

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS

VICERRECTORIA ACADÉMICA

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**SYLLABIC REINFORCEMENT THROUGH VIDEOS TO
ENHANCE READING DEFICIENCY OF A GROUP OF
FIFTH-GRADE STUDENTS AT THE FINCA LA CAPRI
SCHOOL DURING THE SECOND QUARTER OF 2023**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

STUDENT: RAQUEL CHAVES SÁNCHEZ

THESIS MENTOR: M.SC. CATALINA GUERRERO TROYO

SEDE ARANJUEZ

July, 2023

Acknowledgments

I would like to thank and emphasize the great help of M.Sc. Catalina Guerrero, who helped and guided me excellently through my seminar and during her wonderful classes when I was in my major development, as well. Moreover, I would to thank Finca La Capri School and its principal for allowing me to develop my investigation, as they gave me the time to apply the methodology, and supported me with the material and students. In addition, I would like to thank Professor Lawrence Vega Miranda, who gave me the time and group of learners, as well as offered on more than one occasion his knowledge in the development of classes.

Dedication

This thesis is addressed to many people who have helped me move forward. First, I would like to dedicate it to my God, who up to this point gave me the strength to dedicate every day of my life to be better professionally, personally, and spiritually, as well.

My sweet mother Mayela, who has been there since the beginning of my major and every life project that I have started, as well as being present at the most critical moment of my life. She has been my example of what it is to be an independent and unconditional woman, so the result of this thesis is what she has formed in me. My brother Minor, who has been my example of perseverance and how to face situations in aLa c mature and calm way. My boyfriend, thank you for being such a wonderful person and a great life partner, who has been in sad moments and very present in helping me when I need it most. My little baby cat Oreo, which has given me moments of laughter and anger more than once. My marvelous friends, who have been supporting me from the start of this project.

Finally, I want to dedicate this thesis to my father, who rests in peace, and more than anyone else, I would like to show him how far I have come with my major. I hope that now that you are resting with Jehovah, you are proud of the great daughter you raised and loved. Well known, I am the result of what you and my mother did with a lot of effort. I miss you so much, and I hope you are proud of the person I am now.

This thesis is a triumph of many more to come.

Abstract

In the investigation, a methodology was developed to allow improving the way of teaching. First, the research question was What is the effect of applying syllabic reinforcement through videos to enhance reading deficiency of fifth-grade students at the Finca La Capri School during the second quarter of 2023? Moreover, this research sought to apply its methodology in Finca La Capri School, which provided a group of fifth grade students as participants. Furthermore, it is important to stress that the methodology applied was qualitative, so all information provided allowed structuring a problem and collecting information before reaching a conclusion. Additionally, some of the findings that the students demonstrated were completing most of the activities and a better reading impression. Finally, it was possible to conclude that many of the students presented codependency to the translation of their materials, which changed with the application of instruments, such as videos.

Resumen

En la investigación se desarrolló una metodología que permite obtener ayuda en la mejora de la forma de enseñar. En primer lugar, la pregunta de investigación fue: ¿Cuál es el efecto de aplicar el refuerzo silábico a través de videos para mejorar la deficiencia lectora de los estudiantes de quinto grado del Colegio Finca La Capri durante el segundo trimestre del 2023? Seguidamente, esta investigación se realizó en la Escuela Finca La Capri, la cual brindó como participantes a un grupo de estudiantes de quinto grado. Así mismo, es importante resaltar que la metodología aplicada es cualitativa, por lo que toda la información brindada permitió estructurar un problema y recolectar información antes de llegar a una conclusión. Como resultado, algunos de los hallazgos que demostraron los estudiantes fueron completar la mayoría de las actividades y una mejor impresión de lectura. Finalmente, se pudo concluir que muchos de los estudiantes presentaron una codependencia a la traducción de sus materiales, la cual cambió con la aplicación de instrumentos como los videos.

Table of Contents

Chapter I.....	10
1.1 Problem Statement	10
1.2 Objectives of the Investigation	11
1.1.1 General Objective	11
1.1.2 Specific Objectives	12
1.3 Justification of the Study	12
1.4 Antecedents	14
1.5 Scope.....	20
Chapter II	22
2.1 Literature Review	22
2.1.1 Reading	22
2.1.1.1 Reading definition	22
2.1.1.2 Reading Implemented in the Classroom	24
2.1.1.2 Reading Deficiency	26
2.1.1.4 Reading Comprehension.....	30
2.1.2 Word Recognition	32
2.1.3 Syllabic reinforcement.....	33
2.1.3.1 Syllables Definition	33
2.1.3.2 Syllable Strategies	35
2.1.3.3. Visual Strategies	36
Chapter III.....	40
Methodological Framework	40
3.1 Research Approach.....	40
3.2 Research Design	41

3.3 Information Sources	43
3.4 Analysis Categories	44
3.5 Data Collection Instruments	44
3.5.1 Observation Check List	45
3.5.2 Pretest	45
3.5.3 Activities in Between.....	46
3.5.4 Post test	47
3.6 Collection Data Process and Data Analysis	48
Chapter IV.....	49
Data Analysis	49
4.1 Analysis and Interpretation of the Results	49
4.1.1 Observation Checklist 1.....	49
4.1.2 Pre-test: Oranges Reading	54
4.1.3 My House Reading- Activity 1	57
4.1.4 Pamela’s Dream House Reading- Activity 2	60
4.1.5 Tim’s Dog Reading- Activity 3	62
4.1.6 Thinking Aloud: “Water” Reading- Activity 4.....	64
4.1.7 Post-test.....	66
4.1.8 Observation Checklist.....	69
4.1.9 Comparison of results between observation checklist 1 and 2: Behavior	71
Chapter V	75
Conclusions and Recommendations	75
5.1 Purpose of the Conclusion.....	75
5.2 Conclusions	75
5.2.1.1 To identify the main problem in word recognition and reading comprehension in fifth-grade students when reading short texts	75
5.2.2.2 To apply short syllabic reinforcement reading videos to enhance the main problems and provide a pleasant reading.	77

5.2.3 To evaluate the initial reading problems along with the results of previous application videos on a group of fifth-grade students.....78

5.3 Restatement of the Research Question79

5.4 Recommendations80

References.....82

Annexes.....89

ANNEX 1.....89

ANNEX 2.....90

ANNEX 3.....93

ANNEX 4.....95

ANNEX 5.....96

Table of Figures

Figure 1. Results of the items of Observation Checklist 1: Behavior.....51

Figure 3. Results of the items of the Pre-test of 5-2 Group. Orange Reading56

Figure 4. Results of the items of My House Reading- Activity 159

Figure 5. Results of the items Pamela's Dream House Reading-Activity 2.....61

Figure 6. Results of the items Tim's Dog Reading- Activity 3.....63

Figure 7. Results of the items Background knowledge: “Water” Reading-Activity 465

Figure 8. Results of the items Post-test Activity of 5-2 group. School Reading68

Figure 9. Results of the items of Observation Checklist 2: Behavior.....70

Figure 10. Results of the items of Observation Checklist 2: Fluency.71

Figure 11. Results of the Comparative of the Observation Checklist 1 & 2: Behavior.....72

Figure 12. Results of the Comparative of the Observation Checklist 1 & 2: Fluency.....73

Chapter I

Introductory Framework

Teaching English, in Costa Rica, has been better accepted nowadays. Therefore, English teachers have implemented approaches and strategies to provide an education appropriate to the needs of their students. Moreover, this not only opens doors to meet different people, but it also provides the student with a new mindset, since they are challenged to learn a new lexicon and organize ideas from scratch. For this investigation, it is necessary to state the problem statement and how it is actively reflected within the population being studied, for which reason it will be explained in the problem statement. Moreover, the researcher will provide the objectives to develop the main problem, the purpose pursued by the investigation, and the introduction of the method to be applied. As well, it is important to explain the reasons why it is wanted to carry out this investigation with the population study along with a new technique, through a justification. Mainly, it is desired to show the different findings that have been found in previous studies, considering the study's variables through antecedents. Finally, it will be presented the achievements that are anticipated to obtain in the scope, as well.

1.1 Problem Statement

The following investigation intends to study the main problem that has been affecting many fifth-grade students at Finca La Capri School when reading and recognizing a word in a short text when. There are many variables that make it difficult to establish a single problem; however, it is possible that it is mostly due to a bad reading habit along with the lack of interest in it, adding learning problems, as well. During the last four months of the year 2022, the

student in charge of this investigation verified, through the teaching practice, that fifth-grade students could not identify a word in a text when it was mentioned, even with visual support as drawings. In addition, some students could not find the word when reading fast.

It should be emphasized that more than one student presented a significant curricular adaptation; therefore, some children had a second-grade reading level that prevented them from identifying some words during the first reading. Conversely, other students presented non-significant adaptation with a diagnosis of dyslexia, so they sometimes found difficult to identify words written on the board. Therefore, it was concluded that there was a serious reading comprehension problem, and that this could affect other skills. As it is mentioned by Lara, et al., (2018), young children who have presented reading snags, faced barriers to understanding phonemes, pronunciation, vocabulary, and comprehension. Therefore, it is clear that these children reached the fifth grade, but it is difficult for them to keep up with the demand. Similarly, for many reading aloud helped; however, there was a visual need to identify the word in the text and answer the reading comprehension questions. Therefore, the following investigation will answer the next question: What is the effect of applying syllabic reinforcement through videos to enhance reading deficiency of fifth-grade students at the Finca La Capri School?

1.2 Objectives of the Investigation

1.1.1 General Objective

To analyze the effect of syllabic reinforcement through videos to enhance reading deficiency on a group of fifth-grade students at the Finca La Capri School during the second quarter of 2023.

1.1.2 Specific Objectives

1. To identify the main problem in word recognition and reading comprehension in fifth-grade students when reading short texts.
2. To apply short syllabic reinforcement reading videos to enhance the main problems and provide a pleasant reading.
3. To evaluate the initial reading problems along with the results of previous application videos on a group of fifth-grade students.

1.3 Justification of the Study

Currently, the English language has become the entrance to a new cultural formation in Costa Rica, as well as a tool to train intellectually advanced young students in the linguistic part. Therefore, one of the topics that have started an initiative is the search for a technique to reinforce the ravages that more than one student presents during the process of acquiring one of the language skills, in this case, reading. Reading has been an indispensable tool for young students, since it generates-not only faster learning, but also vocabulary acquisition, which is essential in the student's daily life.

In the same way, it is important that a teacher be clear that their students have reading problems at any academic level, including learning problems such as (ADHD, dyslexia, and dysorthography, among others). Thus, sometimes this process can become tedious for the learners, and it generates delays or a loss in their acquisition of the language. Therefore, here is where the topic of this investigation comes in. It is clear that everything related to reading will generate better cognitive development, such as speaking, better vocabulary, avoid spelling mistakes, or provide an idea in a more orderly way.

It has to be stated that many of the members of the population under study come from families with low economic income and have low grades. This can be due to the fact that as often their families are not sufficiently supportive, since many times there is a high rate of neglect and abandonment when support is requested. However, to have few economic resources is not synonymous with developing less in reading skills, but it does complicate it. Taking into account the above, it is also mentioned that the majority of students, currently, have a high rate of academic problems, such as incomplete homework or unsigned notes. Nevertheless, the main goal of a teacher in charge is to adapt to the needs of his students and work with the materials that are presented at the moment.

The reality reading comes from how the student feels about it. Without leaving aside the learning problems, a child cannot be forced to read if she/he does not find it interesting. For example, just as the word "ice cream" activates a tempting idea of joy and motivation in students, mentioning reading should have a close reaction; but why it is not the same? Because something that does not come to be adapted or understood, can be tedious to learn, thus the teacher needs to provide a better image to obtain the same reaction for "ice cream."

The present investigation seeks a tool, in this case, a visual example, such as videos, that prevents a further delay in fifth-grade students, since they have presented problems when reading a text and identifying main words to perform a short answer practice. Mainly, it is desired that the students manage good word recognition through a syllabic division, and likewise can understand the meaning to complete any type of reading comprehension practice. As well as approaching a goal for them, the researcher intends to position reading as a useful skill to improve the way of understanding texts and that students to think of reading as an academic torture. Therefore, the researcher wants to encourage future English student readers. According to the book *Explaining Reading, Second Edition: A Resource for Teaching*

Concepts, Skills, and Strategies, there are different types of reading that a student can develop, for example “school reading” and not “real reading” (2009, p. 4 -5). The reality of today's students is that most of them hardly recognize words by reading aloud and do not demonstrate acquisition of this ability continuously, but only temporarily, which is discarded as soon as it is not present in other scenarios.

Therefore, a visual example such as videos with a syllabic representation of the words can be a clear path to follow for a better understanding of what students read, recognize, and acquire when reading. In addition, by using this technique in the lessons is expected to generate a better relationship between students and reading, thus creating a better habit for students who have learning problems, such as those mentioned above. As well, the economic part of the students will be contemplated, as the researcher will not demand materials that can create a gap within the same classroom, as the idea is that all students work equitably and support each other to improve.

1.4 Antecedents

Through the years in which reading has been implemented as a tool for the cognitive development of the student, it has been important for the student to understand the main idea of what he reads what new knowledge he generates in his environment as a learner, and what it will apply in their life (vocabulary). However, not all students have found it easy to identify or understand what they read at first. This can be either due to problems recognizing very long words or a learning problem not/yes identified, as well. Therefore, a solution that has been established, as a great support, is to visually identify words by their morphology (syllables) and in what context they work in the text that is presented.

In addition, the following historical thesis will introduce an idea of how dividing words in

syllables may help as a visual tool. In the thesis “THE SYLLABLE IN VISUAL WORD RECOGNITION” carried out by Lima (1981), it is mentioned that other investigations proposed that non-compound polysyllabic words is achieved by analyzing their first syllable word. In other words, it introduced that the majority of non-compound polysyllabic words can be understood by sliding their initial syllable in the word. It is necessary to emphasize that more than once, children with reading problems will be challenged to read words of more than two syllables; therefore, thanks to the thesis, an indication of where to direct the research methodology can be given.

The methodology of the thesis was quantitative since the author generated two experiments to demonstrate the effectiveness of BOSS, in other words, Basic Orthographic Syllable Structure (Lima, 1981). In the first case, it was highlighted that there was a failure, for not achieving a replica of what it was desired. However, in the second experiment, BOSS was used to reinforce lexical access visually. The conclusion of this thesis let a clear example of what is needed for the present investigation, and it is that the majority of readers may not present complex difficulties with compound words rather than non-compound words. Moreover, the object of this investigation are fifth-grade students in school, some of them with learning problems. Therefore, it is possible that they have already learned polysyllabic words. However, it is not the same as knowing how to understand them or being able to identify them in a text.

The first international article entitled *Helping Students With Dyslexia Read Long Words Using Syllables and Morphemes* and written by Kearns et al. (2019), shows a clear image of how the use of syllables, among other morphemes, can help children with learning problems such as dyslexia, as this is not a limitation. This article follows the idea that words with

complex letter patterns that included two or more syllables can become a challenge for young students. For example, it is stated that a fifth-grade student, Nicholas, was diagnosed with Dyslexia in his third year of school. Nevertheless, his teacher integrated him into a program that worked on a way to read more than 45 words per minute when he was in fourth grade. However, when Nicholas put into practice what he learned, he still showed problems such as providing responses without real words for unfamiliar words or showing a lack of familiarity with longer, more difficult affixes (Kearns et al., 2019). In this case, words that are larger than 3 syllables can be difficult for students that present learning problems and have difficulty in word recognition.

Moreover, it was mentioned for a better it could be done from monosyllabic words, and it can be helpful to divide them into syllables in order to complement a clear and more understandable reading (Kearns et al., 2019). In addition, Kearns et al., applied more solutions for better improvement when starting to read from monosyllables to more complex, that is polysyllables. According to Kearns et al.,(2019), some of these solutions are “several ways to increase practice. One is to provide more time for word recognition instruction. Another is to increase the number of words students practice too.

Teachers need to maximize the number of opportunities each student has to read aloud.” With this quote, it can be highlighted using a syllable-based strategy can improve the way of reading that some students who; have, or do not have, a learning problem such as dyslexia. It has to be added that, in this case, the authors only made use of tools like books or writing, but did not use visual tools like drawings, or in particular videos, which can make a better reinforcement for this type of lag in such skill.

The second international is the article entitled *The Impact of Reading for Pleasure* -

Examining the Role of Videos as a Tool for Improving Reading Comprehension written by Chireac et al. (2022). This article is connected with the third objective of this investigation, as it dealt with the use of videos to enhance reading deficiency, since the key for better reading comprehension can be the introduction of a visual example, such as videos. These tools can broaden the range of understanding of the students, as they are the ones in charge of demonstrating the main and general ideas of the books that correspond to them.

The objectives presented by the authors were focused on how reading for pleasure can impact the selected student to improve reading comprehension, evaluate students' videos based on book reads, develop students' reading and literary skills, strengthen the ability to interpret and evaluate written texts, and encourages the teacher to use teamwork to develop literacy strategies. Moreover, Chireac et al. (2022) implemented this methodology for students of three different courses, and added eight different authors. In this way, the students could start analyzing the books under a titled project (Chireac et al., 2022). The following conclusion was obtained by responding to the object of study of the investigation when the authors indicated that throughout the development of this research proposal, it was possible to verify the use of videos to increase better reading comprehension by having a clear design and content organization, as the students demonstrated complex reading strategies. Despite the fact that the method was applied in the Spanish language, it is important to clarify that there is a similarity with the English language, since it is implemented in a similar way in reading when seeking to organize complex texts, and the author's idea is reflected on presentations, that is to say introduction, development, main ideas, and search for the message, among others.

The third international article is entitled named *Desarrollo de la lectura en los estudiantes deltercero de básica: una experiencia con aplicaciones silábico*.

It was written by Ortega et al., in 2022. This antecedent is also connected with the third objective of the present investigation, since it is directly mentioned the proper use of syllabic reinforcement through an application for students in third grade. Moreover, it is showed the current reality of education and the implementation of ICT tools, as well as the main role of the use of syllables to determine reading progress.

From this investigation, the following questions emerge to reinforce the idea of the investigation: What is an innovative digital application? Do the “syllabic” application digital tools efficient? What are the issues of implementing a digital application in learning and reinforcement in reading at home? What are the results of using digital tools?” (Ortega et al., 2022), The investigation tried to prove that the implementation of ICT in the classroom is an advantage that more than one teacher and the academic institution must update, due to the school demand. In addition, the methodology used was the quantitative. This is because Ortega et al. used some data analysis instruments to apply syllabic application and thus, to determines the positive advance or retardation. Therefore, it can be said that this is a guide for the type of result that is expected in this investigation. The following conclusion is obtained by responding to the object of study of the investigation. Ortega et al. (2022) indicated a positive result of what type of path the investigation should follow when using technological devices, in this case, a mobile. In addition, there was continuous concentration and reinforcement in different areas that were highlighted for the continuity of the initial research, such as word recognition and good pronunciation through syllabic reinforcement.

The fourth antecedent included, and the last international article is entitled *The Possibilities of ICT Use for Compensation of Difficulties with Reading in Pupils with Dyslexia*. It was written by Zikl et al. (2015). It is an article with a vision placed on the

students' needs common from a point of view of texting settings and introducing a worldwide learning problem as it is Dyslexia. Thus, it provided a good example of the fact that the base and background of this problem starts biologically.

Moreover, the objective of this article was to search for a better font, so students through different ICT, could have the ability to understand a reading better. Consequently, this article can help the researcher of the study under investigation to find a useful visual tool, since the population to which it is addressed has lags and problems with word recognition. In addition, using videos with better font quality, and making known the order that directs handwriting can help students with learning disabilities, such as dyslexia, to have a better ability to identify and have better reading skills.

The fifth antecedent corresponds to a national thesis entitled *Estrategia pedagógicalecto juegos, para el fortalecimiento del gusto y placer por la lectura dirigido a estudiantes de la sección 5-3, Escuela Jesús de Nazareth, Dirección Regional Enseñanza Liberia, periodo lectivo 2021-2022*. It was written by Duarte et al. in 2022. This antecedent allows to better understand how the use of playful activities during a reading task can make it possible for students with different levels of comprehension to become better by using the correct tools. From this investigation, the following general objective emerged, to describes adesire to increase the taste for reading in young fifth-grade students in the regional area of Liberia. Moreover, such thesis provided three specific objectives that entailed to identify the level of the students, as well as their tastes for reading, applying the strategy of applying reading games through 10 different recreational activities, and student's results as well as positive reactions regarding the reading skill (Duarte et al., 2022).

The methodology used was the is Qualitative. Duarte et al. used the following instruments: open questionnaires, journal, and checklist. It has to be clarified that this type of approach was used because the research sought to cover an initiative in students' feelings and opinions, and the use of the action-inquiry design. Some recommendations that were provided and that can be advantageous are to identify the reading level, to take into account that many of the students who want to be included in the main investigation have reading lags, thus a diagnostic test will be convenient before applying any booster. Furthermore, investigate the type of topics that come to read or pay more attention to when learning, and apply it in a reading.

1.5 Scope

The following statement included the expectations and possible goals that the selected students will demonstrate by participating in a reading comprehension practice, including short texts. Furthermore, this section will guide the reader to follow the initial problems included in the specific objectives and the expected results.

- Through short texts, fifth-grade students will be able to apply word recognition and a good reading comprehension.
- The students will be able to read constantly a short text without asking at first read.
- Through videos, fifth-grade students will be able to develop a better recognition of new vocabulary.
- The students will be able to recognize the meaning and phonemes of words by watching syllabic division videos.
- The students will have a new perspective on reading by providing them with

interactive short texts.

Chapter II

Theoretical Framework

The following chapter provides the topics that reinforce the study of the investigation. This chapter begins with the division of theories that are applied in the investigation through the literature review, which will demonstrate through sub-topics the most important points to cover for the development of the research. First, the reading ability will be investigated as a starting point, followed by its strategies, among others. Furthermore, word recognition will be covered as a separate topic from reading, since this is one of the problems associated with the skill. In addition, the last topic will cover the tool to improve reading problems, in this case, the syllabic reinforcement method.

2.1 Literature Review

The following literature review includes each theory with its corresponding source, in order to support each of the ideas in this section.

2.1.1 Reading

2.1.1.1 Reading definition

Reading, during the academic formation of any student, is highly important since it helps to increase not only the vocabulary, but also it helps in the development of word formation, which is demonstrated in how the person speaks, as well. Thus, knowing how to develop reading skills is important, as in that way, there are no comprehension problems when new content is introduced. The aforementioned can be demonstrated in the book *Teach Reading* (Santiesteban,

E. et al., 2021), which describes reading as an effective way to reach either social, intellectual, spiritual, or moral development. It can be highlighted that reading covers different areas of people's mindset, not only in its values, but also the way of perceiving new information through this ability. Reading is something that is not acquired overnight, since it is handled in different ways depending on its recipient. Consequently, it is an acquired skill for people who open up the opportunity to develop. Therefore, as its content progresses, it can generate cognitive changes and demonstrate new formation in how to make the content that is being read useful.

Reading is a skill that should be introduced to the student/beginner as an interesting idea, since cognitively something that is generated by obligation does not bring positive responses from the receiver, as it is associated with only long texts and infinity words. This idea is supported by Santiesteban (2021), who mentions that the idea of reading can be ambiguous, as most of the time it relates to the action of reading, texts, and even the teaching method. Therefore, if reading is implemented accompanied by visual or auditory tools, a better perception of it is presented. Bearing this in mind, it can be deduced that most people are blinded by the idea that reading is an educational duty, rather than a verbal acquisition input. Although, the idea of this research is to continue using it educationally, it also seeks to excite students in such a way that they can read better and feel a close connection with reading a small paragraph, as an example.

Another definition provided for reading and its components is found in the book *Conducting Second-Language Reading Research: A Methodological Guide* (Bernhard et al., 2022) mentions nine categories such as, word recognition such as word recognition, phonographic features, textual perceptions, and syntax. Within what is studied in reading, there are also its components. In this way, you can connect one with the other to generate a better use of

this ability. For example, many students fail to understand the meaning of some words during the word recognition process, and perhaps they do not even know what to ask. Therefore, a teacher must provide the bases to know how to carry out a good reading, and make the student infer questions that help him to highlight the meaning in a sentence, for example: "Does this word make sense in the sentence?" so in this way, the student creates his deduction according to the text that is presented to him, and if he achieves a good connection, he may complete a reading comprehension practice. In addition, in other ~~its own~~ words, reading is a path to verbal, cognitive, artistic, and emotional growth. Each of these adjectives can define a skill like this, since it is the same thing that describes the person who acquires taste and applies it in their different areas, such as speaking in an organized manner and with a clear understandable message. Reading generates benefits.

2.1.1.2 Reading Implemented in the Classroom

Reading is not only a skill that a person or student must learn to handle, but the person who uses it to teach as well. In this case, it refers to teachers who focus their time in class to develop reading skills in students. First, it must be considered that when a teacher integrates a reading in the classroom, it must be deduced that he or she has the experience and can demonstrate all the processes of good reading comprehension. Moreover, they, primarily, must have established goals beforehand, so that their students develop those skills as well. What can these skills be? A teacher must motivate his/her students if he wants to reflect an excellent reading, so he can integrate achievable activities in which each one integrates a contribution during reading, since the most motivating activities offer success and show evidence of growth. In addition, at the end of each of the activities, the students should feel competent and able to function in this skill.

However, many times a teacher should not only focus on projecting an excellent reading, but also on allowing the student to develop different cognitive abilities through practices and reviews. Moats (1999) in her article *The Challenges of Learning to Teach Reading*, mentioned that it is not possible to develop a level of experience by taking very few academic courses. Therefore, teachers themselves present difficulties in developing these capacities 100%, and not only that, but they must generate a system that allows each of the students to develop their reading skills individually, as well. Contributing to the idea of Moats, generating a reading lesson is not only based on presenting a text and analyzing question by question, but also to know the necessary components and methodological strategies to be implemented in the classroom and establish goals based on what is expected for the students. Whoever manages the lesson in the classroom will find themselves without a basis in how good reading comprehension works; therefore, both the teacher and the students would end up in linguistic chaos.

From the position of a future school, high school, college, or university teacher, there will never be a golden rule that indicates how to generate an infinite passion for reading. However, skills can be developed within the classroom that lead to a calmer and easier-to-learn class time. For example, a group of students was told that they should do a deep reading of a book that presented the vindication of the rights of women (Mary Wollstonecraft, 1792), but the students have never read a book with that magnitude of content, so what can the teacher do to help them? First, generate a better way to integrate reading with your students.

Previously, it was mentioned that teachers must have excellent academic references to teach this skill, and not only one or two courses on how to learn to teach reading, but what about students who also have difficulties? It is here where teachers must project their focus not only on teaching reading, but also on applying new methodological techniques. For example, instead of

the students dedicating themselves to reading many pages, they can work in groups, divide contents, and present an exhibition of what they managed to understand from the book, either using colors, materials or if they have the opportunity, some tool technologies such as presentations (CANVA, PowerPoint, etc.) In this way, teachers change their methodology and apply their knowledge based on better teaching reading techniques. Therefore, as a result, students will have a different perspective on what it was initially a complicated book.

2.1.1.2 Reading Deficiency

During the reading process, there are ups and downs moments, and those moments are reflected during the growth and academic performance of a student. However, there are both external and internal factors that cause a student to have difficulties when reading. The negative result of this can be defined as a reading deficiency or reading disability. Usually, when someone mentions reading deficiency, it is attached to the idea of ~~de~~ not knowing how to read or making a lot of pauses. Rather than that, it can be considered according to many definitions. However, the *Book on specific learning difficulties in reading* from the Universidad de Burgos (2022), mentioned that problems when reading can be considered by dividing decoding, in this case being able to read without hesitation or stopping and language comprehension is the ability to understand a reading text. Connecting with the aforementioned, if a student cannot pronounce well, then their approach would be based on putting aside the understanding of the main message for good pronunciation and more fluent reading, which in theory can become a disaster in their educational process of acquiring the reading skill.

As previously mentioned by the Universidad de Burgos, decoding is related to being able to read without hesitation or stopping (2022). This concept can relate to the action of thinking the

letter-sound pattern; in other words, generating these two elements while reading. However, not all the students recreate the perfect timing to read all the content consistently. Moreover, an important point is omitted here, which is that reading learners can present learning problems, and one of them is dyslexia. During the process of reading, it is common to expect students with this learning problem, and the connection between decoding and dyslexia can be more connected than most people think. Although, the average student can read more than 40 per minute, another classmate with dyslexia could last longer, considering word distortion, or a need for a larger and clearer font. “The two most important skills that affect fluent reading are word recognition and vocabulary knowledge. The inadequacy of these skills negatively affects the reading skills of the students compared to their peers” (Osman Gedik, 2022).

However, students who do not reach this reading level cannot be judged, since on many occasions teachers assume that children in higher grades have automated reading and writing processes, resulting in further pressure for the student. For example, a child who does not have sufficient foundations in handling this skill, and his teacher is at a level where decoding or reading comprehension is already beginning to be applied in class during reading exercises, may be systematically affected by not knowing how to apply these naturally. This is just an example of the thousands of difficulties that exist. According to G. Reid (2000), in his article *Why Some Children Have Difficulties Learning to Read*, children in grades such as first and second year require an explicit and clear way to develop awareness of phonemes, phonics, spelling, and reading comprehension skills. Therefore, by not handling the problem early, the student will continue with that load, and teachers, despite applying many curricular aids, will make it more difficult for them to recover the material and intellectual development that they have been carrying for years.

In short, a reading deficiency can be represented as a handicap that can develop when there are ~~both~~ internal and external factors during the acquisition of stability. Moreover, it is more represented during the first years of education in children. Some of these are more common to identify today. For example, it can be found learning disorders, more specifically dyslexia, academic problems, a late application of curricular supports during the student's first years, academic demands that do not meet the needs, and disability natural handling of reading and writing processes.

2.1.1.3 Reading Strategies

Reading, like any skill, has its tools, so the teacher in charge is the one who learns to use them. For example, it is necessary for teachers to take it upon themselves to place students in a scene where reading a text is not boring. However, some teachers already consider such strategy, or "teaching method" activated; therefore, it makes a students excited about it. Nonetheless, what are these reading strategies? They are tools that help to improve the way we read and understand the ideas of a text. These can reinforce how a student captures an idea in reading, and that is where their reading ability improves.

Moreover, part of what it must be learned is to change the mentality or even the way students see it, since it is not only going from line to line when reading. Williams (2021) mentioned that the way to approach a book is to think like a child, and the questions that the person asks should be based on what they know and what they do not know. Besides, in theory, this is where the focus of this research is directed; that is, on developing in children their ability to understand when introducing a new text, without generating pressure on them for next exams. Consequently, teaching teachers a better teaching approach.

Additionally, something important as well, it is that the application of good reading needs to generate references in the students, for example, images in the air, colors, and figures. However, one of the best is the directing visual example, that is, images with more specific details, such as paintings, and labels, among others. This is exemplified by William (2021), who stated that by taking the base of the book cover and looking for who in class (pupils) looked alike. Thus, it also provides a better reference and guide to teach when giving the class. In addition, since there is so much interaction and ease due to accessibility to visual materials, teachers should rely on most when applying reading in their classrooms.

In the same way that there are strategies to help students during their process of acquiring the ability to read, there are also instruments that allow the measurement of progress and understanding of each one. According to Flippo et al., (2018), Assessing Metacognition is an instrument that measures metacognitive awareness among young and adult readers and manages to perceive the use of reading strategies while reading an academic document. In addition, there is a possibility of being able to measure the cognitive advance that several students who manage to put into practice the different strategies and that this is reflected when being focused on understanding a text. A very efficient strategy during the reading process is to allow students to infer from the texts and on their own to generate context-based understanding. That is to say that when they are given a practice, in which they must read a small text, the teacher allows them to give their opinion. For example, Oczkus L. (2018) mentioned that the process of verbalizing thoughts, known as think-aloud, is closely linked to metacognition. In other words, this process helps students to increase their level of understanding by predicting and goes hand with hand with the metacognition goal. Furthermore, it is in this way that it is demonstrated that through one's awareness when increasing and generating a self-analysis when reading, the development of

the student who was put into a reading practice, could change by their abilities with different strategies rather than just reading.

2.1.1.4 Reading Comprehension

Many times, the fact of looking for the meaning of a word causes some students to forget the context of what they read. This is a very common problem for those who do not have a good reading habit. However, what leads people to skip important ideas in a book? Well, in some cases it is to answer a question associated with a specific topic or want to finish a task that they do not find interesting. It is important to clarify that many times students only focus on answering reading comprehension questions without applying good comprehension as such, and this is due to the little interest that is reflected, or because of reading problems.

It has to be stated that some students may either fall behind or feel like reading is a timed race that will be wasted when it is not accomplished before the new half-time break begins. This can be confirmed by Otobong (2022), when he mentioned that students who lack basic skills when reading for understanding might end up having problems with an exam. This is true! Because if students are under pressure when they do not understand well when doing a practice, they will give up on a test from the first question they are asked. It would be like placing an inexperienced person in knots, untying tangled cords without guides.

Reading comprehension is not only based on understanding the word or the text itself, but also on learning to organize the ideas that the text provides during reading, since a person cannot at first indicate that the main idea that they captured within reading is what you visually perceived. According to Lewis (2021), reading comprehension is an indicator of proficient reading and is the measuring instrument by which general progress is usually determined.

Reading comprehension comes to measure more the result of the analysis of the meaning inside and outside the total argument of a text. Moreover, it is known that people who have difficulties in a process as meticulous as understanding what they read can affect various areas of their lives as well.

Reading by itself allows development both in the workplace and socially, and daily. It should be noted that this difficulty is not necessarily related to cognitive problems. If there is a person who does not know how to understand what they read, it can even affect them economically. For example, a person is in the middle of a contract and is positioned to sign a legal document that can compromise him. Spiro (2017) mentioned that the person who does not read well is in a disadvantaged position, in such a way that it affects their education as well as work, later. For this reason, it is essential from the beginning to establish reading patterns that provide a better interpretation. However, how can this be accomplished? There are some strategies to improve reading comprehension.

One method that students can use to improve reading comprehension is through connecting to information they already know, since they are better able to understand and remember the material. This is called Background Knowledge, as the student knowing a topic beforehand is more likely to understand better what is offered to him and does not focus on his reading fluency. Rosenkrantz H. (2022) indicated that, "When students build on the information they already know, it is easier for them to understand and learn the material" (pp. 13) In addition, this must be accompanied by the constant use of vocabulary; otherwise, the student may return to a point where he must start again due to losing the thread of his reading.

Along with this, when having mastered this method, it is now necessary to work on the student's fluency, and this is through the increase in vocabulary. However, it is not about spending hours and hours reading to acquire it, teachers must focus part of their time on demonstrating to students the use of vocabulary that is learned as they progress, either by illustrative methods or directly oral methods. Finally, it is remarkable that when a good understanding of the meaning of new terms is achieved, it is a signal to continue with a more advanced method such as allowing to analyze the comprehension of sentences. Upon reaching this level, it allows demonstrating that the student can connect letters with sounds, vocabulary with context, and all in real-time while reading.

2.1.2 Word Recognition

The process of answering an activity that corresponds to looking for a specific word or even identifying it in the text, for many students, it can be simple since it consists of looking for it within a text and providing an immediate answer. Jump et al, (2023) mentioned that students require access to the words on a page to understand what they read and need clear and specific instructions on how the letters sound and words work (decoding). If they do not have access to this, a student can work blindly, without understanding a word, but answer due to they have to finish the practice. The importance of word recognition also goes hand in hand with the understanding that it is essential for reading because written words correspond to spoken words. Moreover, it must be learned to apply good decoding, so there will be no confusion between the union of letters with sounds. Therefore, many times, to recognize words individually will be easier for readers without the need for textual context since they will immediately identify the meaning of the word.

Furthermore, when this is applied in a context such as education, it is important to emphasize that more than one student directs his focus on channeling the idea or completing an assignment given by the teacher. When students are more involved in activities that require word recognition and connection with sound, they more easily systematize the sound with the letter. The type of text that is given to them and the reading methods that were mentioned above can generate a better development in understanding the word. From the point of view of a teacher, the needs must be prioritized. Therefore, it is needed a good method organized to apply an excellent methodological strategy, and not only providing works that focus on general reading but participation, as well. A classroom is an extra tool that can be used, and, even though, word recognition focuses on the search for the word, using a method such as a blackboard or implementing images, or use of the sheets around the classroom, can provide a better understanding. In the same way, as mentioned above, the think-aloud method allows students/readers to present their opinions during the reading, and with this, it can be shown that there is greater support, since it not only helps in the main goal but also grasp the context.

2.1.3 Syllabic reinforcement

2.1.3.1 Syllables Definition

When reading, people generate words and from those words they generate sounds. Those sounds, in particular, are the syllables, sound units that were grouped to generate a word. When we talk about syllables, we can also talk about sentences. Due to the combination of these, communication is achieved through two receivers, that is, between two people communicating a message. The syllable is most often produced by the union of a vowel and a consonant, or groups such as consonant + vowel + consonant, for example: simple, cutting, or robber. However, on

other occasions, many of these words can vary by having a semi-consonant or semi-vowel that works with another vowel and this generates a syllable, for instance low, paw, among others.

To reinforce the above definition, Easterday (2019) stated that syllables as a unit for speakers to develop an organized group of sounds in their language. By developing this ability to join sounds and that these generate a formation of words, this is how many people, especially children, develop a better ability to read, since they recognize the type of sound with the word. Another definition that can be given to the syllable is the one provided by Pulgram (2019), an independent unit whose limits can be defined by itself without the need for anything else. In other words, the syllable can come to be considered as a language that connects other morphemes, thus creating a meaning, which co-sequentially comes to be created as a word.

However, something that must be considered is that sometimes during the learning process, many of these children may need some reading skills, more specific word recognition, as well as some others like phonological awareness and phonemic awareness. Lynch (2018) defines phonological awareness as understanding that words are made of minimal units of sound, so generating this type of awareness in children benefits since they can create a link between written words with spoken words successively. While phonemic awareness works more on understanding how sounds work in words. In addition, syllables come to be a fundamental part of speech development, not only for generating awareness with sounds and words, because in the end, they are important tools during the process of acquiring a skill, as more than one child, during the reading process, reaches it to the grapheme-phoneme correspondence.

2.1.3.2 Syllable Strategies

It is understandable that from a young age long words have a negative effect on learning, whether in reading or writing. However, this has become more present in children who are in their fourth or fifth school year. Therefore, this reflects that there is a problem in the acquisition of new words. For example, if a child is given a short text that usually has monosyllables such as sing, cat, bring, hot, and others, it will be easier to generate phonological awareness. However, when progress is made in texts that present words that contain more than one syllable (polysyllable), it is there that the child's ability to relate between sound and word is reflected, since he if is told to read this in loud, he may feel pressured, and mispronunciation can take place. Furthermore, consecutively, if this is not improved or ~~not~~ trained, it can become a bad habit for future reading, such as literacy difficulties.

Nonetheless, like any educational process, syllables never stop learning until they have a better purpose of becoming aware of their sound segments. Moreover, by working on the union of sounds with the letters written within a text, it is when the number of whistles that are detected can be reinforced, so children will not feel pressured to continue with longer letters. However, to achieve the ability to generate sounds with words, teachers can go a step further and not only explain the method of placing hyphens between words to reinforce pronunciation and syllable division, but also they can use the Syllable method. Suyadi (2021) mentioned that the syllable method applies the letter method to students and achieves a link between letters and syllables to later form the word. In other words, when students manage to generate a link between letters and their corresponding sounds for more than one sentence, and this can be as short as it can be, it is when they can begin to understand the meaning of what they read. Another definition of the syllable method is provided by Müller et al, (2020). They mentioned that syllable-based

phonological encoding shifts towards using morphemes and eventually towards using spelling word forms for word recognition. Therefore, the use of this method increases the ability of students to characterize the sound together with the orthographic composition of the word.

Furthermore, there are many types of strategies that involve implementing the syllabic method, or at least a word division, in lessons. Some of which are demonstrated in the book *Strategies to Support Struggling Adolescent Readers, Grades 6-12* (McKnight et al., 2018). McKnight et al. mentioned, for example, tapping sounds, which focuses on students using their fingers to tap each of the different sounds. Therefore, this methodology can be applied within a lesson in which there are complications in the formation of words and allow the student to associate sounds with letters that make up a word. As the intention is to produce a better reading, students may stop pausing when not understanding the context, and whether to identify and apply a good word recognition to eventually apply the method provided by the previous authors. This by either first connecting the morphemes with the syllables and then with the letters to finally identify them in writing. Just like when students must read long words aloud, they will be able to do it without fear due to a good command of pronunciation.

2.1.3.3. Visual Strategies

Presently, visual tools have been implemented daily in many areas, such as recreational, educational, or even work, and have had a good response from repeaters to this tool. However, what makes this strategy successful? People today are persuaded more visually than auditory or verbally, since the first thing the brain captures when going outside is what the sense of sight captures. Therefore, when people observe something that catches their attention, they will always come by sight, and that means that their focus does not change until they make their brains

understand what they see. Lambrou P. (2022) commented that the human brain processes images better than a text as such. That is to say, the first thing that is observed in a commercial sign is not what is written, but the image that it projects. Many businesses and marketing work primarily using visual strategies because the response from the population is greater; that is, when a company initially publishes a promotional image, people will observe the object, and then the promotion. There is a more active response between what is observed to what is read, and that is where it occurs.

As there is a more active response on the part of the population to visual effects than texts, this is where education is involved, since currently there is greater accessibility to technology (TV, video projectors, computers, or even tablets) in the institutions. Therefore, the teaching field has overseen implementing it daily, so that there is a better cognitive and spatial response from the students. Moreover, thanks to the contribution of Gardner H. (1983), it was possible to understand that many students today do not learn in the same pattern, so teachers do not use the same teaching method, since it would be tedious and monotonous for the learning process. Therefore, the use of the technology mentioned above, as well as different visual methods, means that the lessons that are taught do not end up being wasted time for the different containers that are per student in a classroom.

Some of the instruments that are currently used are drawings, images, recordings, among others, and these allow students to have a more realistic image of what they are taught and better retention of the content. Furthermore, the use of visual tools is not a secret that provides many educational benefits. Of those mentioned above, there is one that has shown a good response from students, and it is the use of videos during lessons, since it has not only helped to improve teaching, but also in the learning process. According to Brouwer N. (2022), the video has helped

for at least half a century, to train and develop teachers, as well as to open up new opportunities to develop teaching. Therefore, its use in class will allow teachers to provide in a clearer way the aspects to which students should pay special attention, and that they can establish comparisons and contrast different points of view.

2.1.3.3.1 Videos as a Syllabic Reinforcement Tool

At present, in education, implementing technological tools is not something new, but something commonly used because as the generations extend, the need to use adequate equipment for the pedagogical demands, will be more. However, although there is more accessibility to educational service platforms, many students continue to present the same problems that hinder their learning development. Due to this, the responsibility of a teacher is to know how to update him/herself to offer the same quality of service that a student could obtain from by searching for it digitally. Consequently, in this section, it will be demonstrated how information sources such as virtual tools generate an improvement in reading problems.

Video pedagogy is an encompassing concept concerned with all aspects of learning and teaching that may be facilitated, challenged, or enhanced by the production, consumption, and integration of any forms or types of videos by both teachers and students. Previously, it was mentioned, thanks to syllables we can generate a union of phonemes, and thus, words. In the same way, the components of good reading, such as word recognition used to identify words independently, as reading comprehension, allow understanding of the context of the ideas implemented in the text. However, if a student has difficulty reading or even has a learning

problem such as dyslexia, how could he be helped if he has difficulty reading long sentences in texts? Therefore, it is there where the pedagogical visual examples take the lead.

Visual examples are everything that can be perceived by sight, and this can be projected through images, paintings, projectors, or videos. Nonetheless, videos generate more attention cognitively, since with it you can reflect an image with notorious details. Moreover, audio plays a huge role as it allows the brain to work in both senses to be activated. For example, Gedera (2021) mentioned that "Video pedagogy is an encompassing concept concerned with all aspects of learning and teaching that may be facilitated, challenged, or enhanced by the production, consumption, and integration of any forms or types of videos by both teachers and students" (p.6) Therefore, supporting this idea under the verification that by using a tool that provides both functions such as observing and listening, it can be generated better reading and attention to details such as word order, as well as to provide different fonts that allow better visualization of the shape of a letter and which vowel comes next to it (helping learning problems).

Chapter III

Methodological Framework

In this chapter, the planning and tools to be applied to the selected population, which are the fifth-grade students at the Finca La Capri School, will be developed taking the following points as a guide. In addition, the chapter seeks to define and demonstrate through the objectives, the type of approach that the research directs, as well as to name the difference that it has with the other types of approaches that exist. Moreover, the different types of designs are demonstrated, as for instance the demonstrative and action research. Furthermore, it is important to highlight that in this chapter, it will be explained the types of sources on which all are based, such as primary, secondary, and tertiary. In addition, work will be done equally to define each of the categories of analysis, following the approach that the research is based on from the beginning.

3.1 Research Approach

During the development of this research, the type of approach has been sought by taking into account many variables (categories) that highlight the type of tools that are needed for the population with which the researcher wants to work with. At present, there are different types of approaches, but the investigator will explain only two of them. The quantitative and qualitative approaches, which arise from the base of the specific objectives and reinforce the progress of how everything is done.

The first to define would be the quantitative research. According to Queirós et al. (2017), it is a research with a more objective approach that presents quantifiable variables and inference. In other words, it is based more on quantities and results of the different categories that are

investigated, and with the results, a hypothesis can be inferred. However, some of its disadvantages could be that it does not cover in-depth what would be social and cultural differences, among others since, as mentioned, it only focuses on a more quantifiable and mechanical process. On the contrary, the qualitative approach is a bit more humanitarian since it does include information such as results from a population (satisfaction, emotions, social sense, among others. According to Queirós et al (2017), the qualitative research is not concerned with numerical statistics representatively, but with the deepening of understanding a given problem. In other words, it seeks more to investigate the growth of the idea of the investigation than to calculate a weighted or percentage of some unit.

The qualitative research is more open to interpretations since, for example, it can include tools such as satisfaction evaluations as the progress of some evaluative work. Therefore, it can be counted, but from a more personal perspective, which becomes connected with the objectives established from the beginning. In addition, it can be established that this work uses a qualitative method since it is starting from a problem based on a skill, and also the perspective that students currently have towards literature as such generated a serious habit and poor reading comprehension. Therefore, it is also sought to apply evaluations such as student satisfaction surveys to collect the reaction of each one of them and how the method to be applied will be affected within the educational aspect.

3.2 Research Design

During the creation of an investigative work, it is essential to establish the correct research design, since this is what directs the order of all the components that will be developed during the progress of each one. For example, when creating a written composition on X

problem, it is important to establish an outline to develop the primary points, secondary ideas, and examples. Hence, in this way, there is the possibility of demonstrating the root, defining it, demonstrating how it affects, and provide solutions. All this under a systematic order that allows a better direction of the information. Therefore, in the following statement, the types of research designs that are used within this research work will be established.

When working with a specific problem that has been shown in a certain field of study, the type of research design will vary, as it is necessary to observe if the factors that the problem presents allow the development of a descriptive design. According to Bouchrika (2022), descriptive designs direct the researcher to comprehend the main problem before searching for the reason why it happened. In other words, the descriptive design allows for structuring a problem and collecting information before reaching a conclusion or reason. Furthermore, another design that is also implemented in research that presents a population such as students or education is the action research. Spencer et al. (2020) mentioned that “Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice” (p. 8). Thus, the action research seeks to improve and allow teachers to place themselves in a scenario where they can generate new teaching techniques, how to independently assess the needs of their students, and apply them according to the study objective that is being carried out. In addition, the basis of this investigative work is mainly to focus on new teaching techniques under an action design because the field of study is presented with students with serious reading problems.

3.3 Information Sources

The sources and bases of an investigative work are fundamentally important, since these are where the literary or formative support. In other words, each of the following sources provides better support for the idea of the research. The sources on which it can be based or supported to generate a better investigation are the primary ones; in other words, original sources that give their contribution based on an autonomous way. According to Hooper (2022), it is the raw material closest to research. Therefore, it is a reliable source in which the following bases will give successive contributions to the original idea and have a close scenery to the reality of an event or investigation. Some examples that can be considered primary sources are writings and books that present original material from many years that do not have second interpretations, among others.

Moreover, secondary sources are different, since they are based on first sources, as it can arrive at deductions or analysis with opinions taken from the original material. For example, the narrative poem *The Divine Comedy* by Dante Alighieri, whose original book was written many years ago. However, currently, there are secondary sources, such as articles, journals, or even books that are based on the ideas that Dante wrote at the time. Ellis (2022) defined secondary sources as any reference not involving directly to the event, which means that these bases are more alike to an investigation than an original framework or research. In addition, the secondary sources provide strong references that allow a demonstration of the validity and structure of investigative work, by providing opinions and results from third parties. Furthermore, there is a combination of these two, which results in tertiary sources. These provide a combination of the two previous sources and can sometimes be confusing due to their similarity to the secondary ones. However, these sources are more related to materials that go beyond a second opinion

based on evidence; that is, they may have a general search for relevant information on the research problem.

3.4 Analysis Categories

During the investigative process of a topic, the design, the type of approach, and its sources are the most important, but also emphasizing the definitions of different concepts developed in their categories. The research also consists of being clear about these concepts for better development of the data that will be handled since thanks to this, a better approach to the chosen topic can be reached. Therefore, in this section, the different categories will be defined. The first to highlight is the syllable division, better described as syllable reinforcement. According to S. Mcknight et al. (2018), syllables are structures that originate words.

In addition, another category that needs to be added is a problem previously presented within the reading ability, in this case, it would be a deficiency. Previously mentioned, the University of Burgos (2022) emphasized that reading problems can be considered by dividing decoding and language comprehension and that people who do not have a good command of letter-sound patterns while reading show evidence of a deficit of severe reading.

3.5 Data Collection Instruments

The next part will show and develop the four different instruments that are going to be applied in a fifth-grade group from Finca La Capri School. Each of the instruments will implement a strategy to help students with common reading problems, which are: word recognition, reading comprehension, and background knowledge. In addition, the main goal of these instruments is also to be able to appreciate if the investigated method is effective according

to the information obtained in the previous chapter and to provide after this a result according to what was initially expected.

3.5.1 Observation Check List

This instrument consists of analyzing different criteria during a reading, and these are divided into two categories. The first is the behavior during the reading activity. This that will be observed during the English lessons. Some of the aspects to be observed are: students need help during reading; students show difficulty with the time set for reading; students showed finger-pointing during reading; and finally, students request the meaning more than once. Within this category, students will be evaluated as: yes, no, and sometimes. In this way, it can be evaluated how frequently the behavior of the students was during the lesson, and the focus of the investigation can be adjusted to the observed needs.

The second category is fluency. This part is where the way of reading is evaluated, as well as the application of some strategies to streamline the way in which they perceive the message of each paragraph they read. Some aspects to evaluate are the following: students answered all questions clearly; students showed fluent reading; students took long pauses; students omitted words in the text; students showed difficulties with decoding words; and students added more details as requested. These points to evaluate will allow the researcher to observe how far students can understand, analyze, and respond during a reading.

3.5.2 Pretest

This instrument focuses on demonstrating how much fifth-grade students can work with a low-level reading; that is, a small reading that presents mostly monosyllables in the text. The text consists of eight lines in a paragraph and five sentences to complete as reading comprehension. With this instrument, it will be possible to demonstrate how the students read, how they react to reading, how much comprehension of the text they obtained, and finally, they will complete some sentences with the text that was provided to them. The importance of working with monosyllables in the first instance is because if they are given a reading at a higher level, they may generate more stress than they need and create a heavy reading environment. In addition, working initially with words of one syllable will help the student to emphasize the connection between word/text, that is, they will be able to work in a more simplified way.

3.5.3 Activities in Between

After obtaining results during the pretest, three different instruments will be applied to allow students to improve their reading skills with the use of syllables and videos in between. The first activity in between has as an indicator that the students apply correct word recognition when reading, as well as that they learn the meaning of the words using images and a video mainly. Consequently, they will observe videos of a home, parts of the house, some activities such as cooking, eating, etc., and from there the students will obtain the primary meaning to later apply it during the first reading that will be offered to them. Moreover, they will be given a second video that demonstrates the beach, vocabulary such as noise, dreaming, praying, and everything will be exemplified with videos. When the students understand the meaning of the words, they will be given a longer reading in which two syllables are included. In addition, they will be able to connect the identified words with the questions they are asked.

Furthermore, for the second activity, the indicator is working on students' reading comprehension. The activity consists of showing them a video that connects different scenarios, while they observe how the story unfolds through the video. It is important that students focus on observing the activities and events that happen, so that they can autonomously generate an understanding of what the story is about. Finally, they will be given the reading provided in the video reading, which provides words with a single syllable. In this way, the students will be able to recognize them with the events and illustrations narrated in the video. In addition, students will complete the questions that seek to understand the main idea of the story, thus working on their reading comprehension.

Furthermore, the last activity has as an indicator that students manage to carry out an analysis of a particular topic using a technique mentioned in Chapter II: Background Knowledge (Rosenkrantz H., 2022). In other words, they will be given an introductory video, which talks respectively about water and the correct uses it can be given. After having visualized the topic and obtaining new vocabulary, they will be given a short text, but this time with the trisyllables that were mentioned in the video. It is important that students at least work in teams of two, since in this way generating a reading unanimously will allow different points of view, as well as a better understanding of what is read. In addition, by providing a topic such as the use of water, students will already have a raised context of what they will be taught, even if it were in their original language, thus allowing reading to develop fluently.

3.5.4 Post test

By having integrated past reading activities that present words of more than one syllable, it is essential to demonstrate if there was any change during the three activities. Therefore, a last

reading consisting of two texts that request reading comprehension will be developed. The students will consider word recognition. Moreover, they will be allowed to work in pairs, as in this way, it will be possible to provide more developed responses from the students. In the same way, an observation checklist will be applied to compare the differences between the initial reading and the final one, thus comparative samples and results will be generated that will allow us to demonstrate if the method of this investigation works.

3.6 Collection Data Process and Data Analysis

With these instruments applied, each one will permit the researcher to collect, gather and evaluate the information through figures that allow comparing the initial result with the final ones; in other words, the pre-test and the post-test. After that, there will be a compilation of the data obtained through the three different in-between activities that were implemented, each one with a different figure that allows demonstrating the response of the target audience; in this case, the fifth-grade students of section 5-2 of the Finca La Capri School. In addition, through the analysis of the information collected, the researcher will find out if these were to give positive or negative results, and thus, decisions will be made regarding the improvement of the application strategies of the tools used, or even the time provided by the appropriate institution research needs. Furthermore, it is important to establish recommendations for future research that proposes to carry out the same topic, so the difficulties presented as well as tips or application methods that could have worked will be added to the data collection result.

Chapter IV

Data Analysis

In this chapter, the data analysis will be developed through the use of tools that helped to verify the objectives set for the investigation. However, before beginning to develop the information, it must be defined what data analysis is. According to Awang Z. (2013), once the data has been included, the researcher must develop a data analysis to achieve the research objectives. Therefore, in order to demonstrate the objectives of the research, a general collection of information must be made from the selected population through the tools created by the investigator, in order to obtain a result, whether favorable to the objectives or not. In addition, the information obtained will be provided to any future reader who wants to carry out a similar investigation and obtains this information benefits or to generates a different result.

4.1 Analysis and Interpretation of the Results

This section of the chapter will develop and show the different results obtained from the application of each of the observation checklists, pre-test, instruments, and post-test. In the same way, it will be provided with information on the development and application of the activities, demonstrating they achieved the established objective.

4.1.1 Observation Checklist 1

On Friday, June 9th, the researcher made the request to the principal of the school to be able to apply the instruments of the investigation. Therefore, he assigned the teacher of the students in section 5-2 to work with the researcher. This was as the group that selected to apply the prepared instruments on Monday. Due to the difficulty with the teacher's weekly schedule and

the fact that in the week of June 19th, it was scheduled to start exams, there were only 5 days with 6 lessons in total for the researcher to work with the students. Some of the classes were divided into 20 minutes of application and 20 minutes for exam practice. Thus, minimizing the time provided and generating a greater challenge to the established goal of completing each of the instruments.

On Monday 12th, it was carried out the first observation made to the fifth-grade group. The group consisted of about 27 students in total. During the observation, it was possible to appreciate the need for a lot of translation during reading time. This considering that since the beginning of the class, three students did not develop the same contents because a significant adaptation was applied to them. One of the students presented a first-grade level, with difficulties in reading but not in writing. Therefore, the student needed to be pointed out what he had to answer directly, so that there was participation during the 40-minute lesson. The second student had a third-grade level. He could read the text in a guided way, but he had to be supervised most of the time due to insecurity when answering the questions or doing the reading. The last student, who is had a significant adaptation, and presented a fourth-grade adaptation. He could read independently; however, when it came to the literary analysis, he needed the translation of words and textual context to be able to understand what he should reply.

In the same way, the other students, or at least most of them, always worked individually; however, since they entered the classroom, they all remained very dispersed, and they had to be called to cooperate with the teacher in charge. Most of them were scared when they were told they would be given reading practice, since it was hardly ever given to them. Nevertheless, they were interested when they saw the classroom facilities, such as the TV that it would be used. When students were practicing the reading, the teacher always applied GTM (Grammar Translation-Method) if they had a question, so that the learners became codependent to be

attended to and did not generate self-deduction. It was there where the researcher was able to verify that it was necessary to implement and test the established method.

When applying the observation checklist, the investigator was clear in analyzing two important aspects: behavior and fluency. In this way, she could confirm and deny each of the indicators proposed to be evaluated in the checklist. Moreover, when applying the observation checklist, it was verified that many students could not generate their conclusions because they did not have visual examples of what it was requested from them. Therefore, they consulted their teacher and the researcher for meaning and translation. This confirmed the first point of the ten indicators to be evaluated, since more than once the students carried out a very short inspection to understand what they read.

Figure 1. Results of the items of Observation Checklist 1: Behavior

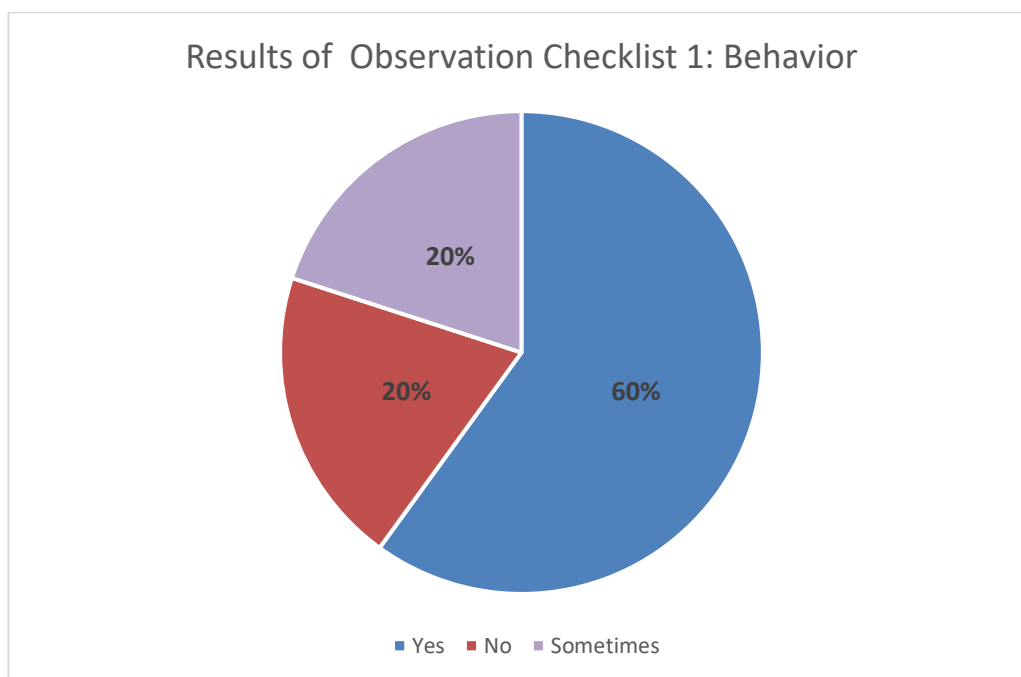


Figure 1. Observation Checklist 1: Behavior. Source: Researcher's creation.

Something very impressive that can be highlighted about the students, in general, was that there was no demonstration of finger-pointing, so reliance on pointing to sentences to generate

fluent reading was ruled out. Only in the case of the student with a first-year level, since he was the only one who marked the correct answers during the entire reading. In the same way, many of his classmates, at the beginning of the reading, needed the literal meaning of what they read.

Consequently, dependency was so present that the questions could not be answered at the same time. Nevertheless, two students demonstrated working independently by comparing the sentences to be completed to the word they had to answer, thus causing close classmates to try to move forward. Other students, on the other hand, asked their classmates for help and began to copy among themselves, with the need to finish as soon as possible. Consequently, this which is why it was marked within the observation checklist that many students showed a lack of interest when reading. However, they could not be blamed for demonstrating this type of behavior, because the activities they carried out the most were activities written on the blackboard, without the use of television or radio, or any technological device. In the case of the time provided, as it was only one lesson, the teacher clarified that the last 15 minutes of class would be used in a short exam practice session after finishing the reading, so many students felt pressured and thus, presented small response errors, confirming another indicator to evaluate from the checklist.

Figure 2. Results of the items of Observation Checklist 1: Fluency

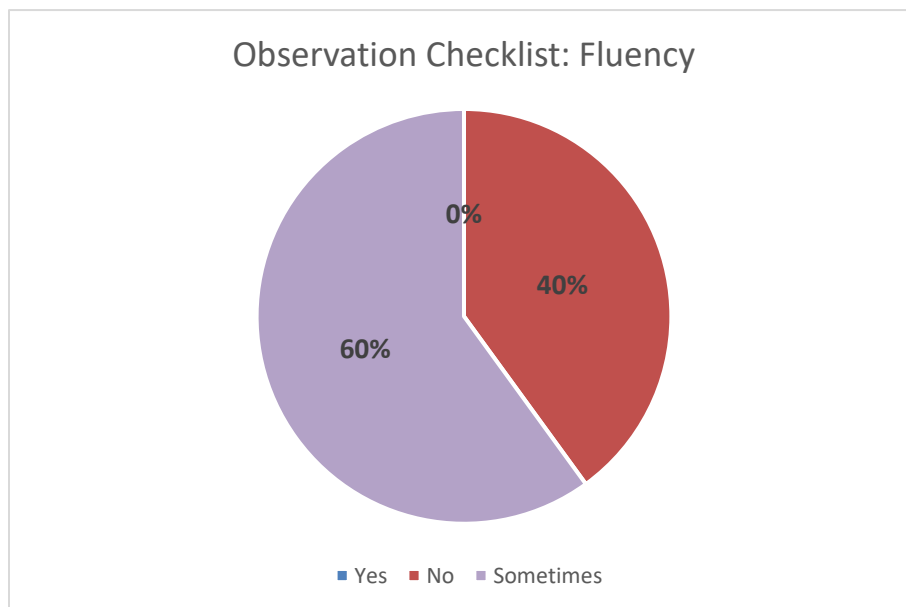


Figure 2. Observation Checklist 1: Fluency. Source: Researcher's creation.

In the case of the fluency indicator, when learners were closely observed, they demonstrated a problem regarding the ability to apply their knowledge of connecting letter-sound relationships (decoding) and ended up pronouncing many words in a way that did not help them to understand what they read. In addition, having time on top did not benefit or provide an improvement in the problem. It was also considered that students sometimes caught words like oranges, or the similarity of the word such as vitamin c compared to their Spanish version. Therefore, the attempt was always present on the part of the students to understand what they read and always consulted either the teacher or the researcher what they understood. In the same way, when it was difficult to generate a fluent reading, the students had to read again from the beginning on some occasions, making the pauses between each reading longer and shortening the time, making a short reading more difficult than it was.

One aspect to emphasize is that most of the group did present omissions of words in two of the sentences to be completed, since as it was mentioned, the text presented mostly one syllable words for a better development of the text. Moreover, this facilitated the identification of

the vocabulary that they should apply. However, on more than one occasion, the students confused a subtitle within the image of the text as a response to the word that was to be completed, so the researcher took note of that more than once. Since the students had difficulty understanding the text fluently, the researcher and the teacher noticed that it would be very difficult for some students, especially those with curricular adaptation, to define words they did not understand by context, and that was where the search began again. That is, the answers were found by means of copying or requesting the answers directly to the teacher in charge. On more than one occasion, the fluency of reading was compromised, due to the dispersion among the students. For example, more than one student got up and began to do activities outside of the assigned task. For what the teacher asked the students to finish the reading and start the exam practice.

4.1.2 Pre-test: Oranges Reading

At the time of applying the pre-test, there would be certain difficulties that made the students dispersed, such as the reduction of time asked by the teacher in charge. That is, the reading was interfered by different obstacles such as distraction and order control. The teacher immediately made the students sit down and cooperate with the order in class, so the students in very low spirits were sitting down one by one. The teacher began with the opening prayer before handing control over to the researcher, and then gave a short introduction of respect and participation. It was made clear to all learners alike that they would not be evaluated directly, but that their reading skills would be measured. Nevertheless, many students were scared of that, and others took sarcastically.

The main idea of the pretest was to evaluate the linguistic and reading skills of each one of the learners, and how well they handled stress during the application of a text. Therefore,

during the introduction of the pre-test, they were told to use the facilities from the classroom like the TV during the following classes. However, in the next practice that the researcher was going to do, they had to be completely sincere with their answers and try to demonstrate their abilities. Many began to tell their classmates to get together. Nonetheless, it became clear to them that they could not work like this, but rather individually, since they would be given a worksheet for each one. In addition, to help the students, the researcher read the text, in order to generate a first perspective of the text they had on their desk, thus calling the attention of the students, and indicating that the reading had begun. During the reading, many were translating some words like vitamin C or trees. However, one of them raised his hand and began to make a joke about the words tree and three. This generated a distraction, for which the teacher called his attention by making it clear that he was not going to allow games during the lesson. From that point, the investigator finished her reading and allowed the students to continue the whole reading and practice, while she started to work with some of the students with a curricular adaptation.

The first student, the one with a low level of reading (first grade), was offered reading aloud for the second time. However, as he had a great dependency on pointing to his answers, he began to ask the researcher by pointing out lines randomly: "Is this what I have to write?" Therefore, he did not focus his attention on what it was read to him, but on what he had to write, showing poor performance in reading comprehension and autonomous analysis. Therefore, the researcher decided to give him an example of what the text mentioned along with what it was missing in the sentences to complete the text, but even so there were difficulties, and only by pointing and dictating in a medium voice, he was able to answer the sentences.

Consequently, the second student with a curricular adaptation (third year level) showed a little more emotion when seeing that the researcher observed his progress. Thus, it could be deduced that there was a little more self-initiation without so much dependence. The researcher

decided to provide support when she reached the second sentence to complete, in which she had the student to analyze what it was missing in the word vitamin, and she advised him to look at the text that followed that word, which in Spanish he answered as missing.

Figure 3. Results of the items of the Pre-test of 5-2 Group. Orange Reading

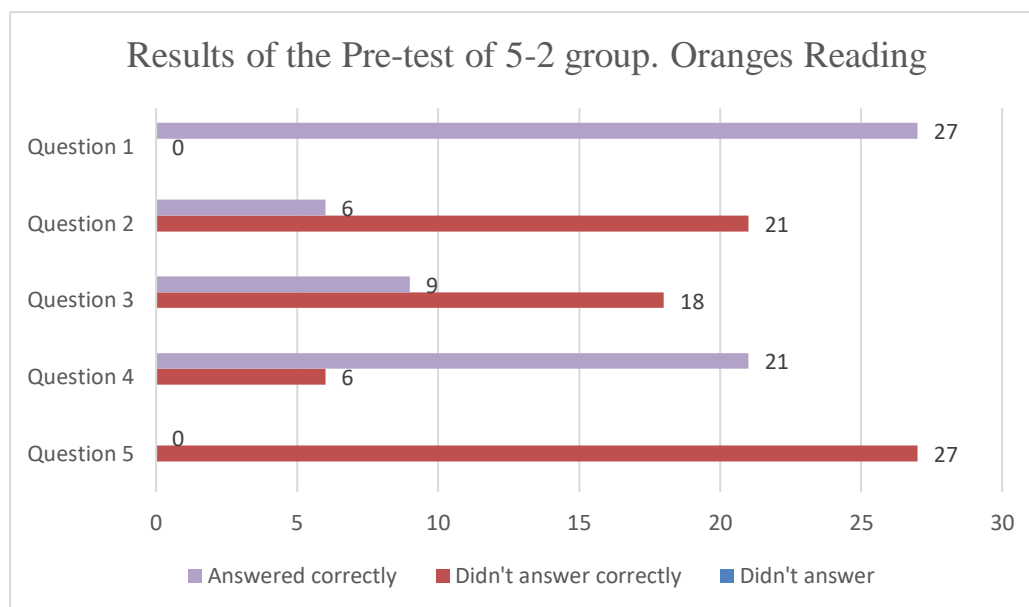


Figure 2. Results of the Pre-test of the group 5-2. Oranges Reading. Source: Researcher's creation.

In the same way with the other students, many did not understand certain words, so they requested help from the researcher or the teacher in charge. However, in more than one occasion, the teacher was seen using Spanish, thus causing the students to develop their codependency and not carry out an analysis of the meaning by context. When reviewing, many students had correct answers and others had to be corrected, which is why the researcher evaluated the following. If the student answered the first one, a check was marked, but if he did not answer correctly, an X was marked over the error and the student was guided to better analyze the sentence, so that the following results could be obtained.

From the first sentence the missing word was the monosyllable "tree", resulting in twenty-seven correct responses, demonstrating good word recognition. Then, during the second question,

many had it wrong for the lack of a letter, since instead of writing vitamin “C”, they only wrote vitamin. Resulting in six correct answers and twenty-one incorrect answers, since most of them were short sentences and they answered them immediately. Next, in the third sentence, something similar to the previous one happened, as many of the students wrote only the word orange without specifying that it was accompanied by the whole word "juice", resulting in nine correct answers and eighteen incorrect answers. Finally, in the fourth and fifth answers, there were higher levels of correct answers, as in the case of the fourth, which presented a total of six wrong answers and twenty-one correct ones, but in the case of the fifth, there were a total of twenty-five incorrect answers. This was due to despite the fact that the words of the same sentence presented in the second question were searched, many failed to identify that tricky detail in the reading, thus demonstrating a low level of analytical reading.

4.1.3 My House Reading- Activity 1

On June 13th, the first instrument was applied, with two 40-minute lessons available. This consisted of reproducing a video previously generated by the researcher. The video had the application of word recognition as an indicator. The students needed to observe two referential videos with the vocabulary they had to acquire to complete the activities that would be offered to them later. The first consisted of a video that would generate different words such as family, house, living room, kitchen, bedroom, eat, and cook, so each one came previously introduced, and with a video that demonstrated the action or objects that were mentioned. In this way, the students would be able to have a visual image of what was going to be presented to them in the practice that followed. However, during the 20 minutes before the lesson began and the classroom facilities were prepared, the researcher realized that the TV was able to show the prepared video, but the sound did not reproduce. Therefore, the researcher used a speaker that

reproduced the sound as loud as possible so that all learners, in sections 5-2, could hear.

During the first 20 minutes of the lesson, the students were excited to see videos on TV; however, order had to be requested because they talked a lot among themselves and generated dispersion in the classroom. The teacher immediately indicated that he would observe which students were speaking to communicate it to the guide teacher in charge. Consequently, the researcher slowly provided an introduction to what they would do, using full English but using gestures to get the students to be quiet and pay attention. Immediately, the students were scared; however, for the second time the researcher indicated the instructions and the students were connecting words with gestures.

Moreover, while playing the video, many students generated their translation by looking at each of the words, and what caught their interest the most was the appearance of a lot of anime; in other words, "a style of Japanese animated entertainment" (Terrell, 2023). Consequently, every time they saw the reference to the anime character eating along with the word "eat" they generated a connection between the lyrics and the video. It is important to note that during this first video, the aim was to emphasize the use of words with at least two syllables. In this way, the students would not feel so pressured to learn very long words. In the end, it was sought that they apply a good word recognition with short words. Once the video was finished, the researcher asked them what words they saw on the TV screen. Some responded in Spanish eat, family. They were congratulated, but then they were encouraged to try saying them in English, for which some classmates raised their hand to mention the words equally. Next, the students were asked to complete the practice of the text that was read to them within the video. This consisted of completing six short sentences with vocabulary seen in the video and mentioned in the text. All students had 20 minutes to complete it, and the three students who presented adaptations were placed near the teacher, so they could be guided.

Figure 4. Results of the items of My House Reading- Activity 1

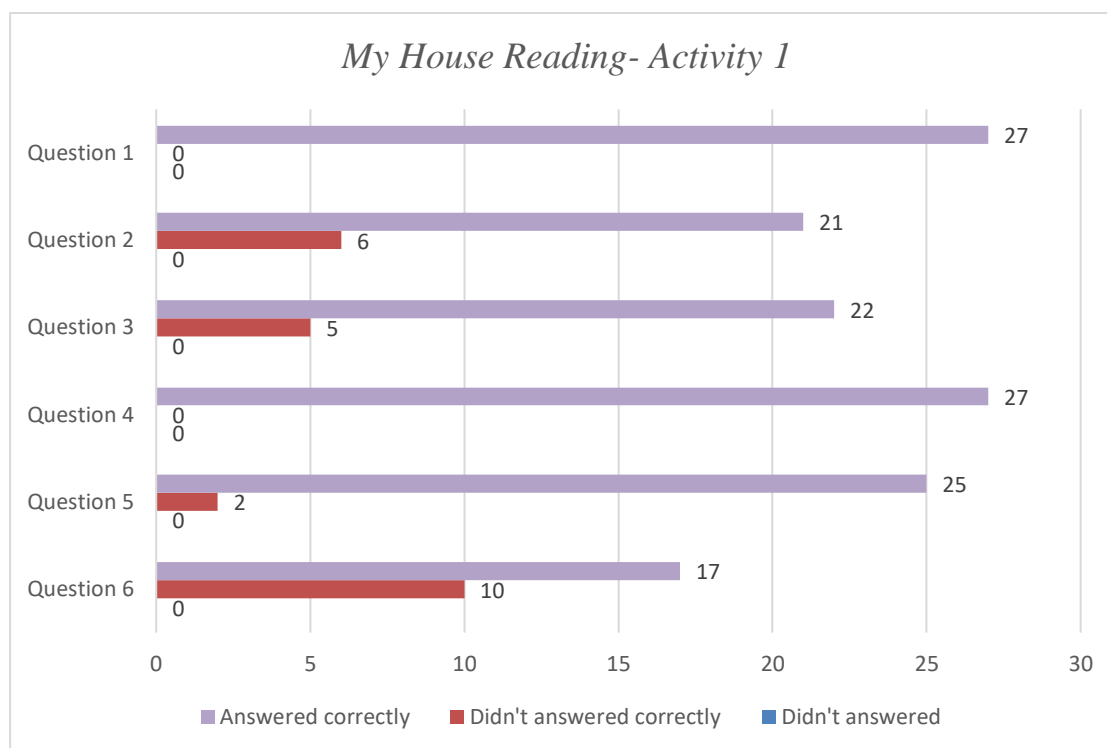


Figure 4. My House Reading- Activity 1 result. Source: Researcher's creation.

During the first reading, the students showed immediate insecurity, so they began to call the researcher for help or to provide them with the answer. Consequently, she without any delay read the first sentence to be completed without providing the answer. Thus, they inferred the answer as seen in the video. In the case of the rest of students, they were advised to analyze the missing word according to what the text said, and they were always shown images on TV. Furthermore, the teacher provided help to the student with a lower reading level while the researcher reviewed the answers of each of the students. In this way, she could recap how many answered correctly, how many should correct their answers, or how many had not answered still.

From the general observations that the researcher was able to collect, it was observed that 27 students answered the first sentence correctly, giving a result of 0 wrong answers. Then, during the second question, some students ignored small spelling errors, which were pluralizing

the word "bedroom" as it came in the text or writing with a double "o," so the result obtained in the second answer was 6 correct answers and 21 incorrect answers. Consequently, during sentences 4 and 5, the students were asked to play again the point of the video where the word house was shown, and then they responded accordingly, resulting a total of 27 correct answers, including all three students with adequacy. Moreover, in sentence five, there were 25 correct answers and only two bad ones were obtained. Finally, in the case of sentence six, there were 10 bad answers and 17 good ones, because they requested two spaces to fill in with the corresponding word, and many students had to be corrected and redirected the text, so that they could see what it was missing. In addition, during the first lesson, a general review was carried out, reading each of the sentences and having the students provide their corrected answers. In this way, the majority would be able to participate.

4.1.4 Pamela's Dream House Reading- Activity 2

As a second activity for the second lesson, the researcher projected a second video and encouraged the students to pay attention and mention which words they had identified before the corresponding video was played. Many of the videos that were shown, exemplified words such as noise, palm trees, seashore, dream, night, headache, and more, so the students were collecting the information that was provided. Some made jokes with words like palm trees and the fact that they wanted to go on vacation, thus generating the use of vocabulary with personal experiences. During the last minutes of the video, the second text that the students would read was: Pamela's Dream House. During the reading, the students identified words like seashell, dream, and house because the previous activity number 1 presented the same vocabulary. In addition, some students commented that the story could be dealt with. However, they did show difficulty in fully understanding the text, since in this case, words with two syllables were used for the most part

and a few three syllable words were introduced.

Figure 5. Results of the items Pamela's Dream House Reading-Activity 2

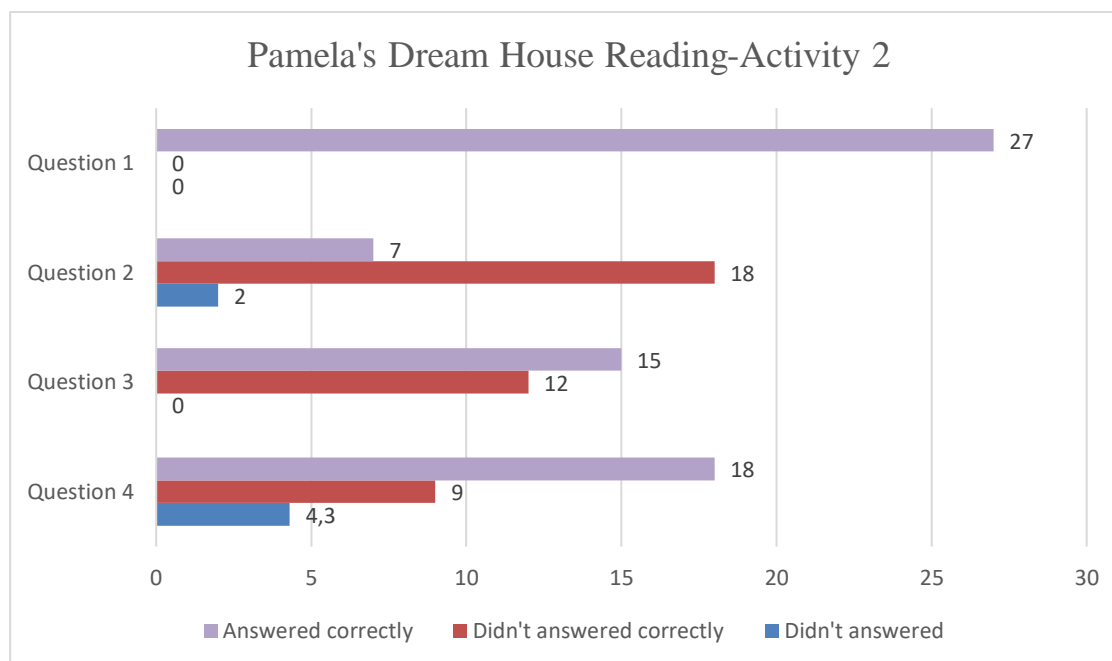


Figure 5. Pamela's Dream House Reading- Activity 2. Source: Researcher's creation.

The reading consisted of four questions with a single answer to mark. The answers were mentioned in the video and within the reading, which is why the questions were included with the text above. Some of these questions were the following: Who lives with Pamela? Where does Pamela want to live? What color is Pamela's dream house? and What trees were mentioned? The student's responses to these questions varied because some needed to review the context of the reading. The researcher was helping those who already had specific answers and gave giving them feedback, so that they could correct some. However, two students showed difficulties in answering a question at the end of the established time, so the information that could be collected from the responses to the reading was the following. According to what it was requested in the first question, most of the students answered correctly. Therefore, so there was a total of twenty-seven correct answers. Then, in the case of the second question, there were two students who did

not answer the question because they did not fully understand the question, even if they were given an example on TV, so there was a total of two who did not answer, eighteen wrong, and seven good ones. Consequently, the answers to question three had a majority answered correctly, with two students as a difference, giving a result of twelve incorrect and fifteen correct. Finally, the answers to the fourth question presented a gap because many understood what it was requested but did not carefully observe the type of information that was demanded, and many marked the answer incorrectly by not applying good word recognition, still having the images as a reference, resulting in nine bad and eighteen good.

4.1.5 Tim's Dog Reading- Activity 3

On Wednesday, June 14th, the second activity was developed. The indicator of the development of reading comprehension was using a video generated by the researcher that reflected a sequence of events with their corresponding references. The video explained the short story of a young man and a pet, using words in reference to the event while the story was narrated during the video. Some of the new words that were offered in the video were: gate, lost, park, and pumpkin patch, among others. In more than one occasion, the students were offering their opinion before the video was finished, so they already initially conceded the pieces of the story being told. Unfortunately, in this case, there were only 40 minutes of the lesson to play the video and carry out the activity afterward, something that generated more acceleration and little time to consult after the video. Therefore, the teacher wrote down the new words they learned on the blackboard in consecutive order and in this way, they were answering each of the questions in the text. The activity following the video consisted of testing what the students generated and if they demonstrated a good understanding of the text was read to them along with the video without showing it physically. In this way, when he was given the questions to answer, the text came on

top of them, thus helping students who had difficulties when answering. Each of the questions could either be answered with one-syllable words or required more information as requested.

Figure 6. Results of the items Tim's Dog Reading- Activity 3

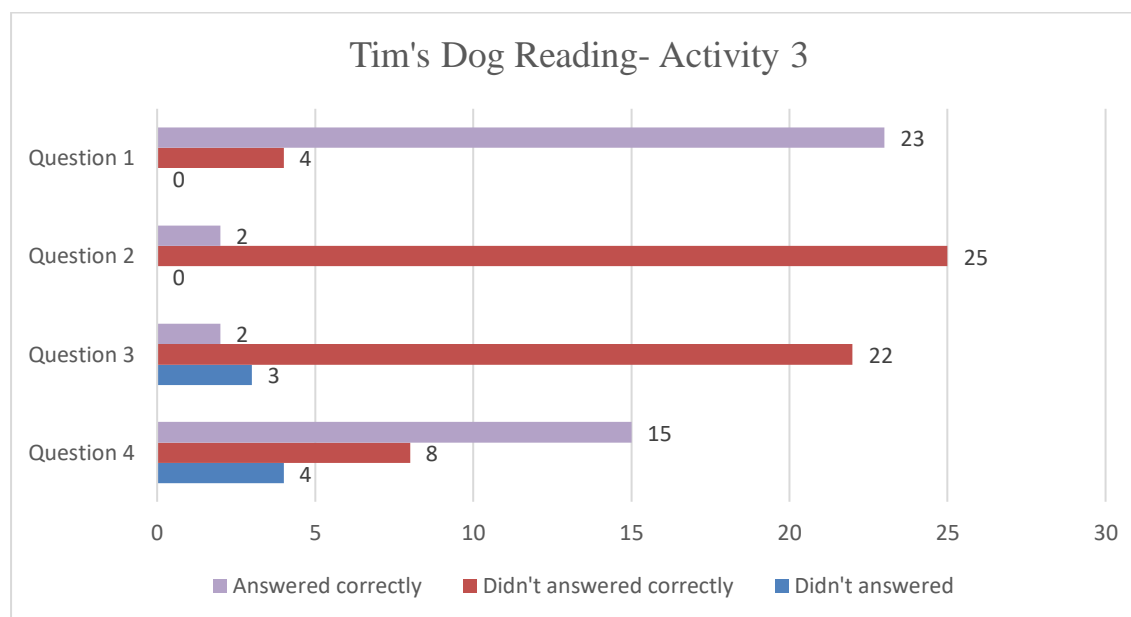


Figure 6. Tim's Dog Reading - Activity 3. Source: Researcher's creation.

The activity followed by the video consisted of testing the students to generate and demonstrate a good understanding of the text that was read to them along with the video without physically showing it. In this way, when they were given the questions to answer, the text was superimposed on them, thus helping any student who had difficulties when answering. Each of the questions could be answered with one-syllable words or required more information as requested. For example, the first question only requested the name of the boy's pet, which could be answered with the same vocabulary provided by the teacher. There was no need to answer with a complete sentence, giving as a result twenty-three correct answers and 4 incorrect answers. In the case of the second question, they were asked to define what happened to the pet, so many students began to request a translation of what they answered or marked in the text.

Consequently, the researcher decided to reproduce the video for the students to pay attention where the event was mentioned. Thus, resulting in twenty-five incorrect answers, and two correct answers. Moreover, in the case of the third question, there was a similar problem, since it was very difficult for some students to respond in a general way to what it was requested, resulting in three unanswered, twenty-two incorrect, and two correct answers. Finally, during question four, there were lags in the information, so the students began to write what they supposed to be the correct answer, even when the researcher offered them help in correcting the answer, giving as a result fifteen correct, eight incorrect, and four unanswered. For the most part, it was possible to collect enough responses to demonstrate progress in the students. However, it was possible to state in these questions the students had a good sense of reading to understand the events, but needed more practice and time to write.

4.1.6 Thinking Aloud: “Water” Reading- Activity 4

On Thursday, June 15th, the last in-between activity of the three instruments of this research was applied. It had as an indicator that the students made use of information previously seen in ~~with~~ personal experiences; in other words, to use background knowledge. The researcher made sure to generate a good video that demonstrated vocabulary about water and how to make moderate use of it, ways to save it, and definitions of the vocabulary along with its corresponding video. Next in the video, they are given more information on methods to save water, such as taking the exact amount of water that is going to be needed to wash, and then using it for the toilet. Some students began to write in their notebooks and again tried to translate into Spanish for the classmates who did not understand. Therefore, the researcher took a moment and paused the video, and then mimicked the action of washing along with the video, for example. Then, the video was continued. Moreover, it provided information about actions that should be avoided,

such as taking very long showers to save water. Many of the students, including the three students with curricular adaptation, began to comment that they lasted up to thirty minutes or more in the shower. Thus, giving as an example that they connected personal experiences with the information provided in the video.

Finally, they were given a short text that talked about water and with similar vocabulary to the one in the video. There were only three open-ended questions based on personal experience. The researcher decided to place the students in pairs; in this way, they could generate a response according to the idea of both students and the actions they have carried out. During the first question, they answered with only words like "toilet" or "wash." Thus, the teacher recommended that the researcher projected the part where she explained how to answer the first question. However, due to the short time provided, not all the answers were completed by all the students, and some generated answers orally when they were consulted, so the researcher recognized the participation and the answers.

Figure 7. Results of the items Background knowledge: “Water” Reading-Activity 4

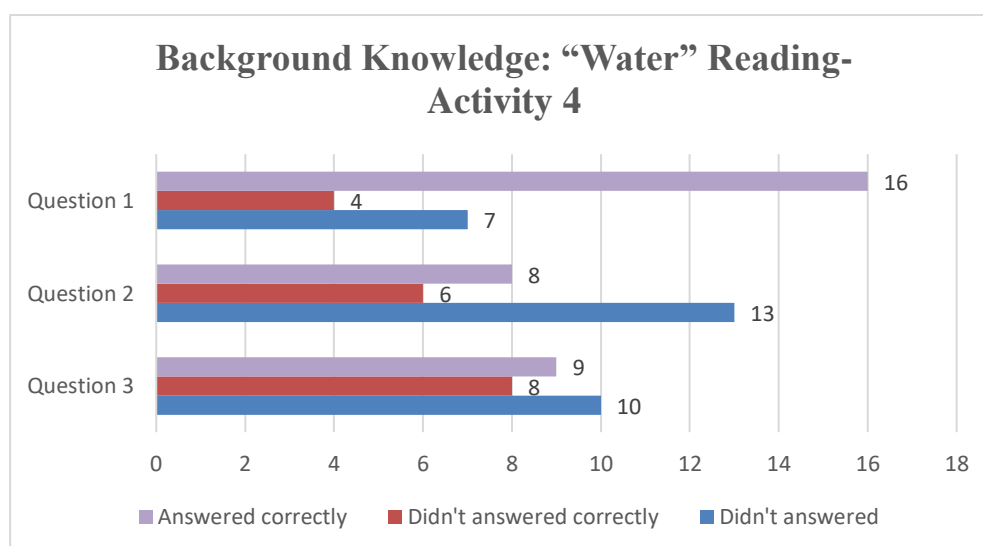


Figure 7. Background knowledge: “Water” Reading-Activity 4. Source: Researcher’s creation.

As previously mentioned, the answers of the students in the three questions, could not be very specific. However, when trying to answer they did it verbally and participated very actively and gave the opportunity to their classmates. Others did not know how to answer for what they left unanswered. The first question had as an indicator to evaluate what type of vocabulary the students remembered and applied when answering, so some only mentioned words of one or two syllables; for example, instead of writing washing they put wash, or they made reference to use the leftover water by writing only "toilet." In the case of the students with adequacy, the teacher helped them respond verbally. Nevertheless, in the case of the student with a first-year level, it was very difficult for him to generate an answer based on experience. In the case of the other two students, they did manage to provide an answer such as "left water, "implying that they did understand what it was being requested but did not know how to respond completely. In the case of the answers to the second question, there were complications and writing challenges, leaving almost thirteen students without an answer, six with corrections, and eight with oral participation. The situation showed that most of the students needed to confirm orally, and in Spanish, the information that they understood. Finally, in the third question, two correct answers were obtained in writing and seven correct answers were provided orally, giving a total of nine. Followed by eight wrong answers and ten without answering for the time that was obtained. Thus, giving an end of the three instruments of the activities in between. Most of the students were satisfied with the videos during their classes, and they provided positive feedback to the researcher and the teacher.

4.1.7 Post-test

Finally, when the post-test was going to be applied, the students had five days of separation between the last in-between activity. This caused some of the students to return to

initial habits, such as translation or greater dependence on obtaining the answers directly.

Therefore, the researcher reminded the students that they should keep everyone in their seats, but this time they could use colors as tools to highlight information that would be provided in the text. The chosen text consisted of two small profiles of information about two children who developed in school. In this way, the students of the 5-2 group could identify with them. The length of each profile was seven lines long. They provided information about the subjects, likes and dislikes, where they came from, among others. To complete the reading, the students had to answer seven reading comprehension questions, which they had to complete within the established time of forty minutes. In the first fifteen minutes, the researcher gave indications of what would be done with the text, and offered all the students a reading aloud, so that most of them had an example of the pronunciation and how the order of the information was developed.

During the reading, there was a question that asked for the place where one of the characters in the reading lived, and many marked Hong Kong, another English. However, here were students who could not keep up with the reading for the second time, so they began to talk to their classmates and ask for answers. The researcher called their attention and asked to advance individually, so she approached the students with doubts and told them to read and mark again what they were considering as essential information, such as cities, years, languages, or subjects. A very common mistake made by some students was to start answering with a blue or black pen, which sometimes caused the answers to be crossed out or corrected with liquid paper. Moreover, in this occasion, the students who stood out during the pre-test did it again, since in more than one occasion what they read in detail what it was requested from them and they responded in a general way without giving much length in the answers, and when they finished, they called the investigator to correct them. However, some of the rest had problems when ~~with~~ redacting the corresponding answer, making them again take too long pauses.

Figure 8. Results of the items Post-test Activity of 5-2 group. School Reading

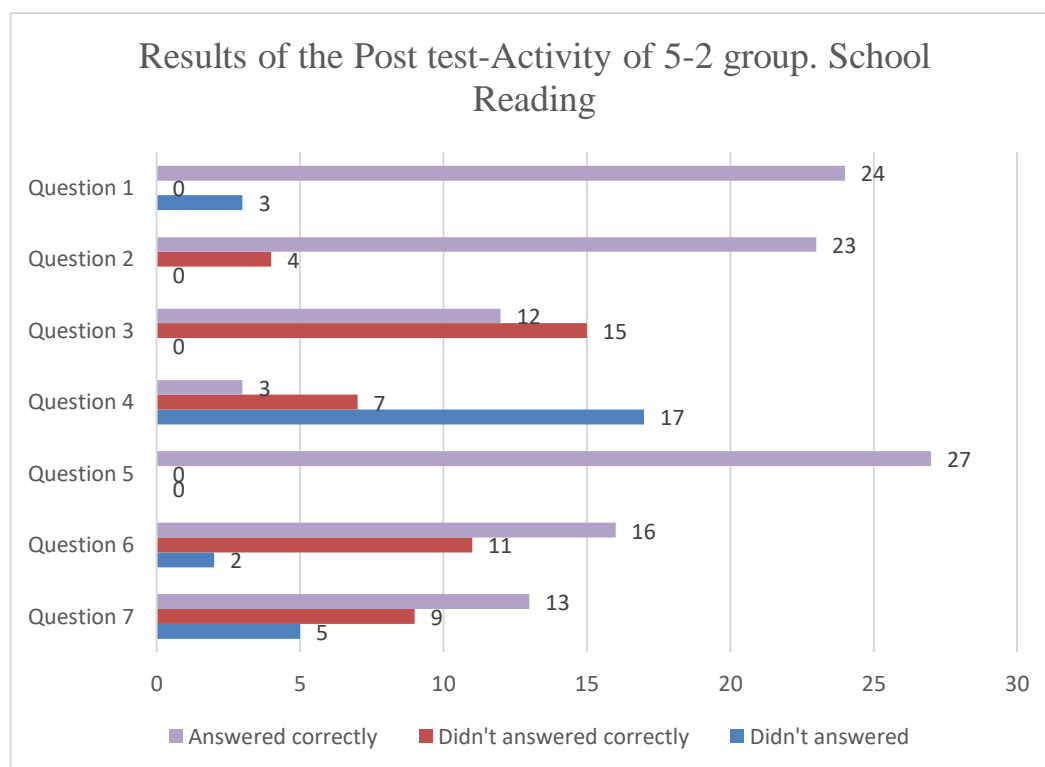


Figure 8. Results of the Post-test Activity. School Reading. Source: Researcher's creation.

Many students excelled in carrying out an exhaustive reading analysis. However, in more than one occasion, the researcher noticed that they identified the meaning of many words by textual context, and that many others noticed the difference between the last activities in between and the post-test. Therefore, this affected them, and began to generate short answers as they lacked information. Giving as results the following values in response to each of the questions.

During the first question, most listened to the researcher's recommendations, and began to mark ages, exactly as the reading provided. Thus, giving a result of twenty-four good answers.. Some students did not provide an answer, giving a total of three unanswered questions. In the same way, many others answered the second question correctly, specifically mentioning places mentioned as Hong Kong, since when reviewing, many students highlighted that it was the only place mentioned in the text. Giving a total of four wrong answers and twenty-three correct

answers, giving a total of three unanswered questions.

Secondly, in the case of the fourth question, very few provided a written answer. This showed difficulty when developing a long answer, since some of their answers were words like very difficult, or the word difficult as such. On the other hand, others gave wrong answers to the information requested, providing an unfortunate result of seven incorrect answers, seventeen without answering, and three correct ones. During the fifth question, many of the students got it right, because it requested the same information as the second question, giving a result of twenty-seven correct answers.

Lastly, there were questions six and seven that showed both a regular and a negative outlook. In the case of the sixth question, the students did not generate an answer as requested, but instead they responded literally to what the text provided; therefore, they did identify what it was being asked. However, it was difficult for them to develop the answer, and the researcher did take that attempt into account. This gave a result of sixteen correct responses, eleven incorrect responses, and 2 no responses. Finally, in the case of the seventh question, it provided a result of thirteen correct answers, nine incorrect, and five without answers.

4.1.8 Observation Checklist

The last observation was made on Wednesday, June 21st. It took place several days after the application of the third instrument. The students were active during the beginning of the class, talking to each other and creating a bit of a mess. As soon as they sat down at their corresponding desks, the teacher began the lesson with the corresponding prayer for that day. The students were told that they would be given a reading in which they had to answer seven questions in total. However, many upon seeing that facilities such as the TV were not going to be used, became a bit disappointed.

Figure 9. Results of the items of Observation Checklist 2: Behavior.

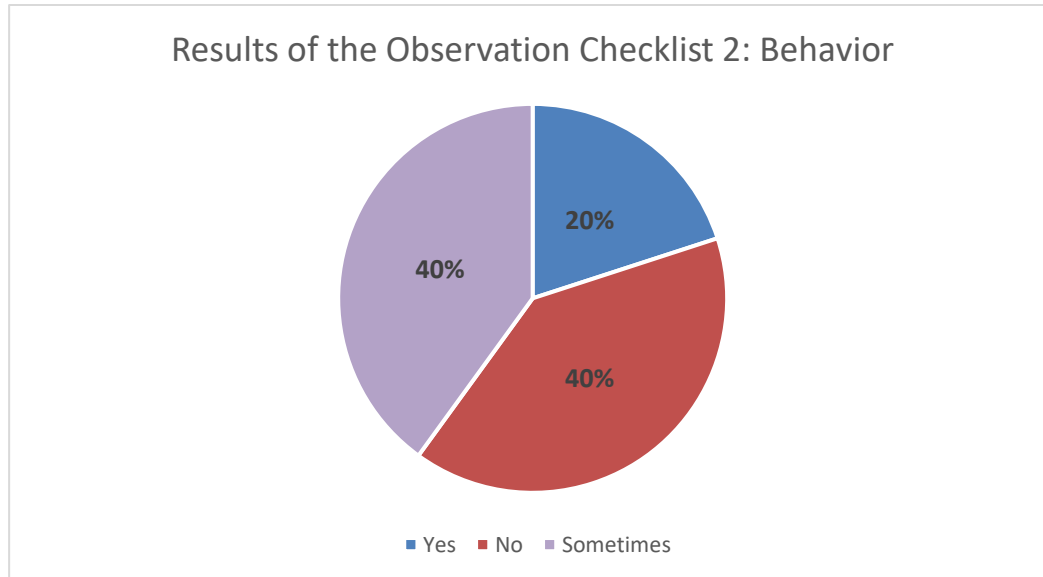


Figure 8. Results of the Observation Checklist 2: Behavior. Source: Researcher's creation.

As a result of this observation compared to the first, there were certain differences that could be noticed. In the case of the refusals of the Checklist of behavior observation, while the reading was being carried out, some codependency still appeared, as they asked for help before responding. For this reason, they asked the researcher for help on more than one occasion. In the same way, the need for meaning was maintained in more than one occasion even when the researcher told them to first mark the words with color and then analyze what it was requested. In the case of the positive aspects related to behavior, many students minimized the request for help, compared to only the two students who inferred autonomously. Moreover, compared to before, since they were given more time, a total of 40 minutes, the time provided was not a problem and the learners felt a little calmer when reading. Even so, some generated disorder from time to time and distracted each other. Finally, a positive detail to highlight is the increase in motivation compared to the initial reading (pre-test), since in this occasion the students did show a better attitude when responding. Although, they were a little disappointed that they did not made use of

the TV, since most of them started working at the right time.

Figure 10. Results of the items of Observation Checklist 2: Fluency.

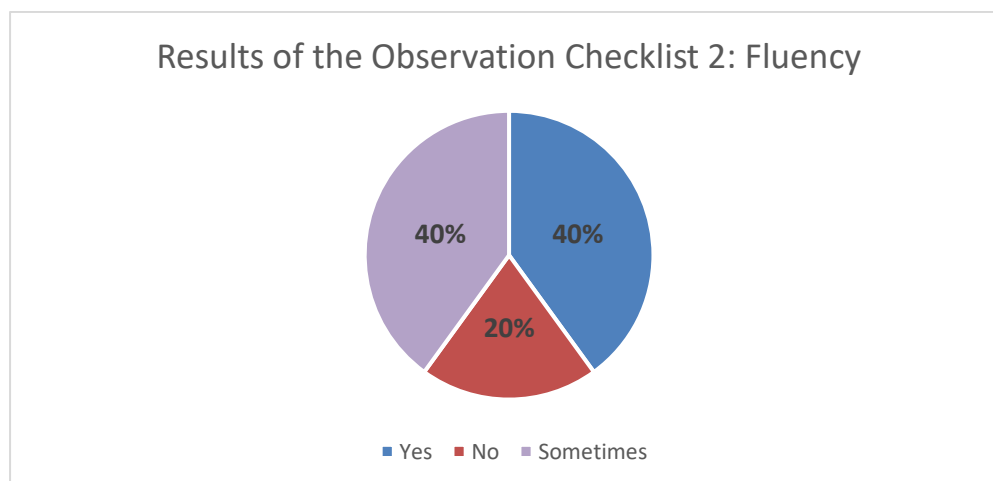


Figure 8. Results of the Observation Checklist 2: Fluency. Source: Researcher's creation.

The researcher was able to notice that, many students had problems generating long and concise answers, so they did not generate progress in the written part, because many students answered by using the same lines of the text or monosyllables. Furthermore, some students forgot to mark the keywords in the text, so some did have difficulty reading fluently, and this made them repeat the reading as they did not understand what they read. This resulted in using more time.

4.1.9 Comparison of results between observation checklist 1 and 2: Behavior

During the development of the pre-text, post-test, and in-between activities, it was known that students would need more than one practice to understand at least how to apply good reading. There were also factors such as time and the attitude of the students that benefited them in the end. However, the main focus was to see how students responded to different types of reading and different ways of evaluating their process. Compared to the first observation, a much shorter text was applied. Moreover, it presented a complete set of sentences than questions as

such. On the other hand, in the second observation, a reading was applied with two small paragraphs, and with seven comprehension questions. In other words, the indicators to be evaluated were the same in the observations, but the way of applying them was different to make the progress of each of the students noticeable.

Figure 11. Results of the Comparative of the Observation Checklist 1 & 2: Behavior

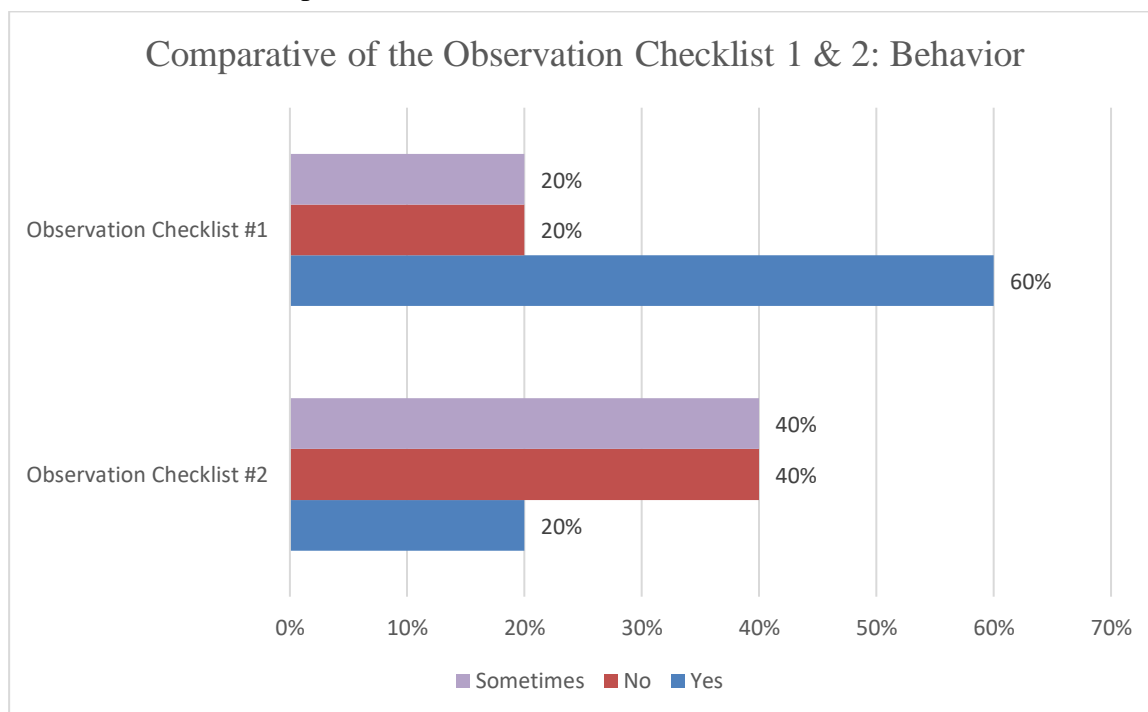


Figure 8. Results of the Comparative of the Observation Checklist 1 & 2: Behavior. Source: Researcher's creation.

Moreover, in the case of the observations that analyzed the behavior of the students, the number of indicators that were achieved in observation 1 was 20% because many students during the first reading could not generate their own conclusions due to great unevenness and lack of information of how to apply a correct reading. However, there was a 20% that showed that some students were able to complete the reading but failed in aspects such as requesting the meaning of everything they read, leaving a 60% who did not complete the evaluated indicators. On the other hand, there was a positive change in observation 2, since the 60% percent who failed to achieve

most indicators changed to 20% by showing more interest in reading, participating, and self-correcting at the time of receiving feedback from the investigator. Therefore, the indicators that most affected the students decreased and the indicators that did benefit their progress increased. Even though, some of them left answers without answering, many of the students managed to understand what they read, but it was difficult for them to express it in writing.

Figure 12. Results of the Comparative of the Observation Checklist 1 & 2: Fluency

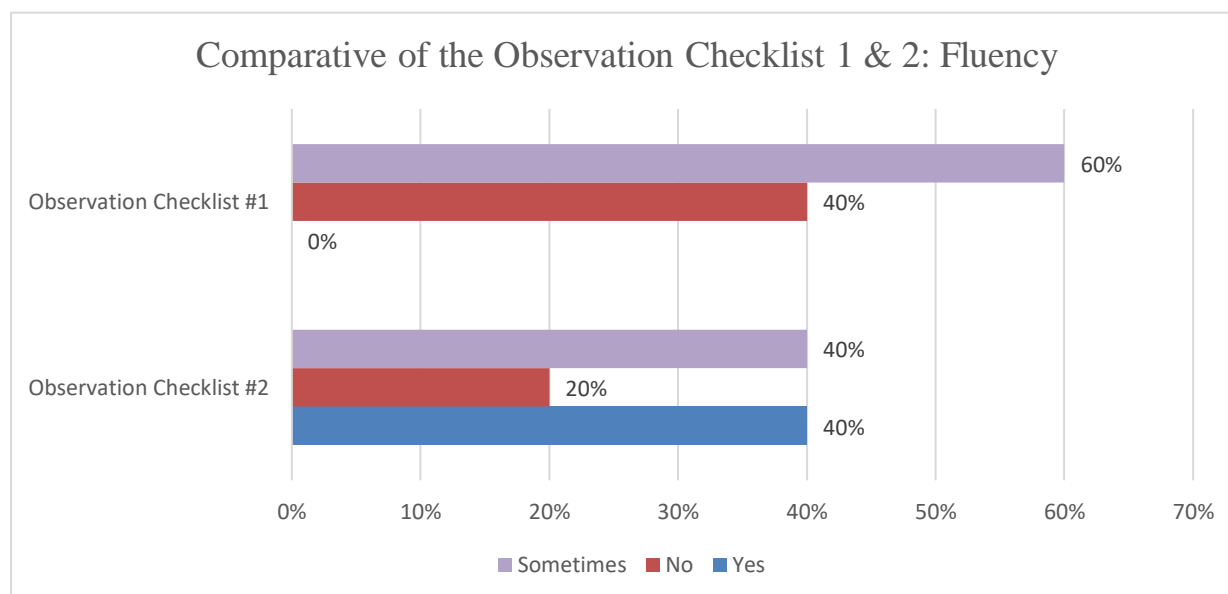


Figure 8. Results of the Comparative of the Observation Checklist 1 & 2: Fluency. Source: Researcher's creation.

In addition, in the case of the observations that analyzed the fluency that the students had, the number of indicators that were achieved in the first observation was 60%, which demonstrated in some occasions they could answer clearly when dealing with short words such as age or where the characters came from. This showed that in some parts of the text they did manage to read fluently and analyze. Nevertheless, 40% was being left, since in previous moments the students omitted words, and some of the answers were inconclusive, and yet they managed to demonstrate that they could infer the meaning of many words from context. On the other hand, in the case of the second observation, the 60% that was initially obtained dropped to

40%, because they still had not achieved a practice with complete and clear answers. The 40% that in observation 1 presented omission of words or and very long pauses, was maintained because they did not generate complete answers, and the students reconsidered what they had to answer.

Chapter V

Conclusions and Recommendations

In this chapter, different results and conclusions will be developed based on the information obtained from the instruments applied to improve the reading deficiencies of the fifth-grade students at Finca La Capri School. Moreover, it will be decided if a restatement of the research question should be carried out, unexpected results will be provided, and recommendations for any professor or university student who need to use this information in ~~for~~ future research.

5.1 Purpose of the Conclusion

The conclusion is the complete response that writes the results obtained from the data collection. In addition, after doing the analysis of the information, it is possible to generate conclusions based on the different specific objectives established at the beginning of the investigation. These results may be favorable or unfavorable to the investigation, depending on how each one of them developed. Therefore, each of the specific objectives will be developed during this chapter, comparing them with the result.

5.2 Conclusions

5.2.1.1 To identify the main problem in word recognition and reading comprehension in fifth-grade students when reading short texts.

In the case of this specific objective, the main problem that caused students to present so many difficulties when applying some of the expected objectives in reading were the following: word recognition and reading comprehension in a short text in English. In this way, the

information obtained during the first observation checklist showed that there were not many positive indicators achieved due to great codependency on the teacher and the fact that he translated what he said into Spanish, as well. Hence, the researcher can state that most of the time, it was used the method known as GTM (Grammar Translation Method). Consequently, there was not much analytical development in the reading work by most of the students. Therefore, it was possible to identify, in each of the practices, the factors that affected each of the indicators to be evaluated when reading was applied.

In the case of word recognition, many of the students were able to complete the sentences with the missing word after watching an introductory video that illustrated all the vocabulary. It should be noted that they initially worked with monosyllables, as they were to identify the word in the text and relate it to the image; task that was not difficult for them. However, many of them got minor spelling problems when trying to speed up the answer, omitted words again. Therefore, this lowered the beneficial percentage when recollecting data. This demonstrated that in this case, they should be working more on understanding what the text informs, instead of what it was looked for superficially in the text. In addition, as there was little time to apply the instrument, there were difficulties such as the pressure to complete the worksheet before the lesson ended. Thanks to the first instrument, it was possible to identify that many students who have reading problems can start by identifying the words with visual examples and then, work in context, so the next indicator that was worked on, was reading comprehension.

In the case of reading comprehension, there were more challenges to overcome, since the students presented difficulties such as writing complete sentences and identifying the plot of the story, individually. However, the most complicated challenge that arose was time, since during the application of this instrument only forty minutes were provided. Therefore, how did this affect it? When developing the activity and the video divided by events, the pressure to complete

four questions, made the students concentrate on only answering what it was necessary or what the text provided. As was mentioned in Chapter II, Spiro (2017) stated that the person who does not read well is in a disadvantaged position, in such a way that it affects their education, as well as work, later. Therefore, the students really need to work on their understanding. This can be achieved with a little more practice with the same approach. It is highlighted that students were given a text with monosyllables and two-syllable words, so it was not a challenge for them to infer what they read, but they did show the same content in their answers. The students did not generate a beginning or end in each sentence and only provided short answers. The conclusion reached had to do with time factor, as it would not be possible to at least establish a good compression strategy, but they did demonstrate the ease in basic questions that required a single information response.

Finally, a third instrument was applied. Such instrument was expected to help students who had problems reading and could not responding extensively. In the same way, they could develop better by having a known topic that they could apply daily (background knowledge). However, during the application, there were language factors, as many gave their answer in Spanish. They understood what it was being asked, but they saw the way to do it in Spanish, making it clear that they needed more than one lesson to develop a concrete answer in English.

5.2.2.2 To apply short syllabic reinforcement reading videos to enhance the main problems and provide a pleasant reading.

In the case of this objective, the use of videos was a fundamental tool during the application of all the instruments, because they not only gave the students a greater accessibility to understand what it was read, but also, they broke the monotonous activities which made the lessons too slow, and added more reading participation as it was not as often applied. Therefore,

in the end some of the categories established in the objective were achieved. First, in the case of the videos, it is essential to propose an initial indicator, which was to show vocabulary, texts, or ideas to relate to a moving visual example within a single video. Therefore, looking for one within the Entertainment video platforms such as YouTube or Instagram did not provide such specific information. As it was mentioned in Chapter II, the idea of reading can be ambiguous, as most of the time it relates to the action of reading, texts, and even the teaching method (Santiesteban, 2021). Therefore, generating a video from scratch was the best option for the students, since the content could be handled according to the order that the teacher wanted the students to learn the vocabulary and reading that they needed to apply the initial objective, an improvement in his way of reading, and within this he could include one or another cartoon that would not distract their main goal when applying the reading.

Therefore, by providing students with material that motivated them, did not make them realize that they were learning vocabulary and expressions that would help them solve the practice, and hence, there was an improvement. However, it should be noted that the practices must be consistent with the level that the students presented in the pre-test, since without this, good support material could not be generated. It is for this reason that it was essential to establish that the text was short at the beginning because the students' response to the pre-test demanded a text of the same level. As a result, there were only misspellings but more participative and excited students to learn vocabulary thanks to the use of an electronic device.

5.2.3 To evaluate the initial reading problems along with the results of previous application videos on a group of fifth-grade students.

In this objective, it was sought to highlight the differences between the problems that were observed when the observation checklist and the pre-test were applied, and in this way, it

could be compared with the results obtained from the application of the videos provided. In addition, this allowed to reach a conclusion more exact of the benefits and failures of each problem and solution provided for this investigation. Initially, it was possible to observe that the students always presented needs for Spanish as their native language; however, the "how" the class was developing initially was a pattern that the researcher had to break and restore with her new methodology. That is to say, at the beginning each student needed to understand what the text said especially if it asked for more than two points to answer. For this reason, the students responded to what it was initially skimmed in the text, and they wrote it exactly as it was written in the reading, as they never generated their own conclusions.

However, with the help of the first video, in which word recognition was worked on, the students saw that the vocabulary in the video would help them to identify the word in the text; therefore, they were able to use it correctly when reading the sentence in practice that initially had monosyllables. Likewise in the case of reading comprehension, the video was an extra mile that allowed students to connect events little by little and finally, to infer the answer that was requested. However, here the need for complete structures in sentences could be reflected since they only responded with words of one or two syllables, and nothing else. Thus, making it more difficult to complete, since they could understand the plot of the story, but did not know how to express it, resulting in literacy problems on more than one occasion, showed in figures 11 and 12.

5.3 Restatement of the Research Question

Having done the data collection and analysis with each of its results, it has been concluded that it is not necessary to change the research question, because there was a noticeable improvement in the students and their corresponding practices. Despite the fact that there were complications due to the fact that they only received pure content in Spanish/English and the

short time provided, the increase in participation, as well as the performance and reaction to the instruments generated that the students developed at least a bit of contextual analysis and more individual work. This was shown on more than one occasion when comparing the results between the observation checklists and their comparative figure. For this reason, the research question remains the same: What is the effect of applying syllabic reinforcement through videos to enhance reading deficiency of fifth-grade students at the Finca La Capri School?

5.4 Recommendations

The following recommendations that will be developed, will help future students, teachers, or any researcher who needs this information for investigative use. In the same way, since this is an educational research, it is expected to provide a better approach to implement within the classroom, no matter the age. The first recommendation goes hand in hand with organizing the time that the researcher will need when starting to apply his/her methodology, since this will generate an amount of time that can be offered, seeing as the school donates the time. Therefore, it is possible to provide several activities that need to be carried out through an outline, so at the time of showing up to the institution, the time requested can be demonstrated in an orderly manner. Furthermore, the researcher must specify an approximate minimum of five days to meet the students, generate good planning, apply the instruments calmly, and cover all the content that is needed, since these minimum details save the research methodology, or it can become a difficult challenge to complete.

As a second recommendation, the level of English of both the students and the material provided, should be analyzed in advance, since, if applicable, the material can be provided according to the limit of the student and where the researcher wants to start. Moreover, the institution provides the time and if it is the case of not having enough, it could cause that not all

practices are completed. To avoid this, an extra observation can be generated on how students develop the skill that the research is based on and use that information to benefit the development of the instruments.

Joining this recommendation with the third, when having a video as a tool to help students, it is important to use that level of the students that was collected in advance and develop it equally in the video. Videos are excellent application implements, but they are better when they are generated from scratch and not compiled from YouTube. In this way, any specific content that the researcher wishes to apply will not go unnoticed, and it can be developed according to the time needed. Most would be leveled according to the needs of the learners and the approach of the future teacher.

Finally, as a last recommendation, the use of video and texts that develop from short words such as monosyllables to longer ones can be useful for skills such as speaking and listening. In the case of Speaking, it generates an example of language development from a beginner level to an advanced level, for example, projecting videos of conferences such as TED Talks, allows students to observe a native person and generates the connection between letter and sound. In the case of listening, any student who wishes to apply an auditory practice can have a visual guide as a reference and connect the event with an auditory narrative, in this way, it is easier for many to infer what the video shows through sound and image.

References

Awang, Z. (2014). *Research Methodology and Data Analysis Second Edition*.

https://www.google.co.cr/books/edition/Research_Methodology_and_Data_Analysis_S/9hscEAAAQBAJ?hl=en&gbpv=0

Bernhardt, E., & Kamil, M. (2022). *Conducting Second-Language Reading Research*. Google Books.

https://books.google.co.cr/books?id=sLhmEAAAQBAJ&pg=PT29&dq=Critical+review+of+reading+model+and+theories+in+first+and+second+language.&hl=es-419&sa=X&ved=2ahUKEwjv_oTz_7H9AhWygIQIHQmTDxMQ6AF6BAgHEAI#v=onepage&q=attempted%20to%20examine&f=false

Bouchrika, I. (2023). Types of Research Design: Perspective and Methodological Approaches.

Research.com. <https://research.com/research/types-of-research-design#4>

Brouwer, N. (2022). *Using Video to Develop Teaching*.

https://www.google.co.cr/books/edition/Using_Video_to_Develop_Teaching/XLRbEAAQBAJ?hl=en&gbpv=0

Chard, D., & Osborn, J. (2018). *Phonics and Word Recognition Instruction in Early Reading Programs: Guidelines for Children with Reading Disabilities*. Reading Rockets.

[https://www.readingrockets.org/article/phonics-and-word-recognition-instruction-early-reading-programs-guidelines-children-reading#:~:text=Effective%20word%2Drecognition%20strategies%20permit,Vanderveld en%20%26%20Siegel%2C%201997\).](https://www.readingrockets.org/article/phonics-and-word-recognition-instruction-early-reading-programs-guidelines-children-reading#:~:text=Effective%20word%2Drecognition%20strategies%20permit,Vanderveld en%20%26%20Siegel%2C%201997).)

Chireac, S. M., Morón Olivares, E., & Devís Arbona, A. (2022). The Impact of Reading for Pleasure - Examining the Role of Videos as a Tool for Improving

Reading Comprehension. *TEM Journal*, volume (issue 1), pp. 1-8.

Duarte Espinoza, I. V., & Rodríguez Cabrera, E. (2022). *Estrategia pedagógica lecto juegos, para el fortalecimiento del gusto y placer por la lectura, dirigido a estudiantes de la sección 5-3, Escuela Jesús de Nazareth, Dirección Regional Enseñanza Liberia, periodo lectivo 2021-2022*. Sede Regional Chorotega, CampusLiberia: Universidad Nacional de Costa Rica.

Duffy, G. (2009). *Explaining Reading, Second Edition A Resource for Teaching Concepts, Skills, and Strategies*. Google Books.

https://www.google.co.cr/books/edition/Explaining_Reading_Second_Edition/B1Fa_yblb9IC?hl=en&gbpv=1&dq=Explaining+Reading,+Second+Edition:+A+Resource+for+Teaching+Concepts,+Skills,+and+Strategies&printsec=frontcover

Easterday, S. (2019). *Highly complex syllable structure: A typological and diachronic study*.

https://www.google.co.cr/books/edition/Highly_complex_syllable_structure_A_typo/GuW9DwAAQBAJ?hl=en&gbpv=0

Elleman, A. M., & Oslund, E. L. (2019). Reading Comprehension Research: Implications for Practice and Policy. *Policy Insights From the Behavioral and Brain Sciences*, 6(1), 3–11.

<https://doi.org/10.1177/2372732218816339>

Ellis, M. (2022). *Primary Sources: Definition and Examples*. Primary Sources: Definition and Examples | Grammarly. <https://www.grammarly.com/blog/primary-sources/>

Flippo, R., & Bean, T. (2018). *Handbook of College Reading and Study Strategy Research*.

Google Books.

<https://books.google.co.cr/books?id=qOcJEAAAQBAJ&pg=PT463&dq=reading+strategies&hl=es-419&sa=X&ved=2ahUKEwijaXv->

[7H9AhVdTDABHf_LAd84ChC7BXoECAkQCA#v=onepage&q=reading%20strategies
&f=false](https://www.google.co.cr/books/edition/7H9AhVdTDABHf_LAd84ChC7BXoECAkQCA#v=onepage&q=reading%20strategies&f=false)

Gardner, H. (1993). *Multiple Intelligences The Theory In Practice, A Reader*. Google Books.

https://www.google.co.cr/books/edition/Multiple_Intelligences/eZQq3z7joHkC?hl=en&gbpv=0&bsq=Multiple%20intelligences

Gedera, D., & Zalipour, A. (2021). *Video Pedagogy. Theory and Practice*.

https://www.google.co.cr/books/edition/Video_Pedagogy/o3gfEAAAQBAJ?hl=en&gbpv=1&dq=video+pedagogy+is+an+encompassing+concept+concerned+with+all+aspects+of+learning+and+teaching+that+may+be+facilitated,+challenged+or+enhanced+by+the+production,+consumption+and+integration+of+any+forms+or+types+of+video+by+both+teachers+and+students.%22&pg=PA6&printsec=frontcover

Gedik, O., & Akyol, H. (2022). Reading Difficulty and Development of Fluent Reading Skills:

An Action Research. *ResearchGate*. <https://doi.org/10.29329/ijpe.2022.426.2>

Hooper, M. (2022). *LibGuides: Primary Sources: Definition & Examples*.

https://libguides.apsu.edu/primary_sources

Jump, J., & Johnson, R. (2023). *What the Science of Reading Says about Word Recognition*.

https://www.google.co.cr/books/edition/What_the_Science_of_Reading_Says_about_W/5wqqEAAAQBAJ?hl=es-419&gbpv=1&dq=word+recognition+author+jump+2023&pg=PA2&printsec=frontcover

Kearns, D., & M. Whaley, V. (2019). Helping Students With Dyslexia Read Long Words: Using Syllables and Morphemes. *Teaching Exceptional Children*, 1,5,11,12.

Küçükoğlu, H. (2013). Improving Reading Skills Through Effective Reading Strategies.

Procedia - Social and Behavioral Sciences, 70, 709–714.

<https://doi.org/10.1016/j.sbspro.2013.01.113>

Lambrou, P. (2022). *Why visual impact is important* / Codehouse.

<https://www.codehousegroup.com/insights/why-visual-impact-is-important>

Lewis, N. (2021). *THE Reading Comprehension: BLUEPRINT*. Paul H. Brookes Publishing Co.

https://brookespublishing.com/wp-content/uploads/2020/08/Hennessy_Excerpt.pdf

Lara, J., Pelika S., Wright J. (2018) STRUGGLING READERS. *National Education Association*. No. 31. pgs.3.

Lima, S. (1981). THE SYLLABLE IN VISUAL WORD RECOGNITION. University of Massachusetts Amherst.

Lynch, C. (2018). *Teaching Reading and Phonics to Children with Language and Communication Delay*. Google Books.

https://books.google.co.cr/books?id=sUlaDwAAQBAJ&printsec=frontcover&dq=teaching+reading&hl=es-419&sa=X&ved=2ahUKewjIjZaX_bH9AhXgjLAFHWPXB-0QuwV6BAgJEAk#v=onepage&q&f=false

McKnight, K., & Hollihan, L. (2018). *Strategies to Support Struggling Adolescent Readers, Grades 6-12*. Google Books. [https://books.google.co.cr/books?id=L-](https://books.google.co.cr/books?id=L-xLDwAAQBAJ&dq=syllables+in+reading+strategies&source=gbs_navlinks_s)

[xLDwAAQBAJ&dq=syllables+in+reading+strategies&source=gbs_navlinks_s](https://books.google.co.cr/books?id=L-xLDwAAQBAJ&dq=syllables+in+reading+strategies&source=gbs_navlinks_s)

Moats, L. (2013, November 7). *The Challenges of Learning to Teach Reading*. Reading Rockets.

<https://www.readingrockets.org/article/challenges-learning-teach-reading>

Müller, B., Richter, T., & Karageorgos, P. (2020). Syllable-based reading improvement: Effects on word reading and reading comprehension in Grade 2. *Learning and Instruction*, 66, 101304. <https://doi.org/10.1016/j.learninstruc.2020.101304>

Oczkus, L. (2018). *Reciprocal Teaching at Work. Powerful Strategies and Lessons for Improving Reading Comprehension*.

[https://www.google.co.cr/books/edition/Reciprocal Teaching at Work 3rd Edition/C_1IDwAAQBAJ?hl=en&gbpv=0](https://www.google.co.cr/books/edition/Reciprocal_Teaching_at_Work_3rd_Edition/C_1IDwAAQBAJ?hl=en&gbpv=0)

Ortega-Ortega, J. A., Apolo Buenaño, D. E., & Erazo Álvarez, J. C. (2022). Desarrollo de la lectura en los estudiantes del tercero. *Digital Publisher CEIT*. Volume 7, pgs. 2-9.

Otobong, E. (2022). *Simple Reading Strategies that Produce A's in any Examination*. Google Books.

<https://books.google.co.cr/books?id=K8VmEAAAQBAJ&printsec=frontcover&dq=what+are+reading+strategies&hl=es-419&sa=X&ved=2ahUKEwjBkZG00KX9AhVsSjABHTfIApgQ6AF6BAgHEAI#v=onepage&q=what%20are%20reading%20strategies&f=false>

Pulgram, E. (2019). *Syllable, Word, Nexus, Cursus*. Google Books.

<https://books.google.co.cr/books?id=zCqLDwAAQBAJ&printsec=frontcover&dq=inauthor:%22Ernst+Pulgram%22&hl=es-419&sa=X&ved=2ahUKEwiTtYj1n7L9AhUmRDABHQ5IDPoQ6AF6BAgIEAI#v=onepage&q&f=false>

Queirós, A. (2017a). *STRENGTHS AND LIMITATIONS OF QUALITATIVE AND QUANTITATIVE RESEARCH METHODS*. Queirós | European Journal of Education Studies. <https://oapub.org/edu/index.php/ejes/article/view/1017/2934>

Queirós, A. (2017b, September 7). *STRENGTHS AND LIMITATIONS OF QUALITATIVE AND QUANTITATIVE RESEARCH METHODS*. Queirós | European Journal of Education Studies. <https://oapub.org/edu/index.php/ejes/article/view/1017/2934>

- Reid, G. (2020, January 22). *Why Some Children Have Difficulties Learning to Read*. Reading Rockets. <https://www.readingrockets.org/article/why-some-children-have-difficulties-learning-read>
- Rosenkrantz, H. (2022, December 15). Strategies to Increase Reading Comprehension. *US News & World Report*. <https://www.usnews.com/education/k12/articles/strategies-to-increase-reading-comprehension>
- Spencer, J., Porath, S., Thiele, J., & Jobe, M. (2020). *Action Research*. <https://newprairiepress.org>.
<https://newprairiepress.org/cgi/viewcontent.cgi?article=1034&context=ebooks>
- Spiro, R., Bruce, B., & Brewer, W. (2017). *Theoretical Issues in Reading Comprehension. Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence and Education*.
https://www.google.co.cr/books/edition/Theoretical_Issues_in_Reading_Comprehens/NGymDwAAQBAJ?hl=en&gbpv=1&dq=Theoretical+Issues+in+Reading+Comprehension+Perspectives+from+Cognitive+Psychology,+Linguistics,+Artificial+Intelligence+and+Education&printsec=frontcover
- Suyadi, N. (2021). *Teachers' Influence in the Use of Syllabic Method to Improve Reading Skill at Class I-B Students SDN 009 Tarakan*. <https://doi.org/10.2991/assehr.k.211219.044>
- Terrell, K. (2023). anime. *WhatIs.com*.
<https://www.techtarget.com/whatis/definition/anime#:~:text=The%20word%20anime%20is%20a,many%20different%20languages%2C%20including%20English>.
- Universidad de Burgos. Servicio de Publicaciones e Imagen Institucional. (2022). *FORDYSVAR Book on specific (PDF) visualización del fichero 9788418465192-*

FORDYSVAR_Book_specific. <https://libros.ubu.es/servpubu-acceso-abierto/catalog/view/32/15/23>

Williams, K. (2022). *Mastery in Reading Comprehension*. Google Books.

<https://books.google.co.cr/books?id=lcY4EAAAQBAJ&printsec=frontcover&dq=what+is+reading+comprehension&hl=es-419&sa=X&ved=2ahUKEwiFxd641qX9AhVmVTABHWz9AEEQuwV6BAgFEAk#v=onepage&q=what%20is%20reading%20comprehension&f=false>

Zikl, P., Košek Bartošová, I., Josefová Víšková, K., Havlíčková, K., Kučírková, A.,

Navrátilová, J., & Zetková, B. (2015). *The Possibilities of ICT Use for*

Compensation of Difficulties with Reading in Pupils with Dyslexia: ELSEVIER.

Annexes

ANNEX 1

LESSON PLAN.

Institution: Finca La Capri School.

Teacher: Raquel Chaves Sánchez.

Topic: Pre-test.


Time: 40 minutes.

Grade / Level: Fifth grade.

Objectives	Activities	Procedures	Materials	Time	Evaluation
To identify the reading problems that most affect students.	Students will fill in the blank with the missing word of some sentences of a short text about oranges	The teacher will give them a short informative text about oranges. Students must read the text and fill in the blank of 5 sentences with the missing word. The teacher will take notes of all behavior shown by students and the fluency with which they read.	TV and music player	20 minutes for the video, 20 minutes for the practice.	Check all the answers.

Oranges

Oranges grow on trees. They are a type of fruit. The orange tree is a fruit tree. Oranges are extremely healthy. They have a lot of *Doctor Tanny* vitamin C. In Thailand many people drink fresh orange juice every day. It tastes very yummy. I prefer 100% freshly pressed orange juice with no added sugar. It is healthiest.



1. Oranges grow on _____.
2. They have a lot of _____.
3. Many people drink fresh _____ every day.
4. Oranges are extremely _____.
5. They have _____ vitamin C.

ANNEX 2

LESSON PLAN.

Institution: Finca La Capri School.

Teacher: Raquel Chaves Sánchez.

Topic: Word Recognition.

Time: 80 minutes.

Grade / Level: Fifth grade.


Objectives	Activities	Procedures	Materials	Time	Evaluation
Recognize the different words that included in the videos.	Students will complete a short practice filling the	In the first part, the teacher will give an introduction of what they will	TV and music player	20 minutes for the video, 20 minutes for the practice.	Check all the answers.

	blank with missing word	see in the video, that is, a demonstration of different words about family, house, rooms, among others, that include a video as an example. Moreover, it will provide them a short text about a house. After that, they have to complete some sentences that were mentioned in the text, and fill in the blank with the			
--	-------------------------------	---	--	--	--

		corresponding word.			
Identify the words in the text.	Students will mark the correct word according to the information in the text.	Students will watch a short video that will show different words such as noise, dream, palm trees, among others. Then, they will complete a one-answer practice which will help them demonstrate good recognition of the information provided in the text.	TV and music player	20 minutes for the video, 20 minutes for the practice.	Check all the answers.

My House

My family lives in a house.
 Our house is very nice.
 It has two bedrooms.
 We cook and eat in the kitchen. We watch TV in the living room. My favorite room is my bedroom. I like to read books and do my homework in my bedroom.



1. My family lives in _____.
2. Our house has two _____.
3. We cook and eat in the _____.
4. We watch TV in the _____.
5. My favorite room is _____.
6. I like to _____ and _____
in my bedroom.

Pamela's Dream House

Pamela lives with her mother close to the city, where all the dogs, cats, cars, and buildings make too much noise, and she always had headaches at the end of the day. The nights are peaceful since there is no sound at all that surrounds her, but she always expects the next day is going to be better than the last.

She always prays every night for a house that allows her to be away from that noise and close to the seashore, so she can hear the waves in the morning. The house must be white and with sea shells at the entrance, with a message made by them that says: "Welcome". She wants her home to be surrounded by palm trees so she can bake some coconut-based desserts.

Pamela knows that to achieve that house she must work hard and save money, so she will be able to get out of the noise of the city. And his main motive will be his dream house.

Circle the correct answer.

1. Who lives with Pamela?
 A) Her mother B) Her dogs C) Her cats
2. Where Pamela does want to live?
 A) Close to the seashore B) Close to the city C) Close to a farm
3. What color is Pamela's dream house?
 A) Black B) Yellow C) White
4. What trees were mentioned?
 A) Oaktree B) Palm tree C) Pine tree

ANNEX 3

LESSON PLAN.

Institution: Finca La Capri School.


Teacher: Raquel Chaves Sánchez.

Topic: Reading Comprehension

Time: 40 minutes.

Grade / Level: Fifth grade.

Objectives	Activities	Procedures	Materials	Time	Evaluation
To analyze different ideas within the text.	Students will complete a short practice answering some questions about the tex.	In the first part of the class, students will watch a video that will show images and videos that narrate the development of the story in parts. Then they will complete a small practice which consists of answering the information that is requested according to what was narrated in the text.	TV and music player	20 minutes for the video, 20 minutes for the practice.	Check all the answers.



Tim has a dog named Max. On Monday, Tim left the gate open and Max got out. He was lost. Tim looked for Max at the park, but he was not there. Then he looked for him by the lake, but Max was not there. Tim found Max at the pumpkin patch. Tim hugged Max when he found him.

1. What is Tim's dog's name?

2. What happened on Monday?

3. Where was the first place Tim looked for Max?

4. Where did Tim find Max?

ANNEX 4

LESSON PLAN.

Institution: Finca La Capri School.

Teacher: Raquel Chaves Sánchez.

Topic: Background knowledge.

Time: 40 minutes.

Grade / Level: Fifth grade.

Objectives	Activities	Procedures	Materials	Time	Evaluation
To analyze the information in the text based on own experiences	Students will complete a short practice answering some	Students will watch a video that will demonstrate that will provide vocabulary with about water and how to take care of it. After that, students must complete in pairs three questions that ask for	TV and music player	20 minutes for the video, 20 minutes for the	Check all the answers.

	questions about personal experiences.	information seen in the text.		practice.	
--	--	-------------------------------	--	-----------	--



Water

Every day we waste a lot of water and food. Water, in particular, is a renewable resource but it's also limited. We can find, purify and package it, but we can't produce it! No life is possible without water. Saving water means protecting life on earth and gives us the chance to provide food and water for people who don't have enough.

How can you save water?

Why the water is important?

How do you use water?

ANNEX 5

LESSON PLAN.

Institution: Finca La Capri School.

Teacher: Raquel Chaves Sánchez.

Topic: Post-test.

Time: 40 minutes.

Grade / Level: Fifth grade.

Objectives	Activities	Procedures	Materials	Time	Evaluation
To apply good use of word recognition, reading comprehension, and background knowledge	Students will complete a short practice about a text about two students.	Students will complete a two-text reading that presents seven questions about information from two different students, demonstrating good reading, data analysis, word recognition, reading comprehension.	Paper and pencil	40 minutes	Check all the answers.

School



Read the passages and answer the questions.

Hello! My name is Peter. I am eight years old. I go to school in Hong Kong. I study six subjects. They are English, Chinese, maths, science, Art and PE. I love Chinese. It is my best subject. I like English too! However, I don't like maths. It is my worst subject. I think maths is very difficult.



Hi! I'm Kimmy. I'm ten years old. I go to school in Japan. I like school because I enjoy learning new things. My favourite subject is Art because I love to draw pictures, especially cartoons. I like English but I prefer Japanese. My best subject is music. I always get high marks in my tests.



- How old is Peter? _____
- Where does he live? _____
- Which subject does Peter like best? _____
- Why does Peter not like maths? _____
- Where does Kimmy live? _____
- Kimmy hates Art. True or false? _____
- Which subject does Kimmy prefer, English or Japanese? _____