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**Thesis Submitted to obtain the Bachelor's Degree in
English with Emphasis in Teaching**

**EVALUATION AND EFFECT OF USING
SHORT READINGS AS A STRATEGY
TO IMPROVE VOCABULARY ACQUISITION
IN FIFTH GRADES AT
DR. CARLOS LUIS VALVERDE VEGA
ELEMENTARY SCHOOL
DURING THE III QUARTER OF 2019**

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Dedication

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Abstract

The focus of this research was to develop techniques in order to improve vocabulary acquisition on fifth graders who have a lack of knowledge in this field. This purpose was reached by the use of Short Readings as strategy, as it has been seen that the conventional methods applied have lost effectiveness and its results were boring for students. The researcher wanted to innovate the strategy with a technique that could result interesting for those students.

First at all, the researcher did a questionnaire to get the students' opinions about the performance of the English lessons and to know about the main problems they had about vocabulary acquisition and reading. Also, the researcher applied a questionnaire to the leader teacher in order to get his opinion about his teaching experience, and the strategies he applies in class. Second, a pre-test, which measured their level in vocabulary and reading. Third, the method used was Short Readings in which the researcher emphasized vocabulary meaning to develop a better reading comprehension and lexical into students. Finally, students did a post-test to evaluate their knowledge in reading comprehension and semantic lexical after the application of Short Readings to improve vocabulary.

The findings for this inquiry were very satisfactory. The techniques mentioned above helped satisfactorily fifth graders to improve their vocabulary in the target language English. In addition, it created a gate to introduce other techniques to teach creatively, and thus, to get the attention and interest of the students.

Resumen Ejecutivo

El objetivo de esta investigación fue desarrollar técnicas para mejorar la adquisición de vocabulario en estudiantes de quinto grado los cuales demuestran deficiencia de conocimiento en este campo. Este propósito se logró mediante el uso de Lecturas Cortas como estrategia, ya que se ha visto que los métodos convencionales aplicados han perdido efectividad con el transcurso del tiempo y resulta aburrido para los estudiantes. El investigador quería innovar con una técnica que pudiera resultar interesante para los estudiantes.

El investigador primero aplicó un cuestionario para obtener las opiniones de los estudiantes sobre el desempeño de las lecciones de inglés y para conocer los principales problemas que tienen en cuanto a la adquisición de vocabulario y la comprensión de lectura. Además, el investigador aplicó un cuestionario al Teacher de Inglés para obtener su opinión sobre su experiencia docente y las estrategias que aplica este en clase. En segundo lugar, una pre-test, que mide su nivel de vocabulario y lectura. De tercero, el método utilizado fue Lecturas Cortas en las cuales el investigador enfatizó en el vocabulario y su significado según el diccionario, para desarrollar una mejor comprensión lectora y léxica en los estudiantes. Finalmente, los estudiantes hicieron una prueba posterior para evaluar sus conocimientos en comprensión de lectura y léxico semántico después de la aplicación de lecturas.

Los resultados de esta investigación fueron muy satisfactorios. Las técnicas mencionadas anteriormente ayudaron satisfactoriamente a los estudiantes de quinto grado a mejorar su vocabulario en el idioma inglés. Y, crea un portillo, para introducir otras técnicas para enseñar creativamente y así atraer la atención y el interés de los estudiantes.

CHAPTER I

INTRODUCTORY FRAMEWORK

1.1 Problem Statement

English is around the world a language of international communication. Thus, millions of people all over the world are learning English. It does not matter their cultural background or religion. Nowadays, for globalization it is necessary to interact with people around the world. It can be for cultural aspects, for work, study abroad, cultural interchange or tourism. The learning a second language has been taking a relevant importance every day.

For instance, to learn a foreign language is extremely important. More people are using a second language, especially English, to communicate and interact in person or digitally. Moreover, to learn a second language in the early years of life is huge relevant in a world dominated by the constantly changes in all the areas. English has become the language to have access to communicate international and intercultural in an extensive among of countries.

The main purpose of this investigation is to contribute to fifth grades in the Dr. Carlos Luis Valverde Vega elementary school in San Isidro de El Guarco, Cartago to develop their knowledge in vocabulary as EFL learners. For this investigation, the target language is English. The principal skill to reach and develop is the reading comprehension. Thus, they can get the enough learning to face the continuous challenges they have to face in the school. Furthermore, they will be getting more preparation for the next stage of life as students, that is the incorporation of many of them, into a high school institution.

Nowadays, the majority of fifth graders at elementary school Dr. Carlos Luis Valverde Vega, present many difficulties to elaborate a worksheet or exercise and give a correct answer

to the class work. According to the respective class observation made to fifth graders, many of them do not have the capacity to be considered as A2 learners according with MEP program for elementary schools in II Cycle, and their major objective to achieve an A2 proficiency. MEP Program for Second Cycle (2016) mentions, “it is expected that progressively the learners will reach level A2 at the end of Second Cycle” (p.5). This information is based on the program designed for these grades, and it is part of the old program.

MEP (2016) declares, “In, 2008, English was declared a national interest to improve country’s competitiveness to bolster the productive sector (decreto ejecutivo 344 MEP-Comex, La Gaceta N° 61, 2008) (page 4). This fact given by the Costa Rican government gave a huge importance to learn English. It is important to analyze our students’ achievements as ESL. In addition, it is important to recognize that many of them do not have the enough academic knowledge to achieve the MEP purpose. Besides, another point to be analyzed is the lack of motivation students have to improve their learning. This is reflected in the low grades resulted due to class work, in both written and oral tasks.

During a previous observation, it was highlighted that many learners did not do or completed correctly the assignments given by teachers. Part of the class showed a kind of bewilderment during the class performance. Meanwhile, some students worked on the task (few of them, around five students out of 29 students), the rest of the class was disturbing the lesson work and the teacher’s work. At the end, the students who did not attend the classwork properly simply copied the responses from another classmate who eventually finished the task correctly given by the teacher.

Dörnyei, Z. (2009) declares, “Motivation has been widely accepted by both teachers and researches as one of the keys factors that influence the rate and success of second/foreign

language (L2) learning” (p. 117). Is motivation the engine elementary students need to impetus their learning? As well as it helps, student need to keep working and carrying their knowledge systematically. Thus, motivation might produce the increasing of their English language proficiency. One of the points to arrive with this investigation, it is to inject that impulse to fifth graders in order to learn English throughout short readings. At the same time, fifth graders will enlarge a vast of vocabulary that they will store and daily use.

According to MEP (2016), it is important on designing an articulated English language curriculum from preschool to high school that responds to workplace needs in the global context (p. 5). Actually, Costa Rican government wants to guarantee that students from all levels, in both elementary schools and high schools, will reach their goal on having students with an excellent level of English proficiency. Educative authorities are working on getting better academic curriculums. Furthermore, MEP (2016), has taken the following steps to towards increasing the English Proficiency of both teachers and students (p. 4).

The steps that are been taken into consideration are the implementation of international bands as TOIEC, CEFR and TOIEC Bridge test. Is here where this question arises, How does the implementation of short readings and passages increase vocabulary knowledge in fifth graders at Dr. Carlos Luis Valverde Vega Elementary School during the III Quarter of 2019?

1.2 Objectives of the Investigation

General objective

- To investigate the effectiveness of short readings as a strategy to improve vocabulary acquisition in fifth graders at Dr. Carlos Luis Valverde Vega Elementary School during the III Quarter of 2019

Specific Objectives

- To identify students deficiencies in vocabulary acquisition
- To apply short readings as a strategy to improve vocabulary acquisition in fifth graders at Dr. Carlos Luis Valverde Vega Elementary School during the III Quarter of 2019
- To evaluate the results of using short readings as a strategy to improve vocabulary acquisition in fifth graders at Dr. Carlos Luis Valverde Vega Elementary School during the III Quarter of 2019

1.3 Justification

Despite of, fifth graders are taking English lessons since they have started the elementary school in first grade. The average of students at School Dr. Carlos Luis Valverde Vega do not accomplish the goal on having a proficiency English level of A2 as the MEP program (2016) requires.

Consequently, these fifth grade students are not filling the expectations to become competitive enough in comparison to students from other public and private institutions. They are having a considerable disadvantage with pupils from other educational institutions taking into account that they are almost finishing their primary education, and these learners are in the doors of applying admission tests depending on the secondary education.

Definitely, the students and their parents must take highly serious-minded these children's learning process as L2. Specifically, because learners have a substantial lack of unawareness especially in vocabulary. As a result, their performance as L2 is simply lower if a comparison is made with students that are studying in the same elementary school level. Indeed, they do not show an advance or progress in the other English skills such as speaking for example. This final point is presented the moment learners demonstrate a lack of ability to communicate with others orally.

As an important fact, students can improve the other two English skills, such as writing, with the advantage that they can progress at the same time their spelling. Moreover, their ability to hear and recognize words will help them recognize the pronunciation of words previously studied in the short readings. Consequently, students will feel motivated to follow and increase their learning process as ESL.

For this reason, during the research students could experience a different methodology in contrast to the one they normally experience in their routinely English lessons. In addition, learners can experience a dynamic method to enhance their knowledge in both vocabulary and reading comprehension, and a methodology that will be developed into small groups of around five students per group. This final point might help the researcher to manage the group better.

During the research, the researcher discerned many factors that can affect the output of the students. Thus, this research seeks to change the way in which fifth graders can develop

their reading skill; and, at the same time, learners can achieve knowledge in vocabulary. In addition, with this investigation the researcher wants to transform the obstacles and negative factors into positive results and opportunities to help fifth graders to increase in value as ESL. At the end of the investigation, the researcher-teacher will be testing the academic strategy. Also, to evaluate if students increased their English level at least to the Basic Level. Consequently, from this work, learners will have more opportunity to access for better options to continue their high school studies, and to be prepared the moment they take admission tests when they apply to any secondary institutions that requires it.

1.4 Antecedents

As was mentioned previously, the topic about to introduce short readings as strategy to improve vocabulary and reading comprehension, has the intention to create a methodology in fifth graders at elementary school Dr. Carlos Luis Valverde Vega to enhance their English proficiency in vocabulary. Because of that, after several class observations, the researcher noticed that they have emptiness of vocabulary knowledge in their class performance based on different results of class work and tasks applied on written and oral work.

Nowadays, upper-elementary students have many distractors as cellphones, tablets, laptops and others. As a result, teachers need to implement new teaching methods in order to catch their attention. Therefore, it is necessary to investigate, implement modern and creative strategies to be succeed in their purposes as teachers. According to Piontknoski and Calfee (1979), “attention is essential for learning. It is hard to believe that the student who disregards instructions will benefit from it.” (p. 298). For this reason, teachers must be engaged on looking for new strategies in order to keep the interest of their students in a higher level.

With all the information collected from different thesis that served as a reference for this investigation, the information gathered such as the objectives of the research, scope and others were taken into account as a guidance for the researcher. In addition, conclusions and recommendations made by the different investigators were also points of view used as reference for the current work.

An important thesis taken into account was the one produced in Tokyo Woman's Christian University by Sato, F. (2012) with the title "Vocabulary Acquisition through Extensive Reading". With this thesis, the author analyzed the need to provide learners with abundance of material to develop their reading skill (p. 64). The author researched that reading habits increments the word knowledge straight through a mental process named "subconscious incidental acquisition" (p. 4).

With this literature review, the author analyzes the research of incidental and intentional vocabulary acquisition thorough extensive readings and the incorrect ways departments such as Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan decided the guidelines to choose textbooks used in Japanese Junior and Japanese senior high schools. Sato, F. expresses, "is about half the size of one average paperback" (p.53). Consequently, this fact affects the performance of the L2 students in this country.

The author also emphasizes that extensive readings is not seem in Japan like a pedagogic method to teach a second language. Despite of, it is a huge necessity to widen the reading skill into the students. Many teachers have been feeling resistance because this method has taken more time into the curriculum and the class realization.

In addition, an article by Ferrer, E. and Staley, K. (2016) from the Universidad del Norte, Barranquilla, Colombia for The Catesol Journal talks about the plan to create a reading

plan for students of a EFL program. The purpose of the investigation was to enhance and motivate students to read with a creative plan that does not only develop into the students literacy skills. The purpose is to form students with a critical-thinking by allowing them to lead activities in the classroom that creates a richer experience understanding of the readings. Moreover, it is important to implement collaborative work between class peer and teachers.

The investigators used extensive and intensive readings for the inquiry with a variety of texts for the students chosen based on their personal interests. This fact allowed the literary exploration of literature according with their likes. The results were very positive for the EFL students. Students learned to work collaboratively with other partners when analyzing those texts.

Some of the activities that were put into practice for this inquiry were: role-plays, artwork, give more time for speaking activities (about the text), jigsaws, class worksheets, and among others. Also, teachers assigned individual tasks that consisted in a deep analysis of the main themes of the readings. During the process of this investigation, it was of enormous importance the feedback between teacher and students. The idea was as much a teachers has to know their students can create, share and exchange ideas and materials for the students' profit and fulfill their needs.

On the other hand, another investigation to take into consideration was the one produced in the Universidad Internacional de las Américas (UIA) by the student González, J. (2013) who wanted to investigate new ways to introduce English to ESL/EFL students. The author obtained positive results with authentic material to attract the students' attention; and therefore, create lessons that are more effective. Moreover, the authors talks about giving teachers a method with an extensive branch of teaching options activities to be used in the classroom.

With this investigation, González (2013) also recalls the importance of keeping the motivation into students. In addition, to keep students reading as long as they can because they only take few minutes to practice this skill. Definitely, reading should be a skill that takes more time until it turns into a habit. Meanwhile, the teacher can keep the motivation of the class, and avoiding misbehavior.

González (2013) concluded that the use of authentic material in the classroom helps to implement a variety of activities in which both teacher and students will feel more identified; Even better, if both participants work together in order to research the materials to be read, and also if they take into consideration their likes. Besides, the author focused in the daily practice of reading with short readings as homework. The next step is to bring a brief presentation of what they like or not based from the reading.

The thesis produced by Calderón, I. (2017) that has as a title “Implementation of Reading Comprehension Strategies at Saint Michael School in Desamparados during the Second Quarter of 2017”, contributes for the current investigation.

According to Calderón (2017), the purpose during the study was to structure more efficiently the current methodology applied by schools. Those structures are activities to encourage students to get more interested in learning by kinesthetic techniques as a way to keep the kids in constant movement. Also, the inclusion of musical activities to keep their attention actively and using the visual intelligence qualities to growth some kind of passion in both students and teachers.

In the study, Calderón (2017) investigated about how to influence the future success of the students with the self-improvement by analyzing the methodology used in the lesson performance. Due to that, during the investigation the author demonstrated that students had not reached the required level in English as the MEP program stipulates. Calderón

exemplified their thesis with tenth grade students who have not executed a well-composed sentence yet. Learners demonstrated many difficulties when they have to pronounce a word or set of words.

In addition, Calderón (2017) focused on how teachers can make the difference with their students on getting good results by improving reading skills and all the factors this area involves by itself as vocabulary, spelling and comprehension. Thus, the teacher could create a kind of self-confidence in the students and to break part of the several fears that students feel when they have to face a second language.

During the investigation, Calderón (2017) concluded with the necessity of students to read more in the target language in order to acquire an extended bank of vocabulary; moreover, to obtain at the same time writing skills joined with a better ability in reading comprehension. In addition, the author sums the necessity to implement other techniques and tools inside the classroom to practice vocabulary and reading. Thus, both teacher and students can reach the main goal that is to understand and put into practice the target language.

1.5 Scope

This research requires the collaboration of upper-elementary school students (11-12 years old) in order to enhance their reading skills throughout short readings. Therefore, the learners might be able to increase the level of understanding and concentration during the process. If the EFL students are were able to intensify his or her reading skills, consequently, they can create a bank of new words in their mind at the same time. Furthermore, it is important to mention that when acquiring new vocabulary, it is not just simply getting new single words. When you learn vocabulary, you can also come to include into your lexicon

phrases as “Good morning” or “You are welcome”, which are part of both, spoken and written English language usage.

The target population for this research are the fifth grade students from Dr. Carlos Luis Valverde Vega Elementary School in Cartago. This portion of the school population is almost nearly to end their elementary education, enter, and begin the secondary education according to MEP guidelines. Thus, the investigation seeks to help them to face up the next phase as students and all the challenges that this stage entails.

The investigation will be carried out during the III Quarter of 2019 in San Isidro de El Guarco, Cartago. The school population has been classified as high risk for the MEP because of the position of this town. The community presents problems such as drugs, a high level of unemployment, family breakups and single-parent families having the mother as the head of the household. Besides, it also offers parents who have to work for long hours out of home, and their children staying with other people as a daycare during the day. Many of these students have several behavior problems as defy authority, disorders in the classroom, speak very aloud and among others.

Because of the current methodology used by the head teacher in this school does not bring positive results, it is possible that the material provided will not help students to enhance vocabulary in the target language. Furthermore, it also produces lack of interest that is demonstrated by students during the English lessons. In addition, the constant interruptions caused by their bad behavior collaborates with the obstacle of not learning as expected. With the current research, the researcher has the intention to catch the students’ attention and to engage those students to learn English.

Chapter II

Theoretical Framework

To start an investigation project or research, it is important for researchers to select the techniques and approaches that will be used during the whole process. In brief, these methods will guide the research and the researcher and gather information on how students show improvement before, during, and after the investigation. Therefore, chapter three attempts to describe the methods chosen by the investigator, as well as a detailed description of the institution and population involved.

Hernández (1991) reported that the next step to introduce an investigation after the objectives and an investigation query is to develop and support all the information through theories (p. 52). The purpose of this chapter is to examine previous studies or researches about the effect of reading methodologies. These investigations will help to respond the research question and will be use as reference for future inquiries relatives to this topic.

2.1 Antecedents

Learning a second or third language might turn into a significant or a big challenge for people of any age or level. It also has an implication in which the learner has to learn and adopt a new way to see the world. As much a person grows up, it processes turns up more difficult especially when learning a foreign language, which implies to memorize many new words. Sometimes it is hard to remember and put into practice. However, it is not impossible or unattainable.

There are many learning techniques to put into practice when learning a foreign language. Many bilingual people around the world learn by different strategies, which facilitates their memorization of data in her or his brain. Particularly, after the 21st century, the acquisition of vocabulary has assumed a more important role in learning a second language (Lewis, 1993, cited by Sökmen, 2006). Thus, with this emphasis, nowadays teachers have the challenge to create and find strategies in order to guide students the storing and retrieving of words in the target language. Also, to be the pioneer in their education and personal progress.

2.1.1 English teaching in Costa Rica

In 1995, it started the “Programa de Estudios de Lenguas Extranjeras para el Desarrollo (PROLED) in Costa Rica. According to the document titled “La Política Educativa hacia el Siglo XXI: Propuestas y Realizaciones”, published by the Ministry of Education during the government of José María Figueres Olsen (current president during the period 1994 – 1998) and being Minister of Public Education Eduardo Doryan Garrón, it emphasized in the necessity to brake the gap between public and private education. In order to accomplish this purpose, it turned necessary to promote the teaching and learning process of English in the public schools of the country. The reason was to pursue an economical and cultural integration of Costa Rica with the national community. In addition, to offer better opportunities of study and work, so in that way a better equality of opportunities will be given to the citizens.

The document “La Política Educativa hacia el Siglo XXI: Propuestas y Realizaciones”, mentions that Costa Rica is in a strategic juncture due to the many multinational companies investing and installing their factories in the country. Based on these details, new professional in the nation require a preparation in the technical area, computer science, technology and a command of one or two foreign languages.

At the same time it was created “La Política Educativa hacia el Siglo XXI: Propuestas y Realizaciones”, which appeared with important curricular modifications in certain areas of the Costa Rican educative system. These changes happened especially at university level. Universities around the country modified their curriculums through the new requests demanded by the multinationals recently installed in Costa Rica. Careers such as: Computer Science, Industrial Engineering, Business Administration, started to grow on these institutions and on their new curriculums appeared many courses for the learning of English.

As an example, the “Instituto Tecnológico de Costa Rica”, with the aim to contribute with the economical development of the country, modified some careers. The Business Administration career stopped offering just two English six-monthly courses to seven courses. All these courses now were designed with an emphasis on conversation and technical vocabulary specialized on that area. It is really important to observe how inside the new economical context the country was in that moment, the English teaching gathered a particular importance, perhaps as never before in history. In addition, the statewide universities opened English conversational free courses in order to train the national community in the learning of the foreign language. Furthermore, this trend appeared with the same aim on private institutes, schools and high schools.

After the coming of multinationals in Costa Rica, the learning of English became a truly necessity for every person who wanted to enter on the new labor environment. During the 90’s with more than 100 multinationals in the country, was the proof of the importance that learning English became fundamental. The teaching of the foreign language became mandatory on schools. It became more real with the decree pronounced after the commercial deal between Costa Rica and The United States of America. At first, the lack of personnel qualified to attend English courses made no success.

A second chance came during the years 1982-1983 with a project in charge of Professor Gloria Wallace with a group of children from “Escuela República de Argentina” in Heredia. Unfortunately, the project did not last too long. A third opportunity arose in 1989, when the Ministry of Public Education implemented English courses on some public schools around the country. The courses were taught by newly graduated American teachers with the support of Peace Corps volunteers from the program World Teach, coordinated in that moment by Harvard University. Again, it did not work.

The fourth chance corresponded to the years between 1990-1994. A project designated to the touristic areas of the country based on teaching this second language to first and second cycles was presented. Sadly, this initiative did not have acceptance. Finally, on July 1994 started the “Programa de Lenguas Extranjeras” which was supported on the teaching and learning process of English, French and Italian on elementary school. Since today, the program continued its growing, and nowadays it is a reality to have coverage of practically the 100% percent of English teaching at schools all over the country.

2.2 Literature Review

The purpose of this section is to analyze how researches about the reading skill have changed over the course of time as well as provide support to the topic under investigation. The researcher based the current research on the following theories.

2.2.1 Vocabulary Input through Extensive Reading

According to Sato (2012), reading written texts are huge enough important for ESL learners because it is a way to develop an extended knowledge of vocabulary to communicate beyond basic states, academic texts or other professional settings. The main purpose is to

obtain language only if we can understand the written or spoken message, and extensive readings allow achieving it through reading extensively. Consequently, the learner can improve the quality and quantity of the reading skill.

Another advantage on using extensive readings in order to increase the lexical into L2 students is that the learner could get the autonomy. Hence, students could have the opportunity to select the kind of readings and the purpose to read it. Equally important is the pleasure the learner obtained through the readings; and at the same time, the whole benefits for vocabulary learning. The reason is L2 students garner substantial vocabulary because of being enthusiastic with expository or narrative books or articles to mention as example. (Sato, 2012).

Furuta (2012) assumes that extensive reading can enhance not only reading skills but also other skills such as writing and listening skills (p.1). In the writing part, L2 students are creating the ability to recognize more sign vocabulary, which is crucial to develop the fluent reading competence and the writing competence. Consequently, L2 students tend to write more correctly and learn to use in an appropriate way the meaning of the words gathered by the extensive reading. In the listening part, they learn new words with different phonemes and pronunciation as the L2's native language.

According to Furuta (2012), vocabulary acquisition merits special mention to apply extensive reading. In a research about L1 learners who read extensive reading in their native language, they acquire most vocabulary with this method rather than direct instruction. Furuta adds that it is more reasonable to suppose that native speakers learn a vast amount of words by being continually exposed to input extensive reading, and the same happens with L2 learners who get more vocabulary by the “extensive readings rather than direct instruction” (p. 2).

Consequently, the constant practice of the reading and so on the extensive reading is markedly important when someone wants to learn a L2 language. However, the target

language is the most relevant and create the habit of reading in the L2 students. As a result, throughout the extensive reading, L2 students can have a positive impact in their learning process.

2.2.2 Short Readings Project

The Short Reading Project was a study made by a web page company English Trailers who joined with other web sites dedicated to language learning enabling students, either autonomously or in a CALL classroom, to study English via movie commercials. The main web page that performed this inquiry was the one with the access www.english-trailers.com. They take part in with other multimedia-based English and a vast of teaching English web sites. The study had been applied to 119 participants in the year of 2003.

The study consisted in 15 short reading based on 10 trailers. The authors of this research chose around 112 words from the trailers that they previously had elected. The purpose with these 112 words was to expose the learners six times to the target vocabulary. The steps for this inquiry was to bring the reading comprehension exercise to the learners, clarify the doubts about the vocabulary comprehension and finally viewed the trailers at minimum six times.

During the study, the researchers could analyze, at the same time with a pedagogical point of view, the literature learning strategies on a L2. It was assessed by the reading and vocabulary comprehension skills. To get the conclusions of this examination the researchers pre-teach the 112 words and its meanings. The researchers introduced these words into the 15 short readings. The objective was to recycle the words as much as possible into the 15 short readings. Thus, the participants could feel acquainted when they watch the trailers.

At the end of the analysis, the results of this testing phase were satisfactory for the producers. The methodology of teaching previous vocabulary in readings, and to expose the

L2 learners before to the video trailer was simply effective. Along with that, the usage of short readings gave as a result a significant increase in score in the 119 participants of the study.

2.2.3 Introduce English through the use of authentic material

For the use of authentic material in the classroom, Anthony (2006) wrote, “the student benefiting from the exposure to real language being used in a real context” (p.60). Every day, people are exposed to reading in a conscious or incidental way. There is a reason when the action of reading starts and it is closer with the purpose of the reader. It really depends on the every day-to-day necessity of the reader.

Anthony points that reading can have three main purposes: *for survival, for learning or for pleasure*. (p. 61). However, one of the purposes, and one of the roles of the teacher today, it is to bring the correct material to students. It might show how the target language is used and how it works in the current world, so that learners can understand the L2 function better. Following both participants (teacher and student), they can reach the previous goal, which is the learning of the target language.

Reading for survival, it is a response to a necessity of daily life, in which the reading is looking for information or the reader is responding to an action from the environment in that moment. When the reading is for pleasure, the reader decides to do it, without any pressure, so it becomes enjoyable. Lastly, reading for learning is performed with the intention of acquiring some kind of knowledge, and it is almost the time aimed by a teacher who follows a previous objective.

Anthony (2006) reported that when using authentic materials, learners are highly motivated and gives them a sense of achievement when understood and encourage further reading (p.60). The L2 students should be feeling enthusiastic in every lesson and this could

be possible if the teacher provides authentic material. As an example to illustrate this final point, the texts appear into scene as a versatile and opportunities provider to develop other language skills. Today there are a widely amount of types of texts that help teachers in their job, but also, and it is more important to keep a higher motivation in their L2 learners. Some examples to mention that might help professors during this process are: magazines, TV cable programs or some kind of digital platform such as Netflix, movies, songs, literature, Internet, newspapers, comics and many others that can be mentioned as resources of authentic material to learn a second language.

At this time, it can be defined that authentic material is all the material that is relating to “...*real-life text, not written for pedagogic purposes*” Wallace (1992, quoted by Anthony, 2006). In other words, it is all the digital or printed material that was written for native people of the target language, whose purpose is to communicate feelings, experiences or real life situations. This material had been written in formal or informal language, according to the need or desire of the writer.

On the other hand and in accordance to Anthony (2006), non-authentic material is “The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of “false-text indicators” (p. 61). In these kind of texts, they were created for language learning purpose. In relation to the grammar, the order and the structure of the sentences must be perfect. In addition, the performed questions needed to be answered in a complete form. Moreover, repetition in the grammatical structures is an extremely important requirement when the writer creates written material.

In the non-authentic written materials, the author does not reflect the real world. If the objective is to improve the reading skills, this an incorrect strategy to put into practice for L2 learners. Nevertheless, it is greatly important if the topic to study is the grammar structures of

the target language. The non-authentic materials do not have a close relationship with the own experiences of the learners as well as L1 speakers. Also, they could not react like the L1 speakers react in real life situations.

At the present time, Internet is a substantially authentic material resource. In fact, it is accessible for everybody. It is updated constantly with the current topics and world situations. It is a cheap resource than many others such as the magazines and books. Furthermore, it is easy to access, and its use is unlimited. The user can reach many web pages with a vast and variety of information and material. Students can enter to Internet in the classroom the moment the teacher requires it, and it is an outside classroom tool.

Internet is a remarkable resource that students can take advantage of when travelling in means of transportation like bus, car or train. In addition, when pupils are in their houses, it is a great opportunity to practice during the day or night. Moreover, learners can practice during the class time, in school libraries or public places, wherever they want and need. The variety of topics to read will result in a very attractive manner for them to start the habit of reading.

2.2.3.1 Use of recycling words

Word memorization is pretty important in the process of learning a second language. It procedure seems more easily when words are recycling regularly. Meaningful activities performed to practice vocabulary provide the apprentice opportunities to memorize those words effectively as other methods. There are many activities that help, and at the same time involve learners in thinking about the words. Besides, it produces the effect of making decision about the words. Thus, pupils can remember their meaning and form effectively. (Saeed, 2007).

Luton (2005) claimed that “Current research suggest that vocabulary acquisition is enhanced by exposing students to multiple context” (p.1). The rise of successful goals when the teacher has decided to use recycling words as a technique of enlarge the lexical in their students and to get academic material that covers different topics to illustrate the usage of the target vocabulary is positive. However, it may affect in the scores and results of the pupils in the different assignments that they must to do.

Luton (2005) points out that learning is also aided when the vocabulary is used in meaningful speaking and writing activities (p.1). The author emphasizes the importance of the combination of reading skill with interactive activities that can be joined with oral and written exercises. This is made in order to involve the pupils in the memorization and the understanding of the words that they are reviewing. In addition, Luton points that the teacher can illustrate with the multiple contexts the extensive range of meanings and the various aspects of knowing a word and its derivations (p. 1).

Nation (2001) cited by Luton, remarks that rich information on a variety of aspects when knowing a word might include collocates, grammatical patterns, word family members, related meanings, and homonyms. The author agrees that students can arise these aspects only by the constant practice and classroom exercises that involve to generate results in production such as gap-filled, lab listening exercises, produce written material like a journal diary, oral performance as class discussion, and other kind of classroom activities or exercises.

In this research, Luton (2005) remarks the importance of combining the reading skill with the speaking and writing to use the target vocabulary; also, to take advantage of the classroom time and activities. Thus, the goal vocabulary can provide a better illustration of the range of meanings in only one word, and a very important detail, to show it in different

grammar patterns that can be used inside the L2 and with the implementation used from the authentic material.

2.2.3.2 Sight words

During the process of teaching and introduce a second language, the usage of sight words can help students to build speed and fluency when they read (Sightwords.com 2019, p 1). As a result, from this method, the reading comprehension ability increases on the learners. This is a pedagogical methodology exploited by teachers around the world. Some of the sight words characteristics are that this kind of vocabulary, which is frequently used in all second language skills, are fundamental words that help students create a vocabulary bank in the target language.

Mulvahill (2018), states an explanation for sight words, “Sight words are words, like *come*, *does*, or *who*, that don’t follow the rules of spelling or the six syllables types”. (p. 26). The method of use sight words has been employed by teachers to create lexical in L2 students. Those words do not have any kind of decoding. For example, words with similar phonetics patterns structure like vowel diagraph, vowel diphthong syllables, final stable syllable and others. Students have to memorize them as a whole.

The idea is using their sight sense to memorize the list of words in three seconds and immediately put their recent knowledge into practice through readings. It is a pedagogical method usually suitable with young learners in preschool or primary levels. The reason to use sight words is that it becomes a quick strategy to recognize words. Consequently, students have the ability to read more easily.

These type of words are part of the target language day-to-day usage. Words that are needed particularly in spoken and written language and definitely play an important role in

books, textbooks or stories. For this, the reason and consideration as a resource for authentic material when teaching a second language. Besides, it helps to encourage students on creating the habit of reading and to be in contact with real material settle on the target language.

As Mulvahill (2018) claimed that, there are many fun and engaging ways to teach sight words. (p. 34). The using of sight words into the classrooms allows teachers to experience and create very creative lesson plans. Some activities the teacher can consider to develop a lesson plan base on sight words are: game boards, flash cards, word walls and some more.

2.2.4 Implementation of Reading Comprehension Strategies

It is common that when a student has a lack of understanding or comprehension in reading, to feel frustration and lost the wish to continue practicing this habit. In addition, it is a disadvantage because they do not reach their main purpose or objective that is to learn or have some kind of knowledge throughout the written material. Richarsond (2010) states that “Comprehension is an integral part of the learning” (p.3). A student that struggles with reading comprehension is a person that does not retain the value information a reading has, and they are not creating new meaning in his or her brain.

Another problem when a student progress with difficulty at the time to perform the reading skill is to face up to unknown vocabulary. Richarsond (2010) establishes that students will not spend as much time focusing on unfamiliar words and more time will be spent on reading for understanding (p. 4). They will spend so much time trying to understand the meaning or meanings of those words and the concordance of those words with the reading intents.

Extremely important on teaching a L2 is to have guided strategies to prevent numerous learning problems. “Without implementation of various guided strategies, students who

struggle with comprehension are at a disadvantage” (Richarsond, 2010, p. 4). Teachers must examine the classroom competences and abilities to implement the right guided reading strategies and instructions to rise the project objective with success.

There is a reading strategy named SERT (self-explanation reading training). Richarsond claimed that there are five reading strategies covered in SERT. They are the following: comprehension monitoring, paraphrasing, bridging inference, elaboration, using logic, and making predictions. (p. 14). This technique allows the student to extract more information from the text and simultaneous to construct a meaningful explanation of the context. With this strategy and following the steps involve in this method, the learner is taking time during the reading process to explain what the reading means for him or her.

Additionally to SERT, teachers have another strategy called CORI (concept-oriented reading instruction). According with Guthrie et al, some of the objectives of this method are, “integrates support for motivation, fluency, content knowledge, and reading comprehension” (2009, cited by Richarsond, 2010). If the students of L2 fill their expectations with activities that higher up their motivation, at the end teachers can get a positive influence in the scores and in the achievement of the class objectives; due, to the comprehension and word recognition among in students could be significant.

Vongkrachang and Chinwonno (2015) states that CORI is, “an instructional approach that allows students an opportunity to engage in reading informational texts when using hand-on activities and fostering collaboration” (p.17). This method helps students to practice in the classroom with material that bring to them real and true information that covers different topics specially those relative to science. In addition, it allows the interaction between the class members throughout the teamwork.

Some of the principles of CORI model are to emphasize the vocabulary development in the different activities. In addition, it gives students the opportunity for analysis and to choose by themselves the kind of topics they feel more comfortable. Teachers can get coherent contents and material to devise reading activities. Moreover, they can allow practicing the reading fluently and to practice with extensive readings. Finally, educators can combine reading-writing task in the class work (Vongkrachang and Chinwonno, 2015).

Teachers must provide students the opportunity to have free election when making decisions about what to read standing on their interests. It will influence the emotional sense into them and will create a positive response toward the class performance. Furthermore, students can learn how to control their knowledge, and therefore they can control their achievements. Teachers have to collaborate giving an intensive instructional help to ensure that L2 students are fully grasp the strategies being taught to benefit reading comprehension (Vongkrachang and Chinwonno, 2015).

2.2.5 Use of visual aids to improve vocabulary

In the classroom, teachers must face problems during the reading process. In addition, they have to lift the lack of interest and motivation of L2 students during the lessons. According to some research, the need of knowing more vocabulary should be the cause for this absence of interest. Thus, “vocabulary is an integral element in the development of reading comprehension” (Bazeli and Olle, 1995, p. 371). Creative tools as the implementation of visual aids can become of sum interest and motivation the moment of reading and language acquisition.

Assa'diyah (2014), define visual aid as, “an instructional aid that is used to supplement spoken and written information. Visual aids can be in the form of videotape, posters, cars

models and film” (p. 20). These elements and others like tablets, ipads, cellphones, laptops are semantically rich. Teachers can involve students in active and meaningful experiences inside and outside the classroom.

In addition, Assa'diyah (2014) specifies that all elements like whiteboards, chart maps, pictures, slides, books, classroom equipment and others be considered as visual aids. In fact, those are all the aids and staff that help and are implicated during the teaching process. Moreover, the aids benefit teachers because they are assistants in order to find practical solutions to problems that arise every day to the teaching labor.

Bazeli and Olle (1995) model some visual methods to put into practice inside the classroom for teaching a L2. For example to experience with videos played on televisions, screens or computers. The teacher should encourage students to create their own videos with short histories. Apart from this, to use life actions such as watching a play or video. Then, students act something similar or illustrate the vocabulary learned through the video.

Another resource considered as visual aid is the use of drawings. When a teacher draws, the professor produces a visual language, and it makes students to think and react in the target language. With drawings, teachers create a connection between the word and its meaning. Additionally, students can ask to illustrate words to understand L2 words meaning (Bazeli and Olle, 1995).

For Bazeli and Olle (1995) another visual strategy is visual perception. When students look pictures in books, magazines, computers and others, they are analyzing and developing word meanings in their brains. In fact, this method is also attractive for young children to adult people. Another activity to stimulate the visual perception in students is to create a Pictionary with remarkable vocabulary seen in class.

These techniques are recommended to involve the whole classroom in the learning of L2 process because they are using the creativity to perceive and create visual connection with the reading instructions. At the same time, teachers can build an enthusiastic and exciting environment within the classroom. Besides, it gives the opportunity to put into practice the cooperative learning in order to increase academic performance. Moreover, it encourages the active learning into the students. (Bazeli and Olle, 1995).

2.2.5.1 Teach vocabulary in context

Waters (2018) states that the process of learning vocabulary in context through the performance of L2 students in their own readings and writings as, “We can provide students with a definition to plant a seed for the word, but then we need to water it with reading and feed it with the student’s own writing” (p. 13). The idea of Waters is pre-teach the target vocabulary and put it into practice via short readings and writings created by the proper students. In short, with the idea of clarifying the meaning of vocabulary.

There are a variety of strategies to learn vocabulary. However, use new vocabulary in context help students of a target language to make connections for a better comprehension in reading. In addition, this strategy helps students of L2 to incorporate in a more effective manner the new vocabulary knowledge in writings or papers. When one student is facing an unfamiliar word, it is often helpful for the student to see that word into a complete sentence. This strategy allows finding clues about the suggesting meaning of the word within the sentence because it is important to remember that a word can have several meanings at the same time.

Spence (2013) claimed that after the child has read the word in context to make sure he has read enough of the passage, so that he can create his own meaning. The author emphasizes

in take some kind of breaks to analyze if the deduction of the reader (according with the reader point of view or understanding) fits or matches properly with the reading significance.

Nevertheless, the author recalls the importance of ending the reading idea or paragraph first; thus, the comprehension of the reader is not compromised with frequently interruptions.

Sternberg (1987) recalled some variables to take into consideration when the teacher uses context to introduce vocabulary meaning to L2. First, according to Sternberg (1987), “the number of occurrences of the unknown word increase the number of available cues and can increase the usefulness of individual cues” (p. 92). In case the reader has had problems identifying the cues to get a word meaning into the context, the constantly appearance of words enrich the reader’s knowledge. However, it is important in this variable to identify if the reader associated correctly the clues into the text with the word meaning according to the reading.

Subsequently, Sternberg (1987) states the second variable, “variability of contexts in which multiple occurrences of the unknown word appear” (p. 92). This means a wide range of different types of hints that will support a given word into the context. It helps the reader to increase the chance to get a full picture about the extension of the word meaning. Thirdly, Sternberg states, “importance of the unknown word to understand the context in which it is embedded” (p. 93). It turns necessary to identify if the word in question it is important in order to understand the text. In the case of not, it is better to avoid investing more time on it.

The fourth point mentioned is, “helpfulness of surrounding context in understanding the meaning of the unknown word” (Stenberg, 1987, p. 93). In a text, it is important that the cues relate an unknown word, and there must be a proximity to that word because it is relevant to determine the meaning of the unknown word and the context at all. The next point refers to,

“density of unknown words” (Stenberg, 1987, p. 93). When the density of unseen words is high, it is difficult to discern the cues that identifies that word for the reader.

Finally, Sternberg last point is, “usefulness of previous known information in cue utilization” (p. 94). This means that the use of cues into the text in order to discern the meaning of a word, also depends on the previous knowledge of the reader. Moreover, the ability of the reader to retrieve past information is important in that moment. In addition, it is necessary to identify the importance of the unknown word into the context meaning. In short, the ability of the reader to apply the previous knowledge appropriately in order to understand the context.

2.2.5.2 Use pictures in teaching vocabulary

In order to accomplish the task of the teacher to build mental lexicon in students of L2, the educator can call a range of strategies. Thus, the teacher can emerge with the motivation and interest of the students. It turns important to teach by meaningful activities in order to engage the whole classroom, and as well to provide other channels for learning and practice. As mentioned before, try clever strategies through pictures and illustration. These strategies might be convenient tools employed into the classroom learning.

Pictures are a valuable aid to change the classroom teaching and environment. Wright (1990, cited by Joklová, 2009) demonstrated that pictures can be useful in five areas of foreign languages “potential of pictures is so great that only a taste of their full potential can given”. (p.10). Pictures can be applied in the four skills, in teaching structures, vocabulary and several situations into the lesson plan.

Hill (1990, cited by Joklová, 2009) states that stimulus for writing and discussion, as an illustration of something being read or talked about, as background to a topic and so on.

With this in mind, it is important to recall that pictures give true information about word meaning and sense of the language context through the learning process. They are suitable for learners of any gender, age or level.

However, “pictures have their limitations too” (McCarthy 1992, cited by Joklová, 2009, p. 15). It is important to recognize that are many words with a meaning difficult to represent through a drawing. Especially those words with an abstract significance or have a widely range of connotations. When teachers face up situations like that, it is important to use other tools to clarify meanings and ideas.

Use pictures to demonstrate words meaning must be “connected with spoken and written form of the word or chunk of language” (Joklová, 2009, p. 16). Students can create laces between the word form, meaning and language usage in their minds. It stimulates the students’ work in class. In addition, the input to funny and gathering activities and games can involve the whole class or the students’ individual work.

2.2.5.3 Mnemonic devices to a second language

Sökmen (2006) states, “Mnemonic devices are aids to memory. They may be verbal, visual or a combination of both” (p. 155). This approach is very powerful to memorize words in any language. As the brain works with this techniques is by setting up mental associations of the new concept with the image or sign. Furthermore, this method involves linking an image with a word, an emotion or a daily action.

Through Mnemonic Technique, the brain files this new information and transforms it into something concrete or real. It is important to recall that this technique can be applicable not only in learning a L2, but also in all types of learning. Usually, it is better to apply it on ESL visual aids students, as these are even more memorable, rather than other techniques.

Among the examples of activities in which mnemonic devices are used in the learning process, Pictionary comes to the scene. Sökment (2006) believes that Pictionary is usually a lively, productive way to associate picture with word (p. 156). Students create the ability to remember the target words as a personal challenge to achieve a team goal. This is the motivation needed in the process of learning a foreign language.

Additionally, the most common verbal mnemonic device is by practicing poetry or by a song because the poetries or songs rhyming enhance memory and create mental links that put the memory to work. The same happens with songs written in the target language; learners have usually been remembering the lyrics or some lines of a song taught in the target language. Acronym is a visual aid classified as mnemonic technique. They are used to remember concepts, list of adjectives and others (Sökment, 2006).

2.2.5.4 Value of repetition in language learning

It is important engaging students of a second language to practice it regularly. Many strategies can be applied during the process of learning. Classroom activities in which students proof the value of repetition have as result that they are gaining practice and are storing vocabulary in their minds as well. Practicing the acquaintance learning is the core of edification some kind of schooling.

Strategies in Language Learning (2018) states that there are different ways to practice repetition, which is commonly understood and practiced. That means by the continuous practice and exercises of repetition our memory will improve the target language. Students of ESL should feel greatly engaged with what they are doing to learn the characteristics and factors that implicate in the target language.

Chesterfield and Barrows (1985) defines repetition as, “a learning strategy like echo/imitation of a word modelled by another, or incorporation of a word or structure use previously into an utterance” (p. 49). This concept is relative to the oral performance. It clears that someone else guides a foreign language student, and that person corrects the student tone and pronunciation. According with the strategy, students can be corrected in a direct way, and the tutor has to avoid any brand of error. Also, ESL students have the opportunity to clarify any sort of doubts that they will have.

According with Strategies in Language Learning (2018), the other kind of repetition is something we can call “mindful repetition”. For the most part, it is to include into the practice a vast number of elements. It is more effective if the ESL student experiences the meaning of a word by repetition, for example, in different kinds of sentences or contexts. Repetition contributes on reaching a native target language with a very similar performance. Hence, ESL students can be more satisfied with the results that they achieved during the learning process.

Repetition is beneficial to create mind retention. Nevertheless, learners should be involved and encouraged to be regularly active in front of their learning. Beyond this, students might explore the variations within the target language and different usages in structure. In addition, learners will check the variety of patterns that can be created and mixed, as a way to promote learning effectiveness (Strategies in Language Learning, 2018).

2.2.5.5 Create associations through word clusters

Learning and using a second language, it is a challenge, but it is more difficult to develop lexicon in L2. Kavitha and Kannan (2016) states, “teaching and learning of English is a process that is continuously research upon and improvised to meet the needs and changes of time” (p.66). Today, English students have many sources to get new vocabulary. They are

exposed to many forms of getting it with tools such as new technology, TV cable programs, science sources, web sources, and social media. These examples recall that teaching and learning is an endlessly process of study and improvement.

In order to increase the use of English into L2 students, the creation of word clusters and mind maps become an excellent approach to teach a foreign language because students can order the words into small groups with a semantic relation. This approach helps to illustrate the relationship between words. The focus word is the starting point to start an oral brainstorming activity (Word cluster/Maps and mind mapping, 2018).

With the use of these strategies, words are joined by similar meanings, the same word family or by making word cluster from another meaning of the focus word. For this last idea, it is important that the frequent meaning of the focus word has been well understood by students; because otherwise, they will probably feel a bit of confusion. When teachers had decided to base the class work in creating word maps or word clusters, they are helping their students to make connections between prior knowledge and new words (Word cluster/Maps and mind mapping, 2018).

2.2.5.6 Practice aloud

Oral activities to learn vocabulary allow students to experience words in a variety of ways. In addition, this technique allows L2 students to reinforce the vocabulary knowledge acquainted until that point of the learning. Moreover, it allows a better retaining of the new concepts because students can act out the knowledge that the spectrum of oral activities let them have.

Among the oral activities practiced inside the classroom, teachers have the dialogues. Students can be encouraged to create their own dialogues or to use dialogues from other

resources as books, internet and so on. When L2 students perform the dialogues, they are putting words directly into productive vocabulary (Nation, 1990, cited by Sökmen, 2006). Students have the chance to give life to all that knowledge and experience gathered from the culture and day-to-day as a native person of the target language does. This activity allows into L2 students have a wide point of view about the world seen in the target language.

A similar activity about performing vocabulary and general situations on the target language is the role-plays. Throughout role-plays, students will perform spontaneous activities to practice and strengthen the oral skill. Students can carry tasks extremely entertained for the whole class. In addition, they reinforce the ability of teamwork or the peer work.

In a similar way, having students to read, discuss or retell a selective material will provide quite results because students can manage this activity in a natural way as a L1 native can. By retelling selective material, L2 students can see the form of formal and informal communication in the target language. They can also experience the chunk words that belong to the L2 language (Allen and Allen, 1985, cited by Sökmen, 2006).

Oral interview is a one-to-one activity used to practice aloud and oral production. It is a communicative practice to share personal experiences, to establish new relationships with other classmates or to enrich the classwork. With oral interview, L2 students have to face up questions and at the same time interview others in order to analyze the reactions of the receptor and the information gather through the responses. They can also be evaluators to their peer answers.

2.2.3 Short stories

Short Reading is a tool used by teachers to practice reading and gather English as a foreign language vocabulary. Reading in English is important because pupils can understand

the foreign culture throughout authentic material and involve them on developing a personal compromise of learning. In addition, reading is a great resource to learn and analyze the target language structure, vocabulary and to illustrate life and culture of native speakers.

Short histories are considered a suitable tool in learning EFL. According to Aziz (2012), there are many purposes to start reading a short history. Some of them can be for entertainment, knowing about human history or their narrative elements. It is a suitable genre tool to promote literature into EFL lessons. Among literatures mentioned for that purpose are fairy tales, fables and short stories. Those examples can easily involve the students' interest in learning; and unconsciously, they are adding up vocabulary to their EFL knowledge.

Abrams (1990, cited by Aziz, 2012) define short histories as, “a narrative that can be read at one sitting of from one-half hour to two hours, and is limited to ‘a certain unique or single effect,’ to which every detail is subordinate”. (p. 14). Short readings are some kind of literature, which covers many genres that take only a few minutes to finish. It is easy to understand and to follow for foreign learners. There are short histories that entail the interesting of the learners. The characters present characteristics that involve the readers' curiosity who follows the story since the beginning until the end.

Literature as the one mentioned before, calls for the readers' emotions into the story. Furthermore, allows the creation of imaginary laces between the protagonists and the lector. As the story progresses, readers can predict important details that will define the story. Readers can figure out how the end will be because short stories present a basic sequential and cumulative pattern to follow during the doing of reading.

2.2.3.1 Short readings to increase conceptual fluency

Idiomatic expressions are very important in language learning. Thus, L2 learners should be trained with a variety of strategies that will help them to take advance and understand the semantic meaning of the words into the readings. Conceptual fluency can be development in the classrooms. Teacher must apply cognitive techniques and mechanisms to manage students learning (Irjo, 1993, cited by Mokhtari and Reza, 2014).

Every day, communication contains essential information to be used as example to teach and learn a foreign language. Some structures of every day communication are the idioms. Idiomatic expressions is figurative language used by native speakers. Moreover, it is to put into practice authentic language of real life situations. Short readings can be used to introduce this sort of language that is usually applied in every type of language: informal, formal, spoken and written. Also, for enhancing in L2 learners the conceptual, lexical, semantic and fluency (Mokhtari and Reza, 2014).

With short stories, L2 students will identify and understand the key features of a short story and read short stories with appreciation (Using Short Stories in the English Classroom, 2012). Students can identify through short stories settings, characters, theme, dialogues, open and close reading parts because short stories are easy to identify for readers. Moreover, students can use short histories as a module to start writing thanks to the conceptual knowledge they have acquired with this technique.

Stories are very important in our culture and history. At the beginning, they were part of oral traditions because they were transmitted orally (storytelling). Some kind of short stories that have been accompanying humans through the times are the myths, legends, fables, parables, folktales, fairy tales and so on.

2.2.3.2 Improve in L2 learners reading skills through short stories

Short stories are used to teach a foreign language because it is a tool to enhance and motivate students' interest for learning a second language. Also, help them to improve their reading and comprehension skills in the target language, as in this case, English and their reading habits. In addition, short readings have complied with the academic purpose of the teacher.

The Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4-6) (p. 14-15, cited by Using Short Stories in the English Classroom, 2012), suggests that teachers must begin the exercise with a go over activity to find out what the short stories is about. Subsequently, highlight the features identified until that moment. After that, use pre-reading, while-reading and post-reading activities to persuade students to create a reading journal.

With pre-reading activities students can establish the purpose of the reading. This step helps the students with a low level of reading proficiency to identify and familiarize with the main features of the reading. Also, it encourages them to make predictions. Students can comment about what the story is about. Moreover, learners highlight events that can be important during the execution of the reading and will define the story at the end.

Using Short Stories in the English Classroom (2012) states that while-reading it is important to model particular reading strategies for students, so that they learn how to interact with the text and negotiate meaning (p. 22). In while-reading activities, teachers have the opportunity to cover and clarify doubts about word pronunciation, word roof and word meaning. In addition, professors model the pronunciation and help them to infer the meaning with the information that comes before and after of that.

While-reading also helps students to figure out important features of the reading. Some of them are the setting in which the story takes place, the characters involve in the story, the

time or period in which the events happened, the plot and the important events that determine the story. Also, readers can identify the theme around the story and its central idea that runs through it.

Post-reading activities come about when students had finished reading the story. For *Using Short Stories in the English Classroom* (2012) defines this level as, “a wide range of activities that teachers can design to extend student learning” (p. 32). For this aim, the Taxonomy of Bloom turns into a great instrument because students can make activities to remember, understand and collect the main events that happened in the story. As a final activity, teachers can put into practice a range of writing tasks to enhance the comprehension and appreciation of the story.

Chapter III

Methodological Framework

The purpose of this chapter is to outline, develop, and explain the approaches, strategies and techniques that will be used to provide and develop the different objectives of this research. In addition, it includes the procedures followed to assemble the data collections, analysis of the results and instruments from the techniques and educational methods applied to the fifth grade students in order to validate the theory and find an answer to the research question.

3.1 Research Approach

3.1.1 Qualitative approach

To define the qualitative approach, Creswell, J. (2003) says:

“is one in which the investigator primarily uses post-positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.” (p. 18).

With the method, the research presents a narrow hypotheses that needed to be tested with instruments or observations gathered by the researcher. Those instruments will assess the participants' attitudes during the whole investigation and, according to the data results, can support or refuse the hypotheses. These results will be interpreted by “statistical procedures and hypotheses testing” (Creswell, J. 2003, p. 21).

3.1.2 Quantitative Approach

In agreement with Creswell, J. (2003), the quantitative method is:

One in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative, or change oriented) or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended emerging data with the primary intent of developing themes from the data. (p.18)

In this approach, the researcher wants to use complex or less complex experiments and surveys to evaluate the examination and collect the data between the participants. It is almost the moment to value the hypotheses and the assessing instruments by statistical analysis of throughout census data, attitude data and observational data.

3.1.3 Mixed Approach

The mixed methods in accordance with Creswell, J. (2003):

The researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented, problem-centered, and pluralistic). It employs strategies of inquiry that involves collecting data either simultaneously or sequentially for a better understanding of the research problems. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information. (p. 18-20).

For the mixed approach, it collects information in order to solve a research problem and consequently, the researcher could understand the inquiry better. To arise this purpose, the researcher begins with, “a broad survey in order to generalize results to a population and then focuses, in a second phase, on detailed qualitative, open-ended interviews to collect detailed views from participants” (Creswell, 2003, p. 21).

After a description of the three concepts to be used during the investigation, it was determined to work for this research in the qualitative approach. Thus, it accomplish with the requirements that we need to develop, investigate and give conclusions and recommendations of this material.

3.2 Research Design

Based on Johnson, H. (2009) for the research design, “Research topic emanates from a detailed and insightful analysis of a research problem as one of the possible ways through which a solution could be contributed to the problem” (p. 19). The investigator has to present the research problem or topic to the audience. In the case of this inquiry, the researcher displays the question about how to increase the fifth graders knowledge through the acquisition of vocabulary using short readings as a method to solve the problem these students have.

Nevertheless, the problem presented needs a quick solution. After a teaching observation, the researcher could identify one of the possible factors that decreases the performance of the students. That factor is the lack of motivation to learn and enhance their EFL level; something these students demonstrated during the English lessons. In addition, it is interesting to notice the low English level they manage despite that they are taking English lessons since five years.

For this reason, the researcher wanted to evaluate the effectiveness of applying short readings to enhance the vocabulary into the fifth grade students. As positive fact might be that, students can improve their reading comprehension, and they can create a bank of words

inside their mind that might be useful for future readings and tasks. At the end, the data analysis conclusions will give constructive and positives outcomes to the investigation.

3.3 Information Sources

Is greatly important to describe the institution where the investigation will take place. Also the environment that surrounds the institution because it obviously affects the behavior of the institution and their students. In addition, it is important to know significant details about the population who is taken into consideration for this research.

3.3.1 Primary Sources

A very important resource for this investigation is the books. This resource helps the tester to get current information about the topic in study. Primary sources are valuable on those moments the tester needs to seek for specialized information about the research problem or hypothesis as statistics, diagrams, scientific information and maps. In addition, is positive to have close sources such as dictionaries, encyclopedias, government documents, historical documents, atlases, newspapers and more over.

Despite of the all-digital resources that people have today such as web pages, digital libraries and so on, books will be never replaced. No matter what happens, books are a very truly and trustful source of real information and data. Nevertheless, it is extremely important to keep in mind about reviewing and paying attention to the publishing dates. The reason is that information changes constantly, especially in a more globalized world in which the technology resources are taking advance from older resources such as books.

3.3.1.1 Description of the institution Dr. Carlos Luis Valverde Vega Primary School

The population chosen for this investigation is the fifth graders from School Dr. Carlos Luis Valverde Vega in San Isidro de El Guarco, Cartago. This is a public elementary school with a day shift, which is located in San Isidro de Concepción de El Guarco, Cartago. It is part of Circuito 03. Its code is 1876. It was declared a Cultural Patrimony of Costa Rica in 1999. The school works from Monday through Friday. The daily schedule is from 7:00 am to 2:20 pm. It is a public school category three. Nevertheless, according to the students' growth during the last years (currently 419), the institution will be soon category four.

According to the information collected, the institution has been achieving the goal on creating bilingual students. For this reason, one of their main goals is an articulated English curriculum since kindergarten through sixth grade. Nowadays, the teacher is implementing the New English Curriculum from first grade through third grade in order to reach the minimum level of English proficiency of A1 and A2. Meanwhile, grades from fourth grade to sixth grade are working with the old curriculum.

3.3.1.2 Description of the Population of Dr. Carlos Luis Valverde Vega Primary School

The students' outline is influenced by their social and economic status that is between middle and lower incomes. However, the school tries to support the students and their families as well as they can. The school has been trying to cover the student's nourishment requirements every day with breakfast, healthy snacks in the morning and afternoon, and finally with lunchtime. The main reason, it is to avoid nutrition and health problems; issues caused by the undernourishment.

Some community problems mentioned by the institution, which affects directly the environment and capacity of the students, are the family disintegration, alcoholism, drugs, family break-ups or the absence of some family member. In addition, the poverty issues are a common characteristic from this community. For this reason, the implementation of scholarships here is very important. Another social problem from the community where is unemployment, which is a general problem nowadays in Costa Rica, and El Guarco it is not the exception.

In the Dr. Carlos Luis Valverde Vega School works with Santillana's Books English 5 Class Plus. These textbooks are based on the MEP annual plan. The publishers created them according to the requests from the fifth grade English Syllabus. Nevertheless, the current teacher for II Cycle does not have the school permission to ask the children's parents to buy the book. For this reason, he uses the student's book just with photocopies according to the necessities, and the topic to be covered each day.

Each group receives five English lessons per week. The methodology identified is just mastered classes. The level of instructions for II cycle is A2. At this level, students can manage basic information as family and personal information, shopping, local environment and geography expressions. They can communicate and exchange expressions by using simple sentence structures. Furthermore, learners can understand and use familiar everyday expressions and personal information to create sentences and questions. Consequently, English teachers can stimulate multiples intelligences. At this institution, English Teachers want students to reinforce speaking and reading skills, especially the level in study.

The class routine begins providing models in writing or speaking activities; hence teacher can review previous knowledge and topics. Usually, students work with exercises and activities from the Santillana' student book photocopies. They complete the

different tasks, color and sometimes cut the worksheet to paste it on their notebook. Besides, they work with many oral and written exercises because this one of the principal students' goals on to progress the oral ability skill in order to generate a conversation with a native speaker and to understand the target language.

3.3.1.3 Description of the Participants

This research will be applied with 5-A students from the School Dr. Carlos Luis Valverde Vega. There are 29 students in this classroom. They are 14 boys and 15 girls. The average age is between 10 to 11 years old. In this level, generally girls ahead boys in mental and physical maturity.

Learners at this institution prefer peer work and group work. They enjoy collecting, classifying and organizing material from the English lessons. Learners love hands-on activities. In addition, they feel a little self-confidence to start an English conversation, but the educator tries to put them into practice constantly. Fifth grade students are very verbal expressive. In comparison with other school groups, they have been participating all the time on every activity requested. All these facts are mentioned by previous class observations.

The students with non-significant accommodation (ACNS) are three. They need teacher's assistance, clear instructions, peer cooperation, adapt time to task completion and testing, simplify instructions and provide them more details during the instructions. There is one student with significant-accommodation (ACS). That student needs more time, constant teacher's assistance, adapts the goals, objectives or outcomes expectations while he is using the same materials as the rest of the class and include the correct testing model.

3.3.2 Secondary Sources

As a secondary source for this research is the Thesis. These tools are university material that intent to prove a theory or hypothesis throughout an investigation. Also, the researcher arguable and defend a point of view which is demonstrated by several instruments designed for that purpose. It also allow the tester to obtain real, factual and veritable results across the collecting data.

3.3.3 Tertiary Sources

Another important source is the dictionaries. The use of dictionaries is essential in the teaching-learning process of a new language. This source becomes a complement to this research because it cooperates on the enrichment of vocabulary using short readings. The tester needs dictionaries as a reference book because it provides realistic and true meaning about the words that will be on study.

To sum up, dictionaries supply the sound transcription, function of the words, synonyms, antonyms, spellings, idiomatic uses and etymologies. In fact, dictionaries are a quick reference book and they bring learners the opportunity to be more independent from the teacher. It is a very helpful resource in every study.

3.4 Analysis Categories

In this section of the investigation, the researcher will describe and identify the areas that will be strengthened during the research development process.

Vocabulary Acquisition

Acquiring vocabulary turns into the paramount for L2 learners. It is a very essential requirement in order to become a proficient foreign learner and speaker. If a person

has a considerable lack of vocabulary knowledge, this weakness can be reflected into the written, grammar, reading and spoken performance. In order to understand extended readings, short readings, journals, magazines, conversations, oral productions and so on, the L2 student needs to have a substantial lexicon vocabulary acquisition and knowledge. The purpose for this investigation, it is to create and motivate fifth grade students to learn more vocabulary as a mean to encourage them to learn the meaning of words. Consequently, they have the possibility to create a mental bank of words that will help them in their L2 production, either in written or oral production.

Reading Comprehension

Reading is seen as the vehicle for vocabulary acquisition to L2 learners. Reading as vocabulary acquisition turns into a process that increases conforming the technique is repeated repeatedly. Acquiring vocabulary during the reading exercise or task can be as an apparent incidental and unconscious process from the learner. Through this investigation, the researcher has experimented with short readings to enhance both, reading skills and vocabulary knowledge.

Short Readings

Short Readings are an excellent strategy to introduce vocabulary and grammar to EFL students. In addition, it helps teachers to create and put into practice reading comprehension exercises. Improving English skills by reading projects is another manner to help students practice what they have learned by just reading. Moreover, with short stories teachers will develop students with more confidence.

Motivation

Motivate the reading skill on students will have as a positive consequence the gain of new vocabulary knowledge through the reading. Moreover, motivation creates the need to investigate and hunt the word meanings for its use into the target language. Also, creates the necessity for L2 students to analyze and find the ways to use this new knowledge into oral or written communication production. It is a fact that the researcher wants to involve fifth graders to increase their own L2 knowledge. Furthermore, class management strategies might be applied in order to get a better behavior in classes and have students really engaged through the English lessons. This point is relevant for the research because learners will be motivated to continue learning by themselves.

3.5 Data Collection Instruments

Data collection is a necessary tool on every research. The evaluator uses several strategies such as questionnaires, surveys, interviews or observations to collect true and critical facts about the results expected during the process of the investigation. Moreover, in a qualitative research, the evaluator needs to obtain credibility and a high quality level of the data results.

For this investigation purpose, the instruments used to analyze the information and feedback of the participants are questionnaires, pre-test and post-test, surveys and observation checklist. In the case of the questionnaire, the researcher provides a series of written questions on a sheet to evaluate participants' knowledge and facts that contribute with the purpose of the investigation. Its main objective is to evaluate how the implementation of short readings and passages increase vocabulary knowledge in fifth graders at Dr. Carlos Luis Valverde Vega elementary school.

The surveys' objective is to help the researcher to evaluate the technique during the time the investigation will take place. In addition, the investigator can get feedback from the work and performance of the participants. Indeed, it is an opportunity to obtain accurate data information about the participants' point of view, their opinion about the research question and the investigation. Consequently, the idea is not just to get only accurate responses, but also it allows evaluating the investigation goals and objectives.

With the checklist, the researcher might be capable of having criteria about the information and work doing until that moment. The tester could gather information across this method and make judgments about the students' learning. Moreover, the investigator can assess the performance of the work thorough a record of current accomplishments.

3.6 Collection Data Process and Data Analysis

The approximate time for this investigation is around ten weeks, in which the tester during this time wants to provide all along the research question of using short readings to improve vocabulary in the participants. The first step of the process is a questionnaire and a survey about the opinion of the students about the English lessons and the methodological procedure applied until now in order to acquire knowledge in another language such as English. This part will take place during the first week.

The following eight weeks, the researcher will test the process and the method with the checklist criteria chosen in order to evaluate the vocabulary acquisition until that moment. With the observation checklist, the tester will obtain a briefly feedback about the students' progress with vocabulary acquisition with the use of current short readings strategy. The tester can collect valuable information and feedback with this instrument as a mean to continue with the investigation.

At the end of the ten weeks, the researcher will apply another survey to collect and get the final feelings of the students about the process. The idea is for students to take notes during the process, so that they can check their own progress throughout the way. In addition, besides the survey, learners can examine their growth in the process, and the researcher can evaluate if the investigation goals are being achieved successfully.

Chapter VI

Data Analysis

According with Bathia, M. (2018), “data analysis is how researches go from a mass of data to meaningful insights” (par. 3). With the data collected during this investigation, the researcher wanted to accurate real information about the fifth grade students’ acquaintance in reading and vocabulary. The researcher developed different analytical and logical techniques to get results in qualitative and quantitative data about students’ progress during the inquest.

After editing the data, the researcher identified and cleared out any data points and information to accurate the results. Suddenly, with this information, the investigator can have the enough data to answer the research question. The data analysis methods employed for the research were an observation checklist applied to fifth graders along with the current teacher at Dr. Carlos Luis Valverde Vega Elementary School. Additionally, a pre-test and a post-test applied to students during the investigation duration collaborated on the conclusions from the research.

4.1 Analysis and interpretation of the results

In a research, it is important to organize the comments and results as a mean to make sense of data and identify patterns. Cohen et al. (2007) defines analysis and interpretation of the results as the process in a research to give sense to the participant points of view, opinions and situations (p. 461). In other words, it is to transform the data collected into meaningful information for the investigation and does it trustworthy.

4.1.1 Observation checklist

The first instrument applied to the study was the observation checklist. BBC Council (2019) defines this instrument as, “a list of things that an observer is going to look at when observing a class” (par. 1). It focuses on collecting information about the mechanics of the classroom interaction and the performance and content of the lessons. At the end, the investigator will get specific feedback on aspects previously defined about the class.

A. Regard to the information about class management

1. Methodologies applied in class for the teaching-learning of the English language.

The approaches used by the current room teacher to perform the lesson were The Direct Method and Task-Based Language Learning. With the use of the Direct Method, the educator teaches real life situations. In addition, lessons are based on oral training by readings. Furthermore, class activities in the target language allow the professor to develop reading, listening, writing and speaking skills. He promoted communication throughout question/answer exercises. The teacher directed the class and avoided the native language. He makes use of visual and audio aids to illustrated topics and enhance the knowledge into students. Grammar has been introduced inductively; there is not an important point in the learning process.

According to Task-Based Language Learning, some characteristics were used inside the classroom in order to develop the interaction between the teacher and students. Additionally, students have made completion of meaningful tasks to enrich their learning as ESL. The majority of these tasks are very close with real-life situations, but applied with a pedagogical point of view. Finally, the teacher has provided the correct way to communicate in the form of the target language by reformulating what the students said.

2. It will be observed the supporting material used for the development of the reading activities during the lessons

The fifth grade English teacher works with the old program of the MEP. This old program is still only applicable for fourth and fifth graders. The professor usually works with the Santillana Editorial textbook; the Student's book and Teachers' book called English Class Plus for fifth grade. These books are based on topics related to the Costa Ricans customs and traditions.

The manner of the authors to present the topics have helped a lot to illustrate how the Costa Ricans' life is. It contains several readings that enrich the vocabulary in the students. It is also important to mention, that the current teacher supports the topics seen in class with YouTube videos. For example, when students had studied Costa Rican Legends, he presented videos in order to illustrate the histories and readings.

3. It will be observed strategic position of furniture and positive factors in the teacher-learning process.

At Dr. Carlos Luis Valverde Vega Elementary School, teachers have the support of the principal and the "Junta de Educación" to get the physical implements and equipment to perform an excellent teaching-learning process. For those students who have some kind of physical disability or who needed a special academic accommodation, the institution authorities make an effort to supply all the necessary material for their learning process. Furthermore, the classroom objects position and organization have supported the learning knowledge of the students.

B. In relation to the participants

1. Total amount of students enrolled on the section

This investigation took place with students of fifth grade section A from the Dr. Carlos Luis Valverde Vega Elementary School in San Isidro de El Guarco, Cartago. Section 5-A has 26 students. The majority of these students come from San Isidro de El Guarco. Nevertheless, some of them come from communities, which surround this community like Guatuso, El Empalme, Higuito, Barrio Nuevo and Cangreja de El Guarco.

2. Performance of the students inside the classroom

Almost most of the time during the English lessons, the fifth graders demonstrated a lack of interest towards the subject. In addition, they have been interrupting constantly, and one of the main causes is by their bad behavior. Some of them talk negatively about the subject objecting that is the worst subject for them. Only a few of them participated in the oral activities and gave answers presenting some interest when the teacher requested them.

3. The issues students face specially the moment they needed to use the language in reading form.

The main difficulty presented on the fifth graders is when the teacher asks students on reading some passages or close lectures. It is common to notice the insecurity students feel to read aloud. Unfortunately, it is a fact that they do not receive enough preparation in lexical and semantic areas; as well as phonetic training and hints to analyze the correct pronunciation of the words. The bank of meanings that they manage is shorter as a teacher desires. Maybe, because of the lack of real interest by the students, they are not worried to acquire and save in

their minds the new words learned inside the classroom. Thus, they easily forget the new knowledge quickly.

4. The students' reaction the moment they use the English language in reading form.

Fifth graders show the impression of insecurity and lack of confidence the moment they have to read aloud or individually. Moreover, doubts come to their mind about words pronunciation and meaning. They feel afraid to make mistakes and suffering bullying from other classmates. Apart from this, they are moderately afraid of failing in front of the teacher and receive a punishment or jokes from their peers. They try to avoid participating in English activities especially in reading because of the shame.

5. The perceptions of students in each of the activities practiced in class.

Despite the English professor tries to provide and to instruct students with skills that they could use in their own learning and for communication, students are seldom involved in the learning process. Students keep in mind that they do not have preparation to take part on English activities. However, when they take the decision to participate, they usually demonstrate great qualities and knowledge in the target language. In summary, they have demonstrated that English is a difficult language to learn for them.

C. In relation to the teacher

1. Class management by the teacher.

The current teacher implements several strategies to involve his students into the variety of activities planned for the English lessons. He keeps himself updated with the new

technologies and resources to facilitate and teach classes correctly. The educator demonstrates interest on expanding concepts to his students. He reinforced development in the target language. The professor supports and motivates students on learning with active learning strategies all the time.

2. Motivation of the professor toward the students.

The current English professor is a person full of enthusiasm and energy. He comes with a positive attitude every day. In addition, he is a lovely teacher, and he acts like a father for many of his students. For that reason is that they both create strong bonds of friendship and with the relatives of his students. He turns into a strict person when needed; especially with those students who present a bad behavior during his classes. Meanwhile, the teacher acts on putting some kind of respect, as the authority he is, inside the classroom and the school.

3. Activities given by the professor in the teacher-learning process.

In English classes, the teacher follows the teacher's book and the student's book. He implements oral and reading activities from the book. In addition to that, the educator facilitates learning by doing activities as hand making or create activities realized in groups or individually as a way to reinforce the development of the students. For example, create posters to illustrate the topic seen in that moment. Also, oral presentations about a specific topic, investigations from Internet and so on. He utilizes audio and visual aids to enhance the learning in the students.

4. Reaction of the teacher toward the output of the students.

When the students complete a task, the professional development of the teacher is to motivate his students about getting better and better constantly. The teacher supports them even if somebody committed a mistake or just feel afraid to fail. His feedback in front of the students is very positive and stimulating for them. A certain fact is that the teacher's purpose is to influence in a favorable way the school process. Besides, the expectations of the professor play an important role into the students' behavior and progress.

5. Feedback of the professor to his students.

Effective feedback is a way to improve and to achieve success into the students. With the feedback of every work, the fifth grade English professor evolves his students with energy to be better learners. In addition, he creates the opportunity on his students to grow up their effort and progress. Either, negative or positive feedback, his students can take into consideration to gain self-confidence to continue learning English with the support of him.

D. In relation to the activities inside the classroom

1. Type of activities applied by the teacher.

The current and official teacher, applied several activities to develop reading and speaking skills. For example, read a passage about Typical Food in Costa Rica and USA. Students must analyze two menus, one with Costa Rican meals and the other with USA meals. Students responded questions about what they know about the topic. In addition, the teacher generated a conversation time by asking them about likes and dislikes related to food. It was an activity planned in order to promote the participation of the whole class because the majority of the students felt comfortable with the topic. Moreover, was a very familiar topic

for them, and in which they could use the vocabulary they acquired until that moment. They shared personal and family experiences around food. Teacher, also, took advantage of YouTube in order to illustrate the topic. At the end, with the supporting video, the teacher caught the attention and interest of the students.

2. Quality level of the activities applied in class.

The quality of the English lessons fulfilled by the current professor, are simply accurate for the level of A2 that the MEP guidelines (2016) require. He put into practice many activities to impulse knowledge into fifth graders. Quality in leaning process depends on an effective high quality execution of the teacher, similar to what this professor does. The negative point in this teacher skill, it is the difficulty to increase the students' interest to learn English and to break with the stereotypes about learning English effectively in a public school.

3. Real good use of the activities.

Meaningful activities are of enormous importance on classroom activities and plans according with the level, age and interest of the fifth graders at Dr. Carlos Luis Valverde Vega Elementary School. The activities accomplished by the current teacher fulfilled the expectations during the class observation. He used real life experiences to introduce topics, new knowledge, vocabulary and synthesis to the students. The teacher implemented situations in which the students felt acquainted and engaged.

4. Motivation on the participation of activities presented by the teacher

During the class observation, some students showed a lack of motivation to participate in the class activities. They felt so nervous and distrustful to take participation in oral activities. Although, the current professor had tried to involve the whole classroom, they preferred to stay calmed and be just only observers. However, it is important to emphasize that it is a big group, and the English professor does a big effort to implement an effective teaching in all students.

4.1.2 Pre-test

Berry, T. (2008) defines a pre-test as, “a non-graded assessment tool used to determine pre-existing subject knowledge” (p. 19). This is the second instrument applied in this investigative research. It is a tool to analyze the students’ understanding about a specific topic or framework. Researcher can get quantifiable data to develop the study.

The pre-test was made by two parts. Each part has a short reading and a fable with a moral. In the first part, students read the passage about “The boy who cried Wolf!” They analyzed this reading by answering six opened questions. They also put into practice their reading comprehension ability. In addition, students had to express their own ideas about the reading.

Subsequently, the second part was another short reading to evaluate vocabulary meaning in a specific context. Students read the short reading called “The man and his Camel”. Following that, students had six incomplete sentences. Each sentence had two words that entire it. Students had to choose the correct word in order to complete the statement according to their previous lexical and semantic knowledge.

The next table will present the grades obtained by the students on the pre-test were:

Table # 1. Grades obtained by fifth grader students on the pre-test.

STUDENT	GRADE
One	50
Two	72
Three	72
Four	89
Five	72
Six	65
Seven	20
Eight	72
Nine	50
Ten	28
Eleven	72
Twelve	65
Thirteen	20
Fourteen	39
Fifteen	33
Sixteen	78
Seventeen	33
Eighteen	28
Nineteen	60
Twenty	0
Twenty one	72
Twenty two	83
Twenty three	78
Twenty four	33
Twenty five	55
Twenty six	39

*Table 1. Shows the results for the pre-test.
Source: Researcher's create.*

According to the results presented on Table 1, a big percentage of the fifth grade students failed the test, and they had gotten a low grade. Many of the students committed cheating because they copied answers from other classmates. The reason was simple; it was the lack of knowledge in reading comprehension. The majority did not read the fable because they only read the title. During the pre-test evaluation, they demonstrated confusion and insecurity. They did not read the open questions properly and had many doubts on how to answer them. In summary, they did not comprehend some questions.

In respect to the second part of the pre-test, a great number showed ignorance about word meaning. They gave random answers instead of analyzing what word completed the statement in a correct form. Many of them asked about the meaning of adverbs of frequency such as the statement number six. They did not understand and differentiate the concept of 'always' and 'never'.

4.1.3 Questionnaire

According to McLeod, S. (2018) a questionnaire is, "a consistent research instrument with a series of questions for the purpose of gathering information from responses" (p. 17). In most of the time, the information obtained by this instrument is confidential; thus, the responses must not be identified. The way to develop a questionnaire is simple. It must go straight to the point, and it should be designed in an easy way to understand.

With the questionnaires, the researcher will obtain rich qualitative data; especially, if the questionnaire has been made with open questions. Thereby, the respondent will have the

opportunity to elaborate his or her answer. Along with that, the researcher can study the attitudes of the respondent in front of a specific topic or situation.

4.1.3.1 Questionnaire to the students

It was the third instrument applied for this research. The questionnaire had 19 multiple-choice questions and one open question. The objective for this set of questions was to measure the reading comprehension, oral skill and lexical knowledge into the fifth graders.

Furthermore, the researcher wanted to assess the interest in the fifth grade students to assist and participate of the English classes at Dr. Carlos Luis Valverde Vega Elementary School.

For this research, the first question was a multiple-choice question. It was about the personal opinion of the fifth graders about the importance of reading and speaking in English nowadays. The graphic number one demonstrates the range of their responses.

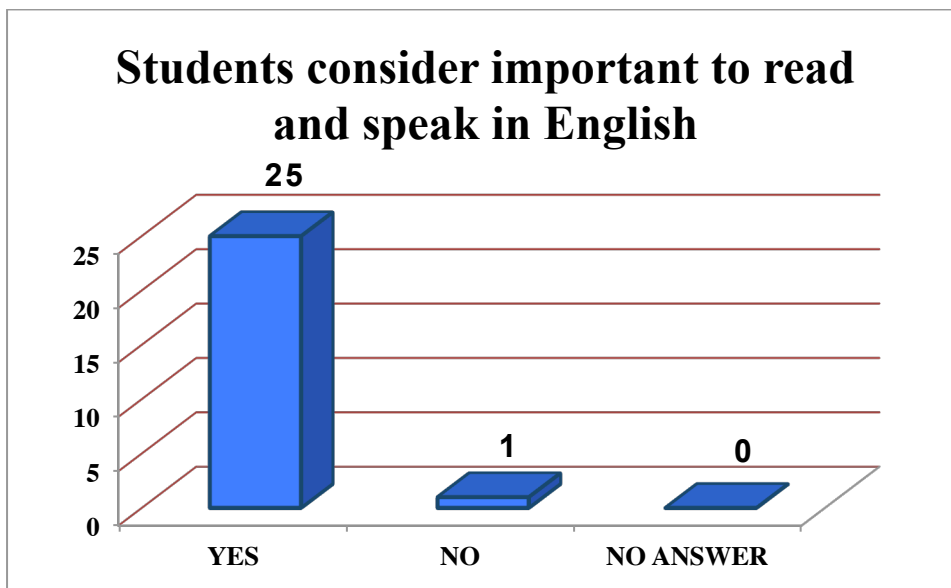


Figure 1. Students of fifth grade measure the importance of read and speak in English.

In figure 1, a major number of students answered in a positive way. Twenty-five expressed students confirm the importance to read and speak in English. On the other hand,

only one student answered that reading and speaking as a second language, it is not important nowadays. None of the students chose the option “no answer”.

According with the statement number one, the majority of the students gave a huge importance to develop the reading and speaking skills. It is definitely important to them because it is a way to be successful in many areas of life. Furthermore, they have faced up readings and oral performances every day in English through the social networks. For this reason, it becomes an importance in order to learn these skills. For one student, it is not relevant to learn how to read and speak in English. Probably with the pass of the days and times, that person will chance his or her point of view about the importance of learn a second language as English.

The second question was a multiple-choice question. It was about how they consider themselves as students during the English classes. By marking with an “x”, they filled the parenthesis with the appropriate personal opinion. The options they could choose were “Active”, “Passive” and “No Answer”. Figure number two demonstrates their answers.

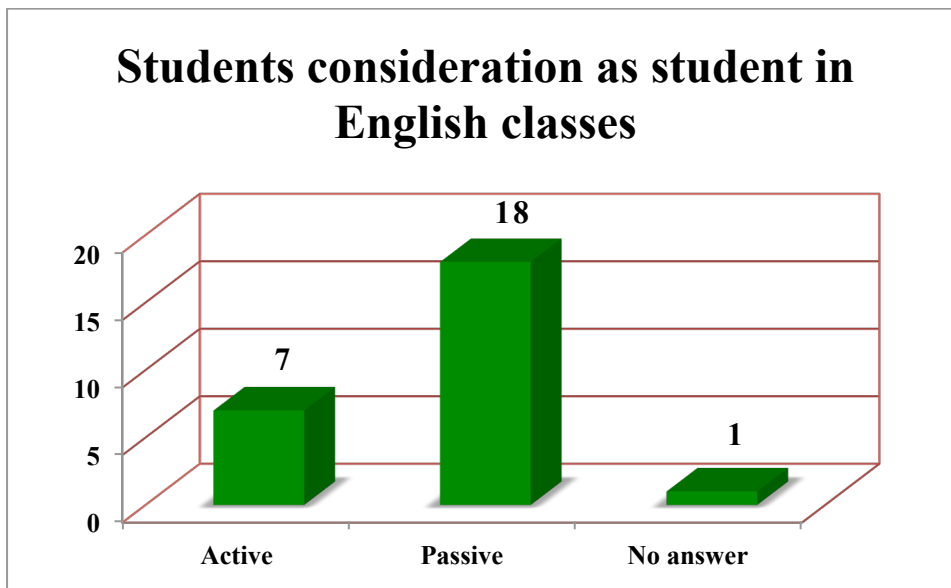


Figure 2. Students of fifth grade mentioned how they act as students in English lessons.

For this question presented on figure 2, eighteen students considered themselves as passive students in English classes. Meanwhile, seven of them responded that they are active students during the English classes. On the other hand, one student preferred to avoid answering.

Is important to analyze the reason why the fifth grade students consider themselves as passive students. Despite of, they demonstrate enjoying the English classes. The head teacher should implement activities and projects in which students want to be involved and participate.

The next figure will show the attitude of students during English classes. It shows if they feel bored the majority of the time during the performance of the lessons. It was a multiple-choice question, in which students choose by marking with an “x”, the best option for them.

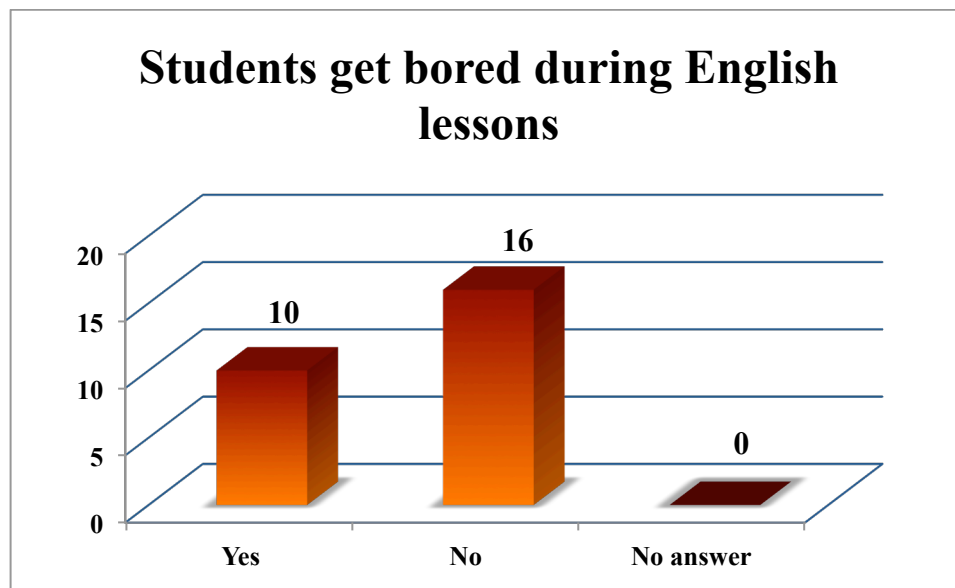


Figure 3. Students of fifth grade mentioned if they feel bored in English classes

On Figure number three, students presented their behavior meanwhile the classes are being taught. The responses were “Yes” or “No”. According to the graphic, sixteen students mentioned that they do not feel bored in English classes. On the contrary, ten students demonstrated a little bit boring feeling toward the English classes. None of the students chose the option “no answer”.

The results about this statement should be used to implement more activities to involve students. Teacher must use material that is more interesting in order to find ways to teach more interactive lessons. With interactive activities, the class can be split into small groups and give each group different assignments. At the end, each group can share their insights with the rest of the class and create positive environment between them.

The following chart wants to demonstrate if students are feeling motivated in order to improve and get better results on their English level. The researcher presented the request by a closed question.

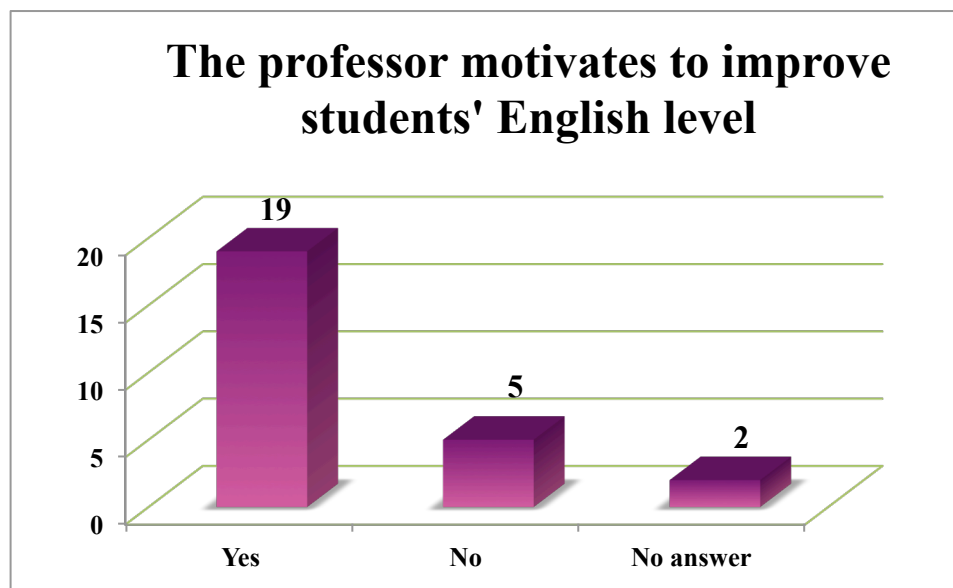


Figure 4. Students showed if they feel motivate to learn English.

For this question, nineteen students considered that they received enough motivation from the homeroom teacher. In contrast, five students validated that they do not feel the adequate supply of motivation from the teacher in order to improve their English. Meanwhile, two students tried to avoid any kind of answer about this interrogation.

The researcher asked fifth graders if they feel the sufficient motivation to assist and participate during the lessons as a mean to improve their English level on reading and lexicon. The students expressed not feeling the enough stimulation to learn a second language. For that reason, the teacher has the gigantic job to engage his students in challenging and cooperative activities during the teaching-learning process.

The next figure will evaluate if class activities are positive enough in the learning of a second language. The researcher desires through a close question to know if the activities made by the teacher will develop speaking, reading and get new lexicon in English on a positive manner.

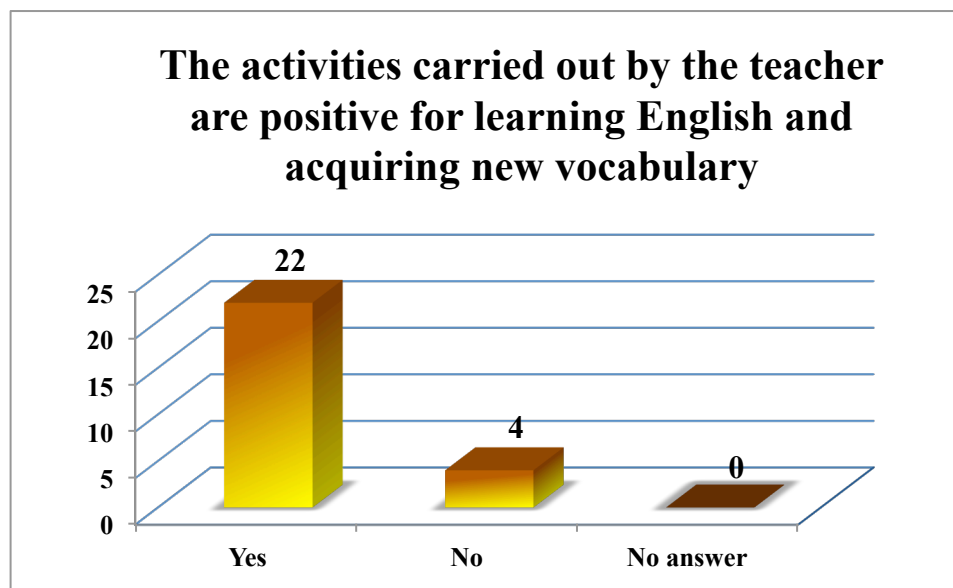


Figure 5. Students mentioned if they consider positive the class activities.

Figure five represents students' feelings about the class activities. They expressed if these were negative or positive for their leaning process. A big amount, twenty-two of them think that the teacher plans positive activities. Four students considered that the class performance is not positive for their learning, and none of the learners chose the option "no answer".

Students were very honest to response. For this request, they considered that the teacher's labor worrying on activities to develop their EFL skills is very positive. Most of the learners believe on this. In spite of, four students did not consider positive the teacher enforcement. Consequently, it turns necessary for the teacher to get sure about why the students are not feeling comfortable during the English lessons. The educator must show a personal interest for them. In that way, he will find the cause for their negative responses and attitudes as a mean to carry out other kind of activities to create a positive effect in them.

On figure 6, the researcher looks for responses about the frequency of the activities in the EFL lessons to practice reading comprehension and lexicon. The researcher utilized a multiple-choice question to obtain the results.

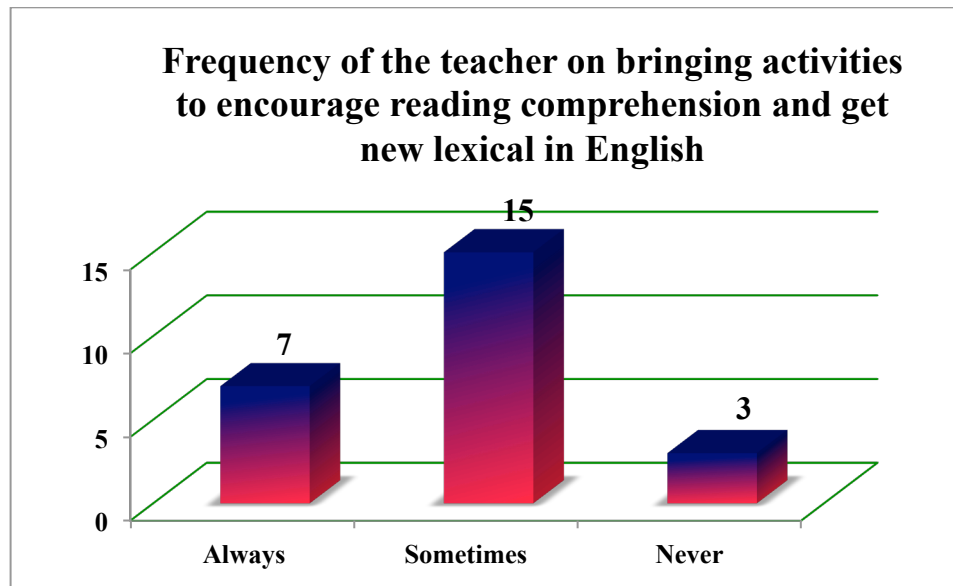


Figure 6. Frequency in learning activities to encourage reading and vocabulary acquisition in English.

Figure six represents how frequent activities are executed by the teacher during the fifth grade English lessons as a way to persuade them to get interested on reading and getting new vocabulary. The results show that seven students mentioned that always. Furthermore, fifteen said sometimes and the last three pointed that never.

It is a fact that the teacher must do a major effort to encourage his fifth grade students to read in English. He must enforce the activities in class, and evidently, students will get more lexicon as ESL. Clearly, for future activities they will feel more secure to work on the class activities and to read.

Next figure is about a closed question about students' feeling towards their English level increase during this year. Students were asked to mark with an "x" the best response about their personal growth when it comes to speak and read in English.

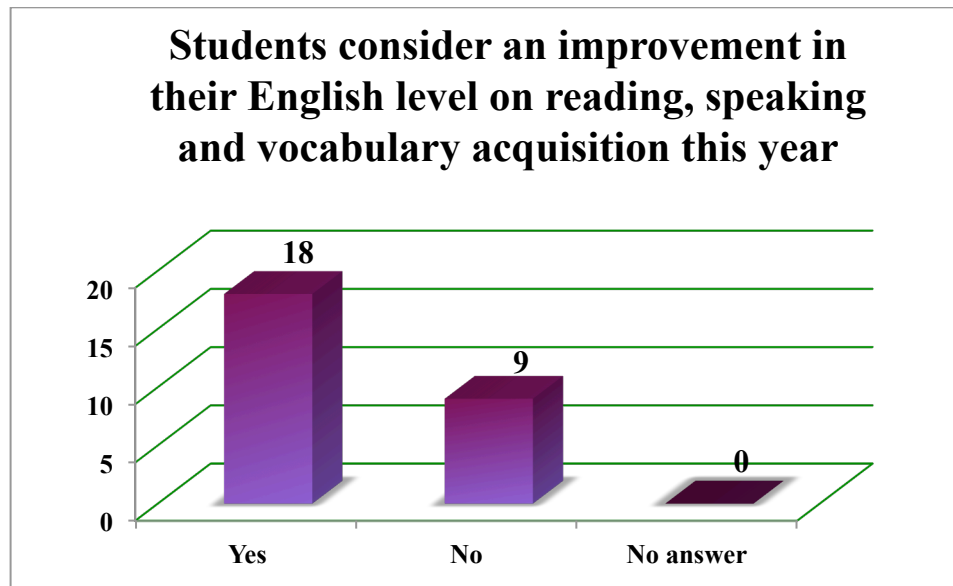


Figure 7. Growth of English level in reading and speaking this year into students.

In this figure 7, eighteen of the learners believe that they have increased their level in reading and speaking during this year 2019. Unfortunately, nine of them think that they have not had any advance improving their English level in reading and speaking. Finally, none of the students chose the option “no answer” to answer this request.

For this question, students answered about their consideration of English level acquisition in reading, speaking and vocabulary during this year. The responses show that many students are worried their English level has not improved so much during this scholar year. For that reason, it is essential to find a solution for this question, especially because students will leave the elementary school next year, and they need to be prepared for the high school with obviously, a better English level.

The eighth question was about if students understand what they read in English. It was a multiple-choice question in which students chose by putting an “x” into the best response for each of them.

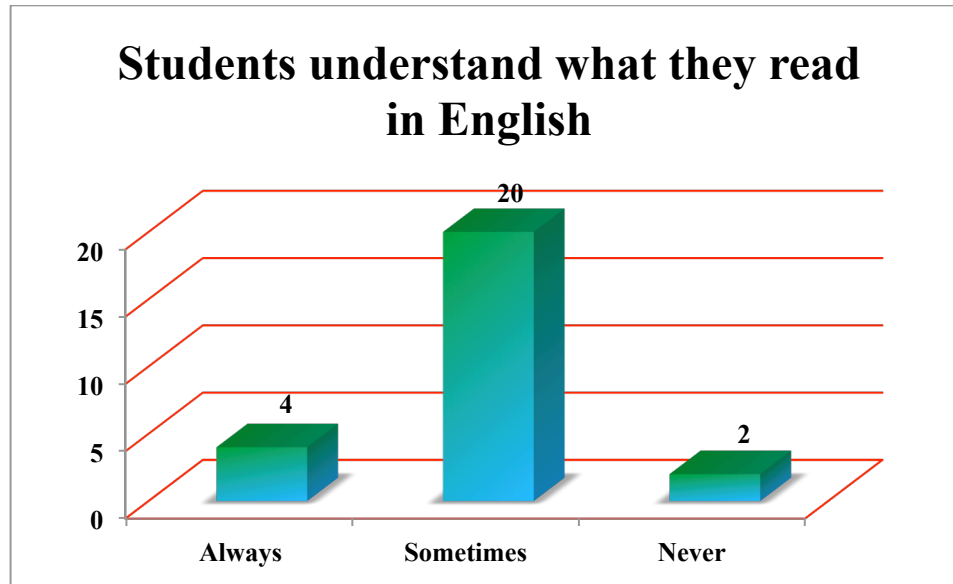


Figure 8. Represents how frequent students understand texts in English.

For this interrogation, four students answered that they always understand English written texts. Meanwhile, twenty students, who represent the majority, responded that sometimes they did. In addition, two students said that they never understand texts in English.

With this question, the researcher desired to discover the ability of the students the moment they have to read during the class performance. In addition, to confirm if they have really understood written texts in English. The majority demonstrated that they could sometimes understand English readings or passage, and a minor number of learners mentioned that “never”. Unfortunately and for the research interest, this question shows that they have a big lack of knowledge in vocabulary. The fifth grade English teacher must implement more activities to teach vocabulary and lexical semantics.

In figure 9, a multiple-choice request was chosen to analyze how frequent students can recognize written words and their meaning when they do reading exercises or activities.

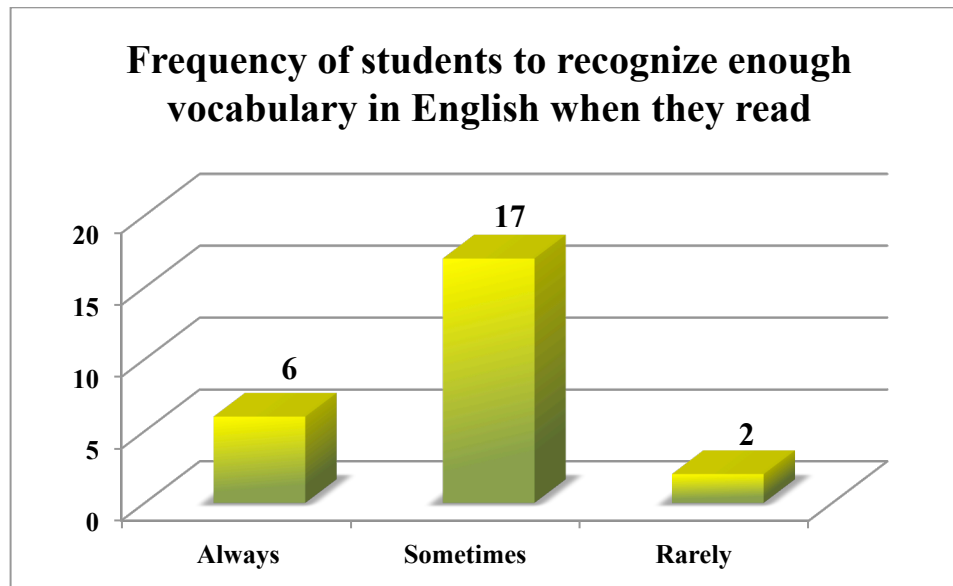


Figure 9. Fifth grader students' opinion about if they can recognize words and their meaning in reading exercises.

In graph number 9, six students demonstrated that they are always able to understand the vocabulary. Unlike, seventeen students answered that they sometimes can recognize and understand the meaning of the words in a text. Finally, two students demonstrated that they rarely could understand vocabulary in a reading exercise.

These results illustrate that a big amount of students do not have enough vocabulary knowledge at the time to do reading exercises or activities. This point unfortunately, affects their school performance. If they presented that confidence in lexical semantic, probably they will feel motivated to read. Moreover, their scores in English reading skill and general can definitely improve in a good manner. It is a fact that the teacher must create more activities to teach vocabulary according with the topics covered in class.

The tenth figure, intended to identify the preferences of the fifth graders at the reading time. A closed question with two options was used to gather these results.

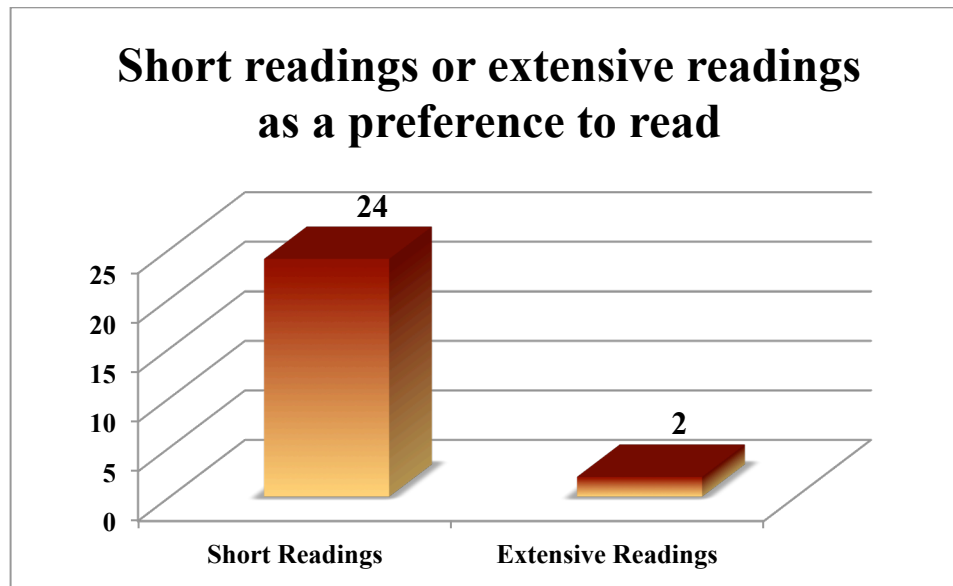


Figure 10. Illustrates the students' preferences as soon as reading texts.

This figure 10, demonstrates that twenty-four students prefer to read short readings. On the other hand, a minor number (two students) answered that they prefer extensive readings instead of short readings.

Fifth grade students as readers demonstrated a great preference in short reading or short stories. In general, it is clear that this type of readings makes learners to feel more comfortable and encouraged to use.

Question number eleven was an opened question. Students had to respond the request about what strategies can be implemented to do in class as a way to improve their reading and lexicon knowledge in the target language. The answers given by fifth grader students are shown in Table 2.

STUDENT	ANSWER
One	To do oral presentations and written activities
Two	Pay more attention and do not talk a lot in classes

Three	Reinforce pronunciation and word meaning
Four	More explanation from the teacher
Five	Pay more attention and do not talk a lot in classes
Six	More explanation from the teacher
Seven	More explanation from the teacher
Eight	Pay more attention and do not talk a lot in classes
Nine	Wants to learn word pronunciation, meanings and to translate difficult words into Spanish
Ten	More explanation from the teacher
Eleven	More reading activities
Twelve	Nothing
Thirteen	Read aloud activities
Fourteen	Pay more attention and do not talk a lot in classes
Fifteen	Implement more reading activities
Sixteen	Reading activities, work in groups and collaborative work
Seventeen	Work in groups / Collaborative work
Eighteen	Translate difficult words into Spanish
Nineteen	Translate difficult words into Spanish
Twenty	Illustrate meanings with pictures
Twenty one	More reading activities
Twenty two	More reading activities to acquire vocabulary
Twenty three	Reinforce pronunciation and word meaning
Twenty four	Translate difficult words into Spanish
Twenty five	More reading activities
Twenty six	Illustrate meanings with pictures

Table 2. Shows fifth graders responses about what do in class to improve English skills

On table 2, the majority of fifth graders want more reading activities during the English lessons. Their reason is the consideration they have about learning vocabulary and its

pronunciation for the moment to read in silent or aloud. Others want to use translation as a strategy to get difficult meanings and understand them. Furthermore, many consider on the emphasis of collaborating with the teacher by making silence, paying more attention and do not disturb while the English lessons are taking place.

4.1.4 Questionnaire to the teacher

For this investigation, the fourth instrument applied by the investigator was a questionnaire to the teacher. The questionnaire consists in thirteen opened questions with the intention of gathering the point of view of the teacher about his performance. The questionnaire's objective was about gathering information related to the reading skill and lexic semantic strategies that the professor puts into practice during the English lessons; specifically with students in study.

The first interrogative was about what other levels, despite of fifth grade, the teacher has taught. The educator mentioned he has twenty-three years working for Dr. Carlos Luis Valverde Vega Elementary School. He has many years of experience. The professor also expressed that he has taught all the primary school level. Just for the record, the teacher forward he will be teaching English to preschool children for the 2020 school year.

The second question was about teaching experience and if that experience has credit him as a quality teacher. The teacher considers in order that the years of experience are not a synonym of quality. He believes the quality comes when a teacher has keeping upgrading his or her knowledge by trainings and learning new strategies. For him, experience only gives teacher ideas to solve.

In the third question, the educator had to respond about the English level that a student must have when finishing the public elementary preparation to assist a high school. He answered that according with the new program of the MEP, must be A1 CEF.

The request number four was on how he considers his work of teaching English as a second language. The professor considers himself as a standard teacher. As well, he believes that his performance is very good according with the external factors.

Inquiry number five was about the level in reading skill his students have at the end of the school year. He reflects on the level in reading at the end of each grade in public school is low. The teacher mentioned that the previous methodology does not teach or prepare elementary school students in literacy in English.

Question number six was concerning to his criteria of what is the most applicable English proficiency during his lessons. The teacher mentioned that listening skill is the most used during his English lessons.

Request number seven was about the frequency of activities in the classroom to teach and practice reading comprehension and new vocabulary acquisition activities. He said that every week he puts into practice activities to develop reading proficiency.

In question number eight, the researcher wanted to know the opinion of the teacher about the difficulty to do reading and vocabulary acquisition activities in the classroom. He believes that is difficult because of external factors as lack of compromise. In addition, he believes not having enough resources to develop these kind of activities. Finally, he mentioned the major problem is the absenteeism of students to school and consequently, to English lessons.

For the request number nine, the investigator wanted to know the students perception at the time to use a second language in class. The teacher gives a huge importance of learning a

second language during the school years. He also mentioned that the quantity of English lessons that elementary school children receive are very important in their learning process.

Question number ten was about how the educator motivates students to practice reading in order to get new vocabulary and meanings in the target language. The teacher considers that repetition and reading aloud are good ways to put into practice reading activities; and therefore, to acquire new vocabulary. In addition, he considers the pre-lecture, lecture and post lecture as an excellent form to motivate students to read.

For question number eleven the researcher asked about what kind of supporting material he has used to motivate reading and vocabulary acquisition. The teacher expressed that he normally uses readings based on the MEP guidelines and contents. Moreover, the teacher complements with assignments in order to support the learning process of his students.

Question twelve was about his consideration of the environment inside the classroom to practice English, learn new vocabulary and work on reading exercises. The educator believes that the age range and the maturity level of his students is good. Nevertheless, external factors are affecting the students learning process in all the fields.

For the final request, the researcher asked the teacher to give himself a score in order to evaluate his performance as an educator. The question was created especially for reading and teaching new vocabulary, in which is good to clear that 100 was the highest score. The answer of the teacher for this request was a 100. He considers he has made a big effort to teach the second language inclusive with all the limitations he has as an English teacher working in a public school. Nevertheless, he also scored himself with an 80. The reason is the factors that have influenced during the performance of teaching EFL.

4.1.5 Post-test

After the completion of the instructional program, using short readings or short stories to improve new vocabulary and reading skill into fifth grade students, the researcher applied a post-test to evaluate the effectiveness of the theory. Some of the strategies applied during the training were introduced by short readings with a moral. They were also used to introduce vocabulary and its meaning in order to help students understand what they read.

The results obtained after the application of the strategy were very satisfactory and positive for the participants and the researcher. The following table shows those results.

Table # 3

STUDENT	GRADE
One	100
Two	100
Three	100
Four	100
Five	73
Six	100
Seven	100
Eight	100
Nine	100
Ten	87
Eleven	100
Twelve	100
Thirteen	100
Fourteen	100
Fifteen	82
Sixteen	100
Seventeen	73
Eighteen	100

Nineteen	100
Twenty	100
Twenty one	73
Twenty two	100
Twenty three	100
Twenty four	100
Twenty five	100
Twenty six	100

Table 3. Shows fifth graders post-test results.

Table # 3 demonstrates the satisfactory results. The application of the method chosen for this investigation fulfilled the expectations of the researcher. Students were so grateful because they could understand the readings assigned by the research better. Some of them mentioned that if the head teacher follows vocabulary in that way, they would learn a lot. This kind of feedback was very satisfactory and a synonym for fulfillment for the researcher.

Chapter V

Conclusions and Recommendations

In the section of Conclusions, the researcher sums up the main points of the investigation. In addition, the more important features like the objectives stated on chapter one, the outcomes, key findings, the information obtained at the end of the investigation and their valuable contribution for the study. Moreover, the researcher can explain the emphasis of the significance and usefulness of the investigation (Monash University, 2018).

As part of this chapter, recommendations and comments about the limitations during the investigation are included. Additionally, personal suggestions for future investigations are written here. Equally important is to mention the benefits for the organization or institution in which the study took place. In addition, chapter five includes aspects to be corrected or elude, the steps required to implement the policy and all the resources needed to rise the purpose of the project. The organization should take those recommendations very seriously (Paper Master, 2017).

5.1 Conclusions

In the following segment, the researcher will analyze each objective, its aspects found during the process and its interrelationships in both.

5.1.1 To identify students deficiencies in vocabulary acquisition.

For this study, the first specific objective consisted in analyze the several shortages in vocabulary into fifth grade students that affect the students concentration and lack of attention while they read in English during the class performance. The investigation explored the environment and discovered the negative aspects that affected students' efficiency.

First, it is important to recognize that the building, specifically the classroom, is not the suitable venue for the proper learning of the students. The institution is an old building with

some renewals. Moreover, their physical implementations inside is old too. The classroom has little natural light; in other words, it is very dark and short for the quantity of students. It is not a room to create or generate a creative environment.

The physical structure gives a boring impression. The walls have not an adequate decoration. The space is not well organized, and the students feel so tight. For this reason, it is clear that it definitely affects the kids' school performance. The external noise is abundant, and obviously, it causes a big problem of concentration.

Each classroom has an overall population around 25 to 32 students per group. It influences in the appropriate development of the students during the lessons. In addition, it influences their self-esteem and the feeling of being part of the classroom and the group. Moreover, it influences in the teacher's performance, and that overpopulation significantly affects the teacher's correct dedication for each student. Furthermore, it is a difficulty when the teacher needs to confront and solve some problem into the classroom.

Despite of that they are fifth graders, they do not have the efficiency background to read, speak, understand; and therefore, to acquire vocabulary in the target language. The majority of the students do not have appropriate attitudes and qualities to develop a right behavior, as EFL is needed. As a result, they have big deficiencies to acquire new vocabulary in English throughout reading training or activities.

The lack of suitable technology equipment and devices in the classrooms has consequences in teaching-learning process of these students. The class performance is huge rudimentary. Internet access and connection is too bad. As a result, the institution is not preparing these kids to confront the actual challenges and globalization of the world. As regards with physical materials, learners do not have any student's English book to use as

reference. The teacher is the only person who owns an English book, which he has to get photocopies to students with a lower quality print.

Unfortunately, the teacher in complicity to the English programs are not preparing citizens the ability to be independent, performance successful teamwork, creative persons and the necessity or hunger for a constant learning. The education, educational programs and its subject matter must be transformed. It is also necessary the incorporation of new and efficient technology equipment and programs. Some of those changes might turn teachers as tools to transform the education in Costa Rica.

As an important fact, student attitudes towards learning a second language and towards school, has been demonstrated with a low motivation. The reason arises because of their poor academic achievements. Obviously, it makes learners to feel down during the English lessons. The strategies to teach a second language are boring for them. They do not stimulate students to feel joy for learning. This last idea was supported every time classes began because some of the learners expressed it orally.

During the English lessons, fifth graders have spent too much time talking between them and creating a noise pollution environment. Thus, this issue is very annoying for the teacher who constantly calls for their attention, silence and good behavior. It is also important to clear it exists an overpopulation inside the classroom and more talkative students normally sit together which consequently their misbehavior disrupts the learning of a second language.

The strategies applied by the English teacher are following the activities from the Book English Class Plus 5. He uses the traditional teaching methods. He rarely uses other motivational, creative and innovative strategies to encourage fifth grade students to feel motivated to learn. As a result, the same students have given ideas or suggestions about the

way they want to learn, or learners have expressed activities that they want to work with during the English lessons. One of the examples mentioned was that they want to put collaborative work into practice. Another example is that students recommend making oral presentations and investigations to present in front of the whole class. However, the English teacher has not paid enough attention to the students' interests and has not worried about different types of teaching-learning strategies that might work and help him in the classroom.

It is important to mention that the English teacher has a good relationship with his students. He tries to know each of them on a personal level and the students' family situations. He has an excellent communication with parents in general. Students' performance has no relationship with the way the teacher interacts with them or the human part. Unfortunately, students' low performance has only relationship with academic issues.

The teacher is kind with the students. Therefore, he has a good sense of humor in front of the difficult situations. He tries to provide a bit of optimism into his students. It is plain to notice the way pupils greet positively the teacher starting the lessons or during the breaks. The professor has many human qualities in the teaching profession.

5.1.2 To apply short readings as a strategy to improve vocabulary acquisition in fifth graders at Dr. Carlos Luis Valverde Vega Elementary School during the III Quarter of 2019.

The moment the researcher wanted to apply the strategy of short readings to improve vocabulary acquisition, the attitude of the students was a combination of startle, confusion and anxiety. Whereas, they had changed their impression as the strategy was performed.

Furthermore, the range of participation was very satisfactory.

When applying the strategy of short readings to improve vocabulary acquisition, the fifth graders felt so secure, and they had a positive attitude. The activity created an environment of confidence and enthusiasm. This activity was very different to the activities they have usually worked in class. The whole class expressed a motivation, willing to learn and participated since the beginning of the method's application.

The common thoughts they had during the application of the activity were that they felt calmed. Students showed that relaxation the moments they read the short stories and did the production exercises about reading comprehension. Both participants, the researcher and the learners, had a sense of satisfaction, and the researcher perceived the positive repercussions of the technique with the students' progress.

One example to illustrate some positive results is related to words learned such as "country". Students learned another meaning for this word besides a "political geographic area". They also learned that is "a rural district". This new concept was important to get a better understanding of some texts. The reactions of the students concerning the new meaning acquisition were like an explosive feeling of happiness because now they had understood what they read.

It was necessary during the application of the technique to include strategies to work the mental aspect of the students before and during the duration of the activity. They felt insecure, as is normal, during the English lessons because they did not have the enough knowledge to perform an activity in English by themselves. Nevertheless, the researcher overcame the challenge very favorable. After that, learners were willing to take risks and to complete the exercises in order to obtain success. In addition, they understood that their learning is part of their own responsibility.

Another important detail as a conclusion for this research is the patience. As taking into consideration the lack of knowledge in vocabulary acquisition, the researcher needed to be more patience and explained in detail the strategy chosen. An important characteristic that teachers should have in any situation, and especially as educators, is patience. At the beginning of the activity, students felt anxious to experience a new strategy in comparison with the kind of activities that they have usually worked with during English classes. It was an enormous challenge for the researcher in order to get profitable results.

In conclusion, at the end of the activity the feeling of anxiety demonstrated by the fifth graders was a successful overcome. The study had a significant magnitude on the effect of improving and enhancing vocabulary and absorbing meaning for the students. The results exceeded the expectations of the researcher and surprised the pupils. The objective to apply short readings as a strategy to improve vocabulary acquisition was definitely satisfactory.

5.1.3 To evaluate the results of using short readings as a strategy to improve vocabulary acquisition in fifth graders at Dr. Carlos Luis Valverde Vega Elementary School during the III Quarter of 2019.

Toward the activities applied during the research, the fifth graders felt so comfortable and confident while they performed the assignments. After working with the activities, students began to understand meanings and the context of the short readings. Most of them responded compelling when they were going to learn new vocabulary in a different way through out short readings. This strategy engaged their attention to do more.

This serious issue about the lack of vocabulary by students has not been given the properly attention and the necessary guidance. For the researcher, the struggle to complete the syllabus on time became an obstacle for students' success. As it has been mentioned through

the whole investigation, teaching English to enhance vocabulary through short readings is the focus for this research. Fortunately, with this strategy, students got confidence and became eager to learn a second language, which helped the professor to advance more effectively on his struggle to complete the syllabus. In the future, these students attending sixth grade will have more fluency and accuracy in their English language learning which might become a big help for their English teacher.

As another purpose for this research was to enable students on bringing abilities with vocabulary acquisition, the data collection reported and presented positive results and answers to the objective proposed. The outcomes obtained through the instruments were satisfactory. In particular, with the post-test, the scores obtained by the students got better fulfilling all the expectations before the application and analysis of the instruments.

On the other hand, the homeroom teacher was definitely impressed for the strategy used and the results. He showed his surprise about how the instruments and the strategy were put into practice and were effective. The professor mentioned his appeal to follow up the technique with his current and future students. In order to keep students motivated, the teacher is planning to extend this technique with other levels in the same school. However, he wants to investigate more and study the method before putting it into practice.

In conclusion, the three objectives presented for this investigation were successfully achieved. All the results showed that the technique provides the opportunity for success as far as vocabulary acquisition be concerned. Another point is that the research demonstrated the lack of vocabulary knowledge students had and how does the strategies use in classroom were only focused in the attention to lecture and not into vocabulary acquisition. The results were simply successful according with the researcher expectations.

5.2 Recommendations

In order to motivate students to learn a second language, the teacher should apply creative and dynamic strategies according with the age, likes and desires of the students. Lessons will become more interesting and interactive. Additionally, the teacher will obtain positive attitude and behavior from students. Consequently, learners will increase their academic achievements. The right portion of creativity in the classroom helps students innovating and encourage them to learn as EFL. In addition, it reduces the stress and anxiety they feel the moment they needed to do an activity in the target language.

Based on the conclusions above, a suggestion is to ask for the institution to supplement English teachers with adequate material and resources to deliver instruction. Thereby, support students learning with useful textbooks and academic material to increase students' success. Ideally, the teaching materials will be updated with the current content students might need for their progress.

Getting valuable teaching materials is not nearly difficulty. Today, the Internet has many excellent resources for teachers, which can enrich significantly the teacher contents. The institution should finance more technological equipment and devices to activate individual and group learning second language. An investment in teacher material and technology is a strategic bet for teaching excellence.

Another recommendation is to assign lessons in blocks of no more than 80 minutes. The reason is that currently fifth graders have block schedules of 120 minutes and it has been demonstrated that it is a huge burden for those pupils. Extended blocks of more than two lessons is definitely so boring for students. Consequently, the focus of attention by students is lost easily. As a result, the teacher has to deal with bad behaviors, and frequently, the class time turns ineffective.

Finally, to give a better effectiveness to teaching methods, the teacher should take into consideration the opinion of the students because they are the learners and real participants of the curriculum. Teacher should consider their opinion, likes and necessities because students require expressing their point of view and feeling part of the teaching-learning process. A positive result might be that students strengthen their confidence and make a better relationship with the teacher.

Many times, students expressed their desire for being participants in more interactive activities. The teacher should be conscious on designing activities such as collaborative work, take students to practice into the English computer lab as assignments and tasks. In addition, to have the opportunity to make search investigations about topics in English associated to individual and oral group expositions or presentations. The teacher must be the model, coordinator and facilitator of activities based on the likes of the students.

5.3 Restatement of the research question

The purpose of this research was summarized at the beginning of the investigation, “how does the implementation of short readings and passages increase vocabulary knowledge in fifth graders at Dr. Carlos Luis Valverde Vega Elementary School during the II Quarter of 2019?” This question was answered through the development of this study. The data results pointed the success of the technique applied with these students. This investigation fit their purpose on helping fifth graders with their vocabulary acquisition in the second language.

Hence, to use the technique of short readings motivated them to continue acquiring new meanings in the target language. Another point is with this strategy; all the skills as reading, listening, speaking, lexica semantic and among others, were put into practice in order to reinforce their knowledge.

5.4 Unexpected results

Generally, during the English lessons, students tend to cheat with students who have a high knowledge in English. The researcher identified this issue during the investigation. In addition, the researcher noticed the low effort presented to solve worksheets, reading comprehension exercises and others. Students are not creating reasoning abilities. This issue might be prevented if the teacher organizes the classroom and separates the group of students that usually commit cheating inside the class.

During the application of the technique, fifth graders showed an effusive enthusiasm because they were experimenting other sort of class activity. The researcher had the challenge of utilized mental and behavior strategies to control and manage the pupils, and in that way, avoid dealing with trouble concentrating.

At Dr. Carlos Luis Valverde Vega Elementary School, there are two teachers for the English subject. Meanwhile, the technique about implementation of short reading to improve vocabulary acquisition was put into practice, the other teacher observed and analyzed the whole process. She mentioned her interest on knowing more about the strategy. Also on how to implement class activities like that on the future with her levels.

The success on the application of this theory surprised all the participants. As a result, the school principal gave an oral acknowledgment to the researcher and recognized its effort. In addition, the administrator gave thanks for the additional help brought during the process to both, the homeroom teacher and the fifth grade students.

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APPENDIX

Appendix A. Questionnaire / Observation checklist

Universidad Internacional de las Américas - Escuela de Inglés

Hannia Martínez Alfaro

III Cuatrimestre 2019

Cuestionario a los Estudiantes de 5° Grado Escuela Dr. Carlos Luis Valverde Vega

Instrucciones: Lea cuidadosamente cada apartado y coloque una X dentro del paréntesis a la respuesta más adecuada según su criterio.

1. ¿Te gusta hablar y leer textos en inglés?

() sí () no () No responde

2. ¿Consideras que hablar y leer en inglés es importante?

() sí () no () No responde

3. ¿Cómo te consideras como estudiante en la clase de inglés?

() Activo () Pasivo () No responde

4. ¿Sientes que te aburres en clases de inglés?

() sí () no () No responde

5. ¿Cuán a menudo te sientes motivado a venir a la clase de inglés?

() siempre () a veces () nunca

6. ¿Sientes miedo o vergüenza al tener que hablar o leer en voz alta en inglés durante las clases de inglés?

() sí () no () No responde

7. ¿Cuán a menudo sientes miedo o vergüenza al hablar o practicar leyendo en inglés en el aula?

() siempre () a veces () nunca

8. ¿Te sientes motivado por el profesor para mejorar tu nivel de inglés al leer y para adquirir nuevo vocabulario en este idioma?

() sí () no () No responde

9. ¿Consideras las actividades realizadas por el docente son positivas para aprender ha hablar, leer y conocer nuevas palabras en inglés?

() sí () no () No responde

10. ¿Consideras que el profesor te motiva para hablar, leer y aprender nuevas palabras en inglés en el aula?

() sí () no () No responde

11. ¿Cuán a menudo el profesor trae actividades para fomentar la comprensión de lectura y el conocer nuevas palabras en inglés?

() siempre () a veces () nunca

11. ¿Sientes que has mejorado tu habilidad para expresarte oralmente y poder leer textos en inglés este año?

() sí () no () No responde

12. ¿Consideras que el profesor necesita planear más lecciones en las que leer en inglés sea primordial?

() sí () no () No responde

13. ¿Qué calificación le das a tu profesor de inglés en cuanto al tratar de enseñarte a hablar y leer en inglés?

excelente buena regular mala

14. Consideras que debes mejorar tu habilidad para comprender textos y nuevas palabras en el idioma inglés.

sí no No responde

16. Señala la frecuencia con la que sueles entender el contexto de los textos dados en inglés.

siempre algunas veces nunca

17. A la hora de leer en inglés, señale cuál tipo de lectura prefiere.

Lecturas cortas Lecturas largas

18. Consideras que cuando lees en inglés tienes el suficiente conocimiento en vocabulario para entender lo que lees

siempre algunas veces casi nunca

19. ¿Qué cambios consideras deben hacerse en la clase de inglés para mejorar la habilidad de comprender textos hechos en inglés y adquirir más vocabulario en esta segundo idioma?

Appendix B. Teacher Questionnaire

Universidad Internacional de las Américas - Escuela de Inglés

Hannia Martínez Alfaro

III Cuatrimestre 2019

Entrevista al Docente Msc. Nelson Hernández Conejo

1. ¿Qué otros niveles, aparte de quinto año, ha impartido?

2. ¿Consideras que sus años de experiencia son lo acreditan como un profesor de calidad?

3. ¿Cuál considera, es el nivel en que debería salir un estudiante de escuela pública hacia el colegio?

4. ¿Cómo considera su trabajo en el área de enseñanza del idioma en Inglés?

5. ¿Qué nivel con respecto a la habilidad de comprensión de lectura considera usted obtienen sus grupos al final de cada curso?

6. Según su criterio, ¿cuál es el área o habilidad que usted utiliza más en sus lecciones?

7. ¿Cuán a menudo implementa actividades en el aula para practicar la comprensión de lectura y así poder adquirir nuevo vocabulario y conocimiento?

8. ¿Cuál es su opinión sobre la dificultad de aplicar actividades de comprensión de lectura que ayuden a adquirir nuevos conceptos y vocabulario en el aula?

9. ¿Qué percepción tiene de los estudiantes al momento de tener que utilizar esta segunda lengua en clase?

10. ¿Cómo motiva a los estudiantes para que lean en inglés y adquieran nuevo vocabulario y conceptos durante las clases?

11. ¿Qué material de apoyo utiliza usted para motivar la comprensión de lectura e incrementar el vocabulario en inglés en sus lecciones?

12. ¿Cómo considera el ambiente en la clase para practicar inglés, enseñar nuevo vocabulario y conceptos en este idioma y al mismo tiempo hacer ejercicios de comprensión de lectura por parte de los estudiantes?

13. En un porcentaje de 0 a 100, en donde 100 es el puntaje más alto, cómo se califica como impulsor de la habilidad lectora y de adquirir nuevo vocabulario en sus lecciones?

Appendix C. Pre-test

Universidad Internacional de las Américas - Escuela de Inglés

Hannia Martínez Alfaro

III Cuatrimestre 2019

Escuela Dr. Carlos Luis Valverde Vega**Pre-test / Short Readings****Grade:** _____**Teacher: Hannia Martínez A.****Score:** _____**Points: 18 points****Time: 30 min.****Part I – Reading 12 pts****A. Read the following fable about “The boy who cried Wolf!”.*****The Boy who cried “Wolf”***

Once upon a time there lived a little boy. His name was Bill. Bill didn't live in town. He lived in the **country**, and looked after sheep. He was not a very good boy. He often fell asleep watching the sheep, and he also told lies.

The people who lived there often said, “That boy will come to a bad end”. One day Bill wanted to play a practical **joke** on the people. He ran down the hill and cried, “Wolf! Wolf! Help! Come quickly! Wolf!” All the people ran very fast to him as they wanted to save him. But when the people ran up to the boy they saw no wolf. “It heard you and ran away,” the boy said. The people went away. Bill began to laugh. “How funny people are! How silly they are! They are not clever at all.” Three weeks later he wanted to play the same trick again. “Wolf! Wolf!” he cried. “Help! Come quickly! Wolf!” Many people ran to the **hill** as fast as they could, but again there was no wolf. This time the boy laughed at them. “Ha ha. There was no wolf,” he said. “What a good joke! Don't you think so?” The people became very angry. “Lies are not jokes” they said, and went back home.

Two days later the weather was sunny and warm. The boy was sleeping in the afternoon sun. Suddenly he woke up. He saw a big dark animal. The animal ran to the sheep and **grabbed** one. “Wolf!” cried the boy. “Wolf! Help! Come quickly! Wolf!” But nobody came to save the boy this time. The wolf heard and said: “I like sheep, but a little boy will taste better. I'll have a real diner tonight!” When the boy didn't return home that night the people went to look for him. But they never found him and nobody saw him again.

B. Answer the questions relative to the fable about “The boy who cried Wolf!” (12 pts).

1) What joke did he play on the people?

2) Why do you think all the people came to help him first time?

3) Did they all come the second time?

4) What happened to the boy?

5) Do you sometimes tell lies? What is the result?

- 6) Which is the best moral of the story?
- It's not good to sleep at work.
 - If you play tricks on people, they won't help you later.
 - If you tell too many lies, people won't believe you.

Part II – Reading 6 pts**A. Read the following fable about “The Man and his Camel”**

Once there was a man who had a greedy camel. One cold night, the man went to sleep in his tent. He heard a noise. He got up to see what was making the noise.

He saw his camel at the entrance to the tent.

- “Master, said the camel, “It is very cold outside. May I put my head inside your tent? You have a warm fire in there.”

- The man answered, “You have a coat of fur to keep you warm. Oh well, put your head inside.”

A little later, the camel said,

- “Master the rest of me is cold. May I bring my front legs inside?”

The man wanted to sleep, so he agreed. He moved over so there was room for the camel's front legs. The camel was happy but not for long.

- “Master my back legs are cold. Please move into the corner so that I can get them in.”

The man moved and the camel came in. Now, there was no room in the tent at all.

- “Master, there isn't any room in the tent. I cannot turn,” said the greedy camel.

- “There isn't enough room for both of us. I am bigger than you are. I think you should go outside.”

The man sat up and looked at his camel. “I knew this would happen.

Why did I let you in?” he said as the camel pushed him into the cold.

MORAL: *Someone who is greedy never has enough.*

B. Circle the right word that complete each statement about the fable “The Man and his Camel” (6 pts).

1. The camel was **hungry** / **greedy**.
2. The man lived in a **tent** / **house**.
3. In the tent, there was a **cold** / **warm** fire.
4. The camel wanted to **go out** / **to come in**.
5. The camel was **bigger** / **smaller** than his master.
6. Someone who is greedy **always** / **never** has enough.

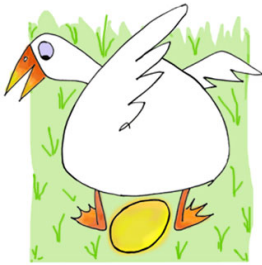
Appendix D. Post-test

Universidad Internacional de las Américas - Escuela de Inglés

Hannia Martínez Alfaro

III Cuatrimestre 2019

The Golden Egg



There was once a **Countryman** who possessed the most extraordinary **goose** you can imagine. Every morning when he went to visit the **nest**, the goose had laid one single beautiful, glittering, golden egg.

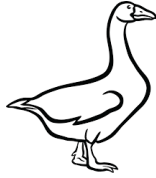
The Countryman took the eggs to **market** and soon began to get rich. But it was not long before he grew impatient with the goose because she gave him only a single golden egg each day. He was not getting rich fast enough and was becoming quite greedy.

Then one day, after he had finished counting his money, the idea came to him that he could get all the golden eggs at once by killing the goose and cutting it open. But when the deed was done, not a single golden egg did he find, and his precious goose was **dead**.

Word	Meaning	Example
Country	Rural district,	The air in the <i>country</i> is good
Countryman	Person who lives in the country	The old <i>countryman</i> is
goose	A wild or farm bird, with a longer neck and legs than a duck	The <i>goose</i> can not fly.
nest	Circular structure of twigs, grass, mud, etc, formed by a bird	Birds make their <i>nests</i> in trees.
market	A place where buyers and sellers meet for the sale of goods	What time does the <i>market</i> open?
dead	No longer living	Is the mouse <i>dead</i> or alive?

Practice. 1. Match each picture with its corresponding name.

dead - country - market - nest - countryman - goose



2. Circle the correct word that completes each statement.

- a. He found a *dead* / *head* cat on the road.
- b. James is a *countryman* / *river* traveling in France.
- c. My family moved from the city to the *mall* / *country*.
- d. You can see a *nest* / *noise* in that tree.
- e. I stopped at the *market* / *church* on the way home for some juice.

Appendix E. Activity 1

Universidad Internacional de las Américas - Escuela de Inglés

Hannia Martínez Alfaro

III Cuatrimestre 2019

Activity #1






T. Hannia Martínez

The Bat and the Weasel



A **Bat** who fell upon the ground and was caught by a **Weasel** **pleaded** to be **spared** his life. The Weasel refused, saying that he was by nature the enemy of all birds. The Bat **assured** him that he was not a bird, but a mouse, and thus was set free. Shortly, afterwards the Bat again fell to the ground and was caught by another Weasel, whom he likewise entreated not to eat him. The Weasel said that he had a special hostility to mice. The Bat assured him that he was not a mouse, but a bat, and thus a second time escaped.

Moral: *It is wise to turn circumstances to good account.*

Word	Meaning	Example	Picture
Bat	A flying noturnal mammal, often a size of a mouse.	You can see many bats chasing insects over the field.	
Weasel	A small-eating animal having a long, slender body and short legs.	A weasel ran across the street and dissapeared into the woods.	
Pleaded	To request sincerely	He pleaded to be allowed to see his mother one more time.	
Spare	To refrain from killing or punishing	The chief spared his captives, because he admired their bravery in the battle.	
Assured	Certain, guarantee	He was assured a job in the spring.	

Activity #1

T. Hannia Martínez

Circle the correct word that completes each sentence. (5 pts).

1. The queen decided to **mice** / **spare** the condemned man.
2. The boy **pleaded** / **walk** to be allowed to ride on the tractor.
3. A **bat** / **horse** needs to eat many times its own weight in insects every day.
4. She is **sitting** / **assured** of having a job when she graduates.
5. The **dog** / **weasel** is a very pretty little creature of the forest.

Appendix F. Activity 2

Universidad Internacional de las Américas - Escuela de Inglés

Hannia Martínez Alfaro

III Cuatrimestre 2019

Activity #2

T. Hannia Martínez

The Ants and The Grasshopper


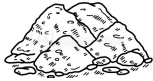






One summer day, a **grasshopper** met some ants. They were carrying food to their home under the **ground**. "Good day" said the grasshopper. "Isn't it a fine day?" The ants didn't stop to talk. The grasshopper watched them. Then he said: "It's a lovely day .The sun is shining .The birds are singing. Why do you work so hard? Now it is time to sit in the sun." "No, it isn't" said the ants. "Now is the time to work. We aren't lazy. When winter comes, we won't find any food. We must collect our food now and store it for the winter."

The grasshopper laughed at the ants and lay in the sun listening to the birds.

Weeks and months went by. The days became cold. The **wind blew** and it rained. Soon snow covered the fields. It was winter. Under the ground, the ants were warm and happy. They had all the food they needed. The grasshopper jumped from place to place. He was looking for a warm, dry home. He was thin, cold and **hungry**. He went to the ants and asked for some food. "Oh no!" said the ant. "You sang all summer, so in the winter you'll **starve**."

MORAL: "**Save up** for rainy days"

Word	Meaning	Example	Picture
Grasshopper	A plant-eating insect having large hind legs used for leaping.	A grasshopper is big to a ladybug.	
Ground	The solid surface of the earth	There was a lot of mud on the ground .	
Wind blew	Air natural motion	A cold wind blew from northwest.	
Hungry	Having a desire or need for food	I am hungry , let's have lunch.	
Starve	To be extremely hungry	When do we eat? I am starved .	
Save up	Put something aside for later use; reserve	Mario saves up a piece of pie for him.	

According with the fable “The ants and the grasshopper” put an “X” in the correct answer.

	TRUE	FALSE
1. The ants asked, “Isn't it a fine day?”		
2. “No, it isn't” said the grasshopper.		
3. The grasshopper is lazy.		
4. The ants are lazy.		
5. The ants collected food for the winter.		
6. The grasshopper laughed at the ants.		
7. The grasshopper had all the food he needed.		
8. The grasshopper was looking for a dry home.		
9. The ants had all the food he needed.		
10. The ants helped the grasshopper.		

Appendix G. Activity 3 / Observation 2

Universidad Internacional de las Américas - Escuela de Inglés

Hannia Martínez Alfaro

III Cuatrimestre 2019

Activity #3
T. Hannia Martínez

Two birds in the Forest

The **peacock** is a handsome bird! He has beautiful **feathers**, with many colours. The **crane** is a plain bird, with dull feathers. His feathers are black and grey. One day, a peacock was in the **forest** and he met a crane. The peacock looked the crane up and down. Then, he pulled a face.

'Why are you looking at me like that?' the crane asked.

'You are so plain!' the peacock replied. 'Your feathers are dull and they don't shine at all! They are just black and grey. Look at me! My feathers are all the colours of the rainbow! And they shine!'

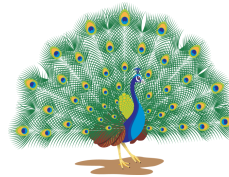
The crane smiled, because he was happy with himself and his dull feathers.

At that moment, a playful lion **cub** came along. He ran up to the two birds. The crane didn't really want to play with a lion! He spread his wings and he flew up into the sky. The peacock preened his feathers and then, he began to run. Too late! The lion cub caught him! He grabbed him by the tail. The crane reached the clouds and he looked down. He saw the lion cub and the peacock. The lion cub had the peacock's beautiful feathers in his mouth!






'What a shame the poor peacock isn't very fast! I hope his feathers will grow back,' the crane said to himself.

The crane had dull feathers, just black and grey, but he could fly and he was kind.

As for the peacock, yes, he was beautiful, but he couldn't fly very well and he wasn't very nice! Will his feathers grow back? Pah! Who cares anyway? The crane does. *He* cares.



Fable: It's what's inside a person that counts, not how they look.

Word	Meaning	Example	Picture
Peacock	A male bird known for its long, erect, bright, shining tail feathers can be spread as a fan.	Peacocks have showy tail feathers.	
Feathers	Plumage of a bird.	The bird lost a feather as it took off.	
Crane	A large wading bird with long legs, bill, and neck	Every year cranes return to build their nests in the wetlands.	
Forest	A large area of land covered with trees	There is a forest behind our house.	
Cub	The young of certain animals	The mother bear abandoned her cubs in the forest.	

Answer the questions about the fable "Two birds in the Forest", with full sentences. (8 pts, 2 pts each question)

1. Describe the peacock.

2. Describe the crane

3. What the question did the crane ask the peacock?

4. How did the crane feel about what happened to the peacock?

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con Énfasis en Enseñanza.



Lic Leslie Elizondo Mora
Tutor



M.Sc. Yanith Delgado
Lector



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Carta del Revisor

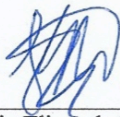
10 de Diciembre de 2019

Máster
M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés y Enseñanza del Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Hannia Martínez Alfaro, portadora de la cédula de identidad no. 3-0366-0972, ha presentado para la respectiva revisión la tesina denominada *Evaluation and effect of using Short Readings as a strategy to improve vocabulary acquisition in fifth grades at Dr. Carlos Luis Valverde Vega Elementary School during the III Quater of 2019*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



Lic. Leslie Elizondo Mora
Cédula de identidad 109990600

Carta del Lector

San José, 10 de diciembre de 2019

Máster

Dinier Amador Serrano

Director de las Carreras de Inglés y Enseñanza del Inglés

Universidad Internacional de las Américas

Estimado señor:

La estudiante **Hannia Martínez Alfaro**, portadora de la cédula de identidad no. **3-07366-0972**, ha presentado para su lectura y corrección de estilo la tesina denominada **Evaluation and Effect of using Short Reading as Strategy to Improve Vocabulary Acquisition in Fifth Graders at Dr. Carlos Luis Valverde Vega Elementary School during the III Quarter of 2019**. He revisado y corregido terminología, así como los aspectos referentes a la estructura gramatical, ortografía y puntuación y he comprobado que se han incorporado las correcciones sugeridas al presente documento. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



MSC. Yanith Delgado Chacón

Lectora de Tesis

Carta del Lector

San José, 10 de Diciembre de 2019

Máster

Dinier Amador Serrano

Director de las Carreras de Inglés y Enseñanza del Inglés

Universidad Internacional de las Américas

Estimado señor:

La estudiante Hannia Martínez Alfaro, portadora de la cédula de identidad no. 3-0366-0972, ha presentado para su lectura y corrección de estilo la tesina denominada *Evaluation and effect of using Short Readings as a strategy to improve vocabulary acquisition in fifth grades at Dr. Carlos Luis Valverde Vega Elementary School during the III Quater of 2019*. He revisado y corregido terminología, así como los aspectos referentes a la estructura gramatical, ortografía y puntuación y he comprobado que se han incorporado las correcciones sugeridas al presente documento. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



Lic. Leslie Elizondo Mora

Cédula de Identidad 109990600

Lector de Tesis

Pictures

