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*Short readings as a strategy to improve vocabulary acquisition and reading  
comprehension of tenth graders at Liceo Experimental Bilingüe La Trinidad de Moravia at  
first quarter 2023*

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# **Chapter I**

## **Introductory Framework**

This chapter aims to reach all the readers and help them understand how this investigation is in relation to other research. This research will help the readers to understand the focus of the investigation that sets a goal to improve the usage of short readings as a learning strategy to benefit the acquisition of vocabulary and reading comprehension in the Liceo Experimental Bilingue since this whole research serves the purpose of giving possible solutions to an issue that affects the development of the students in the path of learning the language most efficiently. Wilkinson (1991) stated that the initial framework is part of the investigation that gives the reader a relationship between the background and all the information given during the length of the paper. This chapter aims to reach all the readers and help them understand how this investigation concerns other researchers. Furthermore, the activities and strategies proposed in this research will try to find a method to enhance the knowledge of the students and help them grow in a way that will take benefits even beyond the lesson

### **1.1 Problem Statement**

The problematic situation around the educational aspect of what is being taught in the schools of Costa Rica is the lack of balance in the planning of the lessons that do not let the teacher teach what will be most beneficial for the students in an all-rounder focus, since the MEP designed some premade planning for the public high schools, they take the conversational approach of the language depends on the nature of what is being taught by the teacher, resulting in an unequal split of the content that is being given in the classroom and the time frames that the lessons take to process and digest all the new information given to the students during the lessons.

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What needs to be reinforced to address this issue is the use of short reading materials that are both easy to understand and digest and useful and practical to help the students with their vocabulary acquisition and their reading comprehension improvement. This investigation wants to bring a strategy to solve this problem in some high schools and prevent students from getting lost on the track of their studies and slowing their progress towards a bright future of understanding the language taught in the classroom during the lessons.

### **1.2 Objectives of the Investigation**

#### *1.2.1 General Objectives.*

To evaluate short readings as a strategy to improve vocabulary acquisition and reading comprehension of tenth graders at Liceo Experimental Bilingüe La Trinidad de Moravia at third quarter 2022.

#### *1.2.2 Specific Objectives.*

- 1-** To identify the vocabulary and reading comprehension levels of the students before and after the short reading exercises.
- 2-** To apply activities and techniques with the students that involve short readings to improve vocabulary acquisition and reading comprehension.
- 3-** To analyze the progress and results of the study with the students after the application of the short reading activities.

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### **1.3 Justification of the Study**

The investigation will study how applying exercises that involve short readings will benefit vocabulary acquisition and reading comprehension in tenth-grade students at Liceo Experimental Bilingüe La Trinidad de Moravia, Costa Rica. The subsequent investigation is very important because this information can benefit teachers all across the country and strengthen the use of short readings, bringing excellent practices in the classroom that can significantly improve how the students acquire language while the teacher is speaking about the content of the lessons, and this is key for the development of new strategies that involve making the students improve on their rhythm, but constantly coming out with new knowledge throughout the short readings and their practices.

This study will prove its value by using many different activities to improve language acquisition and reading comprehension effectiveness. First and foremost, it must be taken into consideration that activities that involve short readings are already the norm of the yearly school plan in many high schools, sometimes their full potential cannot be explored, and the activities involving them are left to be filled with practices that do not teach anything valuable to the students and so they are left with no long-term knowledge gained from them. Making short readings an activity that can give the students some help with their vocabulary understanding abilities and, at the same time, having engaging practices that encourage students to learn more about the content within them should be the priority of any teacher while giving the lessons since that gives something substantial and valuable to the time the students spend on the practices before they move on to the next topic.

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This investigation is about giving the students something to remember after the class ends, in which case they will be greatly benefitted because what they learned reading those short stories will become a long-term memory that will resurface each time the students face a challenge involving vocabulary or any other aspects of the language.

Currently, there is a problematic situation within the educational program that affects how the students receive their lessons. This problem is the need for a balanced teaching path that will prepare the students to face the language at both professional and mundane levels since sometimes teachers are instructed to give a Grammar-centered program or, in other cases, are told to impart a speaking. This focused program on either way will leave the other part of the language with less time to be taught.

This problem happens in many schools around the country, making it a serious issue for the future of the students with the language and complicating the labor of the teachers with tight schedules to follow the program's content in order and without any changes even if they could benefit the students. However, a strategy lets the students improve on multiple skills simultaneously. In that case, the strategy would succeed in the classroom and simplify the teaching process, and the teacher would exploit the full potential of the content being taught.

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That strategy is what this investigation is about. It is described as a combination of short readings and activities that the teacher will develop involving the students in many different challenges that will develop their skills to acquire vocabulary quickly and easily while also improving their reading comprehension with activities that increase the effective use of the time with the students.

Not only that but also the teachers will see how the reiterated use of the strategy shows in which area the students are struggling more. With the proper support and guidance, the teacher will help them overcome the aspects of the language that was blocking them from polishing their skills to improve their language knowledge.

In synthesis, the strategy previously described above has one of its main focuses on the active participation and cooperation between the group and the teacher during the activities that happen inside the classroom. However, while it is certainly a challenge for most teachers to get the students motivated to participate in the many different events that the teacher wants them to engage in, these activities are designed to encourage participation, especially if it is by groups of students working together.

## **1.4 Antecedents**

### ***1.4.1 International***

Reading is a skill that is needed for every kind of task, and it is, in fact, one of the most important skills to develop at an early age, so using techniques like applying short readings to the students makes everything clearer by the definition of (Herrera Palacios, 2018) The short readings are narrations or written texts with few characters, so the grammar, pictures, and phonetic symbols be analyzed easily.

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The grammar must explain the tenses that will be applied to them. The pictures will be successful visual tools for understanding the meaning of each word. In addition to what has been said, it is also added to the case of the definition of reading comprehension as the ability to understand a text with the help of a teacher and the resources to the topic of the reading. Following (Rutzler, 2019)

Having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically but professionally and in a person's personal life. Imagine, for example, that your boss gives you a complicated document: you can read the words but need help understanding what the document is telling you. What, then, is the point of being able to 'read' if it cannot help you move forward?

The acquisition of vocabulary while reading is one of the cores of reading. According to (Ojo Castillo, 2022), Vocabulary is all the words we use when communicating with other people, which is why the habit of reading plays a fundamental role in acquiring it. The more we read, the more we instruct ourselves. We improve our way of expressing ourselves, the writing and pronunciation of new words, especially if it is in the English language. This author explains the base definition of vocabulary as a key part of the language.

### *1.4.2 Nationals*

In the Costa Rican context of the study, there is much to investigate about the reading skill being taught. That is why as said by (Cárdenas Guevara et al., 2017), Due to the interactive nature of the reading skill, it is essential for readers to know ways to help them achieve a successful level of comprehension; therefore, based on their specific needs, they can use different reading strategies to help them tackle a new text to identify the most useful strategies and their advantages for students, (...) strategy instruction and standardized testing in general and in the Costa Rican setting

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This adds to the fact that when speaking about reading strategies is important to make clear what kind of strategy is used during class time. Also adding that (Cárdenas Guevara et al., 2017) stated that understanding written texts is not usually an easy task for students of a second language. Many factors can facilitate or hinder a person's ability to acquire reading skills. Some of these factors are the influence of cultural differences in the "content (background knowledge) schema, formal (textual) schema, and linguistic (language) schema" (...)Knowing that reading is a skill, which is quite difficult to develop without proper instruction fully, learners do need to have access to different strategies for them to improve their reading skills either inside or outside of school. For this reason, scholars have proposed several strategies to suit students according to their context and specific needs. For example, the reading strategies taught to students preparing to take a standardized test will usually focus on helping them find the right answer considering the time constraint.

### *1.4.3 Historical*

The very beginning of the art of the storytelling is as old as the tales that are told, that is why short stories are so longevous, and according to (Hackney, 2020) In Europe in the 14<sup>th</sup> century we encounter, for the first time in the West, stories in the literary tradition. Think of Chaucer's Canterbury Tales and The Decameron of Giovanni Boccaccio. But it was in the 18<sup>th</sup> and 19<sup>th</sup> centuries in Britain and North America that the short story form as we know it today finally flowered and found not only its identity, but a wide and enthusiastic readership. Novels, you may be surprised to know, pre-date the first literary short stories by at least a hundred years.

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However, even if short stories arrived in America in the 14<sup>th</sup> century, (Hackney, 2020) also adds that the first stories ever told were probably short. They would have been accounts of someone's foraging expedition, or dreams, or the war with a neighboring tribe or clan; perhaps gossip and hearsay shared around the campfire, or stories which helped the next generation remember important facts about which plants were good to eat, and which poisonous, or where to find clean water, or the best hunting techniques.

Such early storytelling preexisted the written word. Tales were passed mouth to ear, and probably adapted and styled to each storyteller's personality, experience, and audience. In time, many of these stories became more-or-less fixed in form and content. They have been passed down through the generations and are still told today. (...) Several of the books canonized in the Bible are collections of short stories. In the New Testament, Jesus of Nazareth used short stories called parables to explain his teaching, as many spiritual teachers had done before him and continue to do today. The ancient Greeks, Romans, and the high cultures of the Near and Middle East (...) And from India come the huge story-cycles of texts such as Mahabharata and Ramayana. In conclusion to the words of the author of the article, the very roots of the short stories are as old as the people who wrote them, making insight on the transition from spoken form to the invention of writing print and the creation of the first short stories ever recorded for humanity.

### **1.5 Scope**

This investigation certainly has many goals that will be discussed further in the research. While making progress on each of them is a task that takes time and effort to gather all the information that is required to prove the point that this investigation is proving, it is worth mentioning that in the end, all the time and resources invested are going to be worth once the students of the Liceo Experimental Bilingue puton practice the strategy and activities that will help them to improve their vocabulary acquisition and reading comprehension.

First and foremost, the early goal that this investigation is trying to achieve is to identify and measure the students' capabilities at an individual level to know their weak points and create an adaptative strategy that gets modeled around the flaws of the classroom. Furthermore, knowing that the lacking strengths of the students are key to developing an effective plan that will change the efficiency and performance during the reading process inside and outside the classroom.

The second goal of this research is to develop activities tailored to fit the needs of the students who are equally showing excellent skills and those who are struggling and need more focused and personal assistance. The activities will, of course, involve short readings of various lengths and different contents that will make the students think about the elements of the short readings. This goal will be possible thanks to all the gathered information, which served as a baseline to know the weaknesses and strengths of the students, and now with all that knowledge being used for the development and application of techniques that will work as a new testexperimental strategy that will help the students with language learning.

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Finally, the last goal of this paper is to keep track of the progress of the students during the trial time using the strategy and techniques proposed by the researcher in this paper, and actively help them while they are in the classroom and give clear and concise instructions that will lead to gathering better results and an opportunity to create a path of improvement for the students. Once all the necessary information is gathered, the next step is to analyze it to start getting details on the effectiveness of the strategy and how its application presented an excellent addition to the already existing methods and techniques that are used to benefit the students with a better understanding of the vocabulary acquisition and how that took effect on their reading skills concerning their previous knowledge before the usage of the experimental learning strategy.

## **Chapter II**

### **Theoretical Framework**

In this chapter, the researcher will give a detailed explanation of all the theories and ideas that make up the body of this investigation, making it easier for the reader to understand the contents that will be exposed in this chapter as the theories made add the foundation that gives the answers needed on this subject of research. Topics like the definition of reading and reading comprehension, the relevance of vocabulary, and short stories will be making this chapter access to all the information here to back up the validity of this study. Many different sources of information have been visited to corroborate that the theories exposed here are accurate to the researcher's interpretation and understanding of such concepts written in this paper.

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## **2.1 Reading skill**

### *2.1.1 Definition*

The skill of reading is defined as the process of understanding and giving meaning to the symbols perceived as words written on a legible surface. The brain turns a series of characters into readable phrases with a structure and meaning that can be used to communicate a message and create literature, poetry, and many different written arts. The nature of reading is as ancient as the history of humanity, and it has been known that the effective use of the reading skill can improve the lives of anyone who makes of this skill that is essential to progress in the mundane days of life.

Taking as a starting point that reading is one of the skills that is inherently focused on receiving and processing information, it is important to take into consideration the words of (Aronoff & Rees-Miller, 2017) “Many of the processes involved in recognizing linguistically relevant units of sound, activating words from these units, and activating the meanings of words appear to rely on specific areas of the brain; that is, they appear to be narrowly localized.” (p. 335). Giving context to these words means that the act of perceiving sounds can activate multiple areas of the brain to transform them into symbols that are translated into legible words that take a concrete meaning once they have been processed and assimilated into the internal vocabulary bank of the students that are learning to read or are practicing their reading skills.

Short readings as a strategy to improve vocabulary and comprehension

### *2.1.2 The importance of the Reading skill*

The reading skill is important because it is one of the principal methods by which the human gains new knowledge and verifies already recently learned ideas acquired through reading. It is also important to remember that most of the vocabulary humans use daily are learned through reading.

Furthermore, using reading skills brings even more benefits like increasing the brain connections and comprehension of texts, improving literacy, and also sharpens vocabulary usage with the acquisition of many words that are sophisticated and refined to increase confidence while reading out loud while in front of an audience, and outside of its educational benefits the reading skill reduces stress and brings a way to get free entertainment and enjoyment while at the same time encouraging the desire to know more about the contents of the books that are being read thoughtfully.

As the reading skill is practiced due to the periods invested in reading to improve the language or just for pleasure and stress relieving, the learner will notice how it becomes more familiar with the texts that are read and how identifying the components and meaning becomes something easy. Borrowing the words of (Briquet- Duhaze, 2019) "For this knowledge synthesis, we consider reading as a transversal skill and seek approaches and practices that are not only recognized as effective in language teaching courses but also integrate reading instruction into the different disciplines offered." (p. 76). Reading skill has huge relevancy for teaching courses since their approach and practice have a tremendous effectiveness rate for the teachers.

Short readings as a strategy to improve vocabulary and comprehension

## **2.2 Reading comprehension**

### *2.2.1 Definition*

Reading comprehension is defined as the ability to find meaning and process the information that is contained in a piece of text or a written message, it is tied to the acquisition of vocabulary since it needed to start developing some sense of awareness while listening to the words that are heard every day and translate it to recognizing them in written texts.

According to an approach to the words of Watkins, P. (2021), There is a tendency to think that reading is a single skill like writing, listening, and speaking. However, reading is complex and comprises many processes that happen quickly and, most of the time, simultaneously. The processes that make match the lexical knowledge to the word that has its letters to make a combination with meaning that matches the lexical knowledge, as well when reading, the grammatical aspect of reading takes action to group the words into phrases and make connections using various parts of the text that is being read. Concerning the words of this author, using the reading comprehension skill is a core of the language and the act of reading, leading to the improvement of the ability to understand the texts and each of its parts in the books. Furthermore, the definition of reading comprehension is abstract. It can be different depending on the source of the information that gives the definition, but certainly, there is a broad base for the meaning that is well-agreed. It goes by the lines of being able to process and translate written ideas into an organized group of words with concrete meaning.

Short readings as a strategy to improve vocabulary and comprehension

### *2.2.2 The relevance of reading comprehension*

Reading comprehension is one of the most relevant skills because it can tell the difference between being a thinking person and someone without the will to improve. This skill guides people to understand and gather all the information and descriptions of many concepts that come in handy when used in any situation, either mundane or focused on a critical moment in life. Giving importance to this skill is what creates avid readers that look for the knowledge needed to gather more information about what they want and what is surrounding them since the human is an intellectual being that searches for knowledge that could help him to learn to adapt and understand his reason and thought process, and this knowledge is mostly contained on books and texts that are filled with many studies and investigations that have led humanity to the point that has reached today.

Improving reading comprehension skills leads to increased enjoyment, and how effective reading becomes not only on a personal level but professional and academic path since reading opens many opportunities for learning and socializing by talking about what is being learned. Reading is something that motivates people to continue reading. It shows in the moments the social interactions happen with other people. Furthermore, as more books and texts are being read and processed, more words add to the personal vocabulary, effectively boosting vocabulary acquisition through reading. Not only that but also the people who are avidly interested in reading show a dedicated passion for enhancing their vocabulary and improving their comprehension in the sense of self-improvement that rewards with new knowledge that can be applied to the moment in which it will be needed and remembered.

## Short readings as a strategy to improve vocabulary and comprehension

The acknowledgment of this skill is what brings the active use of word recognition and vocabulary acquisition to take into practice the use of any learned knowledge effectively. According to (Spiro, 2017), "The ability to read with understanding is an essential skill in modern society. Yet it is a skill that a substantial number of people never completely master." (p. 11). Concerning this quote, the complexity of reading comprehension is refined and polished throughout time. It grows with the learners since the development from taking words together and trying to find meaning in them to fully understanding the message of whole sentences and paragraphs and finding the meaning in the ideas is a process that takes time and practice. However, only reading educational materials could take the joy from reading and make it look like a boresome activity that only helps to understand the meaning of concepts. In that case, mixing in some short readings that spark an interest for the pleasure of reading stories that inspire a feeling of gratification and accomplishment during the read is recommended.

The difference between the levels of comprehension that a person has. At the same time, reading can be determined by factors like being a passive or an active reader, the reading speed and the time it takes to digest a piece of text, the amount of time and motivation spent on reading, and also the attention span that determines how focused a person can be while reading without getting lost in a train of thoughts that distracts from the text. All these factors are key in determining how much a person can comprehend a text while reading and if the meaning will be clear after the first read of a text, and while not everyone will have the same interpretation of the text after the first read, their level of comprehension can improve over time with the correct learning and practice, leading to much more improved skill.

Short readings as a strategy to improve vocabulary and comprehension

### **2.3 Reading strategies**

In learning how to read and improve reading comprehension, some strategies or techniques can be used to learn a way to approach the language and understand the text, or sometimes just the main idea or what is needed be understood in specifics. These techniques are developed and practiced by teachers, and they have a certain effectiveness that works depending on the subject they must explain at the moment of the lesson. The difference between reading strategies and techniques of other skills is that reading focuses on receiving and processing information rather than producing ideas. Reading is not a skill that is just based on understanding texts, and that is why the reader has to go beyond that concept and develop strategies that could shape the meaning of the text or dissect each of its components to understand what is their purpose in the text, and by using those strategies is that the texts can be analyzed and put together.

A teacher who knows that reading is not an easy skill that is difficult to develop with proper tutoring will teach the learners that there are different strategies to enhance their comprehension and vocabulary, whether they are reading at school or at their houses. According to (Zhang, 2019), “Although reading skills and strategies are different in terms of the intentionality and automaticity, they are related to each other as strategies may evolve into skills with frequent practice and successful use.”(p. 13). While skills and strategies are different, they are part of a single system that evolves the strategies used to learn a concept into polished skills engrained in recognizing the texts with enough practice and time investment.

Short readings as a strategy to improve vocabulary and comprehension

Once the concept of strategies is clear to the learners, it is time to explain what the strategies are about, and they are divided into two big strategies: skimming and scanning.

### *2.3.1 Skimming*

Skimming is the act of reading superficially to get a quick understanding of the main idea or concept in a short amount of time but still maintaining a general coherence of the text being read. Quoting the words of (Berdanier & Lenart, 2020), "When you skim, look for the information that is most important to you. Scholarly literature is relatively predictable in terms of how information is organized within a text." (p. 36).

It meant that the skimming strategy was based on looking for the most relevant information in the first and last sentences of the texts and summarizing the rest of the paragraph by doing a superficial read of those parts that fill the holes in the information being looked for.

Reading using skimming as a strategy means that the focus of the text will be the most relevant ideas at the beginning and end of each paragraph, while the small details in the text will be ignored in favor of the main ideas being looked at for. However, some skimming strategies can be used to retain most of the information. Starting from considering what the reason for reading the article is and if it matters to fully focus on it, while also distributing the time to read each idea without spending too much time thinking about the details and grasping the relevant information to avoid distractions and burnout, in that way the time invested on each idea will stay in an appropriate amount to maximize the efficiency of the strategy and avoid procrastination that reduces the attention span.

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### *2.3.2 Scanning*

Scanning is the strategy that serves as the opposite of skimming because the purpose of the scanning strategy is to allow the learner to look for specific information by focusing on finding a certain concept or idea inside the text without having to read the rest of the text at all. In contrast, skimming gives a gist of the meaning of the text by making a superficial meaning. This makes scanning something comparable to looking for a word in a dictionary or searching for a specific date on a calendar.

One of the strengths of scanning is that it can be used for the pre-reading and post-reading stages of a text because this strategy helps the learners to be familiar with the context of the text just by focusing on a specific element that encapsulates the core of the text. Using the words (Fernandez & Cairns, 2017), "To read connected text, a necessary sequel to visual recognition of individual words is the scanning behavior that moves the eye from one word to the next as the linguistic content of the text is processed." (p. 280). Considering the author's intent, it is noticed that the scanning strategy depends on the connection between the person looking for the information and the ideas gathered to find the key element that needs to be scanned.

To teach the scanning strategy effectively, the teacher needs to tell the students to determine the keywords scattered in the text that need to be scanned. The students should immediately focus on finding those words and ignore the rest of the text as it is irrelevant to what they seek. Once they find the requested words it is up to them to determine if they contain the information they were asked to find.

## **2.4 Vocabulary**

### *2.4.1 Definition*

Vocabulary is the concept that contains all the words and symbols required to make use of the language skills, activities like speaking, listening, writing, and reading, and the last is essential for the acquisition of new vocabulary since the more time invested on reading means that the learner is absorbing and processing more words to add to the mental word pool, and also brings an improvement in the ways to express ideas while speaking with other people and understanding the meaning of the words that are on the conversation.

The use of vocabulary is connected to many processes that happen simultaneously to assimilate any new knowledge that could be translated into words and symbols. Citing (Chapelle & Sauro, 2017) “Like any type of cognitive activity, learning new vocabulary requires mental processing including all essential memory systems. The new information needs to be first perceived by the visual or sensory store.” (p. 46) Making the process of learning vocabulary something technical that requires the attention of many systems that work together to translate an unknown group of symbols into legible words that are processed and stored to be part of a vocabulary bank inside the mind of the learner.

Vocabulary is a fundamental piece of the language structure, and it is a priority to learn it before doing an attempt of reading without prior knowledge. At the moment of the vocabulary acquisition the student gathers every pre-existent knowledge and blends it together to assimilate a new concept that will serve as a meaning for the newfound word that is being read for the first time while reading a text on the target language.

Short readings as a strategy to improve vocabulary and comprehension

#### *2.4.2 The core of vocabulary*

Once the learners have a definite meaning of the vocabulary is time to remark why it is so important to the core of the language. Taking the words of (Dressman & Sadler, 2019) “Human beings are endowed with the ability to develop human language, which is written in our genes. Although the language is in mind, it needs a rich and supporting language environment with meaningful social interactions to be developed fully”. (p. 58) The importance of vocabulary falls on the concept of being a never-ending bank of words that must be memorized in form and meaning. By being connected, they form part of a bigger language that helps the learners express and write their ideas, allowing others to read their messages with the new knowledge they have learned. For the students to maintain a good ability to make use of their second language, they need to be taught to develop learning strategies that will help them to memorize vocabulary more efficiently while improving their lexical knowledge since it would be complicated for the students to recognize the structures and apply them to the texts and conversations, that is one of the reasons maintaining vocabulary is so essential for communication.

While it is true that vocabulary can be self-taught to some extent, it is only possible to polish it with the assistance of the teacher in charge. That is why the teacher needs to be well-prepared to maximize the activities' effectiveness, which ensure the classroom's learning process. The role of the teacher is to prepare all the vocabulary that the students will learn through active participation, and it is necessary to have all the students monitored to ensure they are absorbing the knowledge seen.

Short readings as a strategy to improve vocabulary and comprehension

## **2.5 Short readings**

### *2.5.1 Definition*

Short stories are a piece of literature that is easy to digest and do not take a big time to investment to be completed, and they are used to give motivation to students to dive into the world of reading books for the enjoyment of their leisure time outside of the classroom and during the lesson time as well. Some short stories are made to help the reader improve vocabulary, and others are made to entertain the reader through a self-contained story that takes a short time to read.

Some short stories follow a structure that allows them to be read in one sitting, taking into consideration a time of read of about one or two hours, but that it is, of course, talking about stories meant to be for an audience that enjoys reading as a hobby and have passion for it. The short stories made for students are meant to be read in under half an hour since they could get bored and distract themselves from their reading focus. The teachers use short readings to offer an alternative to the novels that take too much time for their students and could be boring for them, that is the reason why the short stories made for students are focused on helping them to improve their vocabulary and also come with practical activities like extracting the main idea of each paragraph, identifying the characters and setting, classifying the elements of the story in order depending on their relevance to the story, and many more activities that spark an interest to learn more about the story for the students—furthermore, proving that the effectiveness of using short stories as a strategy to learn and improve on the language is something promising.

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### *2.5.2 Literacy in short readings*

Literacy is a subskill that refers to the ability to spawn thoughtful ideas about a text while reading and understand the components and ideas that are expressed in the texts, and that makes it a skill tied to reading comprehension since it takes from the concept and works under similar conditions that allow it to be used as a complement to the skill under the same label. Complementing the words of (Perin, 2019), "Literacy is defined as the ability to understand, evaluate, use and engage with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential." (p. 15) The words of this author give meaning to the concept of literacy, and it focuses on the aspects that are mixed to achieve what is known as the critical reading method, which serves the purpose of dissecting the text and its parts into a process of understanding the elements that the text compassed.

The application of short readings on literacy blends the concepts of what the students need to learn and what they think could be entertaining for them, thus making the use of short readings something essential for the learning process of the students and how developed they will be skilled with the proper practice and time investment. Students will develop their literacy through practice and tutoring by assimilating all the content of the books they read piece by piece in constant progress that needs to be polished and cultivated into their minds. Furthermore, by acquiring a high literacy the students will be able to express themselves critically and clearly. Considering that students have a short attention span, it is important to have some activities to ensure that they will be engaged in the reading and not get distracted by their classmates or surroundings.

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## **2.6 Dealing with students while teaching reading**

### *2.6.1 Definition*

The role of the teacher during the lesson is essential for the students because they need a guide to keep them focused on the subject and to give them the tools that will help them grow academically in a path of learning planned to cultivate knowledge in them. One of the responsibilities that the teacher needs to take care of is to be prepared and ensure that all the students have enough reading materials in easy access, and also consider what kind of texts the students are comfortable with and which ones are compatible with their levels of comprehension and vocabulary. The teacher also has the task of motivating the students to encourage them to compromise with their readings and actively create discussions with their classmates involving their reading materials and all their written elements.

When talking about the teaching experience, it is necessary to mention that the students need constant supervision and individual help to deal with their obstacles, and considering that each student is a self-contained world, and it is important to remember that their intellect does not define them and that they all have equal opportunities and chances to improve. Using the words of (Habib, 2022) “Learning and succeeding at school does not depend on intellectual skills alone. Children learn and grow in a community, in situations, and through human relationships that inevitably include an emotional dimension.” (p. 1). Even though the author's words are focused on a younger audience, they still work on this context since the students, regardless of age, will always improve and learn depending on the situations they are put through in their academic path.

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### *2.6.2 Teaching independent reading*

Independent reading refers to the practice of reading for pleasure and personal enjoyment, with texts that are not a challenge for the students and are accommodated to their tastes. Considering the words (Ferlazzo & Hull-Sypniewski, 2018), "Independent reading, also called free voluntary reading, extensive reading, leisure or pleasure reading, and silent sustained reading, is the instructional strategy of providing students with time in class regularly to read books of their choice." (p. 5) After considering the author's words, it is clear that the intensive reading strategy gives the students time to get interested in what they want to read independently. While reading, they will not find difficult words that will stop them from enjoying themselves. The teacher uses this strategy to promote reading fluency and speed by letting them read to their rhythm individually. Since all the students have different reading abilities, this strategy is tailored to make every student comfortable with what they are doing.

The teachers like to use this strategy because they watch how by doing something that the students are enjoying, they also passively improve their reading comprehension, speed, fluency, and vocabulary, and they invest time in something that benefits them in many ways. Furthermore, the teachers sit and wait for the students to finish their books and create interactive activities to enhance the students' participation while engaging them in the classroom. Activities like group readings or reading aloud a part of the book are some examples that greatly help to create an atmosphere of motivation for the students and to avoid all the distractions that could ruin the immersion in the classroom.

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The correct way to apply the independent reading strategy is to set a goal for the students and ask them to take their reading outside the classroom and also read during their leisure time and while they are at home to create a reading habit that will motivate them to build their future as avid readers. The students need to know that reading for pleasure is one of the most rewarding activities to spend their leisure time. By investing their time in reading independently, they get many benefits in their state of mind and well-being, like releasing stress and getting a lot more relaxed when reading, besides all the information that gets stored in mind improving memory retention and focusing processes, while also having an enhancement to the amount of cultural knowledge and acquisition of new concepts to remember.

The core of this strategy is that the students will get to choose a book of their own choice to read at home and during lesson time, all while making progress by reading all the book's content. However, only some students are right off the bat sure which book to pick since there are infinite choices and possibilities. If that happens, there comes the moment when the teacher comes and helps the students to pick one based on their preferences and levels of comprehension. When the students are unsure of their choice, they tend to get worried and demotivated to read since they do not feel a connection or attachment to any options and often happens that the teacher has to pick one for them, and if the teacher decides to pick the book that they have to read, it will be chosen in consideration of the difficulty of said book and the amount of time it takes to complete the reading process, as the teachers narrow its options the other factors like genre, plot, setting, characters, and themes, will play a big role on the final choice since they have to be accommodated in accordance to the taste and preferences of the student.

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## **2.7 The graphic novels method**

### **2.7.1 Definition**

The use of graphic novels in the classroom involves the students reading text and seeing images that connect with the stories and are most relevant to the text's key moments by providing a visual clue of what is happening in that moment of the book. These books appeal to the students due to their illustrated nature, and they can be easily comprehended that they can go well with the students who like to watch images and the words in their texts. Also, they encourage the use of visual elements to perform an act of giving an event some impactful imagery that enhances the experience.

Making mention of the words of (Jaffe & Hurwich, 2019), "It is being increasingly noted by teachers that graphic novels' vibrant images, playful fonts, and inviting dialogues make reading these complex texts more fun and accessible for all kinds of readers and learners." (p. 17). The enhancement of the teaching experience for the students by using graphic novels shows the enjoyment they are having in the classroom. By referencing the author's words, the appeal of graphic novels is something valuable to the teachers as a tool of learning that will greatly assist the students and entertain them at the same time. Furthermore, the teacher uses these illustrated books well in the classroom. In that case, the students will be motivated to read because they will have some visual material to accompany their reading story. Thus, they will receive gratification from a well-written story paired with matching images that reflect the reality of the text.

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### **2.7.2 Teaching reading with graphic novels**

It is something refreshing for the students to have a different type of literature to read along with the common books while also having a way to approach the contents of the readings by having images helping them to visualize the story, graphic novels besides being an enjoyment booster for the students they also are a magnificent tool to help them in their improvement of the comprehension and vocabulary within the language.

Graphic novels are surprisingly useful when it comes to teaching the basics of reading since they operate on two different systems at the same time, and that surely helps the students in the classroom regardless of their most developed learning affinity.

Referencing (Jaffe & Hurwich 2019), “Appealing to both visual and verbal learners, graphic novels look and feel simple and unimposing. Ironically though, behind graphic novels’ deceptive simplicity lie complex texts, making them ideal for reading instruction.” (p. 75) The information brought by this author states that the flexibility of these books is one of their strongest points since while looking lackluster at first sight in comparison to the good old traditional novels, the truth is that graphic novel has a hidden potential that can be exploited by the teachers using it correctly. Furthermore, even if graphic novels do not have an extensive word count or simple sentence structures, they are still backed up by all the elements that the author of the novel introduced to be used as material for teaching, like the illustrations and all the messages that the plot and characters want to transmit.

## **Chapter III**

### **Methodological Framework**

The purpose of this chapter is to have the researcher explain all the conceptual definitions of the research approaches and designs that will be used in this investigation, as well as to give detailed information about the information sources and why they are needed in the study.

This chapter will use the instruments that will be applied to the sample population of the Liceo Experimental Bilingue in La Trinidad de Moravia, making this chapter an essential addition to the study due to its content that plays an important role in the overall body of the investigation.

#### **3.1 Research approach**

This part of the investigation is the first to be introduced to the methodological framework. It discusses the type of research that will be conducted for this study, detailing the main characteristics that make the type qualify for its use in this investigation.

The three types of research approach that can lead the flow of an investigation are the qualitative approach, which focuses on the non-count elements of the investigation. The quantitative approach focuses on the numeric elements of the investigation, and the mixed approach takes some characteristics of both previously mentioned approaches and blends them in a mixture of information. These approaches determine the type of research being done on the investigation and how the researcher will handle the information.

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### *3.1.1 The qualitative approach*

The Qualitative approach works around the descriptive qualities of the information gathered from the instruments used in the research. This type of research is used mainly in education investigations due to its descriptive nature. According to the definition of (Beutlich, 2020), "Qualitative research is descriptive in nature because it generally deals with non-numerical and unquantifiable things." (para. 1). What can be discussed from words of the author is that the qualitative approach delivers its characteristics in the form of detailed and descriptive information that can be classified as non-countable since it is all about the experience and responses from the sample population that is being interviewed.

The procedures of this research approach look for a population willing to give some detailed data about questions that they are being asked to answer in case the instrument for the research is an interview. It also tries to analyze the data in a way that can be interpreted as legible information contributing to the investigation.

### *3.1.2 Quantitative approach*

The quantitative approach is the base concept of an investigation for some people since it is the opposite of the qualitative approach. It uses numerical data and countable information to be analyzed and tabulated into graphs and charts. Referencing the words (Beutlich, 2020) again, "Quantitative research is much more numbers-driven. The emphasis is on the collection of numerical data. The conclusion then makes inferences based on that data." (para. 2). This quote makes emphasis the statistical nature of the research method in the way the information is handled and processed in this quantitative approach.

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### *3.1.3 Mixed approach*

The mixed approach takes that name from its own nature as a blend of the characteristics of both qualitative and quantitative approaches to develop a versatile manner to get the desired results while investigating. The mixed approach considers the elaboration of instruments that will deliver both count and non-count data to gather and analyze for making the tabulations needed for the study while also gathering all the practical information of the results. The objectives of the investigation will dictate how much percentage of each approach will use the study.

### *3.2 Research design*

The research design refers to all the planned methods and strategies that will be used to build the body of the investigation and gather all the necessary information to solve the problem that the study states. According to (Sacred Heart, 2020), "The research design refers to the overall strategy that you choose to integrate the different components of the study coherently and logically, thereby ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data." (para. 1). By enhancing the words of the author, it can be said that the research design is the guideline of the instruments and the aspect that dictates in which way the information needed from the sample population will be gathered and the way it will be analyzed and stored to be tabulated.

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### *3.2.1 Action research*

Action research is a collaboration between the researcher and the sample population by applying the instruments and the problem-solving of both participants. Referencing (Sacred Heart, 2020), "The essentials of action research design follow a characteristic cycle whereby an exploratory stance is initially adopted, where an understanding of a problem is developed, and plans are made for some form of interventional strategy." (para. 3) From these words action research works by describing the act of performing the instruments as an action of information gathering to solve the problem the investigation is addressing.

### *3.2.2 Descriptive research.*

This type of research comprehends a description of the population being studied for the investigation, and it focuses on answering all the questions that they are being asked to answer for the sake of the completion of the study. Taking the definition of (Sacred Heart, 2020), "Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" concerning variables or conditions in a situation." (para. 8) Complementing the author's words means that descriptive research allows observing the sample subjects during information gathering. By getting answers from the observation and responses from the sample populations, the researcher discovers all the necessary data to get the answers the investigation requires. Furthermore, by collecting all the data needed from the instruments and analyzing them in detail, the investigation will have enough credibility to sustain the solution to the problems being addressed and solved.

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### **3.3 Information sources**

For the definition of information sources, it is necessary to explain what the meaning of the concept is, so according to (LISBDNETWORK, 2022) “An Information Source is a source of information for somebody, i.e. anything that might inform a person about something or provide knowledge to somebody. Information sources may be observations, people speeches, documents, pictures, organizations etc.” (para. 1). By using the words of the author, the meaning is clear, and it refers to the knowledge that helps to gather new knowledge that increases the awareness about a specific or general topic.

#### **3.3.1 Primary sources**

Primary sources are the works that bring the prime knowledge to be written on records and it is the base of all information. Using the definition given by (LISBDNETWORK, 2022) “Primary sources of information are the first published records of original research and development or description of new application or new interpretation of an old theme or idea. There are original documents representing unfiltered original ideas.” (para. 2). In complement to the words of the author, primary sources are the original knowledge that is the most valuable and completed to work around them while making an investigation.

#### **3.3.2 Secondary sources**

According to (LISBDNETWORK, 2022), "Secondary sources of information are those which are either compiled from or refer to primary sources of information. Secondary sources are retellings and rearrangements of the primary sources; they are information based on the original works that stood before them. The original information has

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been casually modified, selected, or reorganized to serve a definite purpose for a group of users.” (para. 7). In other words, this means that secondary sources are compiled versions of the original knowledge used on the primary sources, and by being digested using the primary sources as the base, they are more accessible to the researchers that have much trouble with looking for the actual knowledge of the primary sources.

### *3.3.3 Tertiary sources*

Referring to the definition of (LISBDNETWORK, 2022), "Tertiary sources of information contain information distilled and collected from primary and secondary sources. The primary function of tertiary sources of information is to aid the searcher of information in using primary and secondary sources of information.” (para. 26) With the help of the author's words, tertiary sources are information that has gone through so many remixes that it becomes a condensed version of both the primary and secondary sources. Tertiary sources are complicated to explain since they are mixed and rearranged combinations of primary and secondary sources.

### **3.4 Analysis Categories**

The researcher will use this section of the third chapter to analyze all the investigation variables through the qualitative approach. The variables that will be analyzed in this investigation will be conceptual definitions, and all the information that is placed here will be used as examples of instruments for the investigation to generate precise results that will lead this study to total success during the phase of applying the instruments with the students as the sample population.

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### *3.4.1 Short readings*

Short readings are stories that are easy to read and do not take too long to complete. According to (the American Library Association, 2016), "Formats that take advantage of short opportunities to read help encourage reading among those that are pressed for time, reluctant to read, or distracted by technology." (para. 1). In other words, short readings are small novels for causal readings.

### *3.4.2 Vocabulary*

Vocabulary is all the knowledge a student needs to communicate with others. It means that vocabulary is needed to read and communicate, and that vocabulary is the base of every form of literature and communication, making it one of the most crucial aspect of the language skills. According to (Johns, 2010), "Reading vocabulary refers to the words that a student can read and understand. When students know more words, they are more able to understand what they read." (p. 1).

### *3.4.3 Reading comprehension*

Reading comprehension is understanding the reading materials written in the texts. According to (Oxford, 2014), "Reading comprehension is the ability to read text, process it and understand its meaning." (para. 1). The words of the author mean that reading comprehension is essential to the reading skill.

## **3.5 Data Collection Instruments**

As a way to achieve the objectives of this investigation, there will be four instruments that will fulfill the goals set for them in this context of the study. The instruments will be used to gather data anonymously from their knowledge to get the results of this investigation. This study's sample population will be tenth-grade teenagers from the Liceo Experimental Bilingüe La Trinidad de Moravia.

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The instruments that will be used for the matters of this study are defined as a survey about their experience with the reading and vocabulary field, a diagnostic test to make an early diagnosis on what their level of reading comprehension and vocabulary acquisition is located, several lesson plans to execute and put in practice the strategies that will help the students to improve their skills, and lastly, a final test to determine the improvement of the students after applying the reading and vocabulary strategies with the researcher.

### **3.5.1** *Survey*

The purpose of a survey is to gather the data of a sample population around a specific subject relevant to the study and its results while also having the benefits of being informed that it is gathered anonymously, making it easy to digest and compare within itself. The survey that will be applied to the tenth-grade students of the high school will be used to have a first glance at their knowledge about reading comprehension and vocabulary acquisition.

The survey contains ten questions that allow the students to answer within the possible options. The range of questions varies from knowing if they like reading what is given to them during lesson hours in the high-school to if they actively practice the exercise of reading of their own volition, just seeking entertainment and pleasure. This survey is an introductory instrument to prepare them for the rest of the instruments that will be applied in later lessons.

The answers gathered from this survey will serve to know about the students on both a personal and academic level since it will help to identify the reading habits of the students and see if they are proficient on the matter or if they could need help to improve on their skills with the strategies that the researcher will apply in the lessons.

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### **3.5.2** *Diagnosis test*

This test will serve as the early defining instrument that will make the students use their current knowledge and skills in practice to answer all the questions and exercises the diagnosis contains. Furthermore, this test will be composed of several readings and vocabulary exercises from various difficulties mixed to create a complex but self-explanatory diagnosis that will make it possible to identify the areas that could be reinforced and improved on within the students.

As the name suggests, this diagnostic test is built entirely to measure the current status of reading skills previous to the application of the strategies to be applied by the researcher. Also, this exam will be used to adapt the lesson plans to the weaknesses and strengths of the students since the results will reflect how much developed the reading skill prior to the strategies and how much can be improved upon applying the techniques to improve the skill. It is important to make sure that the diagnosis will not apply pressure on the students as it holds no real qualification over which are the students with the best grades, as it is necessary to answer the questions with the answer the students feel honest with rather than just guessing blindly to mislead themselves into thinking they are answering with the right choices when they do not know them.

The diagnostic test exercises are aimed at general knowledge of the reading skill and the standard techniques and methods used by the teachers in the education guild, so they should bring any problem to the students. However, even if they cause problems for some students, the researcher will adapt the lesson plans with a focus on improving those weak areas that the affected students are struggling with until they can overcome their obstacles and enhance their skills with good guidance.

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### **3.5.3** *Lesson plans*

To improve the reading comprehension and vocabulary acquisition of the students at Liceo Experimental Bilingüe, they will receive four specialized lessons in a schedule worked by the high school. Each one of the lessons covered a different strategy for the students to work on while improving a specific area of the reading skill and making each class a different experience focused on how to overcome their weaknesses in the language until the desired results are achieved by working with the strategies proposed by the researcher over the set of lessons that were imparted.

The first lesson plan is intended to be an introductory lesson to get the students to know the researcher and start building rapport to ease the cooperation with the group of students. The first activity, the warm-up, is to do an introduction game in which the researcher will ask the students for their names and reading habits to get early information on the current state of their reading skills before working with the strategies in the following lessons.

After that, the researcher will hand out to the students a survey containing nine questions about how they perceive the management and development of their reading skills, as well as asking if they actively read for enjoyment or only to comply with the mandatory readings the high-school demands. Lastly, the researcher takes back the surveys and gives them a short diagnostic test to evaluate their reading skills through a series of exercises using different techniques and strategies.

The diagnosis test will work as a way to measure their initial knowledge before the application of the lessons and also as a tool to identify which are the weak points of the groups regarding specific areas of the reading skill—furthermore, adapting the exercises of the following lessons to refresh and polish those weak points through the techniques that will be developed in the classroom with the researcher.

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#### **3.5.4** *Final test*

The objective of the final test is to measure the improvement of the students after the lessons with the strategies and techniques to improve the reading comprehension and vocabulary acquisition given by the researcher during the test trials. The final test comprises various exercises dealing with different areas of reading skills. It will be given to the students in the final lesson after receiving all the knowledge gained from the strategies the researcher taught and practiced together.

The students have a definite amount of time to start and finish the exam, and if they have any questions, the researcher will assist them without giving the actual answer. This exam will be divided into three parts, each covering a different reading strategy and containing vocabulary practices to measure the improvement of the students and their acquisition following the practices given on the exam.

The first part is focused on skimming and scanning through short stories and answering reading comprehension questions based on the text, with a mix of both looking for specific details within the text and making a summary of the text without detailing much of the details of the text, those kind of exercises are going to be focused on the first part of the final test since they are really practical to determine the level of comprehension that the students have over the text, and are part of the core of this final test.

The second part is focused on the vocabulary that can be found through making inferences on a text and how looking for the meaning of a word based on the context of a story can enhance the comprehension of the text. The final exam results will determine how much of an improvement was made by the students after receiving lessons that applied the strategies and techniques that the researcher is proposing in this investigation.

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### **3.6 Collection data process and data analysis**

In the last section of this chapter, a general idea of how the data from the investigation will be collected and how it will be analyzed in the following chapter. The instruments used for this study were responsible for collecting all the data that needed to be gathered. With the responses from the students in the sample size at Liceo Experimental Bilingüe, the data will flow to be analyzed by the researcher to understand and grasp the results that the investigation can achieve and how the students have been impacted by the investigation of the researcher and the strategies that were taught.

From the beginning, by surveying the students during the lesson, the researcher will be able to discover the very first early impression of the students. Their established reading habits and the initial state of developing their reading skills are crucial to the investigation. After gathering the survey results, the researcher will analyze the responses over the frequency of answers among the students. The survey analysis will help develop the lessons and point out the activities that the students are used to doing in their leisure time and how they are related to their reading habits.

Secondly, the diagnostic test is composed of basic entry-level exercises to measure the ability of the students to answer the questions in the content of the test. The responses gathered from the diagnostic test are important to the investigation as a whole since they work as the measurement tool to understand the level of the students right before the moment of the application of the strategies and techniques proposed by the researcher. Analyzing the results of the test will be a key to making the lesson plans since the lessons will be created in accord with the weaknesses exposed by the students after doing the diagnostic tests, and how much will the students grow and develop their skills depends on how much they want to improve the results of the test.

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The lesson plans are the third instruments the researcher will use and analyze. Four classes will be given in the high school with groups of students, with each lesson covering a different topic and strategy of the reading skill. All the classes after the first one, which would be the introductory class with the survey and the diagnosis test, were carefully planned by the researcher after analyzing the results of the first two instruments. The lessons will cover topics like making inferences by looking at the meaning of certain words through the context of the story, then other topics like skimming and scanning strategies to gather details of a text and make quick summaries of the information. These lessons are the core of the investigation as they put into practice all the research done up to these points after all the time spent on this study. Furthermore, these lessons contain strategies that will lead the students to an improvement in their reading and vocabulary skills of the students.

Finally, the final test will serve as the last instrument of this investigation, as it is the exam that will measure the improvement in the reading skills of the students and the development of their use of the language after applying the strategies and techniques that the researcher taught in the lesson time with them. The results of this final will be analyzed in such a way that they can be interpreted in the following chapter of this investigation, showing whether or not the students developed a new-found appreciation and affinity for reading and the acquisition of vocabulary with the help of short stories after spending time receiving specialized lessons with the researcher. After all the application and analysis of the results of the final test, the researcher will finally know how much the students improved and if the strategies that were applied ended in a successful outcome within the sample size. However, considering the study's limitations, the researcher is also ready to consider any unexpected result that may appear at the end of this investigation.

## **Chapter IV**

### **Data Analysis**

The purpose of this chapter is to give a detailed analysis of the data gathered from the fieldwork doing lessons in the High-school with the students. The researcher gathered all the information generated from the instruments' responses to be explained in this chapter.

Furthermore, all the study data serves as the measurement of the participation of the students in the execution of the instruments done by the researcher.

In this chapter, many tables and graphics will dissect and inspect every aspect of the instruments applied to the students. All that data will be analyzed in a way that can be digested and interpreted by any reader who wants to have a more detailed look at the aspects of the process in the application of these instruments.

#### **4.1 *Analysis and Interpretation of the Results***

In this section of the study, the results gathered by the different instruments applied during the lesson-giving period of this investigation will be analyzed. With the following analysis, all the data collected by the exercises will bring the results and conclusions of this fundamental research. The way this investigation will be proven as true will be by the accurate information brought by the students that helped the researcher with the investigation. After analyzing the results of this investigation, the proper conclusions of this investigation will emerge. Also, recommendations will be given to help further investigate similar topics to help other researchers struggling with questions like those planted here. Also, the information analyzed in this investigation was gathered following all the protocols concerning the sample size and with anonymous answers to avoid compromising the students' identities conforming to the sample size of these instruments. Also, it is worth mentioning that the sample size of this study consisted of thirty students coursing tenth grade.

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#### **4.1.1** *Survey results*

With the survey application, the students initially showcased uncertainty since they were asked to fill out a form unrelated to their work in class. However, once the researcher explained the circumstances of the survey and asked kindly for their participation, the students were cooperative in answering the questions contained in the survey.

Every student completed the survey after around 40 minutes and handed out the survey after its completion, so by gathering the survey results, the interpretation of the results will take place in this chapter. Furthermore, the survey questions were redacted this way for the students to answer.

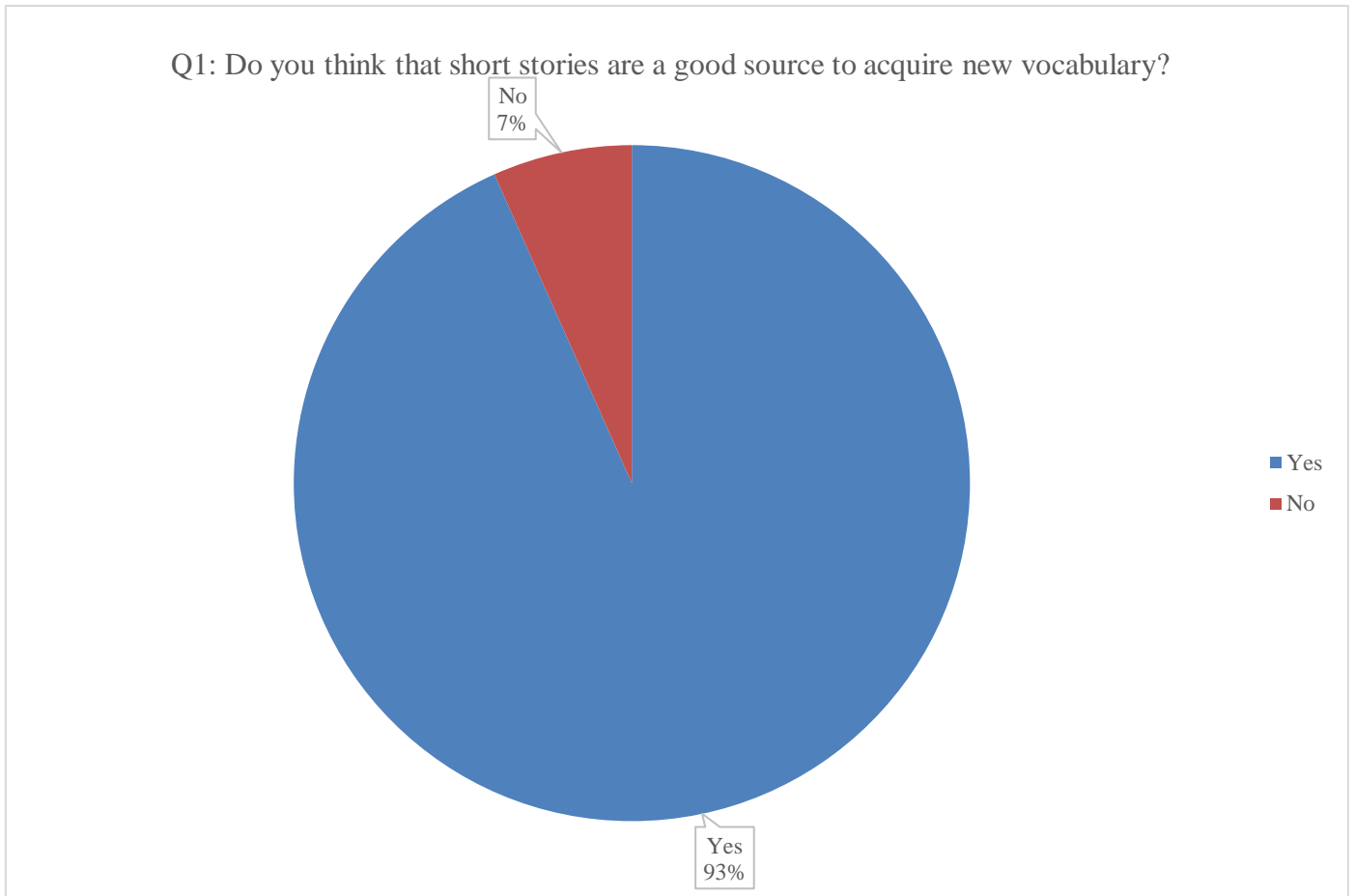
It is important to make clear that the results of this survey reflect the knowledge of the students before the application of the strategies and techniques proposed by the researcher, and that is why they will probably lean toward the students that do not have any decent reading and habits and those who do not have a well-developed skill that needs time and practice to be improved.

The results of this survey were the first step in the fieldwork of this investigation, as they provided important information about the students and the state of the development of their reading habits since this study needs to adapt the exercises of the strategies in order to fit them into strengthening and polishing the students' weak areas.

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### 4.1.1.1 Figure 1

#### *Analysis of the answers of the vocabulary acquisition question*



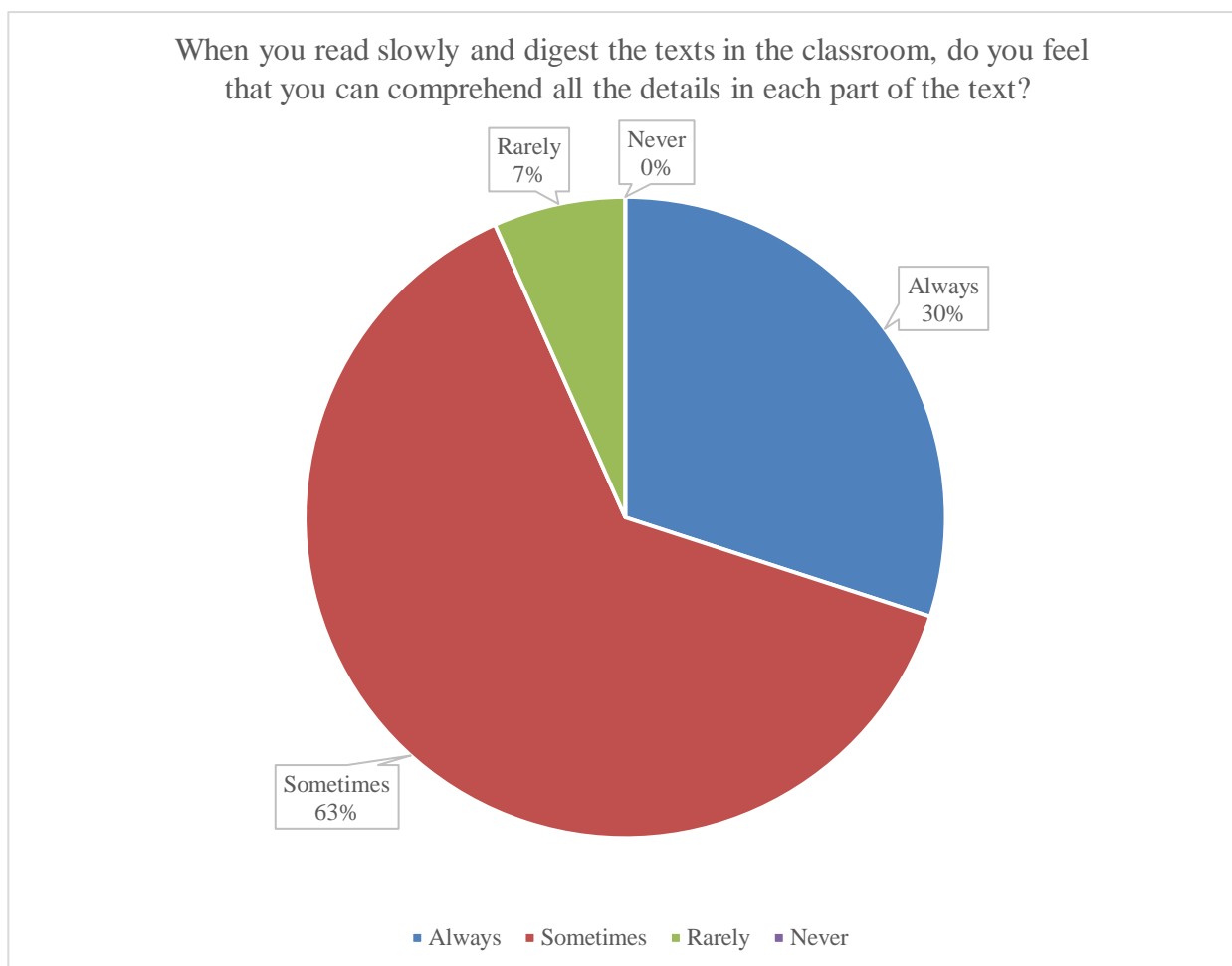
*Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe*

For this question, in a sample population of 30 students, 93% think short stories are a good source to acquire new vocabulary. However, a couple of students did not agree with the rest of the class and answered negatively, making their answer 3% of the total value in the whole class.

## Short readings as a strategy to improve vocabulary and comprehension

### 4.1.1.2 Figure 2

*Analysis of the answers of the detail digestion question.*

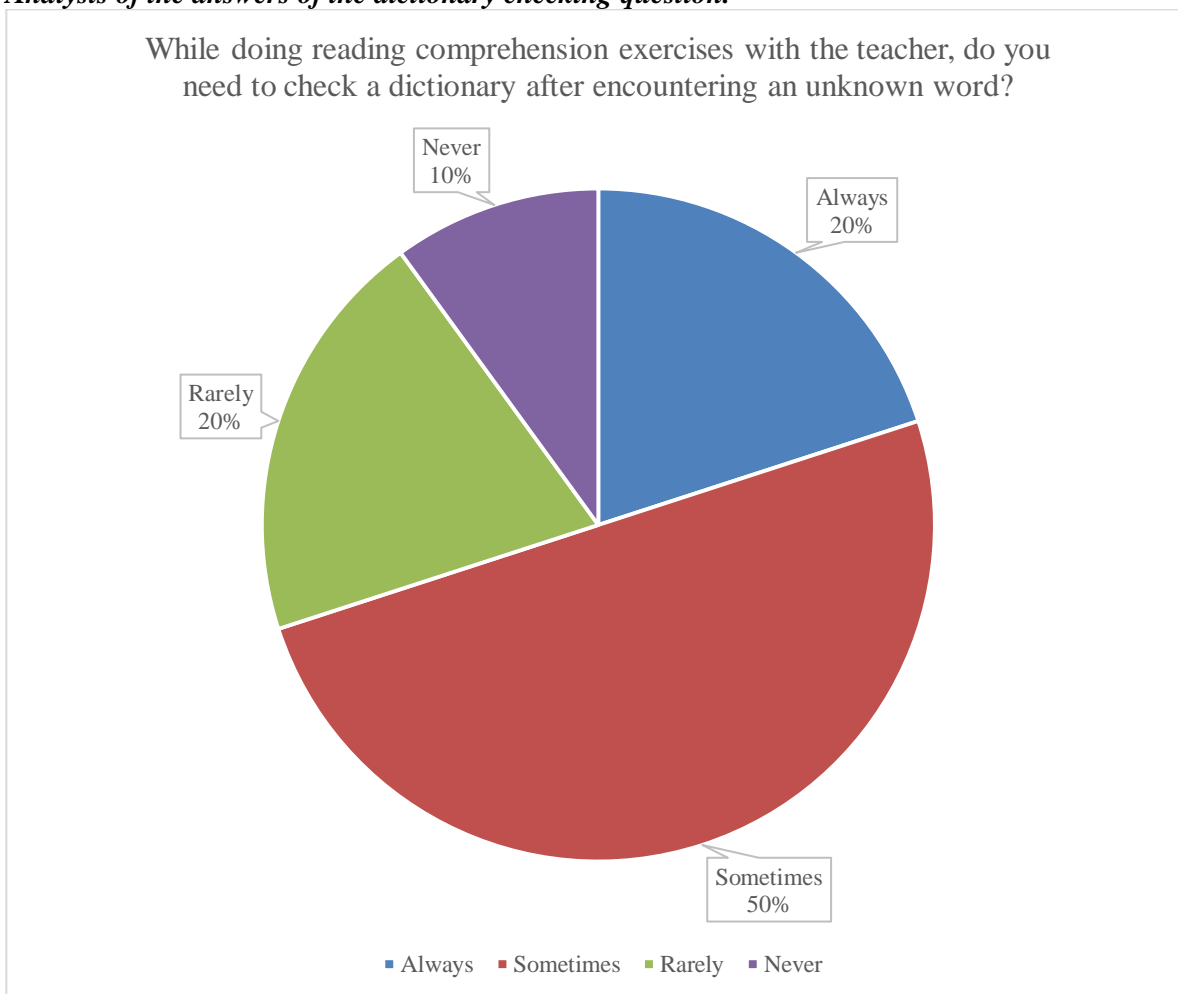


*Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe*

For this question, in the sample population, 63% of the students sometimes feel that they can comprehend all the details in each part of the text when they read slowly and digest the texts in the classroom. Furthermore, 30% of the students always understand what they are doing in the classroom. Also, 7% of the students need help understanding the exercises and need further assistance. Finally, some students only understood the practices given. students who never understand the practices given.

4.1.1.3 Figure 3

***Analysis of the answers of the dictionary checking question.***

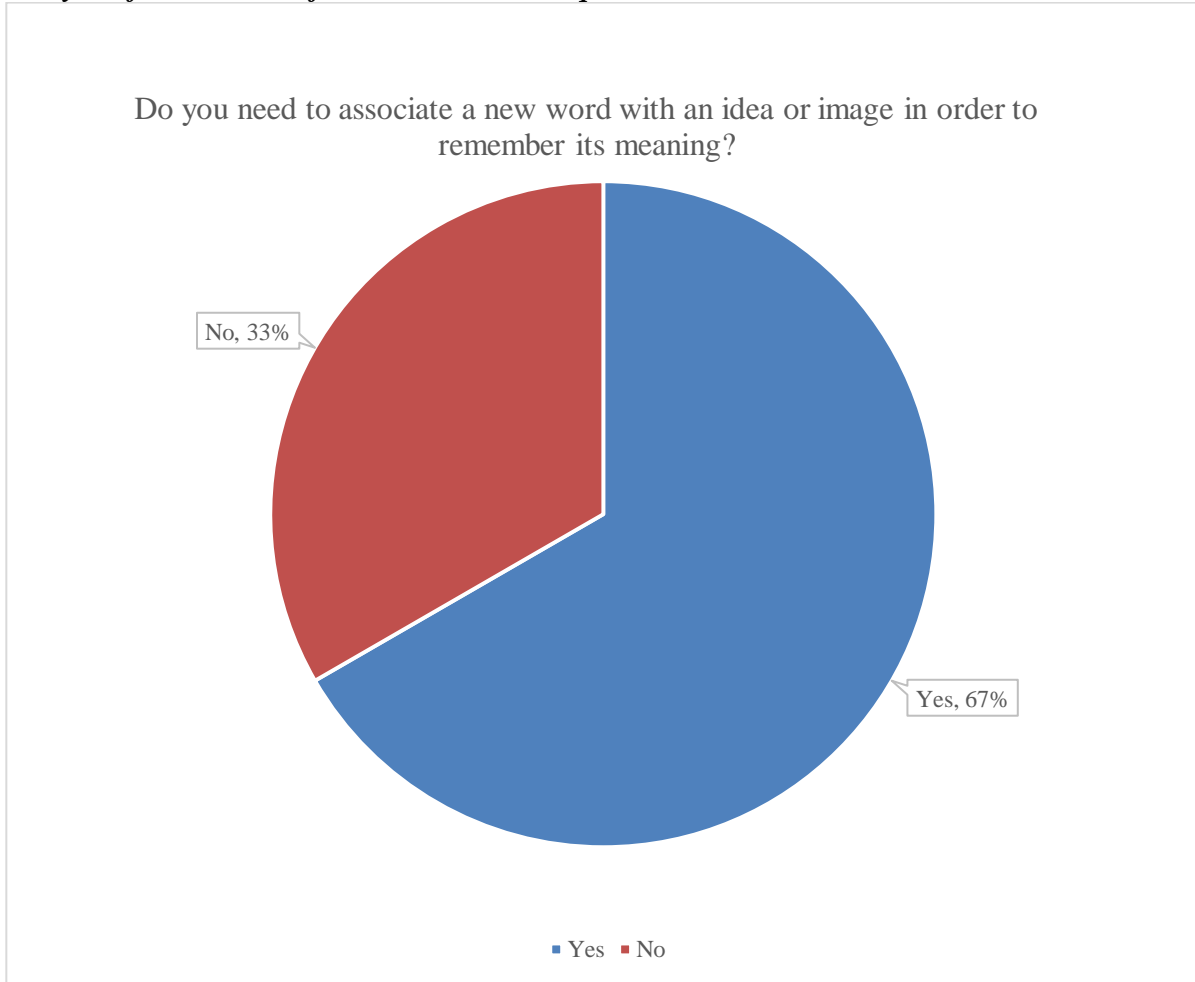


***Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

For this question, half of the sample population must sometimes check a dictionary when encountering an unknown word while doing reading exercises with the teacher. Around 20% of students always need to check their dictionaries. At the same time, 20% of the students are more acquainted with the vocabulary and rarely check their dictionary. Finally, just 10% of the students are well versed with the vocabulary on their exercises and know all the words.

4.1.1.4 Figure 4

*Analysis of the answers of the idea association question.*

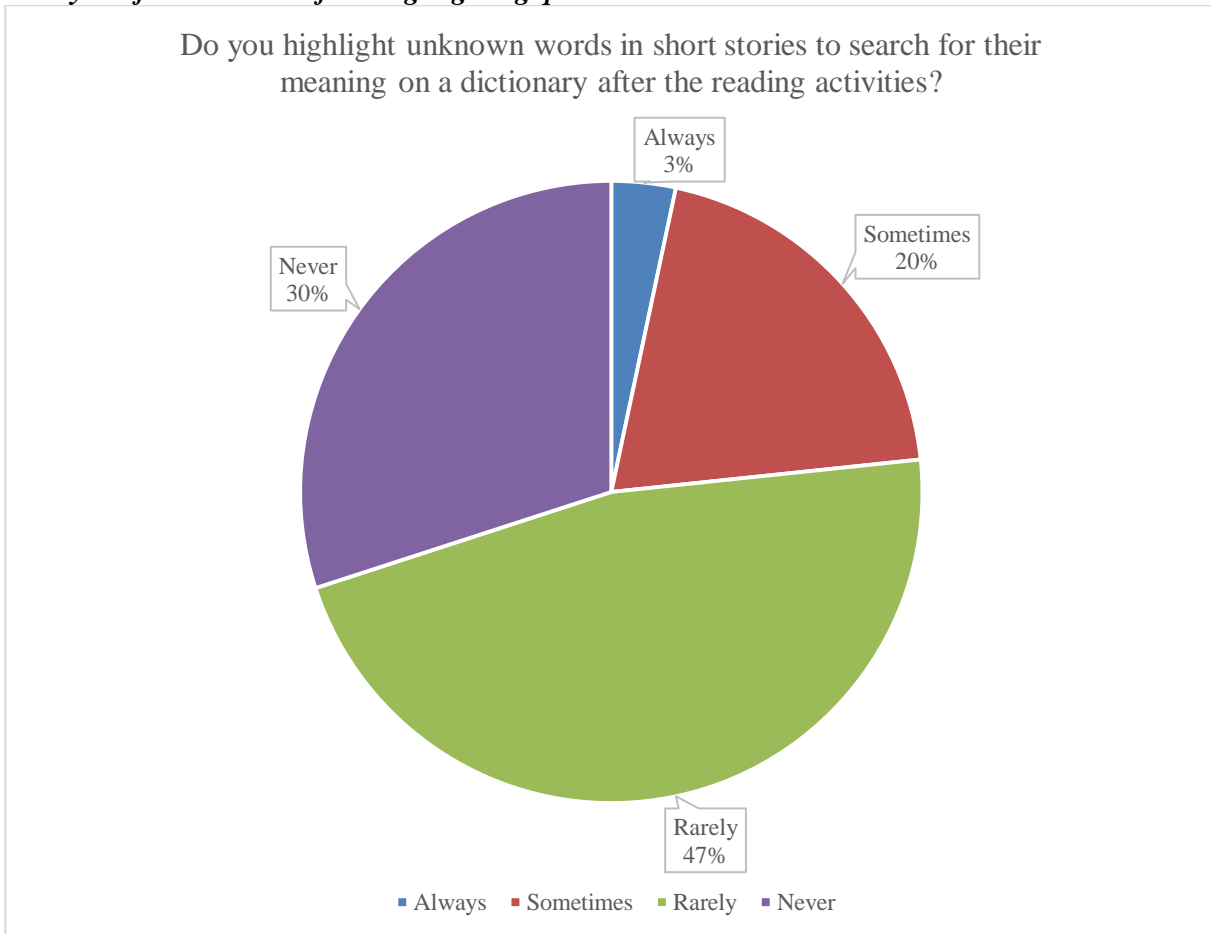


*Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe*

For this question, a majority within the sample population gathered, around 67% of the students, thought that it is easier to remember a word's meaning if they start associating an idea or image with the new words that need to be remembered. However, around 33% of the students on the other side of the question prefer other methods to remember the new words they need to remember and think that associating ideas or images is optional to their learning.

4.1.1.5 Figure 5

***Analysis of the answers of the highlighting question.***

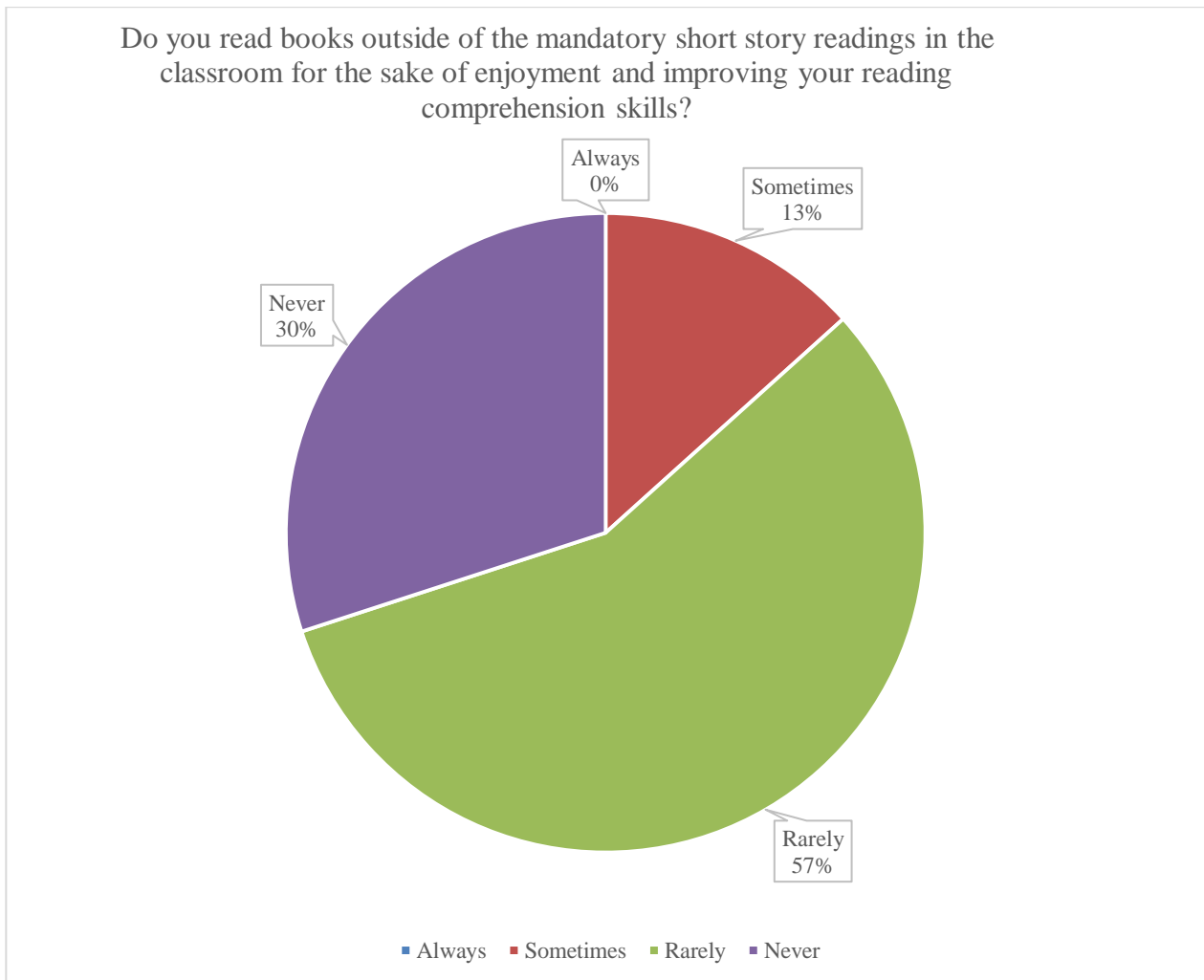


***Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

For this question, the results show that within the sample population, there are 47% of the students rarely feel the need to highlight the words they do not know while reading short stories or doing reading activities to later search for their meaning in a dictionary, and that is because they are well confident about their vocabulary skills. Furthermore, 30% of the students only need to highlight words while reading since they understand all the words they see. However, there is 20% who sometimes need more assistance from their highlighter to remember the words they need to know. Finally, a single student needed to highlight words and search for their meanings constantly.

4.1.1.6 Figure 6

***Analysis of the answers of the leisure reading question.***

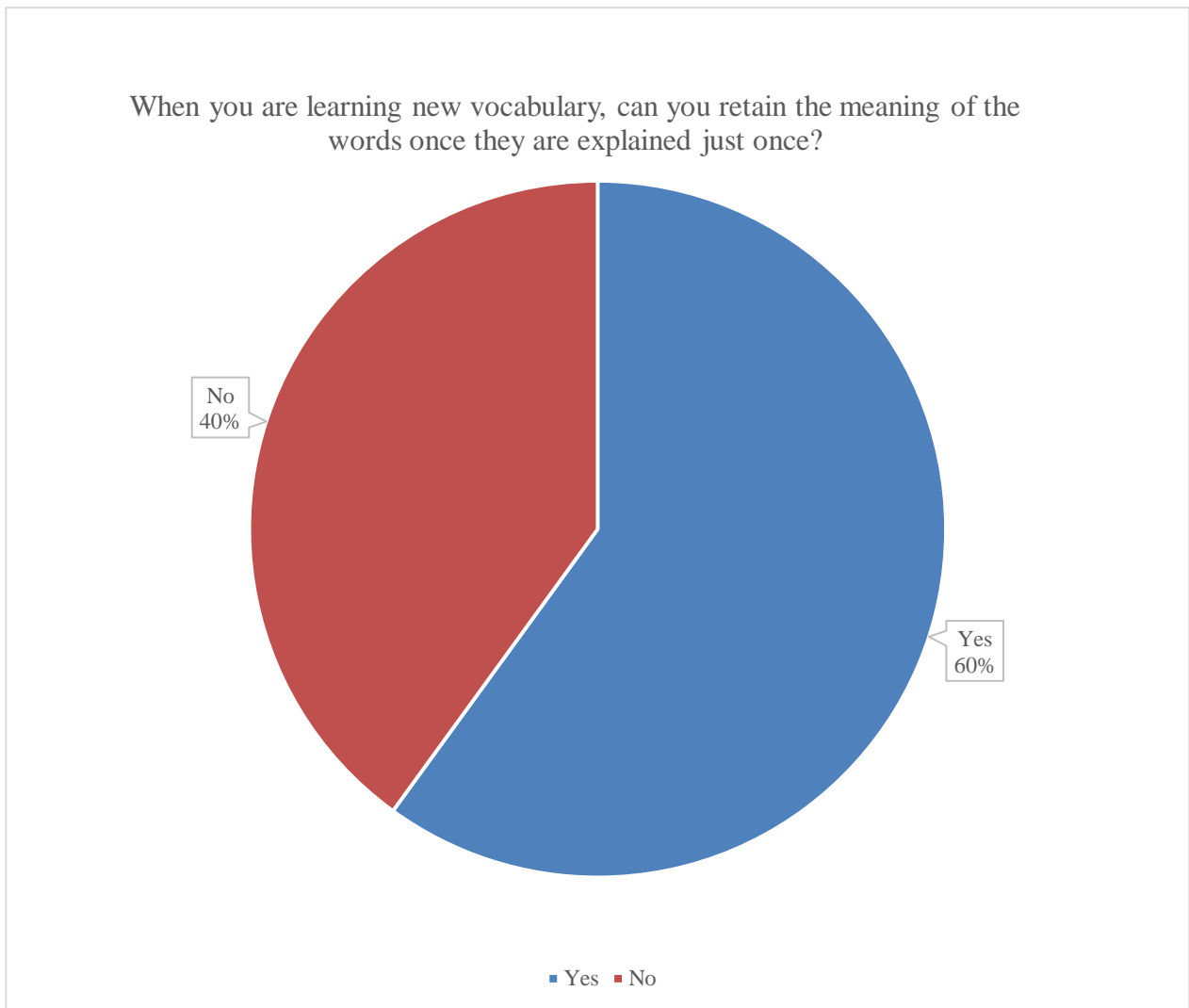


***Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

For this question, 57% of the sample population rarely reads books out of the mandatory short stories the teachers ask to read. This means that more than half of the students need more reading habits and only read what the teacher assigns them. Furthermore, a lower percentage of students, 20% of the total sample, do not have reading habits. However, on the other side of the class, just 13% of the students have decently developed reading habits outside their obligations. Finally, there are no students with a strong reading discipline within the sample population.

4.1.1.7 Figure 7

*Analysis of the answers of the vocabulary retention question.*

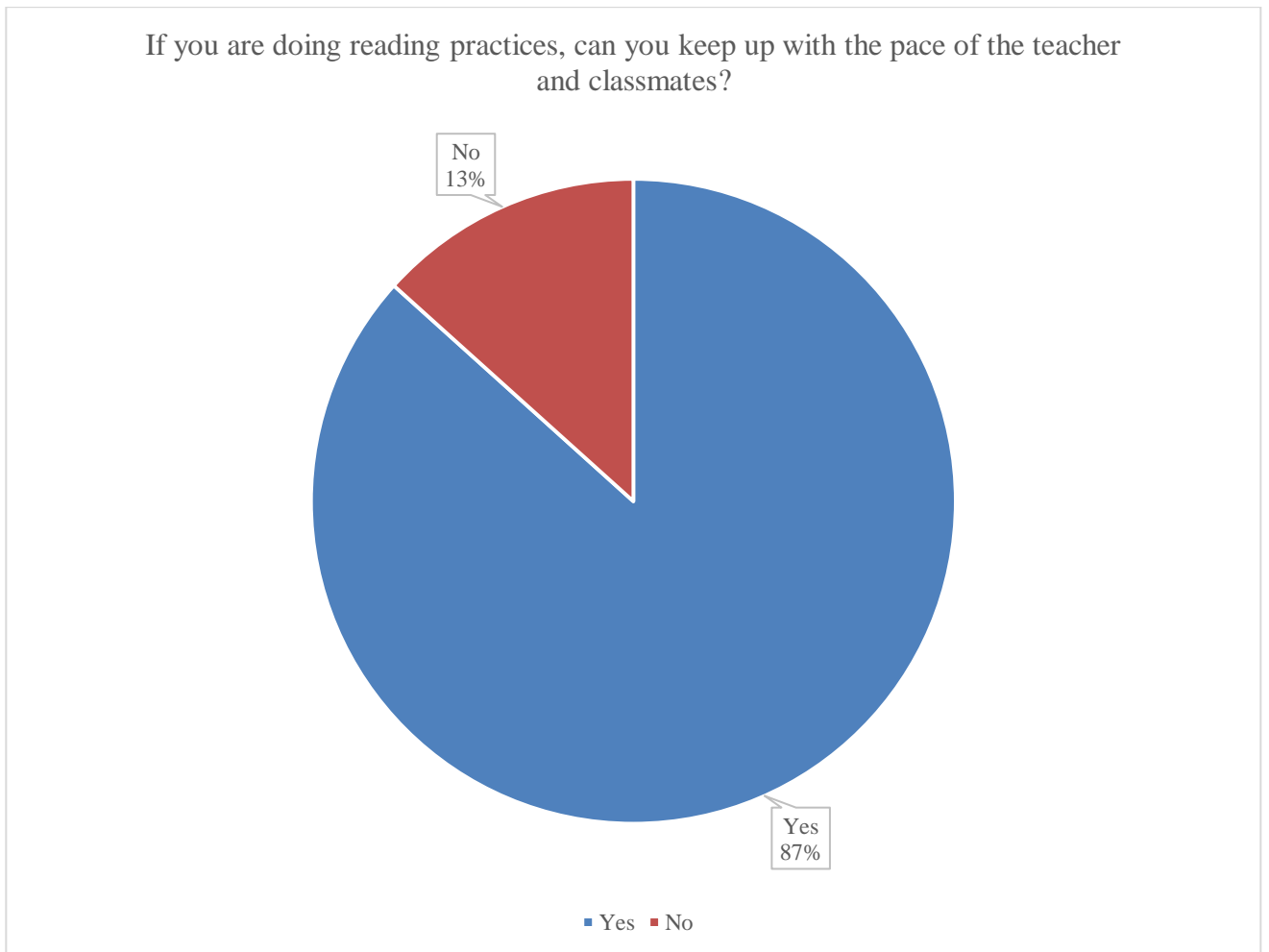


*Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe*

For this question, it is visible that 60% of the total students have a developed memory skill that allows them to retain the meaning of any new words they learn by hearing them once and explaining them to them. However, there is also 40% of the students whose vocabulary retention skills need to be further developed through repetition and practice, so that is why they need to hear and have explained several times the words they learn in the lessons to get them to retain the meaning of the new vocabulary.

4.1.1.8 Figure 8

***Analysis of the answers of the class pace question.***



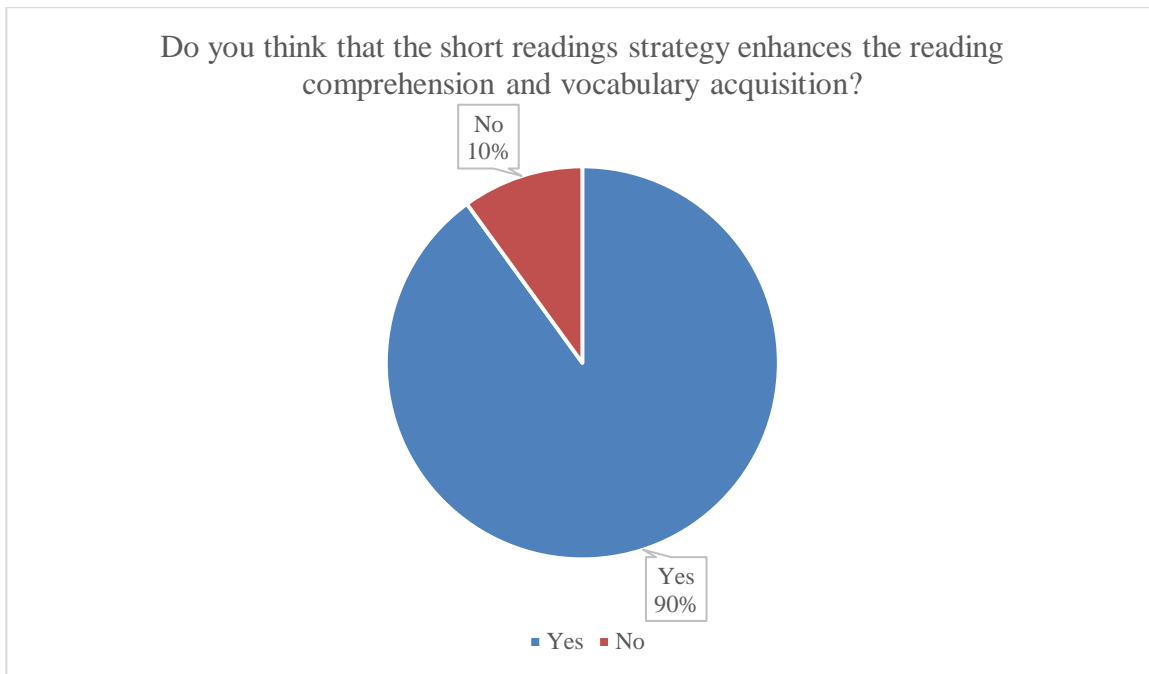
***Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

For this question, over the total amount of responses from the students, it can be seen that 87% of them maintain the pace of the classroom while doing the reading exercises provided by the teacher, meaning that they can start and finish the daily practices in the time that teacher assigns to solve them. On the other side of the results, a small portion consists only of the 13% of the classroom who need more assistance and extra time to solve the reading exercises they must solve with their classmates.

## Short readings as a strategy to improve vocabulary and comprehension

### 4.1.1.9 Figure 9

#### ***Analysis of the answers of the reading strategies question.***



***Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

For the last question, the results gathered across the sample population showed that the vast majority of the students, make 90% of the group, positively think the short reading strategies enhance reading comprehension and vocabulary acquisition, making the development of their skills achievable with the resources and techniques needed. However, 10% of the sample population thinks that the short reading strategies do not generate an efficient result in improving their reading and vocabulary skills.

Short readings as a strategy to improve vocabulary and comprehension

#### **4.1.2 Diagnosis test results**

The diagnosis test took place in the first lesson that introduced the researcher to the sample population of students, and a brief after introduction, a total of 30 diagnosis tests were handed to the students. At first, the students struggled with some of the questions and exercises presented in the diagnosis test. However, with time, all the students completed their test after finishing the last exercise. Furthermore, the average time for a student to complete the diagnosis was about 60 minutes. After that, every student finished their test, which was handed back to the researcher to grade and analyze.

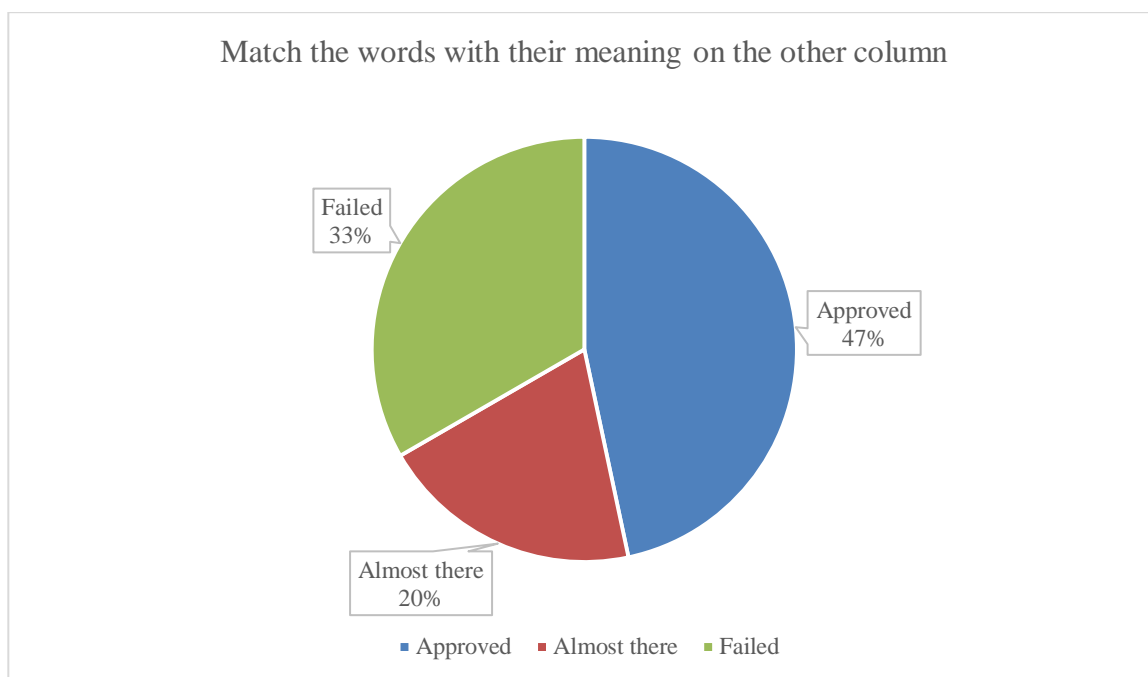
After grading every diagnosis, analysis of the test results made it easy to identify which parts of the test were the most difficult for the students in general. That is why the test will be dissected and each exercise will be analyzed to understand why it felt complicated to some students. At the end of the analysis, the grades of the diagnosis will be disclosed by the researcher.

Taking into consideration that the grades of these students reflect their knowledge of the English language before applying the strategies, after the showcase of their current skills, it will be shown later how after applying all the strategies, there will be an improvement made to the skills of the students, and how their reading comprehension and vocabulary acquisition was further developed thanks to the researcher.

The analysis of the diagnostic exam will be disclosed, starting with matching the word's meaning with their respective word on the other column exercise, an exercise quite simple if the students have a well-developed sense of vocabulary and know the meaning of the words in the text. Next up, there is a fill-in-the-blanks exercise that contains words related to the story of the first part. It is important to know that to answer this exercise successfully. The students must maintain coherence in their relationship between the words in the bank and the text. At last, the final exercise presents a short story with several questions about reading comprehension that needs to be answered with the information inside the text.

4.1.2.1 Figure 10

***Analysis of the matching exercise of the diagnosis test***

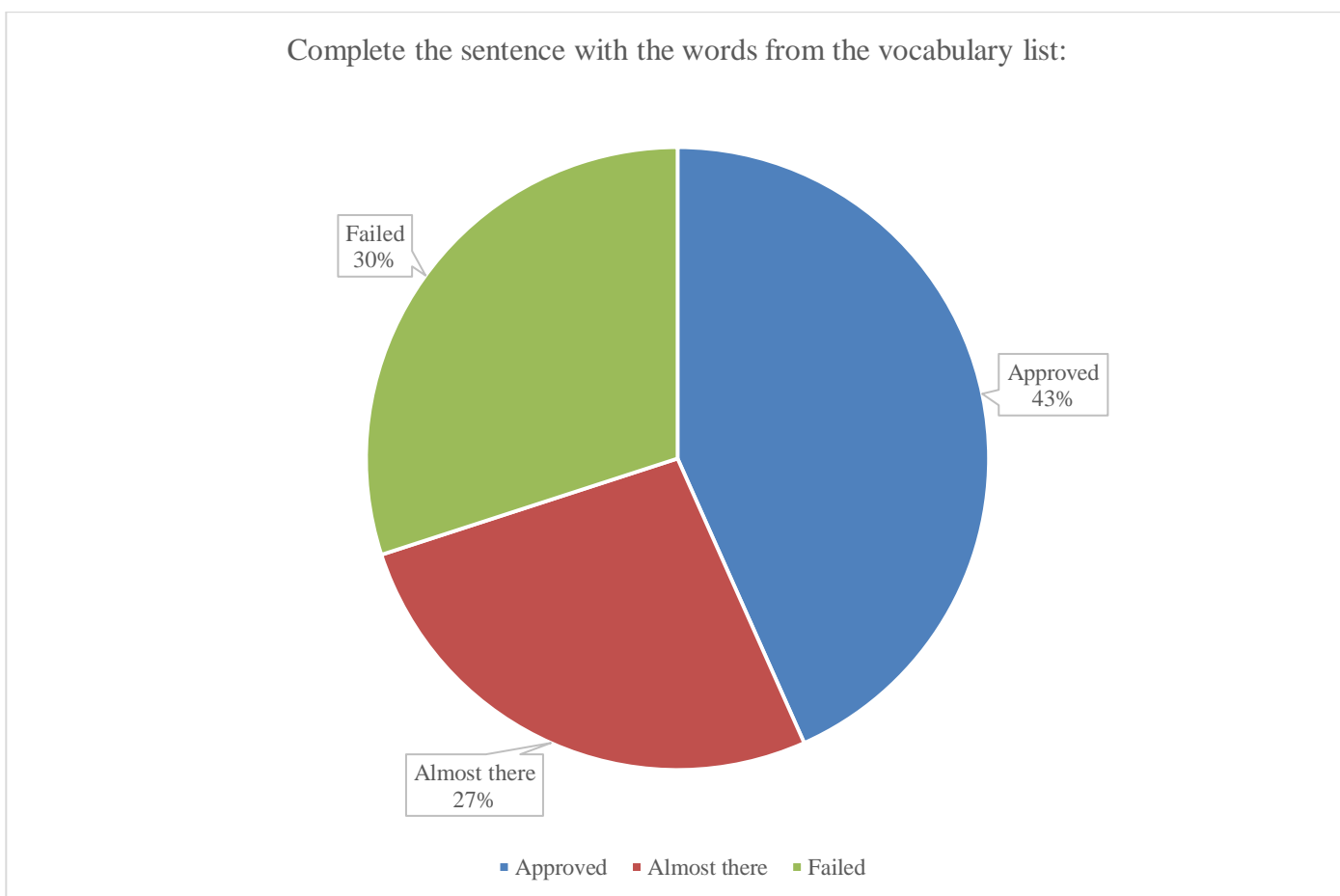


***Source: Diagnosis test applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

These are the results of the first exercise of the diagnosis test. The students needed to match the word in the column with its meaning in the other one. By reading the text and the word banks, all the students answered with the ones they thought could be right. After the analysis of the results of this exercise, it can be determined that 47% of the students approved of the exercise by getting enough correct answers. Then, 20% of the students stood on the brink of approving, but their answers were insufficient to ensure their success. Finally, 33% of the students failed the exercise due to a lack of correct answers.

4.1.2.2 Figure 11

***Analysis of the fill in the blanks exercise of the diagnosis test***

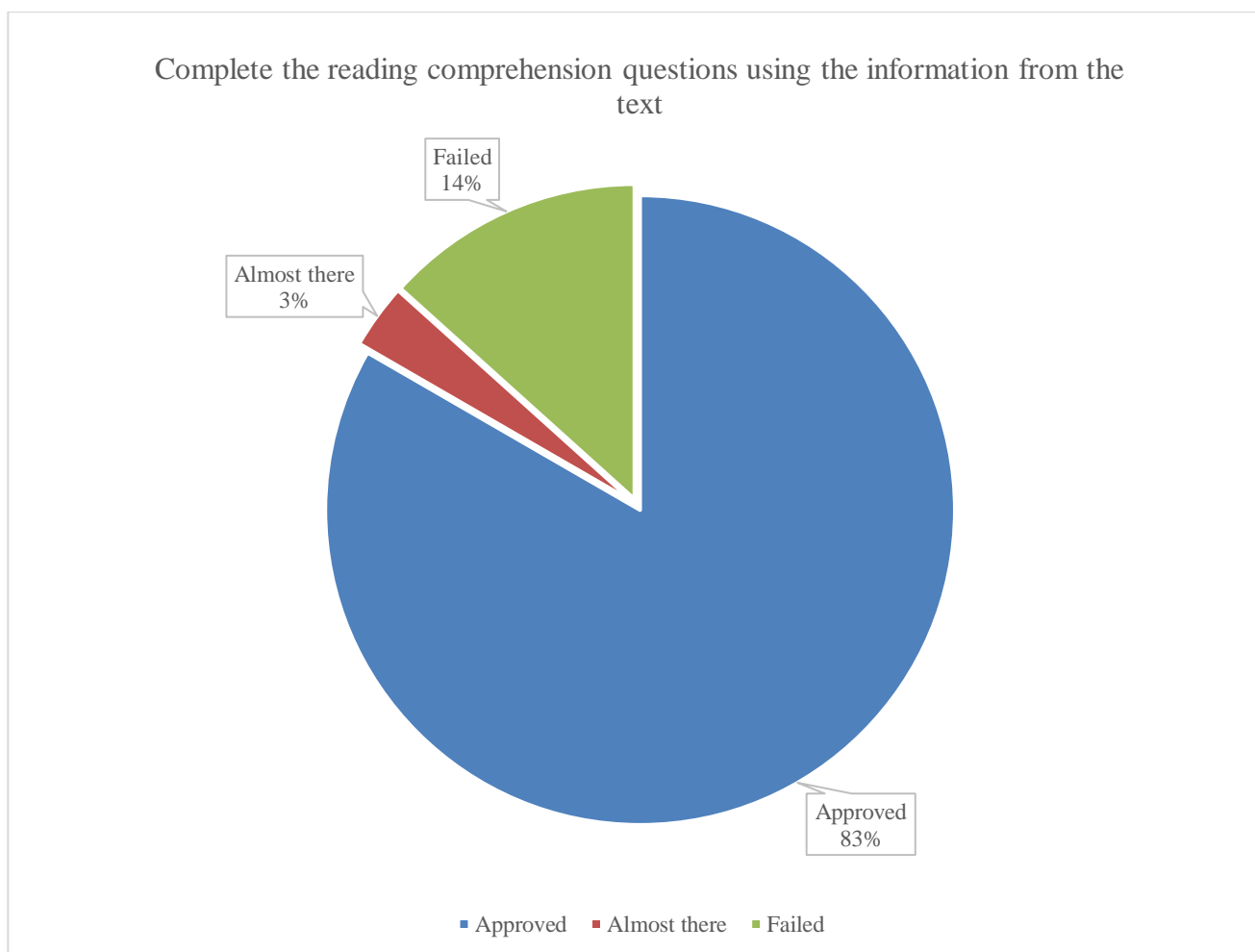


***Source: Diagnosis applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

These are the results of the fill-in-the-blanks exercise of the diagnosis test. For this exercise, the students faced the challenge of coherency to fill in the blanks with words that give a concrete meaning to the sentence. After analyzing the answers, 43% of the students approved the exercise by filling in the blanks with the correct words. Then, 27% of the students almost approved of the exercise. Finally, 30% of the students failed the exercise because their answers needed to match the exercise's purpose.

4.1.2.3 Figure 12

***Analysis of the reading comprehension exercise of the diagnosis test***

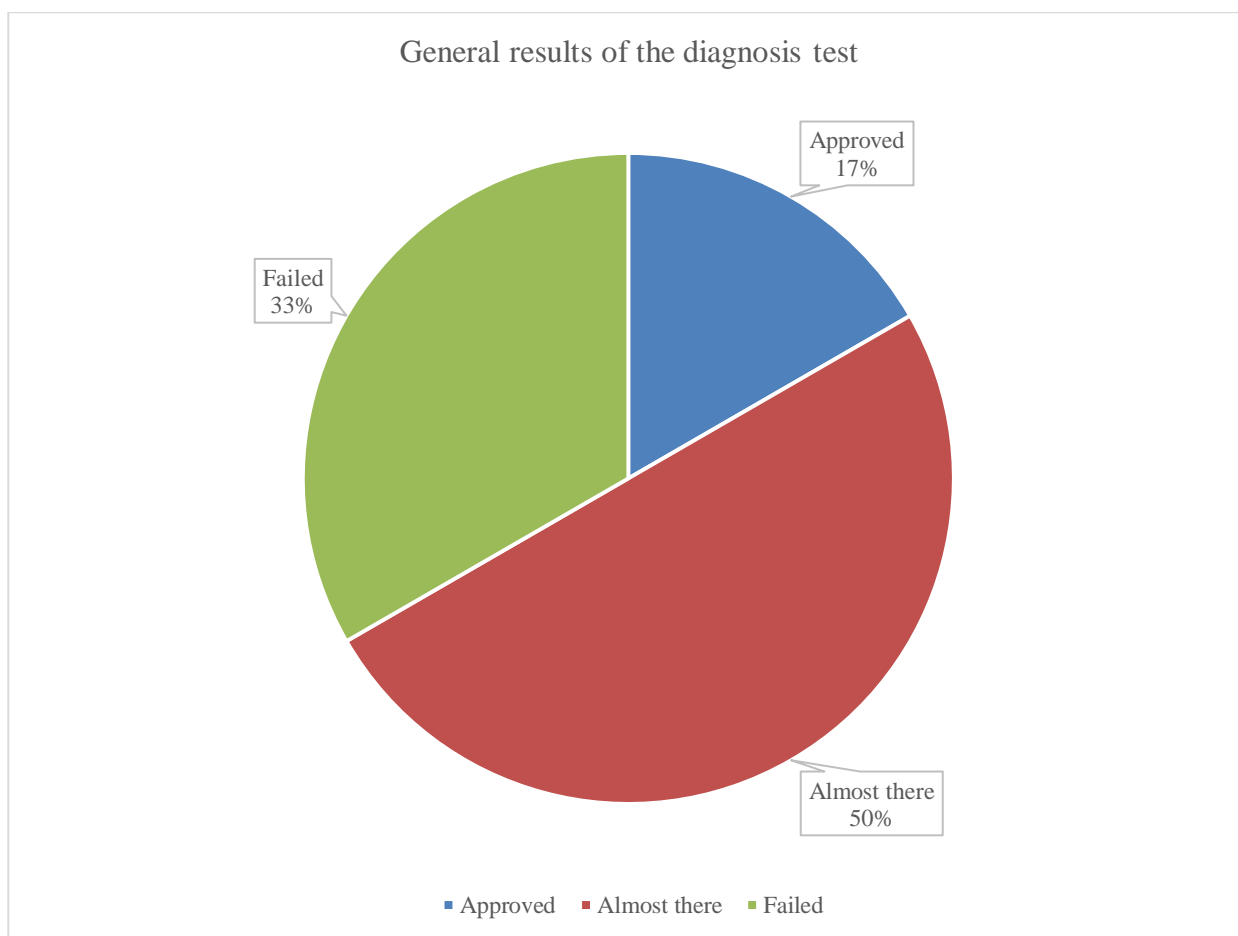


***Source: Diagnosis applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

These are the results of the third and last exercise of the diagnosis test. After analyzing the results of the exercise, an 83% of the students approved the exercise with ease since they completed it after reading the text a few times and answering all the questions using the information contained in the text. However, a 3% of the population nearly approved the exercise but it was not possible at the end. Finally, there were a 14% of the students who did not approve the exercise due to their wrong answers.

4.1.2.4 Figure 13

***Analysis of the general results of the diagnosis test***



***Source: Diagnosis applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

These are the overall results of the whole diagnosis test made for the students. This test was evaluated on a scale that considers a grade over 70 to be approved; a grade over 60 but below 70 to be almost approved; and a grade below 60 to be failed. After the analysis of the results, it can be seen that only 17% percent of the students approved the diagnosis exam and answered every question with their base skills and knowledge. On to other results, 50% of the students scored a grade that got them in the almost approved range. Finally, the remaining 33% of the students did not approve the test either, and their grades were below the almost-approved range.

Short readings as a strategy to improve vocabulary and comprehension

### **4.1.3 Lesson plan results**

The lesson plans were the main instrument to impart the short story reading strategies through the exercises and practices given to the students. Furthermore, these lesson plans generated different results and experiences for the researcher and the students equally. On the one hand, the researcher gathered all the information needed for this investigation to be held accountable and proven true. On the other hand, the students gained special lessons that helped them to improve their reading comprehension and vocabulary acquisition with the help of the strategies and techniques provided by the researcher.

With all the results analyzed, some key points of these lessons will be discussed, speaking from the perspective of an English teacher dealing with students starting to acquire new knowledge of the language. The first lesson plan and class time were merely an introduction to introduce the researcher, the language survey, and the diagnosis plan. The results generated from them were used to create the lesson plan for the second class with the students, and the topic chosen for the lesson was inferring the meaning of the words by context. At first, the researcher explained the topic, and the students needed help understanding the concept. However, the researcher gave them a worksheet containing a brief explanation and a series of exercises to solve in the lesson.

After the students finished the worksheet, the researcher refreshed the concept, and they seemed to understand it better than at the start of the lesson. Furthermore, once the researcher analyzed the results of the exercises that were contained inside the worksheet, it was noted that a great majority of the students answered the questions correctly for most of the worksheet, making good progress on the development of their skills for the day even if they are going by small steps at the time, the students showed that they are ready to learn the other strategies that would be taught on the following days after that one.

## Short readings as a strategy to improve vocabulary and comprehension

The next day after the inferring lesson, the next lesson plan that would be taught to the students was the skimming and scanning strategies applied to short stories, so the researcher prepared all the necessary materials to give the lesson to the students successfully. The researcher arrived at the classroom and explained the skimming and scanning strategies to the students. However, their reaction showed that they needed to become more familiar with the concepts of the strategies, so the researcher helped the students to get comfortable with both techniques by giving them a new worksheet that showcased an information corner to help them to retain the explanation of the topic. However, this worksheet also contains some exercises that will challenge the students to put the strategies into practice and generate results for the researcher to analyze and give a better judgment on improving their skills.

Once the students finished the worksheet, the researcher asked them if they knew how to apply those strategies to future short story reading exercises. They all answered positively, making the lesson a great success for both the researcher and the students who learned and refreshed on some reading strategies that are the core of reading comprehension while reading short stories. Later that day, once the researcher analyzed the results of the worksheet, it was shown that the students applied successfully the skimming and scanning strategies on the exercises and questions of the worksheet, giving many positive results for the researcher to analyze and judge if they are ready to face the final lesson plan that is the creation and application of the final test that includes all the strategies mixed in an exam.

The final lesson plan consisted of an exam containing all the strategies and techniques the researcher gave the students since the first lesson. It was the act of closure of the fieldwork of this investigation, made solely to measure all the progress and development of the students after receiving all the knowledge that the researcher taught them within the course of the four special lessons.

Short readings as a strategy to improve vocabulary and comprehension

#### **4.1.4 Final test results**

The final test took place on the researcher's last lesson with the sample population of students. For this lesson, 30 final tests were handed to the students. The students showed no signs of struggle with the first few exercises for this test. They had confident expressions and completed the whole exam in an impressive amount of time. Furthermore, the average time for a student to complete the diagnosis was about 40 minutes, and after an hour, every student finished the test without any problem.

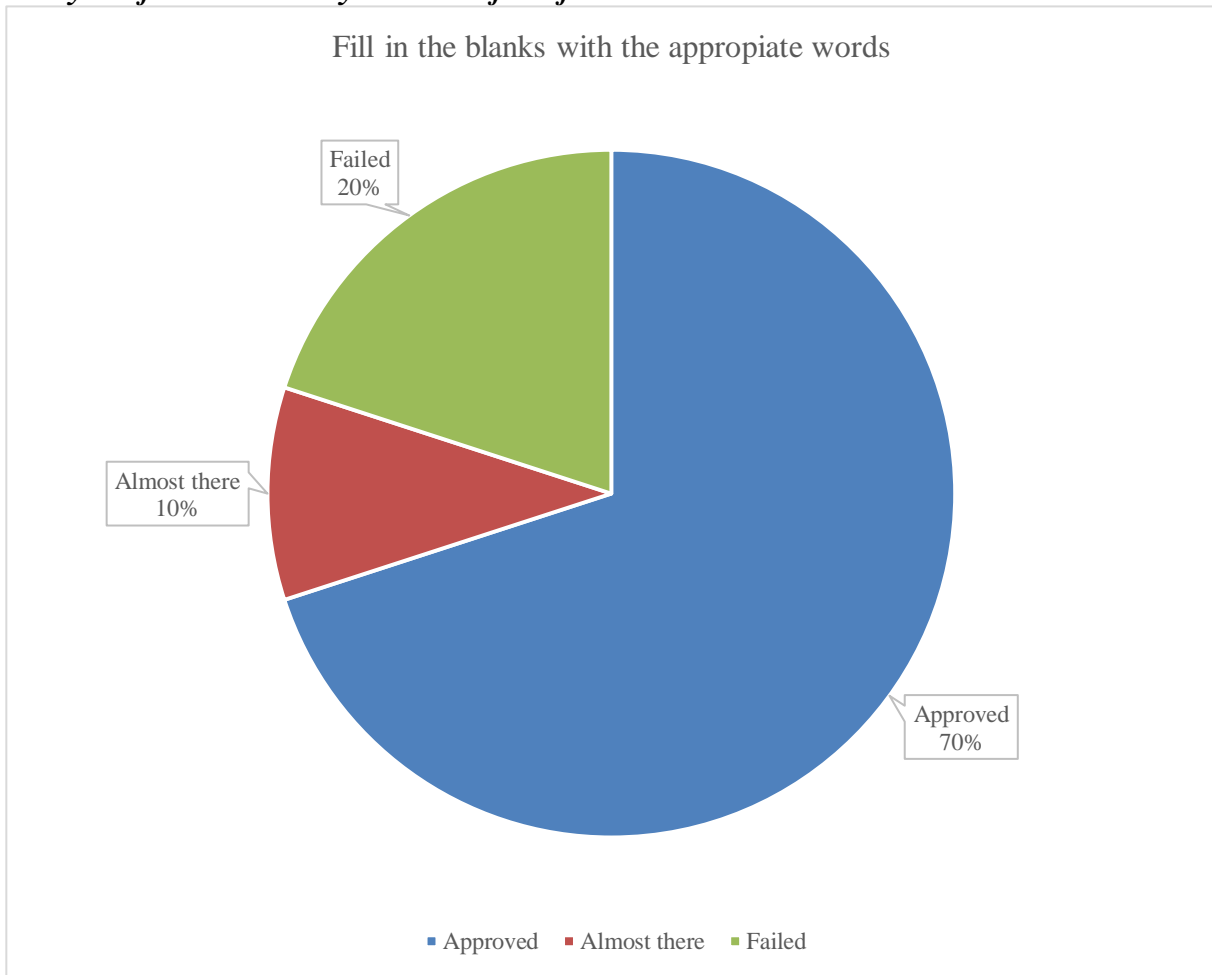
For the analysis of the results of the test, once again, the final test will be dissected. Each of its exercises will be analyzed to measure how much improvement the students had after all the lessons with the researcher. At the end of the analysis, the final test grades will be disclosed by the researcher.

It is a good moment to make clear that these students' grades reflect their newly learned knowledge after applying the strategies and lesson plans in the high-school. Here the results of the hard work of both the students and the researcher will be showcased in a way that encapsulates the strong points that the students have now developed with the help of the researcher and the results of the development of their reading skills.

The final exam analysis will be disclosed starting with a fill-in-the-blank vocabulary exercise with words studied in the lessons. This exercise puts into practice their retention of vocabulary and meanings. Next, there is a scanning exercise containing a short story that asks for specific details that the students need to find with pinpoint accuracy. Then, there is a skimming exercise with a short story that asks for the main ideas and keywords in the text for the students to look for. Finally, the last exercise develops an inference based on the meaning with the story practice that contains a last short story with a vocabulary of words that need to be inferred and worked with to solve the exercises.

4.1.4.1 Figure 14

***Analysis of the vocabulary exercise of the final test***

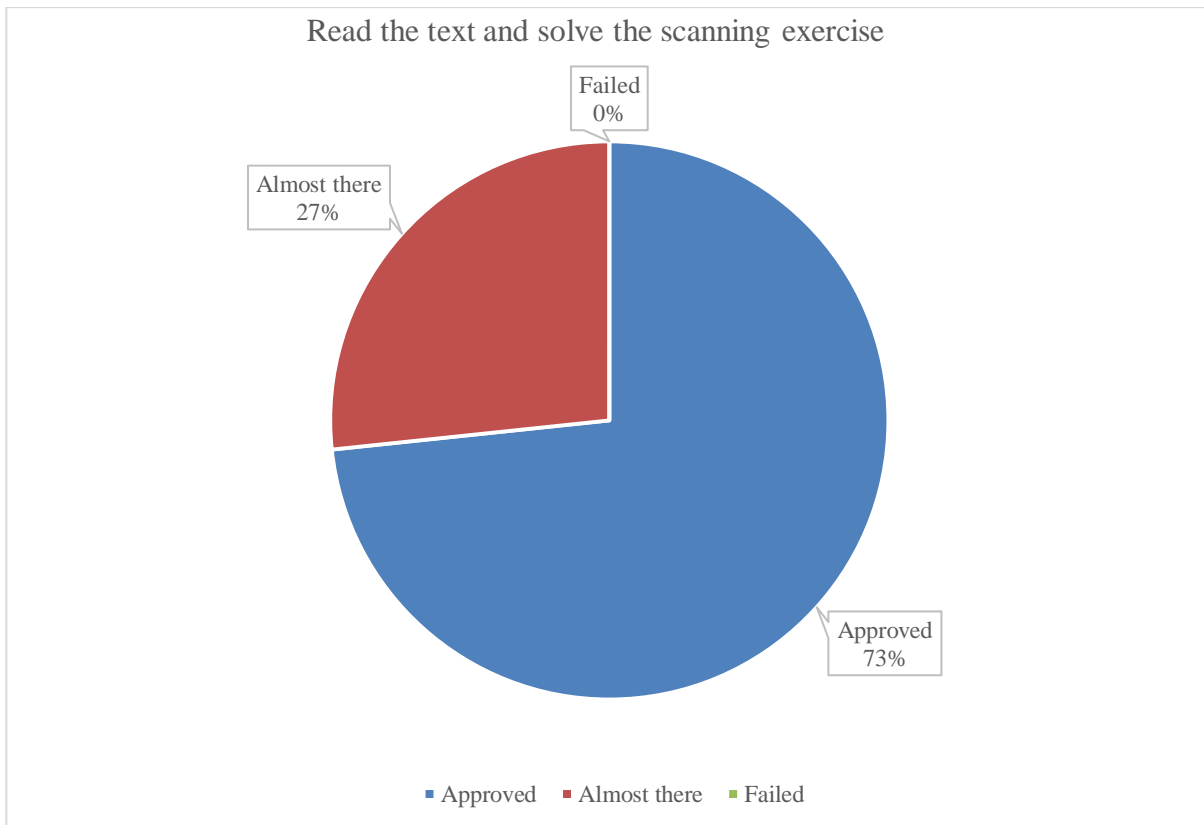


***Source: Final test applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

These are the results of the vocabulary exercise. After analyzing the results, 70% of the students improved their vocabulary retention by having the correct meaning of the words in the senses and showing that they can remember meanings more easily. However, 10% of the students also improved their skills since they answered many correct answers, but they needed to score more points to approve the vocabulary exercise. Finally, 20% showed that they need more practice and assistance with the vocabulary aspects of the short stories since they failed the exercise below the score goals.

4.1.4.2 Figure 15

***Analysis of the scanning exercise of the final test***

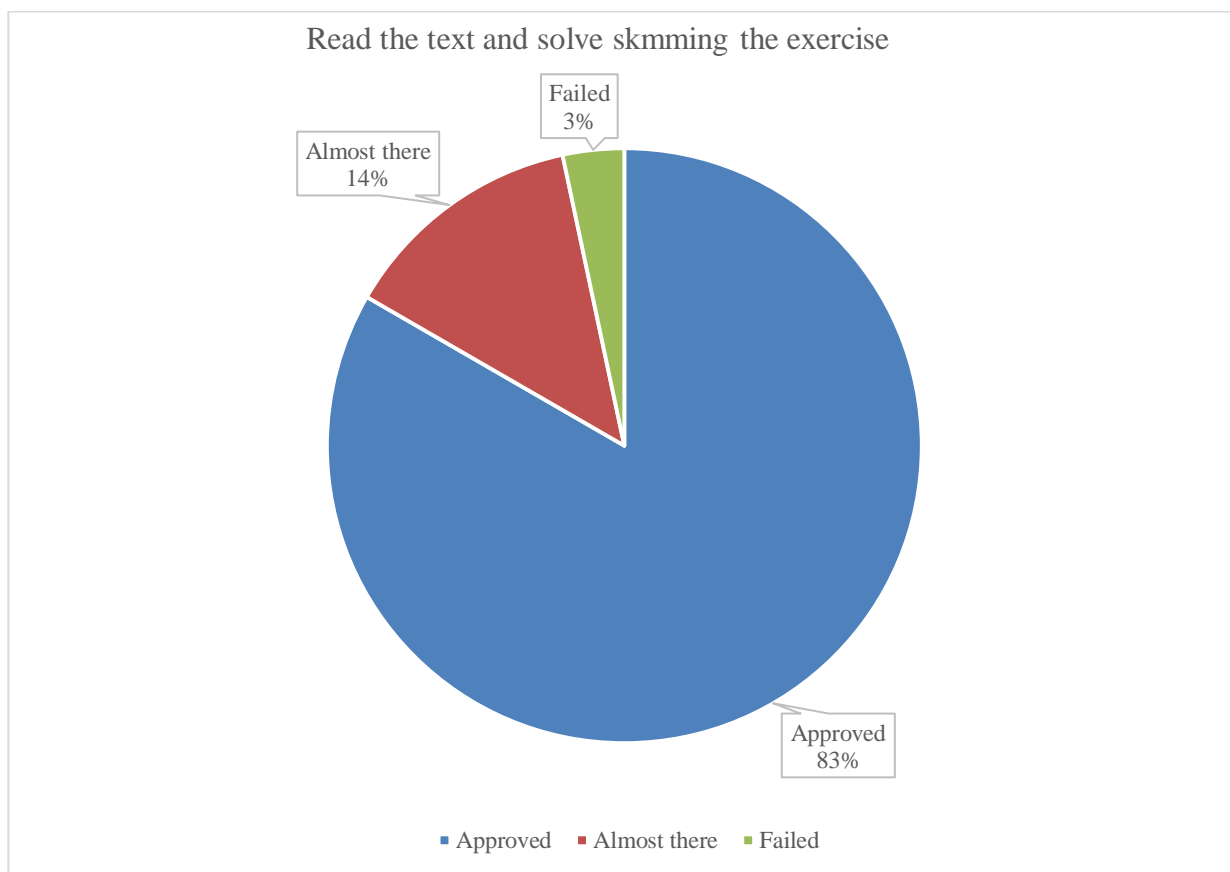


***Source: Final test applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

These are the results of the scanning exercise. After analyzing the results, it is shown that 73% of the students reached the approved threshold by giving all the detailed information the short story asked for. They provided good development in their reading skill using the scanning strategy. On the other side, 27% of the students also showed a good improvement in using the scanning strategy, but the answers these students gave only got them to the almost approved range of the exercise. Finally, all students succeeded in the exercise since everyone improved their language skills.

4.1.4.3 Figure 16

***Analysis of the of the skimming exercise of the final test***

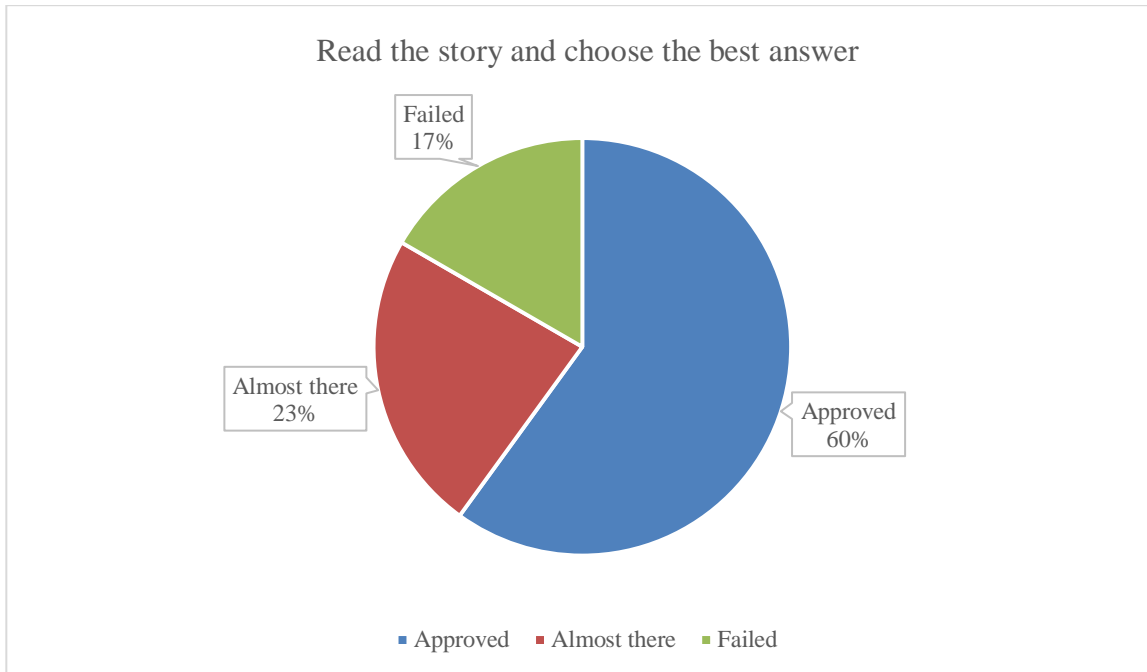


***Source: Final test applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

These are the results of the skimming exercise. After analyzing the results, it is clear that 83% of the students successfully approved of the exercise because they found all the main ideas and keywords that the exercise asked for. Also, they showed that their skimming strategy improved after the lessons with the researcher. However, 14% of the students, despite showing notable improvements in their strategy use, only reached the Almost approved range because some of their answers were unrelated to the exercise. Finally, 3% of the population represents a student who failed the skimming exercise because it was left blank.

4.1.4.4 Figure 17

*Analysis of the inference exercise of the final test*

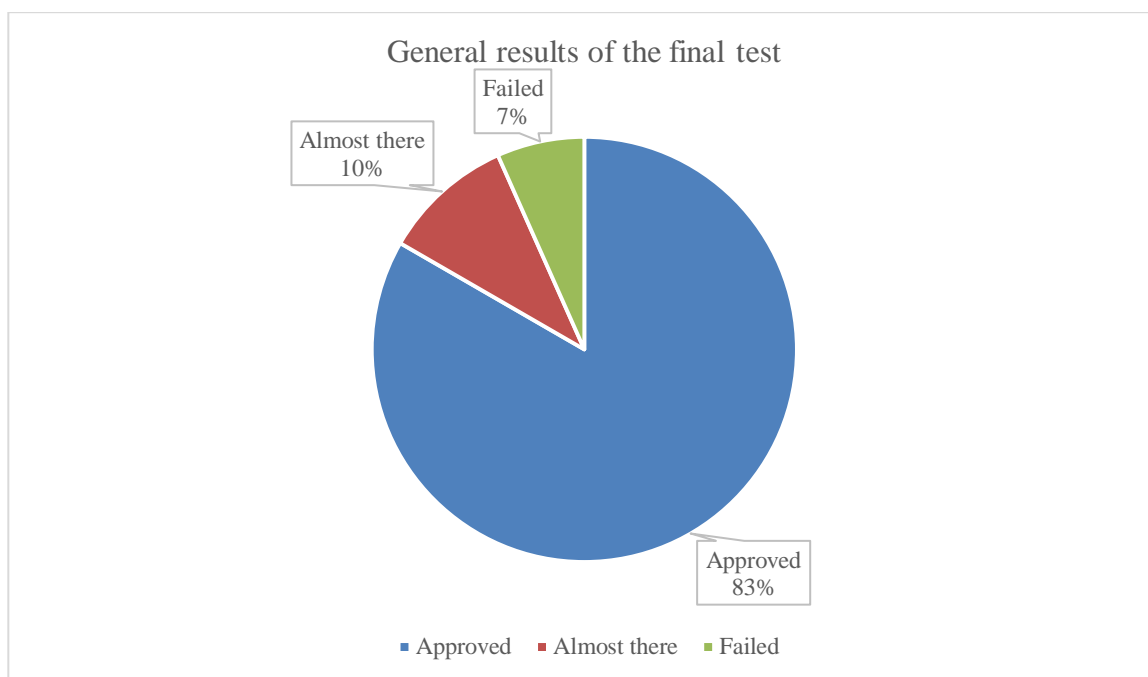


*Source: Survey applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe*

These are the results of the final inference exercise. After analyzing the results, this exercise was the most challenging part of the exam for the students since only 60% of them got to approve compared to the previous exercises. However, these results still show that the students improved in their use of inferring a word's meaning based on the story's context. Also, to have 23% of the students reach the almost approved range means that even though they struggled more than usual on this exercise, these results are a sign that with a little more time and practice, they would be able to reach the approval threshold. Finally, 17% of the students had some problems with this exercise since they needed to score more points to approve, but their answers needed to align with the aim.

4.1.4.5 Figure 18

**Analysis of the general results of the final test**

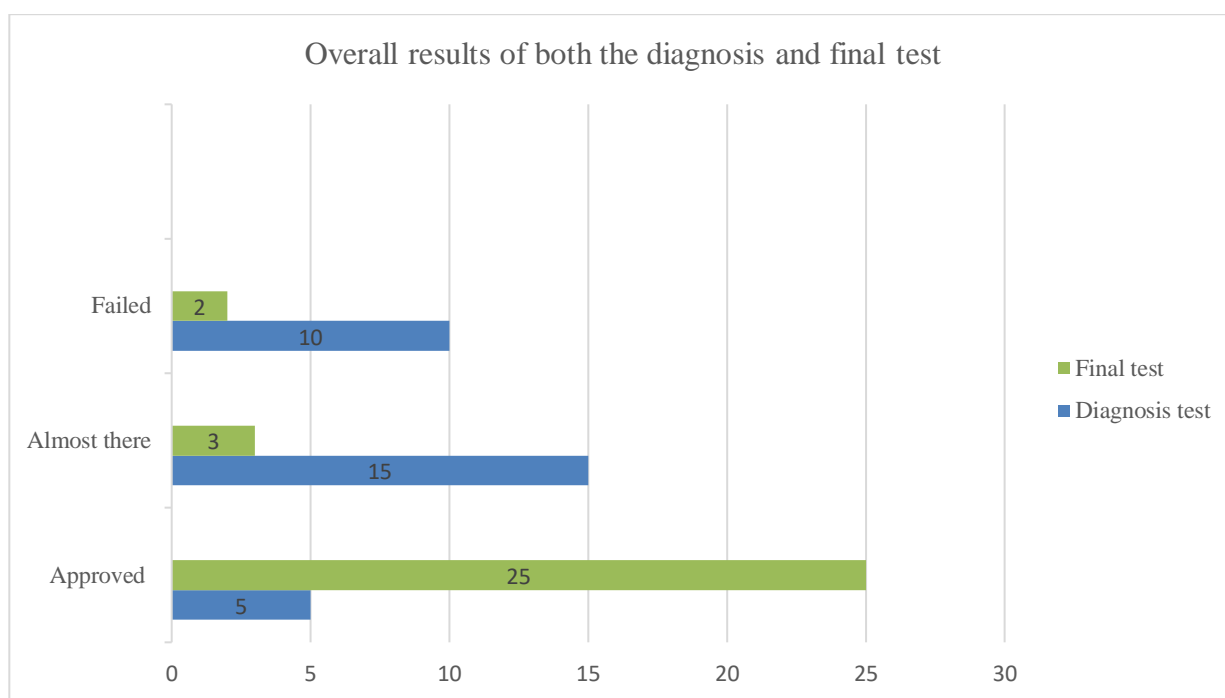


*Source: Final test applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe*

These are the results of the real final test made for the students after applying all the strategies and techniques proposed by the researcher. This final test was also evaluated using the standard scale model that considers a grade over 70 to be approved, a grade over 60 but below 70 to be almost approved, and a grade below 60 to be failed. After analyzing the results of every exam, it has been shown that 83% of the total sample population approved the test after using their newfound reading strategies and techniques that helped them solve the exercises presented in this test. Besides that, 10% of the students showed enough improvement in their skills to reach the almost approved score in this test, meaning that even if they did not score enough points to approve the exam, they still got an overall development in their use of the English language. Finally, some students, representing the remaining 7% of the population, did not approve of the final exam. However, even if their results were below the approval threshold, it is certain that with enough practice and time, they will improve their reading skills with ease.

4.1.4.6 Figure 19

***Comparison between the results before and after the application of the exercises***



***Source: Tests applied to the 10<sup>th</sup> grade students of the Liceo Experimental Bilingüe***

These are the results of both the diagnosis and final tests being compared in a bar graph to showcase the difference between the student's performance in the two exams before and after applying the short story techniques to improve reading comprehension and vocabulary acquisition the students. After analyzing the results of both tests, it has been demonstrated that the students needed to gain more knowledge and use the reading skill before applying the techniques and strategies applied by the researcher. However, after applying said strategies, the students showed outstanding growth in managing the techniques and making the best use of them while reading. On the other side, another important aspect of this comparison that needs to be talked about is how the number of students who did not approve or those who were in the almost approved range were greatly reduced and changed for students who now know to approve any exercise or test that their teacher could subject them to solve.

## **Chapter V**

### **Conclusions and Recommendations**

#### **5.1 Purpose of the Conclusion**

The purpose of the conclusion of an investigation is to give closure to all the research and fieldwork that the researcher had done since the beginning of the study and to give a detailed explanation of the results that the instruments gathered. The conclusions wrap up the main ideas of each objective stated in the research's Introductory framework, which means that the conclusion will prove the effectiveness of the instruments used in the research. Furthermore, a detailed explanation of the conclusions will be formed by going individually to every objective and stating what was achieved by the researcher after all the fieldwork. Finally, the purpose of these conclusions will serve as proof of existence for the data gathered for this investigation in a way that will allow this study to be helpful to other teachers looking for methods and techniques to teach to their students.

#### **5.2 Conclusions**

For the conclusions of this investigation, there will be a dissected structure that will analyze the results of the instruments. If they could accomplish the goals stated by the specific objectives in the Introductory framework, they would be stated in this chapter. The researcher will explain what was gotten from them and how that applies to their execution with the sample population. The conclusions gathered from the analyzed results of the instruments will determine how the researcher applied the strategies this investigation proposes to improve reading comprehension and vocabulary acquisition.

Short readings as a strategy to improve vocabulary and comprehension

**5.2.1 To identify the vocabulary and reading comprehension levels of the students before and after the short reading exercises.**

From this objective, the conclusion that emerged from all the fieldwork is that the level of the students, which was identified at the start of the first lesson, proved that they needed to improve their reading skills since they had no reading habits or any interest to read any short stories, those results were what was gathered on the survey at the beginning of the fieldwork. However, after the final test, the skill levels students showcased at the end of the lessons were impressive and different from what they had at the beginning. Furthermore, it was identified that the students had grown in many different aspects of the language after applying the strategies and techniques.

**5.2.1. To apply activities and techniques with the students that involve short readings to improve vocabulary acquisition and reading comprehension.**

This objective was the most crucial part of the whole investigation. After all the research and fieldwork, the activities and techniques with the students that involved short story readings in improving their vocabulary acquisition and reading comprehension successfully achieved the goals they were created for. The students' overall improvement in their language use was possible thanks to all the practices and exercises they faced during these special lessons. It is noteworthy that despite having very few lessons and time with the researcher, the students showed great respect and cooperativeness to the researcher and the methods used to gather the information needed for this investigation. Above all things, these strategies actively helped the students become better English readers with enough knowledge to analyze and discover all the specific details and characteristics a written text could contain. They would be able to answer every question without any problem.

Short readings as a strategy to improve vocabulary and comprehension

### **5.2.3 To analyze the progress and results of the study with the students after the application of the short reading activities.**

The conclusion of this objective reflects all the results that were gathered during the fieldwork experience in which the researcher applied the strategies and techniques to the students, and how the progress and results of the students were analyzed after the application of the exercises making a comparative between the initial and final results of the students. It was important for this investigation that the students showed an improvement of their skills after the strategies proposed by the researcher, and it was showcased that the development of their reading skills was shown through their results on the final test which were vastly different from the results of their diagnosis test as it was shown the on the results of the final test graphic figure that showed the improvements that the students had on the development of their skills. At the very end, it can be concluded that these students acquired new knowledge and their use of the language was enhanced thanks to their efforts and the guidance of the researcher.

### **5.3 Restatement of the Research Question**

For this research, the biggest challenge was finding a way to use short readings to improve the vocabulary acquisition and reading comprehension of the tenth graders at Liceo Experimental Bilingüe la Trinidad de Moravia. This challenge raised many questions for the researcher in many aspects, like the time organization with the students, how the research instruments would be applied to the students, and how the data gathered from the results would be analyzed for this investigation. Many hardships had to be solved with the help of the students, and thanks to their cooperation, all the results gained from them were positive after applying the strategies and techniques. Furthermore, those results proved that the effectiveness of these strategies is solid and can be applied in a classroom with the proper execution and planning. In conclusion, short readings can improve vocabulary acquisition and reading comprehension in tenth-grade students.

#### **5.4 Unexpected Results**

During the fieldwork of this investigation, many remarkable moments happened while dealing with the students, some of them were positive for the study, and others were moments to build rapport with the students while creating a nice atmosphere to work in the classroom. Some of the unexpected results were some behaviors of the students and how they dealt with the practices they were given.

First of all, one of the unexpected results was that the students were easily acquainted with the researcher and did not feel threatened while being taught by an unknown person. They took every chance possible to interact with the researcher, and they were constantly trying to build rapport. These students were nice people who behaved cooperatively and respectfully the whole time. It was reassuring for the researcher to have the trust and cooperation of the sample population during the lessons.

Then, another unexpected event was the heavy difference between some students and how some acted like opposites when answering the practices, they were given to solve in the classroom. Furthermore, to put a couple of examples, there were some cases of students solving every exercise on a worksheet in under half an hour, and some students left some exercises blank because they could not solve them. These cases depended greatly on their reading skills, but everyone improved their reading skills at the end of the special lessons.

Finally, the last unexpected result was how, after the final test at the last lesson, the students asked the researcher to stay longer and continue giving them lessons since it seemed that they had grown fond of the researcher. The teacher told the students instead to thank the researcher and be grateful for all the new knowledge they learned thanks to the strategies of this investigation.

## **5.5 Recommendations**

Through the highs and lows of this investigation, there was an overall journey that served as a learning experience for both the researcher and the students, and while there were things that could have been improved on with proper planning and resources. This research study could have improved at some points, but this is the time to give recommendations to apply these concepts even better the next time they are applied.

First of all, it is important to create a decent reading habit in the students in order to improve their reading skills passively without the intervention of a teacher, since having them read material they could enjoy outside of the lesson hours could make a great difference for when they are asked to solve reading comprehension exercises of any difficulty. Knowing that the students would enjoy reading the most is very important when creating short story practices to solve in the classroom.

Then, it is also really important to plan every lesson and activity ahead of time to ensure that when executing them, they work as effectively as planned. Making everything in advance shows that the teacher is compromised to deliver practice material of the best quality that adapts to the needs of the students and that the lessons follow a schedule with clear directions of what will be taught by the teacher and learned by the students. If the teacher manages the time as a resource, all the lessons will be a success.

Finally, the last recommendation is to make clear to the class that the teacher is the authority figure in the classroom and that the students need to pay attention to everything the teacher explains during the lesson. The ability to have a strong presence as a teacher is crucial to make the students understand that they are in the classroom to learn new skills and enhance the knowledge that they already have.

## Annexes

### Survey example

Reading and vocabulary Survey

Instructor: Jesus Navarro

Date:

Instructions:

- All responses will be kept confidential and anonymous.
- Please answer all questions truthfully and to the best of your ability.
- The survey should take approximately 5-10 minutes at most
- If you have any questions or concerns, please contact the teacher

Do you think that short stories are a good source to acquire new vocabulary?

Yes  No

While doing reading comprehension exercises with the teacher, do you need to check a dictionary after encountering an unknown word?

Always  Sometimes  Rarely  Never

While doing reading comprehension exercises with the teacher, do you need to check a dictionary after encountering an unknown word?

Always  Sometimes  Rarely  Never

Do you need to associate a new word with an idea or image in order to remember its meaning?

Yes  No

Do you highlight unknown words in short stories to search for their meaning on a dictionary after the reading activities?

Always  Sometimes  Rarely  Never

Do you read books outside of the mandatory short story readings in the classroom for the sake of enjoyment and improving your reading comprehension skills?

Always  Sometimes  Rarely  Never

When you are learning new vocabulary, can you retain the meaning of the words once they are explained just once?

Yes  No

If you are doing reading practices, can you keep up with the pace of the teacher and classmates?

Yes  No

Do you think that the short readings strategy enhances the reading comprehension and vocabulary acquisition?

Yes  No

Short readings as a strategy to improve vocabulary and comprehension

**Diagnosis test example**

Diagnosis Exam

Date:

Instructor Name: Jesus Navarro

Student Name:

Instructions:

- The exam consists of 2 pages and 3 Exercises
- All answers must be written in complete sentences.
- The information gathered on this exam serves just for research purposes and it will be saved anonymously.

**Match the Number of the word with its definition in the other column.**

## Short readings as a strategy to improve vocabulary and comprehension

Karen was a highly motivated individual with a passion for business. She had always known that she wanted to be an entrepreneur, and she had worked tirelessly to make her dream a reality. Despite the many challenges she faced, Karen never lost her drive or her determination to succeed.

Karen's first venture was a small café that she opened in the heart of the city. She was inspired by the bustling energy of the city and she wanted to open a place where people could come together to enjoy food, great coffee, and each other's company. Despite facing stiff competition from established cafes, Karen's Cafe quickly became a popular gathering spot for locals and tourists alike.

However, Karen's success was not limited to just her cafe. She was constantly on the lookout for new business opportunities, and she was always willing to take risks when she saw potential for growth. She invested in a variety of startups, ranging from tech companies to fashion brands, and she quickly established herself as a major player in the business world.

As Karen's wealth and influence grew, so did her reputation as a savvy and successful entrepreneur. She was sought after by other entrepreneurs for her advice and guidance, and she was frequently invited to speak at conferences and events where she shared her insights on entrepreneurship and business strategy.

Karen's success was not without its challenges, however. She faced criticism from those who felt that her business practices were ruthless, and she was often accused of exploiting her employees and customers for her own gain. However, Karen refused to be discouraged by these negative opinions, and she continued to work tirelessly to grow her businesses and to make a positive impact on the world.

1. motivated
2. venture
3. prosper
4. passion
5. entrepreneur
6. challenges
7. reputation
8. entrepreneurial
9. opportunities
10. established
11. drive
12. exploit

The opinion that people have about someone	
to become successful, especially financially	
The energy needed to achieve a goal	
A strong desire to do or achieve something	
Relating to starting and running a business	
A strong feeling of enthusiasm about something	
A person who starts and runs a business	
To use someone unfairly for your own advantage	
The difficulties that you face in achieving a goal	
To make a business successful and recognized	
a new idea or method of doing something	
To make the best use of a situation or resource	

## Short readings as a strategy to improve vocabulary and comprehension

Complete the sentence with the words from the vocabulary list:

The company's success can be attributed to their \_\_\_\_\_ and determination to always find new and innovative ways to do things. They have an \_\_\_\_\_ approach to problem-solving and are not afraid to take risks and invest in new \_\_\_\_\_. Their \_\_\_\_\_ in cutting-edge technology and relentless pursuit of breakthroughs has allowed them to \_\_\_\_\_ even in the toughest economic times. Their CEO is a true \_\_\_\_\_, constantly looking for ways to grow and expand the company's \_\_\_\_\_. The company culture encourages its employees to bring their own unique \_\_\_\_\_ to the table, allowing the company to thrive and continue to be a leader in its \_\_\_\_\_.

Prosper	innovative	ventures	persistence	insights	visionary	potential	investment	Industry
---------	------------	----------	-------------	----------	-----------	-----------	------------	----------

### 2. Reading comprehension

When I woke up this Monday morning, I found my dog, Fox, waiting for me. He wanted me to take him for a walk. However, I was too hungry, so first I had breakfast. I had a glass of milk and a piece of toast. Then, I washed my teeth and put on a track-suit and a heavy coat, because it was really cold outside. Fox was already impatient. We both went out, and walked to the park near home. He ran, jumped, and pursued some stray cats. He also destroyed some pieces of furniture that somebody left on the road.

I sat on a bench all the time, wishing I could be inside my warm bed. When my hands were frozen, I decided it was time to go back home. Fox didn't want to, but I pulled hard his collar and I managed to take him back. When we arrived at the front door, I realized I didn't have my keys with me, so we stayed out in the cold for more than an hour! Fox was happy, but I was late for work. Luckily, after seeing Fox scratching the welcome mat, I noticed that there was a second pair of keys under it, so I quickly grabbed them and opened the door of my home.

I left Fox with a bowl full of dog food and a water, and then I got ready to work and after a call with my boss explaining the situation, he understood everything and reacted in a calm and respectful way. I arrived safely on my personal vehicle to the workplace even though I got to work at a later hour than usual.

Short readings as a strategy to improve vocabulary and comprehension

Answer the questions:

Who was happy to stay outside?

---

What did Ben do in the park?

---

What did Fox do in the park?

---

What did Ben have for breakfast?

---

What was the weather like?

---

When did Ben decide it was time to go home?

---

Where were the second pair of keys hidden?

---

How did the boss react to Ben going to work late?

---

What did Ben prepare for Fox before going to work?

---

Short readings as a strategy to improve vocabulary and comprehension

**Lesson Plans example**

**Instructors' name:** Jesús Navarro

**Liceo Experimental Bilingüe**

**Region:** La Trinidad de Moravia

**Subject:** English

**Level:** 10th

**Date:**

**Topic:** Diagnosis

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p><b>R1.</b> Manipulate English language vocabulary using knowledge learned through short stories.</p> <p><b>R2.</b> Understand textbook or online explanations and examples with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension.</p>	<p><b>Warm-up:</b> The teacher will do an introduction game asking for the names of the students and their reading habits to build rapport on the lesson.</p> <p><b>Activity 1:</b> The teacher will hand out a survey asking a few questions about reading comprehension and vocabulary acquisition through short stories to the students. (10 min)</p> <p><b>Activity 2:</b> The teacher will give the students a diagnosis test that contains basic exercises and practices about short readings and reading comprehension mixed with vocabulary acquisition to identify the strengths and weaknesses of the students.</p> <p><b>Wrap-up:</b> The teacher will take back the diagnosis tests and prepare exercises for the following lessons.</p>	<p><b>R.1.</b> Answering a basic survey asking about reading comprehension and vocabulary acquisition</p> <p><b>R.2.</b> Doing a diagnosis test to gather information about the strengths and weaknesses of the students</p>

Short readings as a strategy to improve vocabulary and comprehension

**Lesson Plans**

**Instructors' name:** Jesús Navarro

**Liceo Experimental Bilingüe**

**Region:** La Trinidad de Moravia

**Subject:** English

**Level:** 10th

**Date:**

**Topic:** Looking for context in meanings

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p><b>R1.</b> Understand specific factual text and simple reports on familiar topics (e.g., movie reviews, interviews, tweets, posts, etc.).</p> <p><b>R2.</b> Understand texts of various lengths, as long as the words used are familiar and/or concern areas of learners' interest (e.g., tweets, memes, poems, posts, blogs, comics, short stories, videos) supported by the use key of words, diagrams, and illustrations</p>	<p><b>Warm-up:</b> The teacher will do a guessing game in the board explaining how the vocabulary of a story can be found by inferring on the meaning of the words considering the context.</p> <p><b>Activity 1:</b> The teacher will hand out a practice that contains exercises to develop the vocabulary acquisition through searching for the context of the story while looking for the meaning of a word.</p> <p><b>Wrap-up:</b> The teacher will take back the practices and he will refresh the vocabulary technique learned in the classroom in a way that is easy to digest for the students.</p>	<p><b>R.1.</b> Taking into consideration the context of a word before searching for its meaning.</p> <p><b>R.2.</b> Gathering the possible contexts and following the key words that lead the meaning that is being searched for,</p>

Short readings as a strategy to improve vocabulary and comprehension

**Lesson Plans**

**Instructors' name:** Jesús Navarro

**Liceo Experimental Bilingüe**

**Region:** La Trinidad de Moravia

**Subject:** English

**Level:** 10th

**Date:**

**Topic:** Skimming and scanning

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p><b>R1.</b> Use key words, diagrams, and illustrations to support reading comprehension.</p> <p><b>R2.</b> Understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development.</p>	<p><b>Warm-up:</b> The teacher will do a speed game based on how fast can the students read a short story and explain as many details possible to their classmates.</p> <p><b>Activity 1:</b> The teacher will hand out a printed worksheet that contains many different skimming and scanning exercises for the students to solve in the lesson along with their classmates in groups.</p> <p><b>Wrap-up:</b> The teacher will take back the worksheet and he will refresh the skimming and scanning strategies learned in the classroom in a way that is easy to digest for the students.</p>	<p><b>R.1.</b> Reading texts in a short amount of time to retain the greatest number of details possible.</p> <p><b>R.2.</b> Looking for details quickly on a text to answer a set of specific questions.</p>

Short readings as a strategy to improve vocabulary and comprehension

**Lesson Plans**

**Instructors' name:** Jesús Navarro

**Liceo Experimental Bilingüe**

**Region:** La Trinidad de Moravia

**Subject:** English

**Level:** 10th

**Date:**

**Topic:** Final test

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p><b>R1.</b> Use key words, diagrams, and illustrations to support reading comprehension, inferences, skimming and scanning, and vocabulary.</p> <p><b>R2.</b> Understand the important information in simple, and detailed ways while looking for details and keywords in the texts.</p>	<p><b>Warm-up:</b> The teacher will do a question game on the board for the students to answer questions about all the topics they learned in the past lessons</p> <p><b>Activity 1:</b> The teacher will give the students a print with the final exam that contains exercises of all the topics that they have learned to solve in the lessons.</p> <p><b>Wrap-up:</b> The teacher will take back the final exams and he will finally ask the students if they have any questions left around.</p>	<p><b>R.1.</b> Solving the final exam that involves all the strategies learned in the lessons.</p> <p><b>R.2.</b> Having the final refresh of the topics and techniques that were dealt with in the classroom.</p>

**Inference practice example**

Liceo Experimental Bilingüe

Jesus Navarro

Date:

Information corner:

Inferring the meaning of a word based on its context in a story means using the surrounding words, sentences, and information in the story to determine what the word means. It involves looking at the relationships between words and their usage in the context to understand their meaning. Consider the sentence, "After the long hike, the hikers were famished." The word "famished" might be unfamiliar at first sight, but by looking at the context, it can be inferred that the word means extremely hungry. In this case, the word "famished" is used to describe the state of the hikers after a long hike, which implies that they are very hungry.

Instructions: Read this short story and complete the following exercises:

Dr. Smith was a highly skilled and well-respected surgeon. He had been practicing medicine for over 20 years and had performed countless surgeries in that time. Today was just like any other day for Dr. Smith. He woke up early, had a quick breakfast, and headed to the hospital.

Once there, he reviewed the day's schedule and checked in on his patients. He was excited for the day ahead as he had two complex surgeries scheduled. The first surgery was a success and Dr. Smith was pleased with the outcome. But the second surgery was much more challenging. The patient was in critical condition and every minute counted. Dr. Smith and his team worked tirelessly for hours and eventually, the patient stabilized. Dr. Smith was exhausted but relieved that the surgery had been a success. He headed home for a well-deserved rest.

1. Infer the meaning of the vocabulary words based on the context in which they are used. Write your answer in the next page.

What does the word "surgeon" mean in the context of the story?
What does the word "complex" mean in the context of the story?
What does the word "patient" mean in the context of the story?
What does the word "tired" mean in the context of the story?
What does the word "outcome" mean in the context of the story?
What does the word "critical" mean in the context of the story?

Surgeon \_\_\_\_\_

Complex \_\_\_\_\_

Patient \_\_\_\_\_

Tired \_\_\_\_\_

Outcome \_\_\_\_\_

Critical \_\_\_\_\_

Short readings as a strategy to improve vocabulary and comprehension

2. Create a sentence using each word from the inferred vocabulary:

Surgeon \_\_\_\_\_

Complex \_\_\_\_\_

Patient \_\_\_\_\_

Tired \_\_\_\_\_

Outcome \_\_\_\_\_

Critical \_\_\_\_\_

Short readings as a strategy to improve vocabulary and comprehension

## Skimming & Scanning practice example

### Scanning

This is a way of finding a specific bit of information within an entire reading selection. Imagine you are taking notes for a paper you must write, studying for a test, or concentrating on just one element of a piece of writing, such as references to the color red in a novel.

*Look for:* names, dates, places, key words or phrases, *italicized* or **bold-faced** terms, numbers, or punctuation.

**Practice:** The following text passage contains a number of kinds of information that might be the object of a research project. Here is a suggestion – run your finger quickly along each line of print, following along with your eyes, stopping only when you detect the details you are seeking.

The treaty of Utrecht inaugurated an era of peace and expansion for England's continental colonies. Their population had grown from about 85,000 in 1670 to 360,000 in 1713. By 1734, it had quadrupled again to about 1,500,000. This increase owed much to heavy migration of non-English people – Irish, Scots, French, and German – favored by a liberal naturalization act of the British Parliament in 1740. Only two new colonies, Nova Scotia and Georgia, were founded between 1713 and 1754, but the area of settlement almost tripled. In the North, it spread into the hilly interior of New England, the region west of the lower Hudson River and central Pennsylvania. In the southern colonies, it spread into the Piedmont Plateau area between the fall line of the rivers and the Blue Ridge and Smokey mountains.

1. Scan the following passage and highlight or underline dates.

a. How many dates did you note? \_\_\_\_\_

b. List the dates in the order in which they appear in the text.

---

2. Now, places

a. How many places did you note? \_\_\_\_\_

b. List the places in the order in which they appear in the text.

---

c. How many Non-English countries did you find?

---

### Skimming

This is a method of getting a quick overview of an entire selection. The adept skimmer locates and identifies valuable and important parts of a reading selection by moving through the reading from

## Short readings as a strategy to improve vocabulary and comprehension

beginning to end, gaining a general idea of the central point and important supporting details.

*Look for:* titles, headings, topic sentences, visual aids, introductory and concluding paragraphs, and major subdivisions of information in the form of a list of ideas, items, steps, or reasons.

**Practice:** The following article is similar to the kind you might find during research for a class assignment. Here is a suggestion – move quickly from beginning to end of the article noting the same types of information you need for your argument.

To the Editor:

"With Ban Nearing End, City Works on How and When to Allow Cell phones at School" (news article, Nov. 1):

Permitting New York City public school students to bring their cellphones to schools will inevitably lead to more distractions in classrooms, more conflicts between students and teachers, more cyberbullying and more competition among students to see who has the latest and greatest device.

When teachers have to spend more time policing and less time teaching, students will be spending less time learning. New York's students cannot afford this. They are under more pressure than ever to excel on the new state-mandated Common Core exams, which only about 30 percent are now passing. The last thing they need is another source of distraction and a loss of instructional time.

1. Skim the article below and highlight words or phrases related to the distraction caused by cell phones.
- 
2. Now, skim the article again and circle words or phrases related to who might be affected by cell phones in schools.
- 

**Final Exam example**

**Date:**

**Instructor Name: Jesus Navarro**

**Student Name:**

**Instructions:**

Short readings as a strategy to improve vocabulary and comprehension

- **The exam consists of 2 pages and 4 Exercises**
- **All answers must be written in complete sentences.**
- **The information gathered on this exam serves just for research purposes and it will be saved anonymously**

**Fill in the blanks with the appropriate words.**

**Word Box**

Interview	qualifications	resume	position	confident
-----------	----------------	--------	----------	-----------

Today was a big day for Jane. She had an \_\_\_\_\_ for a new \_\_\_\_\_ that she was really excited about. She had been preparing for weeks, researching the company and practicing her responses to potential questions. She knew her \_\_\_\_\_ were a good match for the job, but she still felt nervous.

As she arrived at the office, she handed her \_\_\_\_\_ to the receptionist and took a seat. Soon, she was called into the conference room to meet with the hiring manager. Jane took a deep breath and tried to remain \_\_\_\_\_ as the interview began.

The hiring manager asked about her previous work experience and how her skills aligned with the job. Jane was prepared with detailed examples of her accomplishments, and she answered confidently. After the interview, Jane felt relieved and proud of how she had handled herself. She knew it was a competitive job market, but she felt hopeful that her interview skills would help her land the position.

**Read this text about the History of the Olympic Games and solve the scanning exercises:**

The Olympic Games are a global multi-sport event that takes place every four years. The first modern Olympic Games were held in Athens, Greece, in 1896. The games were inspired by the ancient Olympic Games that were held in Olympia, Greece, from the 8th century BCE to the 4th century CE. Today, the Olympic Games include both summer and winter sports. The summer Olympics are held every four years.

Many of the world's best athletes compete in the Olympics, and the games are watched by millions of people around the world. Some of the most famous Olympic athletes include Usain Bolt, Michael Phelps, and Simone Biles. Usain Bolt is a Jamaican sprinter who won eight Olympic gold medals in his career. Michael Phelps is an American swimmer who has won 23 Olympic gold medals, the most

Short readings as a strategy to improve vocabulary and comprehension

of any athlete in history. Simone Biles is an American gymnast who has won 19 Olympic and World Championship medals, including 14 gold medals.

The Olympic Games have had a significant impact on the world, promoting international cooperation and inspiring people to strive for excellence. The next time the world will see the Olympic Games will be in Paris, France, in 2024.

**Scan the text and answer the following questions:**

What year were the first modern Olympic Games held?

---

When were the ancient Olympic Games held?

---

Name three famous Olympic athletes and their countries.

---

How many Olympic gold medals has Michael Phelps won?

---

When and where will the next Olympic Games take place?

---

**Read this short story and skim the text to answer the questions:**

**The Lost City**

In 1911, a young explorer named Hiram Bingham journeyed into the Andes Mountains in Peru in search of a lost city. He had heard stories of a mysterious Incan city, which had been abandoned centuries ago, and he was determined to find it. Bingham believed that this lost city could help him understand more about the history and culture of the Inca civilization. With a team of native guides and porters, Bingham set out on a treacherous journey to find the lost city.

Bingham's team struggled through the rugged terrain of the Andes for weeks, facing many challenges along the way. Finally, on July 24, 1911, they stumbled upon a hidden city high in the

## Short readings as a strategy to improve vocabulary and comprehension

mountains. The city was Machu Picchu, and it had been abandoned for over four centuries. Bingham and his team were amazed by what they found. They saw temples, terraces, and buildings made of stone that were still intact. They realized that they had discovered one of the most important archaeological sites of the 20th century.

Machu Picchu is now recognized as one of the most important cultural and historical sites in the world. It is believed to have been built by the Inca civilization around the 15th century and was likely used as a religious, cultural, and administrative center. Its location high in the Andes Mountains, surrounded by lush greenery and steep cliffs, makes it a spectacular sight to see. Visitors come from all over the world to see the ruins of Machu Picchu and learn about the history and culture of the Inca civilization. The discovery of Machu Picchu by Hiram Bingham was a significant moment in the history of archaeology and exploration, and it opened up a new chapter in our understanding of the Inca civilization and their way of life.

### **Skim through the story and answer these questions:**

What is the title of the story?

---

Who was Hiram Bingham and what was he looking for?

---

When did Bingham and his team discover the lost city?

---

What was the lost city called, and what did they find there?

---

Why is Machu Picchu significant today?

---

### **1. Read the following sentences from the story and choose the best answer:**

Every morning, Sarah would wake up early and take a walk in the park near her house. She always took the same path, which led to a beautiful pond where she would sit and enjoy the peaceful surroundings.

One day, as she was walking back home, Sarah realized that she had lost her house key. She retraced her steps but couldn't find it anywhere. Frustrated and tired, she decided to take a break and sit on a bench. That's when she noticed a small boy playing with a set of keys. She approached him and asked if he had found a key nearby. The boy nodded and handed her a key that looked just like

Short readings as a strategy to improve vocabulary and comprehension

hers.

Relieved and grateful, Sarah thanked the boy and headed home. She wondered how the key ended up in the hands of a little boy. Maybe someone found it and gave it to him, or maybe he found it by accident. She would never know for sure, but she was glad to have her key back.

**"One day, as she was walking back home, Sarah realized that she had lost her house key."**

- a) Sarah never loses anything.
- b) Sarah lost her key on her way home from the park.
- c) Sarah always takes the same path to the park.

**"That's when she noticed a small boy playing with a set of keys."**

- a) Sarah had seen the boy before.
- b) The boy was alone in the park.
- c) The boy had found some keys.

**"She approached him and asked if he had found a key nearby."**

- a) Sarah was looking for her phone.
- b) Sarah knew the boy.
- c) Sarah thought the boy might have found her key.

**2. Define these words of the text based on the meaning of the story.**

What does "pond" mean on the context of the story?

---

What does "retraced" means on the context of the story?

---

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