. Problem Statement

initially, the low motivation in reading in English among students at A2 level and the need to implement innovative strategies to improve their interest and reading comprehension were identified.

ading and writing.

2. Literature Review



Next, an analysis of previous studies on motivation in reading, the use of videos as a didactic resource and their impact on the learning of English as a foreign language was carried out.

3. Methodological Design

Data collection techniques and instruments were established, as well as a group of students who participated in the research, a pre-test and post-test were applied to measure the impact of short story videos on their motivation and reading skills. A survey was also designed to assess the perception of students.

4. Application of the Intervention

Teaching sessions were implemented using short story videos, integrating activities that promoted the four language skills: listening, speaking, reading and writing.

5. Data Collection and Analysis

The instruments (pre-test, post-test and survey) were applied, and the data obtained were processed and analyzed using statistical methods to determine the impact of the strategy applied.

6. Discussion of Results

The results of the pre-test and post-test were compared to identify improvements in students' motivation and reading comprehension, relating them to the theory and background reviewed.

7. Conclusions and Recommendations

Conclusions were formulated based on the findings and recommendations were proposed for the implementation of similar strategies in English teaching.



2.7 Operationalization of variables

Table 3.

Operationalization of variables

Independent variable	Conceptualization	Dimensions	Indicators	Items	Technique and instrument
Motivation	Motivation refers to the internal and external factors that direct, energize, and sustain behavior towards achieving goals or completing activities (Benallou, 2022)	Human motivation	The activation The persistence The intensity	- Do cutting stories motivate you to learn English? - Do you enjoy English cutting stories classes when they are used? - Do you believe you will be able to apply what you learn through reading? - Do you research more about English stories that you don't understand until you find the solution? - Do you take additional English classes outside of school to improve your understanding?	Survey
		Intrinsic Motivation	Interests Curiosity Satisfaction Enjoyment		
		Extrinsic Motivation	Social pressure Reward Punishment	- Do you prioritize your tasks to have more free time to learn English? - Do you participate in additional activities in English? - Do you enjoy researching interesting topics in English?	Survey
		Achievement Motivation	Seeking success Avoiding Routine Avoiding Routine	- Do you enjoy watching entertaining programs in English? - Do you continue to make an effort and study more when you get good grades in English? - Do you feel happy learning new topics in English?	



- Do you feel satisfied when you get the best grade in English?
- Do you enjoy English when your parents reward you for good grades?
- Do you like it when your classmates congratulate you on your good grades in English?
- Would you like to teach English in the future?
- Do you want to study in an English-speaking country?
- Do you desire to have a job where you use English?
- Would you like to travel to English-speaking countries?

Dependent variable	Conceptualization	Dimensions	Indicators	Items	Technique and instrument
Using Cutting Stories as a Teaching Strategy for English Language Learning	Cutting Stories refers to a narrative or writing technique in which parts of a story or text are cut or removed to improve its clarity, flow, or impact (Pullaguari et al., 2023).	Listening	Semantics Phonology Morphology	1. Listen to the chores these people do every weekend. Then, circle whether the statement is true or false. 2. Listen and choose the correct answer for the blanks.	Test-points
		Speaking	Semantics Phonology Morphology Pragmatics	1. Complete the dialogue using the word bank. 2. Arrange the dialogue in order.	Test-points
		Reading	Syntax	1. "Read the four texts. Then, circle TRUE or FALSE."	Test-points
		Writing	Syntactic Analysis Syntax Pragmatics	1. Complete the sentences with the correct form of the verb 'to be.' 2. Unscramble the words to form sentences."	Test-points



Chapter III

Analysis of the results

3.1 Analysis of the English language learning knowledge test

- **Implementing the cutting stories strategy**

To evaluate the impact of Cutting Stories on students' reading motivation and language skills, a structured implementation plan was carried out. This process included three key stages: the initial diagnosis, the intervention phase, and the final evaluation.

Initial diagnosis

Before applying the strategy, a diagnostic phase was carried out to determine the initial level of the students in terms of motivation for reading and English language proficiency. To do this, the following instruments were used:

- **Motivation survey:** A questionnaire was applied to measure the attitude and motivation of students towards reading in English.
- **Pre-test test:** An assessment of English language skills was carried out based on the development of the four language skills: Listening, Speaking, Reading and Writing.

Intervention phase

Based on the results of the diagnosis, a one-week intervention plan was implemented, consisting of three structured classes:

- **First class:** Introduction to cutting stories
- **Explanation of the Cutting Stories strategy and its objective.**
- **Presentation of videos with short stories as a learning tool.**





- Discussion on the importance of narratives to improve comprehension.
- Second class: Practical Application of Cutting Stories
- Guided activities based on short story videos.

Development of the four language skills:

- Listening: Viewing the video and recognizing key details.
- Speaking: Group discussion and oral summary of the content.
- Reading: Complementary reading exercises to the story.
- Writing: Preparation of short texts based on narrative elements.

Third class: synthesis and evaluation (1 hour)

- Review and discussion of the learning obtained.
- Activities to reinforce the understanding of the content.
- Self-evaluation and reflection on the learning process.

Final evaluation

At the end of the intervention, a post-test was applied to measure the students' progress in the four language skills. Subsequently, the results of the post-test were compared with those of the pre-test to analyze the effectiveness of the implemented strategy.

3.1.1 Pretest analysis

The pretest was administered before implementing the cutting stories strategy, with the aim of assessing students' initial level in the four English language skills: Listening, Speaking, Reading, and Writing, whose results are detailed below:



Figure 2

Evaluation of pretest knowledge

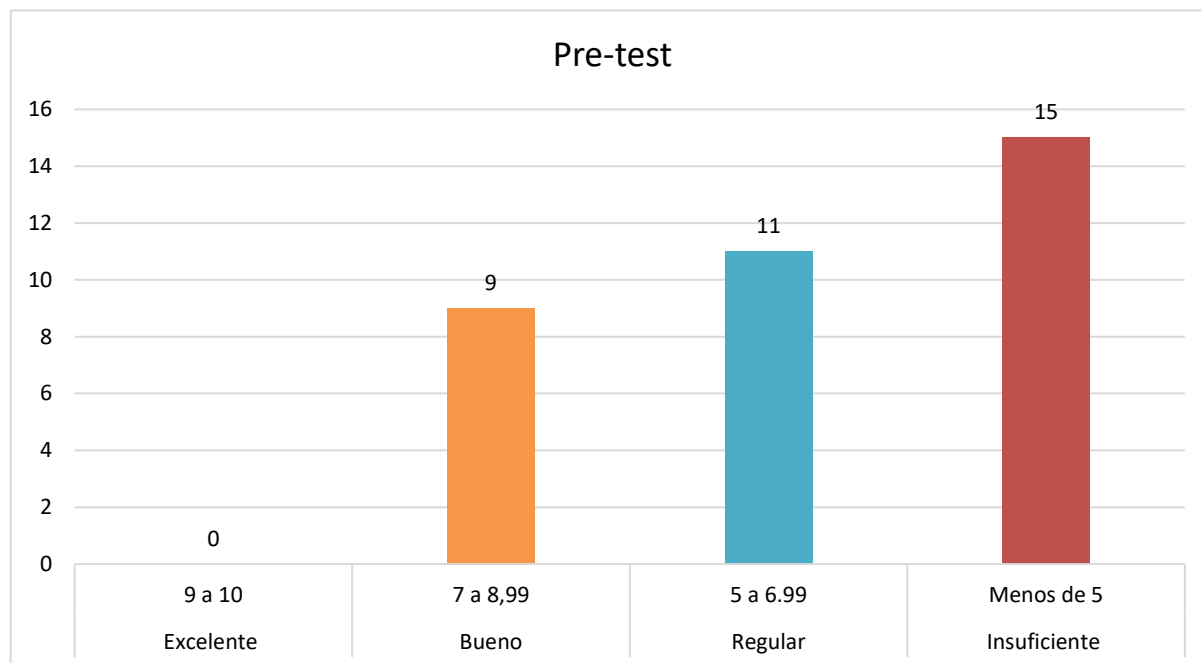


Figure 2 reveals that several students scored between 5 and 6 points, falling into the "Regular" category, which includes a total of 11 students, meaning 32% of the group; this result indicates an average performance, as students show partial mastery of skills but require reinforcements to reach higher levels of competence.

However, it is concerning to note that 42% of students, a total of 15, are in the "Insufficient" category, this percentage reflects very low academic performance in English, meaning almost half of the group does not reach the necessary basic competencies, this situation calls for immediate intervention to improve their performance and ensure proper progress in their learning.

Analysis by competencies

- **Listening (listening comprehension).** In this aspect, the majority of students had difficulties identifying essential details of the story presented in the video. Many did not respond correctly

to questions related to characters, actions, and descriptive elements. This low performance demonstrates that students struggle to capture auditory information accurately, due to a lack of vocabulary and understanding of certain grammatical structures.

- **Speaking (oral expression).** In this area, students faced problems when narrating the story in their own words. Most of them showed insecurity in constructing sentences, and their vocabulary was limited, affecting their ability to express themselves clearly and fluently. Additionally, their responses to discussion questions were often short, with incomplete or poorly structured sentences.
- **Reading (reading comprehension).** Reading comprehension was also low, as many students could not extract the main ideas from the text. Results reflected in comprehension questions showed a lack of identification of specific details within the text, and most students were categorized as "Regular" and "Deficient."
- **Writing (written expression).** Regarding writing, most students produced very short texts with frequent grammatical errors and basic vocabulary, showing little organization of ideas due to the lack of development of this competency.

In summary, the analysis of the pre-test highlights a considerable gap in the level of English proficiency among students before the implementation of the "cutting stories" strategy. The majority of the group falls within the regular and insufficient levels, indicating the need for effective pedagogical interventions to significantly improve English language proficiency.

3.2 Analysis of the post-test

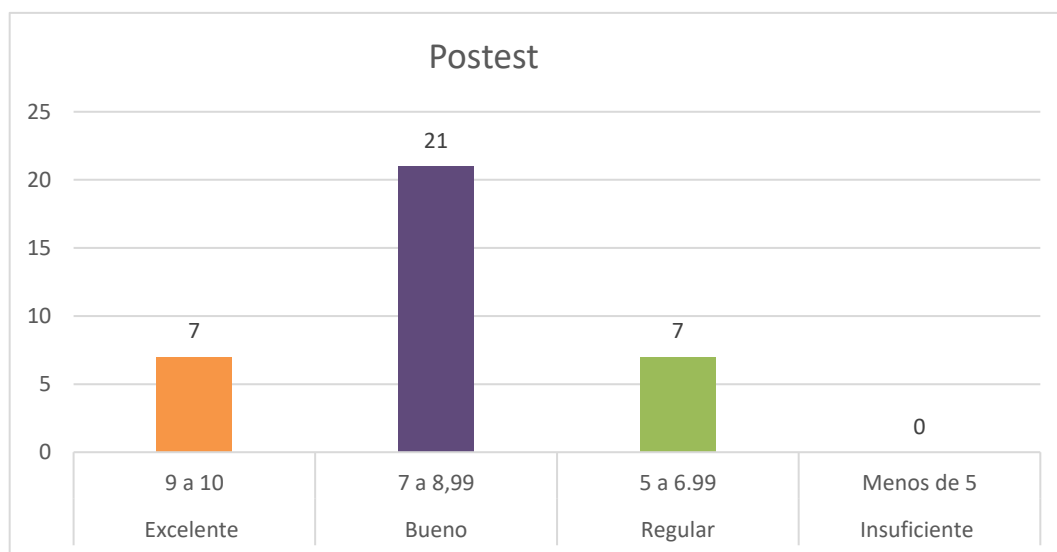
The analysis of the results of the post-test was carried out after the pedagogical intervention based on the cutting stories strategy, which was implemented over a weekly plan of classes. This plan

consisted of three 45-minute sessions, structured in specific activities that included an opening phase, development, discussion, feedback, and closure (see Annex 3). These sessions were designed to promote motivation towards reading in A2 level students, integrating dynamic tasks that favored both reading comprehension and oral interaction.

The final evaluation allowed to observe the impact of the applied methodology on the students' language competencies, allowing for a detailed comparison between the results obtained before and after the intervention, which will be detailed below.

Figure 3

Evaluation of post-test knowledge



As can be seen in the post-test analysis, there was a notable improvement in the overall performance of the students after the implementation of the "cutting stories" strategy. Overall, the results of the post-test show a significant increase in the development of all evaluated language competencies. In figure 24, it can be observed that no student was placed in the Insufficient category (less than 5 points), indicating that all of them were able to reach at least a basic level of language



comprehension and production.

Furthermore, 20% of the students achieved a score of 9 to 10 points, categorizing them at an excellence level, meaning that a good portion of the group has now acquired an advanced mastery of the English language. Similarly, 60% of the students were placed in the "Good" category, representing a significant increase compared to the pre-test, demonstrating a consolidation of language competencies, indicating that the strategy was effective for the majority of the students. However, it is still evident that 20% of students remain in the "Regular" category, while the Insufficient category shows an absence of students, marking an important achievement compared to the pre-test, which showed that nearly half of the group had insufficient performance.

Analysis of Post-test based on language skills

3.2.1 Analysis of the post-test based on language skills

- **Listening (listening comprehension)** During the post-test, a significant improvement was observed in this skill. The results indicated that a larger number of students were able to grasp auditory information more accurately. This improvement can be attributed to a more active approach to listening through "cutting stories" activities, where constant exposure to audios and detailed questions strengthened their comprehension abilities.
- **Speaking (oral expression)** In the area of oral expression, the post-test showed a significant advancement. After the intervention, continuous practice and discussion of stories in class improved both their vocabulary and their ability to formulate coherent and longer sentences, although it still remained at a minimum regular level, indicating that further focus is needed in this skill.



- **Reading (reading comprehension)** The performance in reading comprehension also showed a considerable advancement. Following the implementation of the "cutting stories" strategy, the post-test revealed that the majority of students had a better ability to analyze and synthesize written information. Students now have greater control over reading complex texts, although a small proportion of students still remain in the "Regular" category, suggesting room for further improvement in reading comprehension.
- **Writing (written expression)** Regarding written expression, the results also indicate a favorable evolution. This improvement reflects progress in students' ability to organize their ideas, use more appropriate vocabulary, and correctly apply grammatical structures. Despite this improvement, a minimal number of students remain at a "Regular" level, indicating that the ability to write in a more elaborate manner still requires additional effort. In general, the analysis of the post-test shows a significant advancement in all evaluated language skills, demonstrating the effectiveness of the "cutting stories" strategy in English learning. The increase in the categories of "Good" and "Excellent" in all skills suggests that students not only improved in vocabulary and grammatical structures but also gained more confidence and ability to apply this knowledge in practical situations of listening comprehension, oral expression, reading, and writing.

3.3 Comparative analysis between post-test and pre-test

The comparative analysis between the results of the pre-test and post-test reflects a significant improvement in students' performance after implementing the cutting stories strategy for learning English.

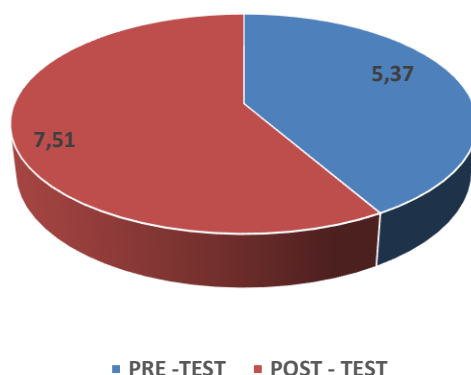
Figure 4

Comparative Analysis



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In the pre-test, the overall average was 5.37, indicating a "Regular" performance, according to the evaluation scale used, corresponding to a score of 5-6.99. This suggests that students had significant difficulties in basic English language skills at the beginning of the intervention. However, in the post-test, the average rose to 7.51, positioning students' overall performance within the "Good" range with a score of 7 to 8.99, demonstrating a 2.14% improvement in the mastery of language skills which reflects that the implemented strategies helped overcome important barriers in language comprehension and expression.

This progress suggests that the intervention has not only had a positive impact in terms of average score, but has effectively improved students' skills in the four language competencies, especially in Speaking and Listening, where the growth was more noticeable, allowing progress in language fluency and comprehension.



Conclusions

- The theoretical review has shown that motivation is a key factor in language learning, especially in reading. Theories on intrinsic motivation highlight that students need to be interested in the content to fully engage in reading. In this sense, cutting stories align with this approach, as they allow students to interact with texts in a more dynamic and participative way, increasing interest in reading. This demonstrates that when the content is interactive and tailored to the needs of the students, motivation for reading can significantly increase.
- The research developed a practical methodology for the implementation of cutting stories, establishing an approach that combines dividing texts into manageable fragments with integrating activities to promote active student participation. This helped transform traditional reading activities into more interactive experiences, adapting to the level of comprehension and language skills of A2 level students.
- The evaluation of the results showed a clear improvement in student motivation towards reading after the application of cutting stories. Both students and teachers had positive perceptions; students reported feeling more engaged with reading activities and enjoyed the dynamics of interacting with the stories. The teacher observed an increase in student participation and willingness to read in English, supported by the improvement in post-test performance, confirming that the applied methodology had a tangible impact on student motivation for learning a second language.





Recommendations

- It is recommended to continue using cutting stories as a key tool to motivate A2 level students to read in English, adjusting texts and activities according to the group's progress. Moreover, more interactive elements should be included, such as group discussions on story endings or creating new endings, to further increase student interest.
- To maximize the effects of this strategy, it is recommended to design or select materials that are not only suitable for A2 level but also interesting for students in terms of content. These materials can cover topics related to their personal interests or everyday situations to increase their motivation to participate in reading activities.
- It is also recommended to conduct periodic evaluations not only to monitor students' academic progress but also to assess their level of motivation over time. Surveys or interviews can be applied every quarter to gather feedback from both students and teachers on how cutting stories are impacting their learning and motivation.
- Finally, to ensure a successful implementation of this strategy, it is advisable to provide teachers with periodic training on the use of cutting stories, offering methodological tools and practical examples to maximize their effectiveness in the classroom.





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Annex's

Annex 1 Design of the instrument for the independent variable

The independent variable is related to the intrinsic and extrinsic motivation of the students. To do this, a survey was conducted that allowed to identify the trends on learning English from motivation. Below are the questions that will make up the survey questionnaire.

1. ¿Do you enjoy learning a second language?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

1. Do you enjoy learning English in class?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

1. Do you think you will use what you learn in English classes?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree





1. When you don't understand a topic, do you research until you find the solution?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

5. Do you receive English tutoring outside of the educational unit?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

6. Do you complete all tasks first in order to have free time to learn English later?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

7. Do you engage in other activities in English besides those assigned by the teacher?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree





- Completely agree

8. Do you enjoy researching interesting topics in English?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

9. Do you like watching programs on interesting topics in English?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

10. When you get good grades in English, do you continue to strive and study the same or even more?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

11. Do you feel happy when you learn new topics in English?

- Completely disagree
- Disagree
- Neither agree nor disagree





- Agree
- Completely agree

12. Do you feel satisfied when you get a good grade in English?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

13. Do you like it when your parents reward you for getting good grades?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

14. Do you like it when your classmates congratulate you for getting good grades in English class?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

15. Do you feel happy when your classmates consider you to work in a group in English class?

- Completely disagree
- Disagree
- Neither agree nor disagree





- Agree
- Completely agree

16. Do you receive a punishment from your parents or teacher when you get bad grades?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

17. Would you like to be an English teacher in the future?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

18. Would you like to study in another country where they speak English?

- Completely disagree
- Disagree
- Neither agree nor disagree
- Agree
- Completely agree

19. Would you like to get a good job that requires English?

Completely disagree

- Disagree
- Neither agree nor disagree
- Agree
- Completely agree





20. Would you like to travel and visit countries where they speak English?

Completely disagree

- Disagree
- Neither agree nor disagree
- Agree
- Completely agree





Annex 2 Diagnostic

For the evaluation of the dependent variable, it is related to the learning of the English language through the use of cutting-edge stories. To do this, a test of English language knowledge was applied based on the development of linguistic competencies: Listening, speaking, reading, and writing.

Listening (Auditory Comprehension)

Story: YouTube Video. <https://www.youtube.com/watch?v=VNgnAABR5Nc>

Procedure:

- Listen to the entire story.

Comprehension Questions:

- 1.- What was the girl's name?
- 2.- How was the girl?
- 3.- Where was Lili from?
- 4.- What was Lili eating?
- 5.- What was Lili bringing in her backpack?

Speaking (Oral Expression)

Procedure:

1. Storytelling: Ask the student to narrate the story in their own words.
2. Discussion

Questions:

- 1.- Why was Lili walking in the forest?
- 2.- Which forest animal was Lili listening? Why?
- 3.- How was Lili feeling in the forest? Why?

3. Reading (Reading Comprehension)

Procedure

1. Reading the Story (based on the script of the video):

Once upon a time, there was a girl named Lili. She lived in a small town with her family. She was a kind and cheerful girl. One day, she decided to take a walk in the forest. She packed a sandwich, fruits, and a bottle of water in her backpack and set off on her adventure. As she walked through the





forest, she saw a rabbit hopping. Lili tried to catch it, but it was too fast for her. She laughed and continued her walk. Further along the path, she found a small stream. She stopped to drink water and saw some fish swimming in the clear water, which she found very beautiful. After a while, she found a quiet spot and sat down to enjoy her sandwich and fruits. While she was eating, she noticed a bird singing in the trees above her. She watched it for a while and listened to its beautiful melody.

As the day turned into night, Lili decided to head back home. She felt happy and relaxed after spending a day in the forest. When she returned, she told her family about her adventure and showed them some photos she had taken with her phone. From that day on, Lili often went for walks in the forest, enjoying the beauty of nature and the peace it brought to her life.

Comprehension Questions:

- What was Lili taking with her phone?
- What was Lili hearing the bird sing?
- What was Lili enjoying doing in the forest?

4. Writing (Written Expression)

Procedure:

Summary of the Story:

- Students are asked to write a summary of the story.





Annex 3 Plan semanal

Educational Unit			
Weekly Lesson Plan			
1. INFORMATIONAL DATA:			
Teacher:	Area/subject: English	Course:	Period: 2024 - 2025
zFirst Class Introduction to a Cutting Stories		EDUCATIONAL OBJECTIVES To promote motivation for reading in English among A2 level students, using the cutting stories technique to develop reading comprehension and synthesis skills.	
2. PLANNING			
Skills with Performance Criteria		Essential Evaluation Indicators	
Identification of Main Ideas and Supporting Details Performance Criteria: The student is able to identify and differentiate between the main ideas and secondary details in a level A2 English text.		- Correctly identifies the main ideas in a text. - Remove secondary details without affecting the overall understanding of the text.	
Activities for Learning	Resources	Indicators of Achievement	Evaluation
Opening 10 min Introduction to the technique: It explains what cutting stories are and how they are used to improve reading. Select the short reading videos and project them to the students	Materials Short texts suitable for level A2. Video projector	- Understanding Cutting Stories Technique - Identifying	Instrument: Evaluation of Learning on the First Day 1. Direct Observation:



https://www.youtube.com/watch?v=VNgnAABR5Nc Development 40 min The teacher reinforces the explanation of the video by emphasizing the importance of reading in learning the English language. Activity 1 • Guided Reading: Select a short text appropriate for level A2. Read it in class, emphasizing how to identify main ideas and secondary details. Activity 2 • Activity of cutting: Divide the students into small groups and ask them to remove parts of the text that they consider unnecessary, while keeping the essence of the story. Discussion and Feedback • Encouraging discussion on how the use of cutting-edge stories helps motivate reading texts in English. Closing 30 min Reflection: Discuss with the students how they felt when cutting parts of the text. Was it easy? What difficulties did they encounter? Perform a brief survey or quick question (for example, raise your hand if you understood how to identify main ideas) to measure the overall understanding of the class on the technique and the activity.	Humans Teachers Students	Main and Secondary Ideas - Active Participation in the Cutting Activity -Initial Reflection on the Process	○ During the group cutting activity, observe how students interact and contribute. ○ Take notes on their ability to identify main ideas and their willingness to participate in the cutting process. 2. Product Work Review: ○ Review the texts trimmed by each group. ○ Evaluate if they have managed to
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maintain the coherence of the text, by eliminating only the secondary information and keeping the essence of the message.

Educational Unit

Weekly Lesson Plan

1. INFORMATIONAL DATA:

Teacher:

Area/subject
:
English

Course:

Period: 2024 - 2025

Second Class

Practical application of Cutting Stories

EDUCATIONAL OBJECTIVES

To promote motivation for reading in English among A2 level students, using the **cutting stories** technique to develop reading comprehension and synthesis skills.

2. PLANNING

SKILLS WITH PERFORMANCE CRITERIA

ESSENTIAL EVALUATION
INDICATORS



- Self-directed application of Cutting Stories - Performance Criteria: The student is able to apply the cutting stories technique autonomously in a new text, identifying and correctly eliminating unnecessary information.		- The student carefully selects and edits parts of the text without losing the main meaning. - Demonstrates the ability to reduce text while maintaining coherence and clarity of the message.	
Activities for Learning	Resources	Indicators of Achievement	Evaluation
Opening 10 min Review: Revise the key concepts of the cutting stories technique. Day Objectives: Explain that they will apply the technique to a different text. Place the audio of the short reading so that the students can listen to it. https://lingua.com/es/ingles/lectura/wonderful-family/ Development 30 min Activity 1 Individual Reading: Provide a new text to the students and ask them to read it on their own. My Wonderful Family I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food! My family is very important to me. We do lots of things together. My brothers and I	Materials Short texts suitable for level A2. Video projector Humans Teachers Students	- Precision in the application of cutting stories - Active participation in collaboration - Active participation in the cutting activity - Quality of the summary together	Instrument: - Individual and Group Text Revision: Evaluate the texts cut individually by each student and the joint summary they have created with their partner. Verify the accuracy in the application of the technique and the quality of the final summary. - Observation of Collaboration: Observe the interaction between students during the paired activity. Evaluate their ability to discuss and justify their decisions, as well as their willingness to collaborate and adjust their work. - Reflection in Writing or Oral Feedback:



like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends we all play board games together. We laugh and always have a good time. I love my family very much.

Activity 2

- **Activity of cutting:** This time, the students work individually to cut the text. Afterwards, they gather in pairs to compare and discuss their shortened versions.

Discussion and Feedback

- After the students have rewritten the text, they are encouraged to share their versions with the rest of the class.

Closing 10 min

- Each group presents their shortened version to the rest of the class.
- They discuss the decisions made and how they affected the understanding of the text.

Ask the students to write or orally share how their experience was working in pairs, what they learned from the process, and how they improved their understanding of the text by comparing versions.

- Self-assessment and Peer-assessment: Include a brief self-assessment where students reflect on their own work and a peer-assessment where they provide feedback on their partner's collaboration.

Educational Unit

Weekly Lesson Plan

1. INFORMATIONAL DATA:

Teacher:

Area/subject
:
English

Course:

Period: 2024 - 2025

Third class

Synthesis and Evaluation (1 hour)

EDUCATIONAL OBJECTIVES

To consolidate the application of the cutting stories technique for summarizing texts in English, ensuring that students are able to



		maintain coherence and the main meaning.	
2. PLANNING			
SKILLS WITH PERFORMANCE CRITERIA		ESSENTIAL EVALUATION INDICATORS	
Autonomous Application of Cutting Stories in a More Complex Text.		The student cuts the text, eliminating irrelevant details, and maintains the coherence of the text.	
Activities for Learning	Resources	Indicators of Achievement	Evaluation
Opening 10 min Review: Go over the key points learned during the week. Day Objectives: Explain that they will synthesize what they have learned and carry out a practical evaluation. https://lingua.com/es/ingles/lectura/morning-routine/ Development 40 min Activity 1 Activity of Synthesis: Provide a longer and more challenging text. Students will need to apply all the skills learned to cut and synthesize the text into a short summary. My morning routine My name is Bob. Each day I drive my kids to school. My daughter goes to a school that’s far from our house. It takes 30 minutes to get there. Then I drive my son to his school. It’s close to my job. My daughter is in the sixth grade and my son is in the second. They are	Materials Short texts suitable for level A2. Video projector Humans Teachers Students	- The student understands the objectives of the class and prepares to apply what was learned in previous days. - The student is capable of autonomously applying the technique of cutting stories in a more complex text. The student effectively collaborates with their team to	Observation and quick questions to check understanding of the day's objectives. Review of the edited texts and summaries created by the teams. Direct observation of student participation in teams.



both good students. My daughter usually sings her favorite songs while I drive. My son usually sleeps. I arrive at the office at 8:30 AM. I say good morning to all my workmates then I get a big cup of hot coffee. I turn on my computer and read my email. Some days I have a lot to read. Soon I need another cup of coffee. Activity 2 • Presentations: Students share their summaries with the class. This promotes constructive feedback among peers. Closing 10 min • Evaluation: Perform a formative evaluation by asking questions about how they felt about the technique and how it has improved their reading comprehension. ○ Final Reflection: Students are reflecting on how they can use this technique in other areas of study.		create a joint summary. • The student actively participates in the discussion, contributing ideas and reflections on the process.	
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