

**UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS**  
**VICERRECTORIA ACADÉMICA**

**SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

**READING COMPREHENSION AS STRATEGY TO  
ENHANCE VOCABULARY IN SIXTH GRADE STUDENTS  
AT TALLER PEDAGOGICO MONTEBELLO IN HEREDIA  
DURING THE SECOND QUARTER OF 2024**

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

**STUDENT: DAYANN YURBIETH ROJAS ÁLVAREZ**

**THESIS MENTOR: M.Sc. CATALINA GUERRERO TROYO**

**SEDE ARANJUEZ**

**JULIO, 2024**

## **Acknowledgements**

I would like to acknowledge and give my warmest thanks to my thesis tutor, M.Sc. Catalina Guerrero and my thesis reader, M.Sc. Dinier Amador Serrano, who have made this work possible. Their guidance and advice carried me through all the stages of writing my project. I would also like to thank the head of the English department, Leslie Elizondo for allowing me to start the process of this research and for his comments and suggestions done when starting this process.

My appreciation and gratitude towards this great university that has led my way until here for many years and that has contributed to all the knowledge that I have nowadays. I thank all the experience given through each of the courses and every professor that I have had during my whole major without their help, I would not be the person I am nowadays.

I am grateful to the institution which opened its doors and gave me the opportunity in working on my study. I thank its principal M.Sc. Alejandro Camacho and professor Rodrigo Zamora, English Teacher of sixth grade, for giving me the opportunity in addressing my project at Taller Pedagogico Montebello. I appreciate all their guidance and support during my staying in the institution, all comments given for my professional growth that gave me a better understanding in how things needed to be done.

## **Dedication**

The following thesis is dedicated specially to God who gave me the wisdom for starting with this study and ability to continue with it all the way through. My special appreciation to my partner and mother who have been there supporting every action/decision taken during the application of the instruments. Their help and contribution have been crucial on this moment due to all the things that have been going around. I thank for their love and support that have been the driving force behind my academic pursuits. Their encouragement and belief in me have been a constant source of inspiration, and I am forever grateful for their guidance and wisdom. I would like as well to dedicate my study to my siblings, and friends for their pieces of advice to complete this study to finish it in the right way. All of you have contributed for this to be possible.

## **Abstract**

The following research was done with the main objective of encouraging the enhancement of vocabulary through reading comprehension. It was seen the need of students lacking the comprehension of texts due to a poor foundation of vocabulary and a bad comprehension of texts. It is why the research question is related to: How can vocabulary be improved through reading comprehension in sixth grade students at Taller Pedagógico Montebello in Heredia during the second quarter of 2024? This study was done to a group of sixth grade of Taller Pedagógico Montebello in Heredia, and it was applied to a total of fifteen students. On this study, the action research was applied since the object of analysis was the comprehension of texts and the improvement of vocabulary through different strategies. From the study was expected to see the level of improvement of the students in regards to vocabulary acquisition through reading comprehension. During the application of the different instruments, it was seen their involvement with the different activities done and how they struggled with the lack of vocabulary they had in the analysis of questions and texts. Later, how they started improving their abilities during the application of the different instruments. By concluding, students were able to understand their position in regards to reading comprehension and learn from the different techniques applied how vocabulary could be improved and how it contributed a very important thing for living that could teach them new words and make them understand the role of reading comprehension in the acquisition of vocabulary and how useful it could be in their daily lives by being able to identify different contexts.

## Resumen

El siguiente estudio fue hecho con el principal objetivo de promover el fortalecimiento de vocabulario a través de comprensiones de lectura. Fue vista la necesidad en los estudiantes la falta de comprensión de textos debido a una mala base de vocabulario y una mala comprensión de textos. Es por esto que la pregunta de investigación está relacionada con: ¿Cómo el vocabulario puede ser mejorado a través de la comprensión de lectura en los estudiantes de sexto grado del Taller Pedagógico Montebello en Heredia durante el segundo cuatrimestre del 2024? Este estudio fue aplicado a un grupo de estudiantes de sexto grado del Taller Pedagógico Montebello en Heredia, y fue aplicado a un total de quince estudiantes. En este estudio se aplicó el método de estudio de acción ya que el objeto de análisis fue la comprensión y el mejoramiento de vocabulario a través de diferentes estrategias. Del estudio se esperó ver el nivel de mejoramiento de los estudiantes en cuanto a la adquisición de vocabulario a través de la comprensión de lectura. Durante la aplicación de los diferentes instrumentos, se pudo ver el desenvolvimiento hecho en las diferentes actividades realizadas y como tuvieron problemas por la falta de vocabulario que tenían en el análisis de preguntas y textos. Luego, como empezaron a mejorar sus habilidades durante la aplicación de los diferentes instrumentos. En conclusión, los estudiantes fueron capaces de comprender su posición en cuanto a la comprensión de lectura y el aprendizaje de diferentes técnicas aplicadas en cuanto a cómo el vocabulario podría ser mejorado y como contribuiría a un aspecto muy importante para vivir que les enseñaría nuevas palabras y les haría entender el papel de la comprensión de lectura en la adquisición de vocabulario y que tan útil podría ser en sus vidas diarias siendo capaces de identificar diferentes contextos.

## Table of Contents

<b>Chapter I</b> .....	15
<b>Introductory Framework</b> .....	15
<b>1.1 Problem Statement</b> .....	15
<b>1.2 Objectives of the investigation</b> .....	17
<b>1.3 Justification of the study</b> .....	17
<b>1.4 Antecedents</b> .....	21
<b>1.5 Scope</b> .....	27
<b>Chapter II</b> .....	27
<b>Theoretical Framework</b> .....	27
<b>2.1 Literature Review</b> .....	28
<b>2.2 Concept of Vocabulary</b> .....	45
<b>Chapter III</b> .....	52
<b>Methodological Framework</b> .....	52
<b>3.1 Research Approach</b> .....	52
<b>3.2 Research Design</b> .....	56
<b>3.3 Information Sources</b> .....	58
<b>3.4 Analysis Categories</b> .....	60
<b>3.5 Data Collection Instruments</b> .....	60
<b>3.6 Collection Data Process and Data Analysis</b> .....	68
<b>Chapter IV</b> .....	69
<b>Data Analysis</b> .....	69
<b>4.1 Analysis and Interpretation of the Results</b> .....	69
<b>Chapter V</b> .....	114
<b>Conclusions and Recommendations</b> .....	114
<b>5.1 Purpose of the Conclusion</b> .....	114
<b>5.2 Conclusions</b> .....	116
<b>5.3 Restatement of the Research Question</b> .....	125
<b>5.4 Unexpected Results</b> .....	126
<b>5.5 Recommendations</b> .....	126
<b>References</b> .....	128

<b>Appendixes.....</b>	<b>134</b>
<b>Lesson Plan .....</b>	<b>134</b>
<b>Observation Class.....</b>	<b>150</b>
<b>Pre-Test.....</b>	<b>152</b>
<b>Activating Prior Knowledge Instrument .....</b>	<b>155</b>
<b>Making Inferences and Predictions Instrument.....</b>	<b>158</b>
<b>Skimming and Scanning Instrument .....</b>	<b>160</b>
<b>Post-Test.....</b>	<b>162</b>
<b>Survey .....</b>	<b>165</b>

## Table of Tables

<b>Table 1:</b> Results obtained in the Pre-Test instrument applied to sixth grade. ....	<b>83</b>
<b>Table 2:</b> Results obtained on the application of the Activation Prior Knowledge instrument. ....	<b>88</b>
<b>Table 3:</b> Results obtained by applying the Making Inferences and Predictions instrument. ....	<b>93</b>
<b>Table 4:</b> Results obtained from the application of the Skimming and Scanning instrument. ....	<b>97</b>
<b>Table 5:</b> Results obtained on the application of the Post-Test instrument applied to sixth grade. ....	<b>102</b>
<b>Table 6:</b> Results obtained in question 1 on the survey applied to sixth grade. ....	<b>105</b>
<b>Table 7:</b> Results obtained in question 2 of the survey applied to sixth grade. ....	<b>106</b>
<b>Table 8:</b> Results obtained in question 3 of the survey applied to sixth grade. ....	<b>107</b>
<b>Table 9:</b> Results obtained in question 4 of the survey applied to sixth grade. ....	<b>107</b>
<b>Table 10:</b> Results obtained in question 5 of the survey applied to sixth grade. ....	<b>109</b>
<b>Table 11:</b> Results obtained in question 6 of the survey applied to sixth grade. ....	<b>110</b>
<b>Table 12:</b> Results obtained in question 7 of the survey applied to sixth grade. ....	<b>111</b>
<b>Table 13:</b> Results obtained in question 8 of the survey applied to sixth grade. ....	<b>112</b>
<b>Table 14:</b> Results obtained in question 9 of the survey applied to sixth grade. ....	<b>113</b>
<b>Table 15:</b> Results obtained in question 10 of the survey applied to sixth grade. ....	<b>114</b>

## Table of Figures

<b>Figure 1:</b> Results obtained on the first instrument applied for initial knowledge.....	<b>83</b>
<b>Figure 2:</b> Results from the first strategy applied according to the in-between activities.....	<b>88</b>
<b>Figure 3:</b> Results from the second strategy applied according to the in-between activities.....	<b>93</b>
<b>Figure 4:</b> Results of the third strategy applied according to the in-between activities.....	<b>98</b>
<b>Figure 5:</b> Results obtained on the last instrument applied for final knowledge.....	<b>102</b>

## **Chapter I**

### **Introductory Framework**

This investigation starts with a brief introduction to reading comprehension and its different academic uses in the classroom. Reading is a skill that most students need more. This research states that students can greatly improve their vocabulary abilities through reading comprehension. Reading Comprehension is a really important tool for students to learn how to infer, summarize, guess meaning from context, identify main ideas, and answer questions with a more analytical point. The study is related to reading skill development, which creates a more analytical point of view through reading comprehension.

#### **1.1 Problem Statement**

Scholars nowadays are constantly being exposed to new ways of learning things, and languages have not been the exception. English is taught in most parts of Costa Rica and worldwide as a second foreign language. It is taught in its four major skills: listening, Speaking, Grammar, and Reading. Students must learn and perform all these abilities to succeed with the language at school. It has become essential for students since they are getting indirect preparation for life and future working experience during their school stage.

Among the four language abilities, it was noticed that reading is one of the skills students commonly struggle with at school. It becomes a challenge due to the need for more vocabulary and better cultural exposure. In all English exams, there is a section related to comprehension of texts in which they are given a text. Based on their comprehension or understanding, students will have to answer questions whose answers must be inferred or

can be found explicitly in the text. This becomes difficult for the students since language knowledge and vocabulary recognition must be improved.

This has become a problem for students and what they normally do; due to the lack of interest and poor reading habits, they are starting to read without having a clear idea of what is being stated and end up not continuing with it since there is not a proper understanding of what is being read and the vocabulary is not known. They must understand the text so that students can infer the meaning by guessing useful expressions. Keywords found within the sentences will help them relate to them more and make them feel more confident about the answers to the questions.

Questioning is another struggle students have while reading. Not having a proper understanding of what you are being asked will make your reading a tedious activity. Students normally feel lost and disoriented about what information they have to look for or what questions they are trying to ask. They do not always know how to deal with it and end up giving up or simply marking the answer that seems to be the best based on their opinion. Keywords of specific vocabulary found in questions are what struggle them. Students need clarification about what they have to pay attention to among all the words written in the question.

Moreover, students get lost in answers while reading, especially on the multiple choice questions in which they are given some options and possibly similar meanings. All texts have a main idea and get unknown vocabulary by analyzing and guessing. The main problem is that students need to be able to determine and understand the main idea without having the ability to create a personal perspective or point of view of the same, and with this, not being able to get all the vocabulary stated mostly by inferencing or guessing.

Therefore, the main objective of this thesis is to determine how vocabulary can be improved by reading comprehension.

### **1.1.1 Research Question**

How can vocabulary be improved through reading comprehension in sixth-grade students at Taller Pedagógico Montebello in Heredia during the second quarter of 2024?

### **1.2 Objectives of the investigation**

#### ***1.2.1 General Objectives***

To analyze the effects of reading comprehension of texts in the enhancement of vocabulary in sixth grade students of Taller Pedagógico Montebello in Heredia during the second quarter.

#### ***1.2.2 Specific Objectives***

**1.2.2.1** To identify reading comprehension problems related to vocabulary.

**1.2.2.2** To apply different strategies in reading comprehension to assess vocabulary.

**1.2.2.3** To evaluate the outcomes of the activities applied in reading comprehension.

### **1.3 Justification of the study**

Languages are constantly evolving. The majority of the world speaks English as a second language. It is taught in schools, different language academies, and universities. Therefore, it is used in many different contexts: cultural, social, economic, commercial, etc. In all of them, English is used naturally. When learning English, as in Spanish, many factors are important to consider while being in touch with the language.

Nowadays, it is taught to kids at early stages so that they can be more related to it. Vocabulary plays a very important role in learning since, in this first stage, kids learn a language by saying repetitively single words. Moreover, by this first contact, the role of vocabulary can be seen in action. While they grow, vocabulary can be enhanced through strategies such as reading comprehension, in which kids/adults are taken more to the analysis level and interpretation. Readings are very important in any school, personal, or work assignment. Since the creation of any output, you need to assimilate and understand the content of the text and all the different parts of its composition.

In schools, English is taught at all kindergarten levels, primary, and secondary. They are the main strategy to encourage students to learn English better. Students can develop reading, grammar, listening, and speaking skills through reading comprehension. The use of vocabulary connects all these abilities. It makes students understand the meaning of any unknown words by context and leads them to get new words by the techniques of guessing words by context as well as the meaning of sentences or full paragraphs in a text.

In addition, vocabulary can give students a bigger vision and expand their ideas about what they want to express when speaking. This investigation aims to demonstrate how vocabulary can be enhanced in students through reading comprehension, improving their abilities in the different fields of the language. It is important to create a better understanding of the role of words in context for students to create mental patterns from readings that can help them easily understand what they are reading and what the text is trying to communicate.

This investigation will be aimed at sixth-grade primary students. This analysis was thought to analyze and understand their level of comprehension at this level of school. Through the strategy of comprehension, the students will apply different techniques to analyze, infer, predict, and guess meaning from context to draw an idea of what the story is about and make them able to come up with their conclusions and start a conversation from scratch.

For instance, this study will mainly focus on the field of comprehension and analysis of concepts. These students would be the aim of the study since they present a need for grammatical structures and vocabulary, making it almost impossible for them to communicate and express their ideas with their surroundings. They are kids in constant growth, currently the oldest in the school and in high school next year. It was seen that these kids needed to develop their skills through reading comprehension to help them understand and have a better foundation for the coming school stage. The main objective is for the students to be able to be part of more educational activities and be culturally influenced by the language.

At the same time, students can express themselves in different contexts. Understanding what is happening in their surroundings by recognizing and relating things already read in previous texts will make them more involved in different situations. Additionally, reading comprehension is a very important tool that allows students to open their minds to the different realities of life. They make students visualize how the story evolves and relate the sequence of events to its development. They will make them a picture if there is a conflict in the story and all the possible resolutions of the possible problem stated.

Along with developing skills, this study will be used to infer concepts through texts. Reading Comprehensions will provide a variety of wordy connections within sentences that will make students understand what the whole idea is about. Inferring ideas from main and secondary sentences will allow students to get the text's main idea by analyzing sentences in different paragraphs. Through the inference strategy, students, as part of the objective, learn how to analyze what the text is trying to say.

Apart from this, another strategy used to aim the object of study with the students would be developing and understanding questions. Through questions, the students identify key points of what they are being asked, allowing them to acquire more vocabulary and recognize ideas. Through questions, the students will analyze and delimit the object of a search by having a specific idea or keyword to be looked at, among others. Questioning will make students analyze and read carefully to understand what they are asked. Questions make students look for keywords to identify them in the text with sentences containing similar ideas related to the object of study. By looking at these words, students will practice reading tools such as scanning and skimming, allowing them to use the vocabulary given in questions to be found in a text through context.

Monitoring while reading and looking for ideas given is another strategy of study. Monitoring themselves will help students define what they have to look for and will help them focus and analyze the ideas given. Monitoring while reading makes students analyze the concepts of research deeply and in detail. It will make them think or picture the story while reading in this way and evaluate concepts through the story.

## 1.4 Antecedents

For more than a century, reading instruction has been involved constantly. There has been a battle between two opposing methods, characterized as "Phonics" versus "Whole Word." The first method starts with the instruction with whole words, typically called "sight words." The idea consisted of memorizing a cache of such words based on their visual characteristics rather than on the sound value of their letters. As Parker (2021) commented on the report, "Analogy phonics, analytic phonics, on-set rime phonics all require that the child memorize a large connection of sight words before such phonics can commence" (p.2). In this way, through memorization, students can remember vocabulary more practically.

Based on the "Whole Word" method, instruction starts not with whole words but with the most basic sounds in English, called phonemes. These phonemes are connected to the letter (Graphemes), symbolizing them in our alphabetic system. Later on, whole words are built by blending all the individual sounds. These two methods can get along without getting along. One emphasizes the final product as a whole word and then may eventually get down to the phoneme-grapheme level, as it is clear the other starts with phonemes and graphemes and builds up to a whole word. The "Whole Word Method stresses "meaning" from the start; therefore, phonics stresses knowledge of the code as having a necessary condition for reading comprehension.

This battle has been going on since the mid-nineteenth century with the Word Method teaching a child to recognize whole words as wholes without paying attention to elementary sounds and diacritical marks; after several works, the children are told the names of the letters and then learn how to spell". On the contrary, the Phonic Method was

the first one taught in elementary sounds of Letters. It was later taught to combine sounds into words, where the first things to teach were sounds, and the way it represented the spoken word is represented in written and printed form. Later on, with time, these two methods were combined, representing the word as a single unit and representing it as a whole meaning. In this way, several words are learned, and the school sounds composing them are taught with the different characters representing them.

In conclusion, it is being shown that reading instruction has gone through a very transitional period in which it was clear that, at first, two distinct lines of teaching were carried side to side, one with the creation of phonetic lists to make the phonetic process stronger in child's learning development and by simple readings mainly by the Word Method until the learning process in sound recognition is far enough to enable him/her to be applied in the reading.

Another study by Dr. Paige in July 2020 about reading fluency and its importance of supporting processes and the role of assessment described how reading instruction in early America emphasized the oral reading of text. At this time, several book series were popular as resources for learning to read, such as McGuffey's; his books were made to emphasize articulation with clear accentuation of words by the reader. His readings mention the best qualities of reading fluency today and good levels of intonation that could engage people.

By the early twentieth century, there was an increase in number of students who were enrolled in formal education. Now, reading was not only done orally; it started to occur silently, so the emphasis on oral reading started to decline, although it was still used to assess students' reading progress. Later, the first machines were invented that tracked one's eyes while reading and provided a gateway into the processing of texts. It was

discovered that even good readers need to move their eyes across the text smoothly, but rather, move both left and right as the reader advances across the sentence.

In the mid-twentieth century, additional changes were brought to reading instruction. Reading started taking a more critical perception, encouraging the students to evaluate the author's message. Readings were conducted by teachers or by more knowledgeable readers to assist with difficult pronunciations. To better understand the interaction between automaticity and fluency, two students conducted a study to improve reading fluency, where one group of students' automaticity was at a word level while the other engaged in reading practice with connected text. As a result of a study, it is stated that comprehension improved as students focused less on word decoding and more on creating meaning from the text. It means that reading fluency can be improved through assisted reading practice.

Additionally, as Paige (2020) mentions, "Reading aloud or silently, fluent reading is important as it allows the reader to focus on their mental attention of understanding rather than pronouncing words" (p.5). For decades, empirical studies have shown a moderate correlation between reading fluency and comprehension. To sum up, fluent reading is dependent on efficient, integrated, lower-level reading processes, including phonemic awareness and knowledge of letter-sound correspondence that results through practice in automatic recognition. When these skills are in place, students will be more able to decode the skills necessary for fluent reading.

Reading research strongly supports fluent reading as necessary for adequate reading. Fluent readers are more likely to benefit from both vocabulary acquisition through readings and global knowledge of reading comprehension. Fluent reading is an outcome of the

efficient reading process that leads to the fast acquisition of thousands of words that are recognized instantly on sight.

Regarding reading comprehension and vocabulary learning, the research done in a private school with 12 middle school learners at the A1 level can be mentioned. The object of study was the effectiveness of vocabulary learning in proper reading comprehension. This research was done in September 2020 for the University of la Sabana in Colombia.

On initial sight, it consisted of proving the use of supplementary strategies in reading comprehension by introducing new vocabulary before reading, focusing on this skill, gaining reading comprehension proficiency, and improving vocabulary acquisition. The study aimed to follow the learner's growth and support their reading comprehension abilities to help them acquire a better understanding of texts through the development of vocabulary learning strategies.

The study's object was to work with extracurricular workshops to improve their skills. Vocabulary was presented before the reading comprehension for them to be pushed to write afterward. Students were measured with three exams to determine the effectiveness of the strategy. As part of the results, the students improved their grades on their second and third exams since they had better exposure to the vocabulary encountered.

The concrete purpose of this investigation was to find the relationship between vocabulary and reading comprehension, trying at the same time to find the teaching strategies that can improve the ability of the learners and help the teachers give vocabulary instruction. According to Dias (2020), "The vocabulary factor allows for a constant evolution in learning, making it possible for the learner to develop skills as in their first

language, such as a better understanding of their environment and thus being able to associate them with their reality” (p.52). This reality factor can allow the students visualize what they are reading in a better context.

Furthermore, it can be stated that Anis Thahirah investigated improving students' vocabulary mastery in reading by using extensive reading of the University of Banda ACEH in 2021. This study was applied to the first grade of senior high school at SMA Islam Al-Mujadid in India. Forty-six participants had vocabulary-related problems, which affected their confidence in reading. Students also presented a lack of interest in reading, showing much difficulty understanding the meaning of unknown words from the context because of their low vocabulary involvement.

For this research, the participants were divided into control and experiment groups to compare the data between those two groups. In the experiment group, the students were asked to read and translate the materials given based on their ability and did the same with the control group. While teaching, the experiment group was provided with strategies for using extensive reading to improve vocabulary. After participating in the teaching-learning activity, the participants were given a pre-test and a post-test to both groups. The results showed that the experimental group could better translate and enjoy the material.

This study intended to significantly improve students through the reading technique by improving their vocabulary, helping learners gain new experiences in enhancing vocabulary through thinking and communication by analyzing, interpreting, evaluating, and reasoning to boost comprehension and promote fluency. It was also intended to include information for English teachers about choosing reference materials and adopting a good strategy for increasing students' vocabulary through extensive reading. At the same time, it

provided students with knowledge of different methods and a new perspective to increase their vocabulary level. According to Thahirah (2021), “A teacher should choose many exciting subjects and various books to gain the interest of students in reading books” (p.52). This would make the experience of reading more enjoyable and less boring for students.

Additionally, an article written by a student of the National University of Costa Rica investigated the benefits of reading comprehension input on the vocabulary acquisition of English as a second language for adult students in September 2021. This article focuses on the positive effects English has on adult learners. It is intended to show all the positive benefits and motivate them more since it is an important skill for the language.

In this investigation, some authors were compiled whose articles were divided into different strategies such as "Cognitive and Metacognitive Reading Strategies". The first consists of dividing the reading Comprehension into tasks, such as scanning the reading, underlining, and summarizing. On the other hand, metacognition refers to monitoring and analyzing the learning process. For this to be applied, the educator needs to provide a variety of texts to read during the course. After every reading, students can be asked orally what they understood and learned from it instead of handing in a paper with the reading summary. So, after listening to the students' comments about the reading, the teacher can give them other texts chosen based on their needs and level. The students' comments are the tools the teacher can use to monitor their learning process, and by talking about what they have learned, students can be more aware of their improvement.

The authors realized that the traditional ways would let the students learn by underlining words they do not know and the teacher explaining the meaning of all those words. However, it could be changed for students to work in groups and ask their peers if

they know the meaning of words. In this way, students can share knowledge and acquire new vocabulary. It was stated by Porras (2020) that "Reading comprehension enhances vocabulary acquisition due to the relationships that are created between the new words, their meaning, and the text they were found in" (p.5). The idea is to use what was learned from the test and make it part of our daily experiences.

## **1.5 Scope**

**1.5.1** Students will learn how to identify keywords or phrases that will help them get vocabulary from context, allowing their level of understanding to improve vocabulary by identifying main ideas.

**1.5.2** Students will find their way of interpretation, and by getting meaning from context, they will be able to interpret and understand what the text is about and come up with their conclusions.

**1.5.3** Students will comprehend how to analyze and delimit information from questions by reading different texts and inferring ideas.

## **Chapter II**

### **Theoretical Framework**

In this chapter, you will find a background about reading comprehension and all the different strategies needed to learn and understand the dynamic of the comprehension of different texts. Learning how to make inferences, generate questions, apply different techniques for predicting, and connect with ideas that have already been read will help you get a better conclusion about what was being read. It will be found that understanding story

elements contributes to the use of picturing and summarizing, as well as strategies related to vocabulary learning through context, definitions, realia, and games.

## **2.1 Literature Review**

Reading comprehension can be learned in many different ways, and to meet these needs, teachers must teach a variety of strategies to give students the chance to increase their reading comprehension abilities. The main idea is to help students gain a better understanding. The teacher is responsible for motivating students to think about which techniques or strategies must be used to enable them to gain meaning from context. Students will develop the ability to understand different texts and how to get direct ideas from a context given and make them infer key point elements from the text.

### **2.1.1 Concept of Reading Comprehension**

The definition of reading comprehension reflects various theories in which it can be seen as a constructive and interactive process. The central conceptualization requires the construction of a mental representation of the information in the text. It can be understood as well as the process of simultaneously extracting and constructing meaning through the interaction and involvement with written language. Reading comprehension involves three interrelated elements: the reader, the text, and the reading activity. All texts have been taken into a social-cultural context. To comprehend texts, readers must have various abilities and motivations. Each of the elements is important when reading; it emphasizes reading processes, components, and individual differences.

According to Bruggink, Swart, Van der Lee, & Segers (2022), “Although the text base provides the reader with the information stated in the text, comprehension will be shallow since the reader understands only what is explicitly stated. For a deeper understanding, the reader has to create a model of the situation" (p.17). The creation of this model, which integrates information explicitly stated and relevant prior/background knowledge, will encourage a better understanding.

Reading can be understood as a very complex process since it requires concentration; it is also visual. Printed words must produce meaningful units; it is not only what the readers see and identify, but it is more related to what the reader can interpret and associate with past experiences and can project beyond any terms of ideas or conclusions.

### **2.1.2 Student’s Reading Comprehension Profile**

Reading is considered to be one of the important skills in schools. Students are always going to be in touch with reading comprehension activities. It is known that a complex interaction of word-, sentence-, and text-level processes exists. This is because comprehension can be interpreted in different ways. All students interpret things differently, and defining a profile can help teachers identify which students have better reading abilities. Moreover, it helps identify those who are low responsive to instructions. It is important to know that standardized reading comprehension tests do not help identify students' potential abilities.

From the point of view of Den (2019), “A dynamic approach in which the componential abilities (orthographic knowledge, vocabulary, sentence-integration) are assessed within the same texts and responsiveness to feedback after mistakes are measured

may provide a better insight into the required focus and intensity of instruction" (p.1). The disassociation between decoding and language comprehension has often been used to profile students with reading comprehension difficulties. Profiles can describe the instructional needs of a child. However, assessing all componential abilities students have in reading comprehension throughout primary school is important.

### **2.1.3 Concept of Comprehension Strategies**

In general terms, strategies can be defined as conscious or intentional plans that people use to obtain something, and most of them are used deliberately to make sense of a text. Readers commonly make use of these strategies to make sense of a text. Strategies are set with the intention of creating a student's engagement. In addition, comprehension strategies are used by the reader to monitor and check the students' understanding of what was read to clarify confusion and process the text in a better way.

Strategies encourage students to think about the best strategy based on the assigned task. Their main objective is to enable students to get meaning from reading without a direct teacher's instruction on how something has to be understood. For instance, one of the main goals is to increase students' reading comprehension abilities.

### **2.1.4 Strategies to Teach Reading Comprehension**

Every reading class contains a structured lesson plan for it to have a lesson that includes structure, desired learner behavior, goals of instruction, and, in some cases, an outline that gives some shape to the class. In every class, teachers, in their plans, include several strategies to make students enjoy the class. Most teachers try to create authentic

material and different approaches; reading aloud in the class is one of them; the practice of comprehension of questions, checking the level of difficulty of the text, use pre-reading activities to prepare students for reading.

Additionally, teachers use strategies such as developing vocabulary so children do not continue reading without understanding, using contextual clues, teaching reading strategies, visualizing what is written and read by interpreting from context, providing a variety of reading purposes, and helping students identify main ideas and keywords in a text given. Based on Pretorius. E & Murray.S (2019) comment, "Teaching reading comprehension is a valuable resource that can be used by all stakeholders in education to improve the reading abilities of learners"(p.1). Comprehension strategies help students become purposeful, active readers who are in control of their reading comprehension.

**2.1.4.1 Activating and Using Background Knowledge.** Connecting and activating pertinent prior knowledge assembles bridges that connect knowledge already integrated into the understanding of a topic and new knowledge, thus enabling learning through the creation of mental hooks that assist in anchoring new instructional concepts, processes, and skills. Putting into practice the strategy of prior knowledge can make students make a connection between new concepts acquired and the knowledge they already have; it also gives the students a sensation of reading new information.

Activating prior knowledge can be done by starting a class by discussing topics and using skills that are already familiar to students. By doing so, students can help develop their sense of preparedness and be more motivated and engaged in selected tasks. Prior knowledge plays an important role in developing comprehension, fluency, student

engagement, and motivation to learn. Background knowledge can allow students to make the associations they need.

**2.1.4.2 Ask and Answer Questions.** When reading, it is important to learn how to ask and answer questions. Making themselves their questions about what they are reading helps students focus on the text. Moreover, it is good to habitually ask questions about what the author is communicating or what the teacher expects a student to understand. It is important to imagine what the teacher will ask and how to answer it. When asking questions, it is good to know that answering narrow questions will help students focus on details and facts directly stated in the text. This becomes a good starting point for checking the facts in the text. On the contrary, we have wide questions that give the text greater meaning. These questions require the reader to make inferences by combining information from different sentences and relating them to a larger topic.

Reading to find an answer can be one of the goals for most students in reading classes. Students need to develop the ability to formulate meaningful questions for themselves for reading. According to Setiyadi and Sukirlan (2018), “Answers are relatively easy to find when the questions are partly couched in the exact words of the writer. It may call for skill in finding the main idea, selecting a series of details of significance in relation to the question, following directions, summarizing, or organizing” (p. 94). While reading, it is important to be familiar with each of the different terms to understand questions easily.

**2.1.4.3 Making Inferences and Predictions.** When reading, it is common to infer the meaning of unknown words by using their schemas, paying attention to the text and picture clues, re-reading, and engaging in conversation with each other. Answers can

be guessed by inference when they are not directly stated in the text. Moreover, students create ideas about the subject to deepen and enrich their understanding. When inferring from a text, pictures take an important role. Pictures describe or give an idea of what the text is trying to communicate. Furthermore, images can add new information to the text which is not explicit.

On the contrary, predictions can help the reader guess what will happen next in the story and make them prove that what they read was or not what they thought it was. When making predictions, readers use prior knowledge and clues from the text to draw conclusions and develop ideas about what they just read. By predicting an ending, students will predict what is last.

**2.1.4.4 Visualizing.** When it comes to comprehension, having a visual display will help the reader understand, organize, remember, and picture the different scenes stated in the story. While learning vocabulary, visualization will allow students to picture simple words and turn them into longer sentences. Studies have shown that students who visualize while reading remember better than those who do not. As mentioned by Moreno, Chamorro, and Bejarano (2022), “Readers can make use of the illustrations that are embedded in the text or create their own pictures or mental pictures when reading a text without illustrations” (p.39). Images will provide an imaginary scenario in which students will take their time to draw all the events in the story. Reading aloud can contribute in a major way to visualization, and it is important to do some pauses to allow the students to have mental drawings. All the pictures you see on your mind as you read allow later to have a further discussion.

Another engaging way to activate visualization skills is to use drama techniques, such as having students create freeze scenes from a book. This technique involves creating vivid mental images to enhance the actor's connection with their character, the scene, and the overall narrative. It creates dynamic visual changes in designs and setups in interactive stories to suit the plot. According to Taylor (2019), "Drama also provides rich opportunities for cooperative learning" (p.9). Experiencing drama can encourage students to exchange ideas when making their thoughts more vivid and help them expand indirectly the different concepts of understanding.

**2.1.4.5 Skimming and Scanning.** In reading comprehension, it is ~~very~~ common to practice strategies for speed reading. These techniques are used for different purposes. Both techniques are placed in the speed reading range, so good use of them can be made to become flexible readers. In addition, most texts are read according to their purpose and are used to get the information quickly without wasting time. The key point is about not reading everything stated in the text, learning how to find specific information to reach, and understanding how to use the best strategy to get the information according to their needs.

It can be understood by skimming the looking only for the general or main ideas. This type of technique works best with non-fiction material. Skimming reduces your overall understanding because texts are read-only partially, and readers just read what is important to their purpose. Part of the main technique is looking for details instead of main ideas. The most important parts of the reading are read, and the others are left out. At the end of each topic sentence, the reader's eyes should drop down through the rest of the paragraph, looking for important information, such as names, dates, or events. Keep

looking for topic sentences, dropping down through the rest of the paragraphs until the reader is near the end.

When talking about scanning, readers only look for a specific fact or piece of information without reading everything. It can be scanned when looking for a specific term. To be successful, you need to understand how the material is structured and be sure of the level of comprehension of the text read so you can locate the specific information you need. This technique can be used when looking for information in a hurry. Thus, as part of some of the sources that can be scanned, the index of books, websites, or any reference materials can be mentioned. Finally, the most important benefit of scanning is the ability to help the reader become more flexible and add gears, as well as proficiency in reading.

### **2.1.5 Teaching Skills to Access Complex Texts**

Texts must have compelling ideas for children to apply higher-level thought processes such as inference, evaluation, and critique. Children's initial responses to the text may be at explicit levels, or they may need help understanding the explicit information stated in a text. They may be unaware that they missed key ideas. The read-aloud is one of the introductory strategy lessons.

It is very important to help students monitor their comprehension, overcome meaning-making hurdles, and analyze, synthesize, evaluate, and think critically about text required by explicit instruction, teacher modeling, questioning students, and sensitive prompting. This process must initially occur when reading a text in a whole-class setting. Then, follow-up of student application occurs in both small-group and individual settings.

**2.1.5.1 Purpose of Reading.** Readers can read to achieve various purposes based on their needs. Some students get information for their studies, and others for work since reading helps improve their language abilities. Many others read for the fact of adding or enriching their knowledge through integrating more information into their schemas. As Sultan Nafa (2022) stated, "Reading enriches and expands background knowledge by adding more syntactic and semantic knowledge as well as a broader cultural horizon that enables readers to utilize more text-attacking strategies to deepen their understanding of the reading texts." (pags.8-9). Expanding knowledge has become one of the main reasons people read.

Moreover, the concept of reading can be summarized as the process of acquiring information, gathering general or specialized knowledge, and improving comprehension. It is a tool that helps develop a better imagination and enhances empathy. It can also contribute to enhancing vocabulary and gaining a deeper understanding of the world around us. As mentioned by Day (2020), "Reading comprises a number of interactive processes between the reader and the text during which the reader uses his or her knowledge to build, to create, and to construct meaning." (p.2). For many, the main purpose of reading comprehension is meant to be for personal growth. Reading can become a complex activity, but when it comes to benefits, it can accomplish its purpose.

**2.1.5.2 Cause and Effect Relationship.** Understanding cause-and-effect relationships is a basic thinking skill. Readers use this strategy to understand why things happen the way they do in the text. To understand the sequence of the text, students must get the text's main idea and start associating similar thoughts. Moreover, sentences are related to each other, and students must learn how to look for clue words that will assist

them in determining the cause and effect of the events in the text. These key points in the reading will tell readers when, where, and how things happen, leading them to be related to the main effects of a text, along with why they happened, representing causes. When students recognize this relationship, the level of comprehension is increased.

Understanding the relationship between cause and effect is fundamental; it teaches us how the world works. It teaches us that every action has a consequence, and if we want to change the outcome of a situation, it is needed to pay attention to the causes that led up to it. As mentioned by Busy Books Australia (2023), "For children, learning about cause and effect is a key step in developing critical thinking skills, problem-solving abilities, and decision-making capabilities" (p.4). It is understanding that all actions impact things and others around them. Cause and effect relationships can lead students to further exploration in the text read and in every single action done. This will indirectly bring students more confidence in what they do and read and let them know that everything happens for a reason.

**2.1.5.3 Compare and Contrast Ideas, Characters, and Events.** Most readers understand new ideas in texts by considering how things are alike or different. These comparisons are very common when reading. Students tend to compare the information they already know as prior knowledge with the one stated in the text as new ideas. This understanding deepens their level of comprehension. The process of comparing and contrasting is used to identify how two or more things are alike and different. This skill requires readers to read deeply and understand the text to determine all similarities and differences they may find in context. This process will help students identify language cues,

define ideas, and clarify thinking, making thoughts more memorable by being engaged in critical thinking.

It can easily compare and contrast what is obvious, but it is harder to notice subtler differences, and even harder to state similarities and differences. If readers learn to compare and contrast in a meaningful way, they will be able to understand the comprehension of texts. This skill makes information more organized and easily remembered, and highlighting the subtle differences between objects or concepts will better understand life decisions. As is supported by Tejada's Tots (2024), "This is why we need to teach comparing and contrasting in an explicit way, giving opportunities for lots of practice, breaking it down into easy steps and gradually becoming more complex" (p.6). Apart from that, some of the main goals are to engage a high order thinking in students, use their foundational comprehension skills, make them think beyond the text, and show more than a surface-level ability to read and comprehend.

**2.1.5.4 Classify and Organize Information.** Reading comprehension can sometimes be difficult to understand if ideas are not organized correctly. It is important to know that readers use an organization of texts to understand the text. Authors tend to classify information and arrange it in a way that readers can easily follow and understand. According to Evan-Moor Publishers (2018), "To know a text's organization, pay attention to the words the author uses" (p.11). Identifying keywords can give the readers a path to follow through the reading.

All texts can be organized, and information classified in different ways. Some texts are organized in a cause-and-effect way. This one consists of leading information to results

expressing outcomes of specific events. In addition, there is a sequence, starting the process of how something is done in steps. Authors can compare and contrast ideas of what is being stated or can state the main idea of a text and from there provide related ideas from it. Furthermore, questioning is another organizational tool used by the author to develop the structure of a text through questions and classify information based on its level of importance.

**2.1.5.5 Draw Conclusions and Make Inferences.** For students to comprehend what they read, they must be able to connect with the text as they read it. When reading, students can establish a connection in three different ways: text to self, which means relating a text to their own prior experiences; text to text, which is relating what they read to other items that they have read; and lastly, text to the world which relates the text to worldly events. Students need to understand that not all information can be explicitly stated within the text and that there are times when the information must be determined using the senses to guess what the author is trying to say.

The point of inference can vary depending on the type of text read. It can go from something more expository, in which much of the information is provided and visualized in a more beneficial. At the same time, the narrative in storytelling texts tends to engage all students' senses, especially their emotions. It can be understood by inference as the process of figuring out missing information from already stated information. When inferencing, pictures, characters, the plot of a text, the setting, and even vocabulary take a very important role in context. It can be taken as the art of reading between lines.

Concluding turns into a much deeper process than inference, but at the same time, both are strictly related. Making inferences helps us conclude. In other words, they can be stated as the judgments or decisions reached based on information learned and require reasoning and observation skills. It is like solving a mystery with hidden clues to figure out a message. As stated by Hammond (2022), "Finding ways to look at inferences and the conclusions drawn from that analysis simply helps you to better assess the situation and messaging" (p.1). These two tools work together, and being taken as single concepts can vary based on human perception.

**2.1.5.6 Distinguish Fact from Opinion.** In readings, a group of paragraphs talks about a specific topic. Moreover, when reading, it is important to understand what belongs to the text as an informational source and what comes from the writer's perception. It is key to evaluate what is being read and analyze how it works within the text. A fact can be understood as a specific detail that is true based on objective proof, something that can be discovered and verified based on evidence, or as a result of an accepted scientific procedure. All ideas are fundamental and based on objective reality.

On the other hand, opinions are based on interpretations, judgments, or beliefs that cannot be proved or disproved. Opinions are created based on interpretations and perspectives that vary from person to person. They are influenced by personal experiences, making subjective thoughts in nature. To have a better understanding of the difference between facts and opinions, it can be understood the following stated by Moriarty & Tomasson (2018), "Separating fact from opinion requires you to think critically because opinion is often presented as fact" (p.3). Evidence plays an important role in these two concepts, and it requires keen discernment and an accurate interpretation to rely on our

ability to correctly classify facts and opinions across various contexts, including media and literature.

### **2.1.6 Ways to Evaluate Reading Comprehension Skills**

When working with a group, most teachers use a combination of shared and guided reading to increase. According to Rautaki and Hua (2018),” Children were directed to make predictions about what might happen next. “(p.36). These discussions encourage students to think about the vocabulary and concepts they are likely to encounter. Making connections with their experiences and identifying the text's main ideas contributes to how students are supported. Students are sent back to analyze texts and discuss themes and characters, along with new vocabulary introduced in the text. The final goal is to make students cross-check and confirm information already gained in the text; for instance, children can become more confident and read sections independently.

**2.1.6.1 Assessments.** When evaluating reading comprehension, it is important to know that reading comprehension differs from teaching. It has to be known that the concept of assessment according to Ciuffetelli (2018), “Assessment is the ongoing and systematic process gathering evidence using a wide range and reliable assessment measures to make well-formed judgments about students’ progress” (p.20). The information gathered provides teachers with useful insights into each learner's current skills, knowledge, and understanding to create a more detailed profile of a student's abilities.

It is when the teacher knows what the pupil knows and can do. The teacher uses this information to create instructional activities, which means that teachers do not provide

correctional feedback or answer any questions to the students during all formal activities. Informal assessments can be addressed as well, where the teacher uses pupils' errors to guide instructions and provide feedback. Moreover, profile information is used to identify students' strengths and weaknesses, inform future planning, and make decisions concerning specific teaching or the use of appropriate resources.

Constant assessments can help the teacher know how students are performing. As Professor Bappa (2018) mentions, "Assessing young readers allows the teacher to determine what weaknesses exist and how they can be addressed" (p.102). This can give teachers a clear understanding of how to modify the different assessment techniques. Assessing students is considered important since students need to understand the different parameters of their knowledge, including all their strengths and weaknesses.

**2.1.6.2 Reading Fluency.** It is important to understand that acquiring fluency cannot be done in a very short time. Fluency is students' ability to read quickly by pronouncing words correctly and accurately and expressing and comprehending ideas correctly. It is an important link between decoding a text and understanding a text. For instance, students with low reading fluency may not be able to understand what they are reading because all their attention is focused on sounding out the words and reading words in contexts, and none of their attention is focused on the meaning of the words and passage. As mentioned by Macalister and Nation (2020), "Fluency development involves the use of very easy material with no unknown vocabulary or grammatical features. It involves making the best use of what you already know" (p.16). Moreover, it is clear that when students start from the basics, the material is easy and familiar to understand so that they can process it more quickly than usual. Fluency development requires regular practice, and

it slowly increases to higher comprehension levels when talking like a native speaker, with more than 200 words per minute.

While reading, it is important to connect our tongue with our mouth and try to say words accurately at a good speed; reading sounds like a person talking and having a good comprehension of ideas in context. Moreover, improving comprehension is related to good decoding of words, learning how to read with expression and emotion, and knowing how to stop and check that the message is understood. However, making students love reading by example is the most important thing. The more you read, the more independent a student will be. One of the recommended techniques for students to practice is silent reading. Instead, pupils need to practice reading out loud.

As the writers Rsinski, Rupley, Paige, & Young (2020) mentioned, "Reading aloud was also a resource necessity at the time. To maximize reading instruction in classrooms with a limited supply of texts, schools began to use a form of oral reading that focused on the features of diction, including articulation, pronunciation, delivery, and vocalization" (p. 10). The way of reading allows students to hear what they are saying and make corrections based on the mistakes committed, taking to an intrapersonal level of comprehension.

**2.1.6.3 Written expression.** While learning reading comprehension, it is more important for students to assimilate what they have learned from the text read and what information can be understood from the reading. According to Seravallo (2018), "As with conversation, it helps if children comprehend the text they are reading before they start to write about it (otherwise, kids are prone to just copy things from text without understanding what they are writing down), and the act of writing in and of itself can help

readers to clarify and deepen their thinking about texts" (p.22). This understanding is important for students to ensure their knowledge and put into practice their new vocabulary.

This part can additionally be used as a checklist to help students develop a complete picture of what it means to comprehend a text and to help us identify goals for our students. The whole idea of using these strategies is to examine their reading skills and their improvement in writing. Checklists can allow teachers to apply the complex knowledge of the text to student-written responses and conversations about books, helping students apply what they know at any level of understanding.

**2.1.6.4 Guided Reading.** Reading comprehension while being assessed, it becomes very important to work on a reading comprehension pattern so that students can be monitored while reading and feedback can be easily given. In these approaches, students can be grouped according to their "reading level" and asked to read appropriately "leveled texts." As mentioned by Ellis, Holston, Drake, Swisher, & Peske (2023), "Instruction focuses on reading for meaning, and the practice typically promotes using cues (including background knowledge and pictures), English syntax, and visual information (including sound-symbol relationships)" (p.69). This type of reading can provide the students a foundation to start with their reading comprehension process.

While doing guided reading, classes are divided into three parts: reading before discussion, independent reading stage, and after reading discussion. It is important to state that the main goal of guided reading is to help students discover strategies that can enable them to successfully read independently for meaning, even though the practice of this reading technique is based on the belief that the optimal learning for a reader occurs when

they are assisted by an expert, to read and understand the text with clear but limited guidance, so that students can be allowed to practice and consolidate effective reading strategies.

## **2.2 Concept of Vocabulary**

Learning vocabulary plays an important role in English and has become a useful tool for learning and teaching. According to Clouston and Farrell's (2021) opinion, "Vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others or express their ideas" (p.1). For instance, vocabulary contributes an important focus to literature and teaching, referring to the knowledge of words, morphological structure, grammar, semantic meanings, and word/semantic relationships.

Apart from this, the vocabulary concept can be referred to as the instruction of oral and written vocabulary. Oral vocabulary refers to words children can understand or use while speaking or listening. In addition, it is closely related in meaning and represented by the words that children can recognize and use in their writing or reading assignments. A major part of vocabulary is built while reading. Through reading comprehension, students can recognize words and letters in texts. Words can even be identified in texts and not be used in speaking. When writing, students have more time to process information and analyze which words to use in sentences from their already-known vocabulary.

### 2.2.1 Strategies to Teach Vocabulary

Knowing word meanings is a major contributor to students' ability to communicate ideas, express themselves, and comprehend texts. It is important to comprehend how to teach vocabulary so that students can have better exposure to it and develop the ability to comprehend it. Moreover, there is a strong relationship between vocabulary learning and comprehension. It is clear that there is no single research-based method to teach vocabulary, but there are some techniques that can be applied depending on how the teacher wants to address it.

Additionally, knowing the type of vocabulary to use can help us understand the direction of the students' process. Academic vocabulary is different from everyday conversation vocabulary. Academic vocabulary can be understood by the one used daily in a classroom. Based on Carreker and Birch's (2018) opinion, "Words are related to the features and structures of informational text, rhetorical devices used in a literary text, domain-specific words, grammatical terms, and morphology are examples of academic vocabulary"(p.11). Such language becomes essential in any written or oral production assignment.

**2.2.1.1 Using dictionary.** Reading Comprehension represents a great source of vocabulary in context. According to Punksirikul (2020), "Dictionaries list all possible meanings of a word. When readers look up the meaning of the word, they must select the meaning that fits the context it is in" (p.15). It is important to know that dictionaries not only provide the definitions of words but many more: spelling, pronunciation, syllable division, etymology or word derivation, part of speech, usage (British, American, formal,

colloquial, dialectal, archaic, poetic, idiomatic, or slang) abbreviations, synonyms, and antonyms.

What is normally done is to use the information given from context and substitute the chosen definition in the dictionary for the word in the sentence. If it makes sense, the sentence definition is probably right. For this to be possible, it is important to have a good dictionary, ideally the most outdated, to avoid poor definitions or translations that do not have the same equivalent in the other language.

**2.2.1.2 Using Context Clues.** According to statistics, students often use clues to help determine word meanings. Sometimes, students are unlucky because of the systematic strategy for figuring out unknown words. To help students discover the meaning of unfamiliar words, teachers can discuss clues that they should look for in the text. Clues have become a greater tool for students concerning comprehension of words or sentences. Context clues are direct and can be understood by the reader easily to the meaning of the word.

It is important to know what context clues are and how they can be found surrounding a word or phrase the reader does not know. Context clues function as clues to understand meaning. Using context means determining an unfamiliar word's meaning by studying the phrases, sentences, and overall text with which the word appears. Moreover, context clues help readers comprehend and enjoy a text and contribute to reading more smoothly and efficiently.

It is important to state that reading can be found everywhere: in newspapers, magazines, and books, among others; in every single text, students can read with basic

reading skills in their work and daily lives when needed. It is important to mention that in any of these settings, most of the learning requires us to interpret information from texts in line with the tasks that we engage in and with the goals set. As Grabe & Junko (2022) state, "These settings often require us to synthesize, interpret, evaluate, and selectively use information from texts." (p.6). In every single text, getting information by interpretation and clues can help us understand the meaning of any idea in the text and help us better understand what we are reading.

**2.2.1.3 Analyzing Word Parts.** Language acquisition and understanding reading comprehension often begin with a study of root words or morphemes. These represent the single parts of a word that can be identified as prefixes or suffixes. Each of them carries its meaning or has the main function of adding a new meaning to the word. Additionally, prefixes can be understood as the morphemes placed at the beginning of the word. Therefore, suffixes are the ones placed at the end of words. Teaching students these individual units and how they can be combined to create new words represents the basis of a language that, with time, will continue to get more complex as students grow and develop.

Understanding the dynamic of a morphemic analysis is important since this process allows students to deeply understand the structures of words and how they are formed. According to Voyager Sopris Learning (2023), "A strong foundation in morphemic analysis can help students with the study of language acquisition and language change"(p. 2). This can be represented by breaking down words into their parts, making it easier to understand any word structure.

Moreover, it is important to state that when doing any word analysis, morphemes can alter the meaning of existing words by creating new ones that change the grammatical function of a sentence. Students learn to decode and identify structures to be manipulated in creating compound words and how they come from a lexical family. Because of this, morphemes play a crucial role in shaping the meaning of words and sentences so that students can improve their vocabulary acquisition.

### **2.2.2 Way to Assess Vocabulary**

Vocabulary instruction plays an important role in reading comprehension since it is linked to conceptual knowledge and can be assessed depending on the purpose of the assessment. Students can need help with general vocabulary or may require additional support to build a deeper knowledge of words. Some general measures of vocabulary, which are often standardized assessments, provide an overall score that can be compared generally with other students of the same age. These kinds of assessments can be very useful in assessing broader reading skills to identify if there needs to be better general knowledge about reading comprehension or if students are succeeding.

Apart from that, having a strong vocabulary allows students to communicate well with others and succeed in any assessment. As mentioned by Gormandy White (2021), "Methods of assessing vocabulary differ depending on your aim in testing the vocabulary knowledge" (p. 1). There are numerous ways of assessing vocabulary, such as tests, quizzes, among others. It is recommended to use various assessment methods to know how students are progressing and showing improvement.

**2.2.2.1 Checklists.** They have become a very useful tool for teachers when it comes to grade students. They allow teachers to expand their criteria in what aspects students have to be evaluated. Checklists can be used at any level of school. It can go from Pre-kindergarten to University. It is important to know that checklists represent a tool that lists the specific criteria for the skills, behaviors, or attitudes that participants should demonstrate to show successful learning from an instruction given. Statements or questions about the participants' performance can be found on each criterion. Answers are limited to Yes/No answer choices or “accomplished” or “not” the aspect evaluated.

All aspects are specific, observable, and written clearly, whether achieved or not. They are known as achievement charts that support students' learning. As Lauzon (2020) mentions, "The simple act of establishing objectives and criteria with your students allows them to progress because they will have a better understanding of what they need to do to reach their full potential" (p.2). For instance, it records systematic observations with self-evaluation and its development and identifies students' learning needs by summarizing learning to current. It can be seen as a chart of learning progress.

**2.2.2.2 Written Tests.** A written test is a common test classified under the verbal test. Questions and answers can be found on this test. Students' responses may be written in the form of signs, diagrams, graphics, and others. Most tests have some purpose. Most of them have specific purposes, such as diagnosing students' competencies and identifying their strengths and weaknesses, selecting students, monitoring educational standards, and others.

Most tests are found in the form of objective lists such as multiple choices, Yes/No questions, and matchings. Tests can evaluate vocabulary, the comprehension of texts, classification, summarizing, and completion of ideas. On the contrary, tests can also be assigned as non-objective tests, such as short answers, essays, and completion. These types of tests, often called paper and pencil tests, are suitable for measuring students' competencies in measuring education cognition.

Most exams are made up of many different types of items. According to Rivers (2018), "Items often consist of a mixture of target-language and native language forms, the students being asked to find equivalents for the native language forms to complete the target-language sentences" (p.97). With this stated, exams accomplish another function of expanding and comparing the grammatical similarities of the language on written exams in which exercises are usually designed to be read, analyzed, and then written following specific purposes.

**2.2.2.3 Semantic Mapping.** When reading, information can be seen better if it is visually displayed or arranged by common topics. Organizing ideas can help me connect all ideas and have a main relationship among them. Semantic Mapping can visually display and connect words, phrases, and related words or concepts. Mind maps are closely related to the brainstorming of vocabulary, and thus, their use will help the students improve their learning of new words while thinking about related terms. The recalling of meanings of words will allow students to understand how multiple words or concepts can fit together.

Semantic mapping has become a really useful tool for teachers in the classroom. As the Children's Learning Institute (2023) states, "Teachers will find that using a semantic map, combined with explicit instruction and practice opportunities, is an effective way of expanding students' vocabulary and supporting their content knowledge" (p.9). While mapping, students become creative in using words and think about how they are being put together, allowing connections to be established with each other. Finally, it becomes a practical way for information to be broken down into main ideas or concepts and explained easily through established relationships.

## **Chapter III**

### **Methodological Framework**

This chapter will state key points in how reading comprehension can improve vocabulary through a qualitative investigation. It will provide the main characteristics applied based on the research type of investigation due to the nature of the topic of study. Moreover, it will describe through surveys the collection of information that will help to determine the position of the students regarding the object of study and will present the main aspects used in the descriptive and action research design related to the study. It will provide the different information sources used in the investigation, such as primary, secondary, or tertiary. Lastly, it will state the different analysis categories related to the topic of investigation, as well as a brief explanation of the tools used to get information.

#### **3.1 Research Approach**

Given the nature of the problem statement, the objectives suggest the use of a qualitative research approach. The study will be approached comprehensively to evaluate

how reading comprehension can help improve vocabulary. The reading of texts, answering questions from a level of inference, and association by guessing key points will shape the nature of the study.

Qualitative research can be understood as a study mainly focused on describing events based on the statement of the research problem and population features. It references the phenomenon's nature, character, and different properties. It provides a systematic criterion to be studied thoroughly. The investigator starts the process by examining the facts of previous studies, opening the way simultaneously with the study that is intended to be developed.

The idea is to create a path with a strong theoretical foundation in what is being observed and happening. A problem to solve is stated, and questions tend to be developed before, during, or even after the recompilation or analysis of information. Data analysis is quite an open process that demands persistence in its elaboration. Tenny, Brannan, and Brannan (2024) support the idea that "Qualitative research uses several techniques including interviews, focus groups, and observation" (p.14). Interviews may be unstructured, with open-ended questions, and the interviewer can adapt responses.

On the contrary, structured interviews are more predetermined regarding the number of questions that participants can ask. Focus groups are held with 8-12 target participants and are mostly used when collective views on a topic are desired. Observation is more about how things evolve or the interactions between participants and observers by sharing experiences of the subject.

To start this process, it was necessary to determine a problem to solve and the possible area to delimit the investigation based on the topic of study. It focused on the reading comprehension strategy and how it could improve students' learning and vocabulary. It had already been identified through observation a problem in a group of 15 students whose abilities in understanding texts and word recognition were limited without realizing that they would better understand ideas through vocabulary acquisition. Apart from this, objectives were established, and as in any study, the literature revision with previous studies was needed to support the problem statement. In addition, it started to be designed to show how elaborating a route to follow would provide the main aspects to focus on and delimit the object of study.

These concepts would determine how reading comprehension and vocabulary could be taught and how to assess them. Another aspect presented in this study that supports a qualitative investigation is the recompilation of information through the elaboration of an initial observation and final survey applied to the students, which will help the study have enough evidence to support its results. These interviews contained closed questions to delimit students' responses and open-ended questions that allowed them to provide more information to their answers.

Afterward, all information obtained will be analyzed thoroughly using charts and graphs, allowing the interpretation of results to create a report with the results obtained. In qualitative investigations, it is mandatory to support information, and it is sometimes necessary to go back to previous chapters, allowing the investigator to have a proper immersion in the study's campus. In this type of research, the object of study, recompilation

of information, and analysis go hand in hand and work simultaneously to support each other.

Additionally, quantitative research is linked to counted mathematical processes. It is a group of elements organized sequentially to prove specific suppositions. On this study, it is followed a rigorous process in which no stages can be omitted. The process starts from an idea that is delimited and broken down into objectives, and questions are made as part of the initial process. Then, as in the qualitative investigation, a literature review of previous studies must be done to work on the methodological framework. Question statements will derive possible hypotheses and help to delimit the study sample.

Additionally, it created a map route that would determine the path to follow. The object of study, time, and place are set for this study to be applied. Information is analyzed through statistical processes, extracting the study's conclusions by measuring the magnitude or accuracy of situations to prove a hypothesis. Moreover, data can be analyzed through different processes. As stated, and additionally supported by Sreekumar (2023), "Quantitative research methods broadly include questionnaires, structured observations, and experiments" (para.3). These tools can be used for estimations and prediction outcomes since they provide valid and reliable information if they are applied correctly.

At the same time, the research used mixed methods. It is defined (Kaur, 2015) as "As the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (p.3). This type of method is focused on collecting and analyzing information to provide a better understanding of research problems than either approach alone.

Additionally, this type of research is very used nowadays because of the complexity of

problems that need to be addressed, the rise of interest in qualitative research, and the practical need to gather multiple forms of data for diverse audiences.

For instance, the research analyzes both qualitative and quantitative data. Information is collected in response to a research question quantitatively and qualitatively by creating both open-ended and closed-ended questions. Additionally, it tends to be more persuasive and with more rigorous procedures. Data are integrated by merging, connecting, or embedding information with a sequential integration. Lastly, this type of research provides a philosophical foundation that will legitimize data and draw conclusions for writing a final report.

### **3.2 Research Design**

First, the action research approach can be mentioned as a method used to investigate a topic and solve an issue based on the objectives stated. Moreover, it conducts research and takes action at the same time. It is known to use social sciences and is popular with educators. It prioritizes reflection and bridges between theory and practice.

Additionally, it emphasizes here and now in a school setting. Action research is referred to as learning by doing. First, the problem is identified, and then some actions are taken to address it. Then, how well the affords worked is measured, and if the results are unsatisfactory, the steps are applied again. Its findings apply to school practices and how they can be improved by involving teachers in solving classroom problems.

All research is about learning things, and action research promotes collaborative learning. According to Favbio (2024), the "Action Learning Process contributes knowledge based on investigations in particular and frequently useful circumstances" (para. 4). It can

help academics and learners to find solutions to their problems in this way, it will be known whether the solutions are reliable and the method used is effective. This type of research can help improve the quality of life by making students, teachers, parents, etc., aware of what they can do daily. It has become part of school-based curriculum development, programs, system planning, and policy development.

Conversely, the descriptive research design describes the characteristics of the population or phenomenon being studied. It is important to mention that this method focuses more on the “what” of the study than the “why” of any research topic. This type of research can be either quantitative or qualitative but depends on the research question and the emphasis given to it since this method describes and interprets what exists already in the present by analyzing statistics and trends, formulation of policies, and how the researcher is concerned with conditions or relationships that exist.

As explained by Siddhatha (2019), “The term descriptive research then, refers to research questions, design of the research and data analysis that would be conducted on that topic” (p.1). For instance, it attempts to collect quantifiable information to be used in statistical analysis studies on the population sample, which allows describing the nature of the demographic segment. It can be known as survey research since it involves collecting data to test hypotheses or to answer questions about people's answers about some topic or issue.

Apart from this, it is important to state that variables cannot be influenced in any way since observational methods conduct them and are not in the hands of the researcher, and there is only one to be studied. In addition, data collected and analyzed from this specific method can be further researched using other techniques or used in any subsequent

research. As added by Neumann (2020), “Data analysis involves the use of different techniques that allow the researcher to assess and come up with reliability and validity findings” (para.9). Moreover, in descriptive research, the methods that are commonly used are tables, means, quantiles, measures of dispersion, and cross – tabulations that are used in the examination of different hypotheses. Methods are used to give accurate results and help find solutions.

This study has more of the tendency of an action study research since the study's main population is sixth-grade students, and the main object of analysis is the comprehension of texts and the improvement of vocabulary through different strategies. In addition, the main purpose is for students to improve their skills in the four areas of the language. For sixth graders, text understanding has been an issue due to their lack of vocabulary and poor understanding of the presented ideas. For instance, it has been complicated for students to achieve their main goals due to the practices done.

The action research method focuses on the different techniques used to improve abilities and what happens in class in a more direct way related to ideas and actions. As part of the process, it is intended to help students move forward in their comprehension of the language, learn how to use the different techniques for reading comprehension, and acquire vocabulary by understanding its context.

### **3.3 Information Sources**

#### **3.3.1 Primary Sources**

It can be defined as the sources that record events or evidence as they are first described or happened without interpretation or being commented on by anyone. This type of information is shown for the first time or taken as original materials from any other

research. As supported by the University of Minnesota Crookston (2024), "Primary sources display original thinking, report on discoveries, or share fresh information" (para. 2). These are the most direct evidence of a time that has not been modified being the most original material regardless of format. These sources can be found in theses, scholarly journal articles, government reports, symposia, original artwork, poems, narratives, interviews, etc.

### **3.3.2 Secondary Sources**

These sources are works that analyze, interpret, or merely describe historical or scientific events. They represent the ones created by someone who did not experience first-hand or participate in the events. Thus, they draw information and experiences from primary sources to reassess all information provided and conclude by combining them with information from other sources. When using secondary sources, it can be added Study Smarter (2024), "Secondary sources are important for identifying others' ideas, supporting your arguments, and understanding changes to the subject over time" (para. 11). In addition, these sources can give a fuller view of a topic of a subject. They can be found in book reviews, commentaries, encyclopedias, articles, and other sources of not-witness events.

### **3.3.3 Tertiary Sources**

These types of sources are the ones that provide summarized information from other sources with references back to the primary and, or secondary sources materials. These sources provide a partial interpretation or an original analysis of a topic. Most sources add an index, abstract, organize, compile, or digest other sources. They tend to extract the most relevant ideas of a topic and repackage ideas or other information. As mentioned by Palni (2023), "They are often similar to the end product you are likely to be asked to produce for

your writing assignment” (para.13). They can provide facts or get a general overview of a subject, but they rarely contain original material. These sources are commonly found in bibliographies, dictionaries, indexes, and textbooks, among other sources of common use.

### **3.4 Analysis Categories**

#### **3.4.1 Reading Comprehension**

According to the Collins Dictionary (2024), “It is a text that students use to help them improve their reading skills, by reading it and answering questions related to the text. Sometimes used as a test or examination of reading skills. A reading comprehension can be in the student's own or another language” (para.1).

#### **3.4.2 Vocabulary**

Based on the concept taken from (Britannica Encyclopedia, 2024), “It refers to the inventory of words used by a particular person or group or the words in a particular language or field of knowledge” (para. 1).

### **3.5 Data Collection Instruments**

In any research, collecting information is very important since all data collected will provide a better foundation for the study applied. Many different instruments are used to collect information. The main purpose is to provide more detailed and accurate data to solve a problem presented in a specific object of study. Moreover, instruments help measure information in any field, thus verifying how reliable a study is.

#### **3.5.1 Observation Checklist**

An observation checklist will be applied as part of the information collection. The main goal of this class observation is to observe students’ understanding of concepts and

problems faced while interpreting vocabulary and get the main ideas of a text. It is going to be applied to sixth-grade students in June. The instrument will be applied in the first class of being with the students while being in their English class. The main goal of it is to understand how students interact while being exposed to different readings containing different levels of vocabulary and unknown concepts. How they interact with other students and teachers while working on a reading task. Understanding their performance in familiar and unfamiliar environments and their ability to make guesses from ideas read is another purpose of this observation being applied.

### **3.5.2 Pre-Test**

In addition, another instrument will be applied to evaluate the students' first knowledge. Its main objective is to understand students' comprehension of texts and analysis of ideas. This instrument will be applied in the second class and given to the sixth graders as part of their first assessments for evaluation. The pre-test exam contains questions at the A1-A2 level as part of a first introduction to the comprehension of texts.

It includes a first reading of two paragraphs related to "Preparing Food." It describes all the processes Jack uses to make eggs. The question analysis from the reading comes in a multiple-choice form that allows students to identify answers better. The students will answer five multiple-choice questions with four possible options, with only one being the right answer. Questions ask for what food was cooked, where Jack ate eggs, the duration of cooking eggs, the material of the chair made, and a synonym word for the expression "skillet." The students' objective is to comprehend information by identifying keywords/phrases that can allow them to get the answer.

The second reading of the instrument consists of a three-paragraph reading about "The History of Chocolate." It describes how Aztecs made a special drink and was taken to Spain. Later, the recipe started to be modified and transformed by creating expensive and cheap versions of chocolate in the market. Questions of this reading were stated in a long answer form to assess their ability to provide long responses with information taken from the text. The students will answer nine questions in a long-form, providing the correct structure for long answers.

Questions are about what the Aztecs mixed the cacao, the name of a drink, the sweetness of the drink, the name of the person who Moctezuma II met, the number of chests taken to Spain by Hernan Cortes, the ingredients added by the Spaniards to the recipe, the ingredients added by an English doctor to the recipe, the date of the first milk chocolate bar made, and if the first chocolate bars were expensive. Information from the readings is directly stated to assess it in questions and answers. The students can easily get the information mentioned from it. A pre-test rubric based on their abilities will address the pre-test results.

### **3.5.3 In-Between Activities**

The execution of the thesis is considered very important. The application of instruments during the process can help you better understand how the students are evolving during the study. This study will apply three instruments as part of the in-between activities to help measure the students' advanced abilities. The application of these instruments is required to better understand how ideas are interpreted and how students interact when analyzing a text. For instance, the instruments will evaluate different main idea recognition strategies.

The first strategy will focus on activating prior knowledge from information already stated or known by themselves. According to the lesson plan, it will be applied in the third class. The second strategy will be about inferring ideas and making predictions with the ideas given, and it will be applied in the fourth class of the lesson plan. The third strategy is skimming and scanning ideas based on the reader's intention, which will be applied in the fifth class of the lesson plan.

**3.5.3.1 Activating Prior Knowledge.** The first instrument applied according to the in-between activities will assess prior knowledge on a specific topic. The students will be evaluated by demonstrating how much they know about a specific topic before being analyzed. Students must provide and develop their ideas to apply the strategy best. The instrument is divided into two parts of assessment:

The first part consists of completing a concept map with a main idea. Students will be asked to brainstorm related ideas of what they know about the topic "Cyberspace." Students will write words related to the main topic in the space provided on the mind map. In the second part of the instrument, the students will be given a text with the title "Welcome to Cyberspace," which consists of a three-paragraph text describing the world of the internet in an advertisement of a company and all the things that you have to do to enjoy the wonderful world of the internet. The text comes with five multiple-choice questions with three possible answers, with only one being right. Questions are related to what is sold by "comewithus.com," what the company let do if a person connects to the internet "comewithus.com," what has to be done if you want to connect with "comewithus.com," the cost of calling on the phone with "comewithus.com," and what is going to be given with £25 per month with "comewithus.com."

Moreover, information from the text contains a basic knowledge of vocabulary and understanding. Therefore, completing answers will require a low level of inference, allowing the students to find answers easily by using the keywords given. According to the lesson plan, this instrument will be applied in the third class received. Answers will be evaluated using an activating prior knowledge rubric.

**3.5.3.2 Making Inferences and Predictions.** The second instrument applied according to the in-between activities will be making inferences and predictions. This instrument will evaluate the student's ability to make assumptions from the provided information. Additionally, it will allow the students to predict what will happen next from a given context. On the same side, this instrument will assess how much students can understand and get the main ideas from a context given. The instrument contains three paragraphs in which the students must describe and guess the prediction of what will happen next.

The first paragraph states a series of events the main character did in the middle of the night. Students will have to predict what happened after forgetting to put the carton of milk in the fridge by using the previous information given. The second paragraph describes how a family went on a picnic in the park and how the weather started to change. Students will have to predict what happened after hearing a loud boom. Moreover, the third paragraph states how a student did not study for the exam since it was his birthday and did not think he had the need to study. Part of his wish was to get a straight "A" on his next report.

Based on the information provided, students must predict which story's conclusion best fits the given context. According to the lesson plan, this instrument will be applied in

the fourth class received. Results will be addressed using an inference and prediction rubric.

**3.5.3.3 Skimming and Scanning.** The third instrument applied according to the in-between activities corresponds to an exercise related to skimming and scanning. The main objective of this exercise is to make students flexible readers and get information quickly without wasting time. They will recognize the main details and key points related to the text, avoiding reading the full text. The students must proofread the reading to determine where the main ideas are and which method is best. With these strategies, the students will improve their abilities in looking for information and understanding ideas from context.

The instrument contains a reading of five paragraphs long corresponding to "Phobias." The text presents information about what a phobia is and the different types of phobias that exist. Additionally, it mentions the effects that people have on this topic. It states how phobias can be treated after learning which type of phobia you have. The text has seven multiple-choice questions with three possible answers, with only one being right.

Students will have to read the questions and identify the main elements to be looked at in the text. Questions are asked for the text, such as the purpose of the text, how phobias can happen, phobias being logical or illogical, the number of people having phobias, the concept of "peladophobia," advice from the writer given to people, and phobias not mentioned in the text. According to the lesson plan, this instrument will be applied in the fifth class received. The instrument will be assessed using a skimming and scanning rubric.

### 3.5.4 Post-Test

As part of the final analysis of the instruments applied in the study, the students will have to work on two readings containing vocabulary of a B1 level. The main purpose of this instrument is to measure the student's ability to acquire new vocabulary at an advanced level and to get new ideas by applying the different strategies worked on the previous instruments. According to the lesson plan, the instrument will be applied in the sixth class.

The first reading is about “Yellowstone National Park,” which has four paragraphs. The first paragraph states the location and why the park is a popular destination. The second and third paragraphs state the activities done during the trip, and the last paragraph states the main things that Yellowstone offers as a park. The reading has five multiple-choice questions, with four options given, with only one possible right answer.

The main objective is to evaluate the student’s knowledge regarding text comprehension. Questions relate to the importance of the national park in the United States, the moment when Lisa and her friends visited the park, the place Lisa and her friends stayed during their visit to the park, the animals not seen during the trip, and why Lisa and her friends waited patiently when visiting Old Faithful.

The second text is about “Las Vegas”. This reading describes a trip to Las Vegas. Its first paragraph briefly describes the place, and the second states why it is commonly visited and what is commonly seen in it. The third paragraph describes famous international landmarks found in the place, the fourth paragraph describes the trip done to the Grand Canyon and why John liked the place, and lastly, the fifth paragraph describes the experience he had in his trip to Las Vegas. The students will be assessed by answering five multiple-choice questions with four possible answers, with only one being right.

Questions are about the moment John traveled to Las Vegas, the activity that tourists cannot do on The Strip, the best description of Las Vegas Strip, the reason why John liked to visit the Grand Canyon, and finally, the meaning of the phrase "City that never sleeps." Moreover, the students will be assessed using a post-test rubric according to their abilities.

### **3.5.5 Final Survey**

The analysis of the final instrument that will be applied to the students consists of creating a ten-question survey. Seven questions are close-ended questions in which students are limited in responses, and three are open questions, allowing the students to provide their answers. To create the questions, it was necessary to determine key points of the study for it to be related and include other aspects of interest about the research topic. The main objective was to understand their reading comprehension position and know some strategies used when not knowing a word in the text.

Another important aspect that was considered was their preferences for reading and the type of texts they felt more attracted to. They also learned the importance of reading and how often they habitually read. Moreover, what could contribute to a better understanding of texts and how vocabulary could be learned? The students will understand how reading can contribute to our daily lives in every context.

When creating the survey, questions were key for reading comprehension and vocabulary knowledge. The survey stated in question one how often students read in English; in number two, students were asked what they normally read in English. In question three, students were asked about the importance of reading, and then in question four, they were asked about the abilities they thought they were good at. Additionally, in

question five, an open question, students were asked about the benefits of understanding readings. Also, in question six, they were asked for aspects they thought were more difficult while working on reading comprehension exercises. Then, in number seven, an open question, students were asked how reading could help them in their daily lives. Later, in number eight, students were asked what they could do when they did not know a word when doing a reading comprehension exercise. In question number nine, which was an open question, how could they learn vocabulary? Lastly, in question ten, students were asked what could contribute to a better understanding of texts. As a result, it is expected to understand their point of view and their position on reading comprehension and the use of vocabulary in context. According to the lesson plan, the survey will be applied to the sixth class.

### **3.6 Collection Data Process and Data Analysis**

During the study, information will be collected by applying different instruments. First, a class observation will be applied to know the first abilities of the English language. Later on, other instruments will be applied, consisting of a pre-test for initial knowledge and three in-between activities consisting of short evaluations based on different techniques for reading comprehension and vocabulary acquisition in strategies such as activating prior knowledge, making inferences and predictions, and skimming and scanning.

Then, the students will be assessed by applying a post-test, which represents a short assessment to evaluate how students can apply the techniques mentioned to enhance vocabulary and reinforce the strategies studied. In the end, a final survey will be conducted to learn the key elements of language understanding and learning and how students'

abilities can be improved. All the information obtained from different instruments will be analyzed using graphs and tables.

## **Chapter IV**

### **Data Analysis**

This chapter will explain all the different instruments applied to the study. The main importance of it is to understand and obtain through the different instruments applied the abilities of the students in the comprehension of texts. Analyzing the information obtained will lead the study to comprehend the students' best results and their level. Information will be found on the different tables and charts about the different reading strategies and the explanation of the instruments used and applied to the sixth graders.

All studies have a purpose of elaboration and as it is stated by Bhatia (2017), “The main aim of Data Analysis is to convert the available cluttered data into a format which is easy to understand, more legible, conclusive and which supports the mechanism of decision-making.” (p. 166). As in any study, it starts with a question to be measured, and in this case, it was related to how vocabulary could be improved through reading comprehension in sixth-grade students. Different instruments were applied to give us a clear understanding of our direction of study and a way to get the results.

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

For the analysis of information, it is important to understand how each instrument was applied to the students. The process started with the observation of a class in order to understand the dynamic of the class and their interaction within a reading class. The teacher's participation played a very important role in the teaching of the class. Afterward, a

group of reading instruments was applied, and different reading techniques and their usage were applied in different classes, including a pre-test and a post-test reinforcing the initial concepts and the results obtained after applying all the instruments.

From these instruments, information regarding reading understanding and comprehension was determined and analyzed thoroughly based on the results of each instrument applied in the group. Moreover, from the interpretation of results, a final survey concluded the part of the analysis and understanding of the position of students in regard to reading comprehension. As part of the analysis, the main objective was to know how much information the students could analyze and comprehend by understanding paragraphs and main ideas related to the analysis topic. In addition, the interpretation of results will help you determine the strengths and weaknesses the students may present by applying the instruments in the different reading strategies and state how they could help students acquire vocabulary.

#### **4.1.1 Observation Checklist**

As part of the first strategies applied was the observation checklist. This class observation had the main goal of observing the level of students' comprehension of concepts and problems faced in the interpretation of vocabulary and the getting of main ideas in a text. Part of the intended objectives was to understand the interaction of the students while being exposed to different readings containing different levels of vocabulary and unknown concepts. Another important element that was analyzed was the student-teacher interaction while working on a reading task. Understanding the surroundings was intended to improve their ability to make guesses from ideas read. This class observation was applied to a group of fifteen sixth-grade students in June. During this class observation,

a total of the students participated in its application. The teacher observed was Professor Rodrigo Zamora, and it was applied on Monday, June 10<sup>th</sup>, 2024, on their 3<sup>rd</sup> and 4<sup>th</sup> lesson of the day.

The class started with the teacher asking the students about the different techniques used to learn English. The students actively commented on this. The teacher took notes with key points on the board for the ideas mentioned by the students. Later, the students were asked what they knew about "Monsters" and similar things to help him create a brainstorming session related to the ones discussed.

During the class, there was a constant interaction between the students and the teacher. The teacher constantly made the students participate in all the questions he was asking them. While participating, he was making the students raise their hands to express themselves, so in this way, he could have a better organization in the classroom, and all students would have a chance to participate. In addition, one of the main objectives seen by the teacher was to have the class engaged with the topic of discussion and every pupil participating in what they would be asked.

Moreover, while participating, the topic of "Monsters" was fairly well-known to the students. They already knew some vocabulary and had some ideas clear to share, and the exchange of ideas was done easily; this allowed the teacher to listen to their ideas and provide corrections by analyzing and responding to each of their arguments and their way of expressing their ideas. In this way, the teacher had the chance to be part of their comments and be able to provide feedback according to their participation.

As part of the next activity done by the teacher, the students were arranged in groups of four to work on a short reading related to "Frankenstein's New Friend." For this, the students were given twenty minutes for the reading to be analyzed and discussed in the same groups. Apart from that, the pupils were previously asked if they knew anything about it or had thought of who this friend was. All students could come up with their arguments regarding this friend Frankenstein had. The students had to do a collaborative reading by taking turns reading the document given, which was two pages long. Additionally, as part of an aid for the students to read better, it was projected on the board in case they had any doubt about any part while reading.

On the reading, the teacher was constantly revising their progress and asking questions to the students in order to know that they understood what they were reading, and as long as they understood the main concepts, he was able to determine that everything was going in the right way. The students, every moment they had a doubt, tended to ask the teacher questions related to vocabulary so that they could clarify by using the context given. When facing an issue with vocabulary, they were told to try to get words by context, or the teacher gave them clues in phrases for them to get an approximate meaning in context. At the same time, students were asked for their opinions regarding different concepts found in the reading, encouraging their participation in English so students could practice and use their vocabulary in context.

During the instruction, the teacher had a good posture about the students and the class development. He used a good tone of voice, and their interaction was motivating by understanding new concepts or terms unknown to them. Throughout the reading process, the students were asked to make predictions about what would happen at the end to

understand how much they had understood from the text read. The pupils were able to interpret the analysis of the text by analyzing the main parts of the text and identifying key elements from the reading.

The students in the same groups, encouraged by the teacher, were told to work on some discussion questions about the reading they had just read. They were initially asked for their initial predictions about the story and how they could compare them with the actual events. Then, they were asked how the presence of Lily could change the dynamic between Victor and the monster. Additionally, they were asked for the type of symbol Lily represented in the story. Lastly, they were asked if any act of kindness could improve any situation. At every moment, the students were encouraged to think about their ideas and were told to think further to come to their conclusions about each of the questions they had to answer.

For a better comprehension of the questions, the teacher helped them read and discuss the questions before being worked, so in this way, students could manage their answering and could promote a better discussion of questions. The main idea is for the students better to understand the reading analysis and the question elaboration. Part of the teacher's main objective was to make students share their answers with the question discussion revision. While finishing the class, students were chosen from different groups to share their answers with the rest of the class, and the students were encouraged to understand the text and questions discussed better.

In addition, when discussing the general aspects of the class observation checklist, some of the main points can be observed during the class. It can be stated that the

introduction of a new topic of analysis in which the teacher introduced the class by asking the students what they knew about "Monsters" and the different techniques used for understanding texts. The teacher successfully achieved this aspect. Later on, it was pretended to observe the use of additional material that could support the reading worked in class; for this, the teacher used material two pages containing a short reading about "Frankenstein's New Friend." The worksheet was given to the students to work on it in groups. The material used in class accomplished the purpose intended by the teacher. As part of the reading analysis, it was observed that the teacher created a brainstorming related to the topic of discussion in which the students, with the help of teacher, brainstormed about "Monsters" as part of the introduction to the topic of discussion. The brainstorming was created with concepts known by the students and successfully assessed by the teacher.

Another aspect observed was the teacher creating a sequence of events about the different scenes of the story. This was applied as an initial activity, during the reading, and as a conclusion. The teacher made a general review of the main ideas of the text read. The students achieved the purpose of the teacher with this part. Another observation done was the implementation of different techniques applied according to the reading in which the teacher was motivating students to get vocabulary from context, infer responses taken from clues given in the text, make use of the knowledge they already knew about the topic, look for keywords that could help them get the answers they needed for the answering of the discussion questions. This aspect was accomplished successfully and with the expected results by the teacher.

Another observation done by the teacher involved the students' correction of concepts and providing feedback. With this part, the teacher was constantly asking the

students if they had questions related to vocabulary in which he could help them get definitions using concepts given already in a text stated. The teacher was constantly providing feedback on the ideas the students were stating, making corrections of the same if they were wrong or reinforcing ideas if they were correctly stated, contributing greatly to their support. When not knowing a word, it was observed as part of the observation checklist, supporting ideas with unknown words, in which the role of the teacher was seen as very supportive when providing feedback and facilitating the understanding of words with unfamiliar concepts.

As observed during the class, the teacher communicated clearly and with a tone that allowed the students to easily understand his ideas and what he wanted to express while realizing the different activities. Getting to the understanding of the students was one of the goals the teacher had in order to be successful with his teaching. Moreover, it was observed how students were given some time for individual/group work; with this, it can be stated that the students were assigned some time for group work in which the students were sitting in groups of four to work on a collaborative work about the reading worked in class for later to have a general revision.

It was observed how the students managed the different techniques to get vocabulary from the text. The students presented some issues while knowing the meaning of words and needed to learn exactly how to get the words from context. Students constantly asked the teacher for definitions of expressions from the text. This gave the students some complications in understanding ideas since reading techniques were not applied, and there needed to be more certainty about overcoming them. Even though the students have a very good understanding of the language, they need more vocabulary about

the topic discussed. This is represented in the observation that a sufficient range of vocabulary related to the topic is needed. This represented an issue that needs to be improved for future reading activities done in class related to any other topics.

Another thing observed in the class was pupils showing interest in the activities assigned by the teacher. Pupils were actively participating in the activities done by the teacher. The teacher asked questions to the students while discussing the reading work. Students were motivated by the way the teacher made them feel involved and interacted with them on the activities proposed during the class. These aspects were done successfully by the students during the development of the class.

How much knowledge the students showed was observed on a specific topic studied. The students could overcome this aspect by expressing their ideas of the topic discussed while discussing the reading of Frankenstein. Apart from this, it was observed how much engagement the students had with a topic of discussion. During the class observation, the students felt a great level of engagement while being part of the activities and the questions made by the teacher about the reading analyzed in class. They constantly paid attention and showed interest in all the activities the teacher did in a very dynamic way.

On the same side, it was observed how the students made questions related to the reading. The students successfully achieved this aspect since every time they had doubts; they could express their ideas to be clarified by the teacher. It could be regarding an unknown word or a phrase not understood within the reading. With this, it was observed if they could elaborate arguments from the story read and indeed this part was done

successfully since the students had the freedom in expressing their ideas about the topic of discussion. The students could elaborate on their comments from questions. They had to create their arguments from something read.

In addition, it was observed that the students were able to express their creativity based on their thoughts. Based on their development, the students showed great ability to express their creativity in the work assigned. They expressed it when being asked by the teacher to work on the question discussion later on. At the same time, it was observed that the students could create a link among sentences related to the story's introduction, body, and conclusion. From the reading analyzed, the students showed a great capacity for summarizing the ideas stated, allowing them to create a link in sequenced phrases connecting the different parts of the reading with what was being discussed.

Furthermore, students were orally asked for specific parts of the reading so the teacher could know if they could make conclusions from the story given based on specific information asked and stated by themselves. Based on what was observed, the students showed great ability to express their opinions and stated why things happened in the way they happened in the story and were able to state any unexpected result using their arguments. The students were able to express if there was something that could have been done differently in order to change the order or pattern of the story for it to have a better ending. They could draw their conclusions from the story even though it had yet to be completely finished with the reading or fully discussed in class.

Lastly, as a general observation done by the students, they were able to understand the reading by discussion and by collaborative reading by taking turns among the students

in the group to be shared and discussed generally in class. At the same time, students presented some trouble with vocabulary comprehension, making it difficult to understand the lack of strategies regarding vocabulary acquisition. However, students showed great ability to express their ideas and make their arguments from the main concepts read, which helped them make their conclusions based on what they believed and felt like expressing.

#### **4.1.2 Pre – Test**

As part of the first instruments applied to the students in order to evaluate the students' first knowledge was a pre-test. The main objective of this pre-test was to understand the students' comprehension of texts and analysis of ideas. This instrument is intended to measure the initial knowledge of the students to assess their development. The level of comprehension of the text was applied at the A1-A2 level. This exam included two readings containing questions with multiple-choice answers and questions presented to be answered in a long or short form.

The first reading contained two paragraphs related to "Preparing Food," and it described all the processes Jack used to make eggs. The resolution of the questions comes in a multiple-choice form, allowing the students to identify answers better. The pre-test contained five questions with four possible options, with only one as a right answer. The first question asked for what food was cooked, where Jack ate eggs, the duration of cooking eggs, the material of the chair made, and a synonym word for the expression "skillet."

The instrument's second reading consisted of a text with three paragraphs about "The History of Chocolate." It describes how Aztecs made a special drink that was taken to Spain. It also mentioned how the recipe started to be modified and transformed by creating

expensive and cheap versions of chocolate in the market. Questions of the reading were stated in a long answer form to assess their ability to provide long responses with the information stated in the text. Students had to answer nine questions in a long-form, providing the right structure for long responses.

Questions in the second reading were about what Aztecs mixed with the cacao, the name of the drink, the sweetness of the drink, the name of the person who Moctezuma II met, the number of chests taken to Spain by Hernan Cortes, the ingredients added by the Spaniards to the recipe, the ingredients added by an English doctor to the recipe, the date of the first milk chocolate bar made, and if the first chocolate bars were expensive. All information needed to answer the stated questions was mentioned in the text. A pre-test rubric based on their abilities addressed the pre-test results.

According to the lesson plan, the pre-test instrument was applied to the sixth graders in the second class. During the pre-test application, there were twelve out of the fifteen students for the class to complete. The three missing students did not attend the class due to health problems. According to their schedule, this instrument was applied to the class on Tuesday, June 11<sup>th</sup>, on the 3<sup>rd</sup> and 4<sup>th</sup> lessons. On that day, I was allowed to make use of the two lessons in order to work on a general review of the reading concepts and apply the pre-test instrument afterward as a way of the initial evaluation of their first knowledge with the main intention of understanding the students' comprehension of texts and analysis of ideas.

At the beginning of the class, the students were asked about some of their favorite reading topics to create a brainstorming session on the board. Students mentioned topics such as soccer, fashion, food, astronomy, and novels. The teacher constantly encouraged

the students to participate and give their own opinions about the topics discussed in the class. Later, the teacher asked them to look at their tablets individually for an example of a reading related to a topic of interest. The main objective was to make them think and visualize possible topics to share with the rest of the class.

The students were given some time to proofread it before it was shared. The teacher chose a couple of readings to be shared aloud with the rest of the class. The students showed much interest and felt engaged with the activities since they were related to discussing topics they liked and felt interested in. Most of the students had an active participation during the class and wanted to keep giving their opinions about the topic of discussion. Afterward, due to their constant participation, the students were asked to create an online glossary with five unknown words from the readings already chosen. The main idea of the activity was to make the students look for unfamiliar concepts that could help them provide a definition and make them feel more comfortable with the concepts worked and be shared later.

Lastly, as part of the final revision, the students worked on the pre-test. For this, the pupils were sitting individually and separated from each other. The students explained that the instrument had two readings they had to solve. The first reading was about "Preparing Food" with five questions in a multiple-choice form and the second reading was about the "History of Chocolate" with nine questions that needed to be answered in a long/short form. The students were told to solve the exercises by being aware of their answers and getting the best of their understanding of the instrument. The students did not have the habit of practicing reading comprehension as an individual practice, so they felt lost with the

dynamic. After a while, they started to better understand what they had to do and tried to give their best.

During the elaboration of the first part of the instrument about the first reading of “Preparing Food,” the students had several questions regarding vocabulary from the reading. However, they were told they could not be helped interpreting the same. They had to look and use different techniques they already knew to get the unfamiliar vocabulary or use the context. The students did not show any issue with solving the first part of the test since it was related to the comprehension of questions and similar concepts. However, in the second reading about the “History of Chocolate,” the students struggled more since they had to write long and complete answers and pay more attention to the text to look for all the main ideas needed to respond to each of the questions asked. Most students demonstrated an improved ability to identify keywords related to the vocabulary of the pre-test. All the students finished the instrument successfully and understood the things done well.

The attachments below can be seen in Table 1 and Figure 1. Both charts contain the same information. The results obtained during applying the pre-test to the sixth graders can be seen in them. The instrument was applied to twelve students. As part of the first skill expectation analyzed, the ability to demonstrate understanding in which students had to demonstrate a thorough understanding of the text by selecting and describing all relevant ideas and information. On this skill, six students demonstrated having an excellent ability in understanding of texts, four of them were able to do it in a very good way, one of them did it in an acceptable way, and lastly only one of the students showed the need of improvement on this skill.

Afterward, the second skill expectation was analyzed: the ability to make inferences. The students had to draw strong, complex inferences and conclusions about characters and events supported by text evidence and logical reasoning. On this skill, four students demonstrated an excellent ability to make inferences, six of them were able to do it very well, one of them did it acceptably, and lastly, only one of the students showed the need for improvement on this skill.

Additionally, the third skill expectation was the ability to extend understanding, in which students had to analyze text ideas critically, share opinions, and provide accurate, relevant, and complete supporting details and connections. On this skill, four students demonstrated an excellent ability to extend understanding; six of them did it very well, one did it acceptably, and lastly, only one showed the need for improvement on this skill.

At the same time, the fourth skill expectation analyzed can be stated as the ability to answer questions in which the students had to analyze main ideas and supporting details on identifying keywords to be provided in written answers. On this skill, three students demonstrated an excellent ability to answer questions, seven of them were able to do it very well, one of them did it acceptably, and lastly, only one of the students showed the need for improvement on this skill.

Table 1

Illustrates the results obtained in the Pre-Test instrument applied to sixth grade.

Skill Expectation	Excellent	Very Good	Acceptable	Needs Improvement
Demonstrate Understanding	6	4	1	1
Make Inferences	4	6	1	1
Extend Understanding	4	6	1	1
Answer Questions	3	7	1	1

Figure 1

Illustrates the results obtained on the first instrument applied for initial knowledge.

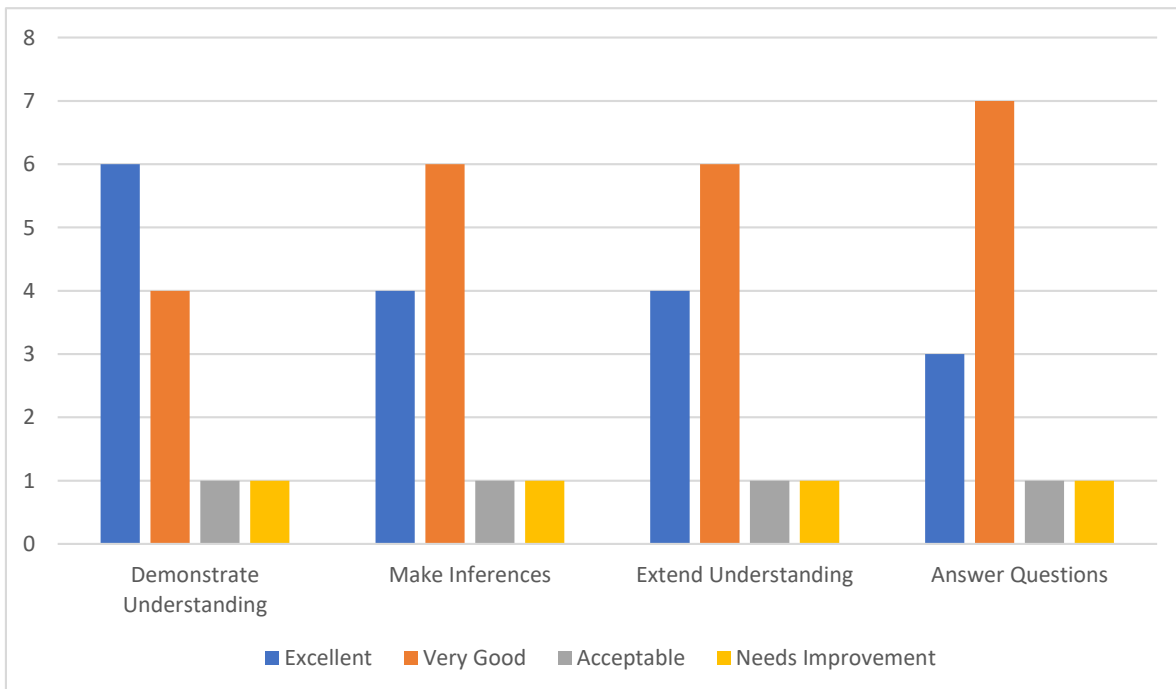


Figure 1. Demonstrates the students' level of understanding at the beginning of the study, as they made inferences, expanded ideas, and answered questions—researcher's creation.

#### 4.1.3 In-Between Activities

During the realization of the thesis, the application of instruments was considered very important. Three in-between activities were applied to help better understand how students were evolving in their reading development throughout the study. The main

objective of their application was to help with the measurement of their abilities and see how students were able to interpret and interact when analyzing a text. These instruments were intended to provide a better evaluation of their skills.

The first strategy applied focused on activating prior knowledge from information already stated in the text or from some previous knowledge the students had. The second strategy was about inferring ideas and making predictions with ideas given or clues that could be used as part of the context to understand what the text is telling about. The third strategy applied was skimming and scanning ideas based on the reader's intention and location of general or specific ideas based on a context given.

**4.1.3.1 Activating Prior Knowledge.** As part of the in-between activities, the first instrument was applied to assess prior knowledge on a specific topic. The students were evaluated by demonstrating how much they knew about a specific topic before being analyzed. The students were encouraged to think and determine concepts from a reading to recognize ideas read in the text. The instrument was divided into two parts of assessment:

The first part of the instrument consisted of completing a concept map with a main idea. At the same time, students had to brainstorm ideas related to what they knew about the topic "Cyberspace." Later, the students wrote words related to the main topic in the space provided on the mind map. In the second part of the instrument, the students were given a text consisting about "Welcome to Cyberspace," which was a three-paragraph text that described the world of the internet in an advertisement of a company and all the things that you had to do to enjoy the wonderful world of the internet. The text came with five multiple-choice questions with three possible answers, with only one being right.

Questions were related to what was sold by "comewithus.com," what the company let do if a person connected to the internet "comewithus.com," what had to be done if you

wanted to connect with “comewithus.com,” the cost of calling on the phone with “comewithus.com,” and what was going to be given with £25 per month with “comewithus.com.” Moreover, the instrument’s information contained a basic knowledge of vocabulary and understanding. Answers were completed requiring a low level of inference, making it easy to find answers by using keywords given. This instrument was evaluated with an activating prior knowledge rubric.

According to the lesson plan, the activating prior knowledge instrument was applied in the third class to the sixth grade. During the application of the instrument, there were twelve students out of the total fifteen for the class to be completed. The three missing students did not come to class due to health problems. According to their schedule, this instrument was applied in the class on Wednesday, June 12<sup>th</sup>, on the 3<sup>rd</sup> and 4<sup>th</sup> lessons. On this day, I was allowed to make use of two of the English classes that they had during the day to work on a general review about the strategy of activating prior knowledge and apply afterward the instrument corresponding to the strategy reviewed in order to assess concepts already stated and evaluate the comprehension of knowledge and analysis of texts.

At the beginning of the class, according to the lesson plan, students were asked to sit in groups of three to discuss the concept of the "Internet." Afterward, the students were told to brainstorm with as many ideas as they could find according to the topic of discussion. At the same time, pupils were told to organize the information into categories to be easily described and understood properly. Later on, the teacher asked the students to see if they knew the concept of prior knowledge activation and if they could provide some examples of strategies that could be used to assess prior knowledge.

The students were given Appendix 1 from the lesson plan in their notebooks. It listed the different ways to assess prior knowledge, such as quizzes and surveys, KWL

charts, classroom discussions, think-pair sharing, mind maps, graphic organizers, classroom polls, reflective writing, games, one-on-one conferences, and entry tickets. With all the ways mentioned, the teacher pretended the students had a better understanding of how the strategy worked in detail.

Later, the students were given a poster related to "Discrimination" in Appendix 2 of the lesson plan. In the same groups, they were asked to write what they knew about "Discrimination" for those ideas to be exchanged later with another group. The students were supposed to work on creating a poster with their responses. They showed much interest in this activity since they were working collaboratively, and it was an interesting topic for them. The students easily understood and comprehended this strategy. After finishing their posters, they had to be presented to the rest of the class.

Lastly, as part of a final revision in the class, the students were told to work on activating the prior knowledge instrument. For this, the students were sitting individually and separated from each other. The instrument's instructions were explained, and the students were told that each of their parts needed to be solved. The students were explained that they had to work on the instrument in two parts. The first part was creating a concept map and brainstorming what they knew about "Cyberspace." The second part was completing a reading about "Welcome to Cyberspace" by answering five questions in a multiple-choice form. Since this strategy presented little complication to the students, they could start working on the instrument with no problems.

During the application of the first part of the instrument about the brainstorming of the concept map, the students did not show to have any issues with the realization of it since it was easily explained and the instructions were clear with the writing of related ideas in order to complete the concept the map from the main topic stated about

“Cyberspace.” In the second part of the instrument about the reading of “Welcome to Cyberspace,” pupils were able to get vocabulary and easily comprehend main ideas from questions stated. While working on it, the students could recognize ideas and associate vocabulary with the ideas given. Students did not hesitate or showed problems understanding the vocabulary contained in the reading. The students completed the instrument, demonstrating a good understanding of what they had done.

The attachments below can be seen in Table 2 and Figure 2. Both charts contain the same information. The results obtained during the application of the activation of the prior knowledge instrument to the sixth graders can be seen. The instrument was applied to twelve students. As part of the first skill expectation analyzed, the ability to identify key elements in which students had to identify the main points of the text without having the text in front of him/her. On this skill, three students demonstrated having an excellent ability in the identification of key elements, eight of them were able to do it in a very good way, none of them did it acceptably, and lastly, only one of the students showed the need of improvement on this skill.

Afterward, the second skill expectation analyzed can be stated as the ability to identify details in which students had to recall several details from the text without referring directly to the information given. On this skill, three students demonstrated having an excellent ability in identifying details, eight of them were able to do it in a very good way, none of them did it acceptably, and lastly, only one of the students showed the need for improvement on this skill.

Additionally, the third skill expectation analyzed is the ability to locate facts, which students had to locate accurately in the text and match with their respective explanations. On this skill, only one student demonstrated an excellent ability to locate facts, ten of them

were able to do it very well, one of them did it in an acceptable way, and lastly, none of the students showed the need for improvement on this skill.

On the other hand, the fourth skill expectation analyzed can be stated as the ability to summarize, in which the students had to use main ideas to describe the text. Four students demonstrated an excellent ability in summarizing, seven of them were able to do it very well, one of them did it in an acceptable way, and lastly, none of the students showed the need for improvement on this skill.

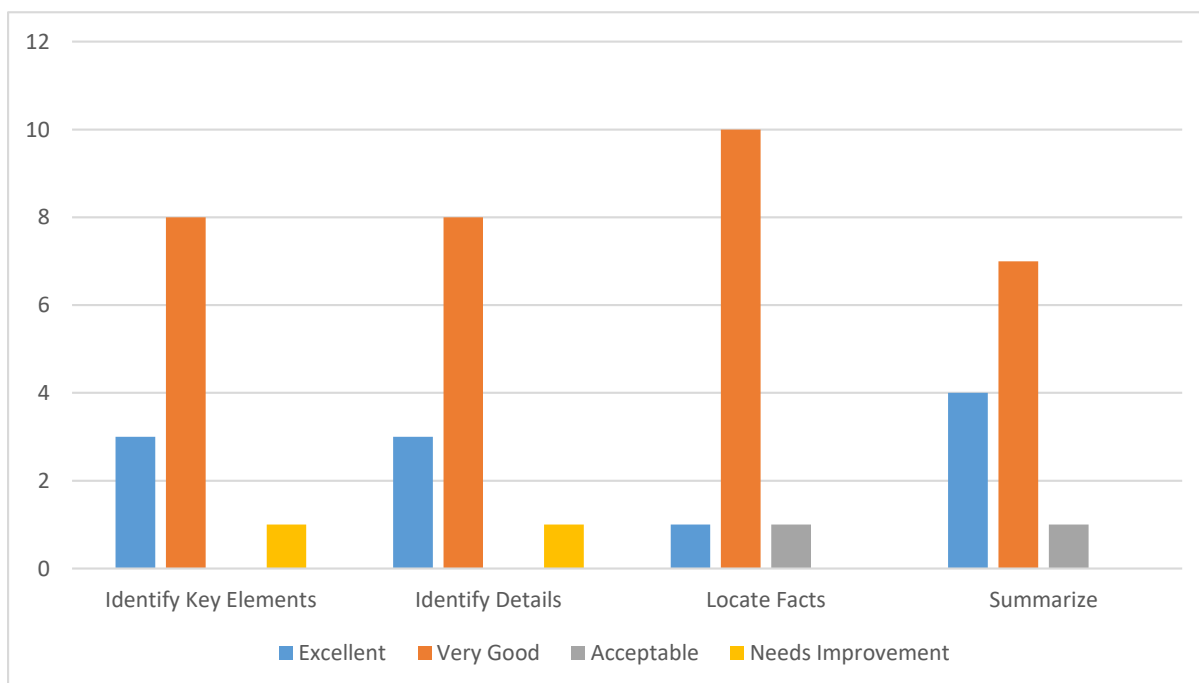
Table 2

Illustrates the results obtained on the application of the Activation Prior Knowledge instrument.

Skill Expectation	Excellent	Very Good	Acceptable	Needs Improvement
Identify Key Elements	3	8	0	1
Identify Details	3	8	0	1
Locate Facts	1	10	1	0
Summarize	4	7	1	0

Figure 2

Illustrates the results from the first strategy applied according to the in-between activities.



*Figure 2. Exemplifies students' level of understanding when applying their activating prior knowledge skills when identifying elements and details, locating facts, and summarizing—researcher's creation.*

**4.1.3.2 Making Inferences and Predictions.** According to the in-between activities, the second instrument applied was the making of inferences and predictions from a text given. This instrument evaluated the student's ability to make assumptions from the provided information. Additionally, part of another objective was to allow students to predict what would happen next from a given context. On the same side, students were assessed to learn how much they could understand and get ideas from a given context.

The instrument contained three paragraphs in which students had to describe and guess the prediction of what would happen next from the information given. The first paragraph states a series of events the main character did in the middle of the night. Students were asked to predict what happened after forgetting to put the carton of milk in the fridge by using previous information given. The second paragraph described how a family went on a picnic in the park and how the weather started to change. Pupils in this paragraph were asked to predict what happened after hearing a loud boom.

Furthermore, the third paragraph stated that a student did not study for the exam since it had been his birthday, and he did not think he needed to study. Part of his wish was to get a straight “A” on his next report. The main goal for the students was to predict which story's conclusion best fitted the given context. The results of the instrument were addressed using an inference and prediction rubric.

Making inferences and prediction instruments according to the lesson plan was applied in the fourth class to sixth grade. During the application of the instrument, there were twelve students out of the total fifteen for the class to be completed. The three missing students did not come to class due to health problems. According to their schedule, this

instrument was applied to the class on Thursday, June 13<sup>th</sup>, on the 3<sup>rd</sup> and 4<sup>th</sup> lessons. On this day, I was allowed to make use of two of the English classes they had during the day to work on a general review about the strategy of making inferences and predictions and apply later the corresponding instrument to the strategy reviewed in order to assess concepts already stated and evaluate the student's ability on the inferencing of ideas from a context/images given and determine the ability in making predictions from ideas already inferred and a context given.

According to the lesson plan, the students at the beginning of the class were asked what they knew about "Volcanoes." After opening the class with the topic of discussion, they were told to sit in pairs. As an initial activity and introduction to the strategy of making inferences and predictions, the students were given a worksheet about a story to practice the concepts of inferencing; for this, the students were given Appendix 3 from the lesson plan. The students had to infer from the context/images given what the story was trying to tell them and answer the questions stated as a team. Later, the students were given a short passage about "Volcanoes," which corresponded to appendix 4 from the lesson plan, for them to infer what happened in a story by making use of the text given and be able to answer the questions stated about the reading provided.

Afterward, the students were given a worksheet containing images and had to write predictions for each. Students were given Appendix 5 from the lesson plan. Later, after practicing both techniques, the teacher explained to the students the main difference between making inferences and predictions by using a picture given. Students were given Appendix 6 from the lesson plan, containing the main characteristics of both strategies. The students showed at the beginning of the class some uncertainty and confusion about making inferences since it was something that they were not used to doing in English classes, but

they started showing much interest in the class when they started understanding how to make predictions. In the end, they could comprehend how both strategies were related.

Lastly, as part of the final revision in the class, the students were told to work on making inferences and prediction instrument. For this, the students were sitting individually and separated from each other. The instructions for the instrument were generally explained and how it had to be solved. The instrument contained only one part to be worked with three short passages that they had to read, make use of evidence, and predict what might happen next. Additionally, they were told to write complete, coherent sentences when making predictions. The instrument was very simple in structure, so the students could easily comprehend what had to be done.

During the application of the instrument, the students did not show any problems with comprehension and were able to understand what had to be done. They could read each of the passages at their own pace and were able to come up with their predictions from the situation stated. The students could write complete and logical sentences, and the vocabulary presented was easily understood. They could express themselves about the situation presented in each of the passages given by using vocabulary from the context given and their own. The students completed the instrument, demonstrating a good understanding of what they had done.

The attachments below can be seen in Table 3 and Figure 3. Both charts contain the same information. The results obtained when making inferences and predictions for the sixth graders can be seen in them. The instrument was applied to twelve students. As part of the first skill expectation analyzed, the ability to make correct inferences can be stated, in which students had to make the correct inference with many supporting details, good explanations, and very well-chosen examples with vocabulary provided. On this skill, four

students were able to show to have an excellent ability in making correct inferences, six of them were able to do it in a very good way, two of them did it in an acceptable way, and lastly, none of them showed the need of improvement on this skill.

Afterward, on the second skill expectation analyzed, the specific explanation ability in which students had to identify if explanations were very specific showed that the student could make valid inferences. Four students could identify specific explanations; seven did it very well, one did it acceptably, and none showed the need to improve this skill.

Additionally, on the third skill expectation analyzed, the ability to identify specific text evidence in which the students had to identify if the text evidence is specific, well chosen, and strongly supports the inference made. On this skill, five students demonstrated excellent ability in identifying specific evidence from the text, six students could do it very well, one did it acceptably, and lastly, none of the students showed the need for improvement on this skill.

On the other hand, the fourth skill expectation analyzed can be stated as the ability to make predictions, in which students had to identify whether predictions could be made from the text. Eight students demonstrated excellent ability in making predictions; four of them did it very well, none of the students did it acceptably, and lastly, none of the students showed the need for improvement on this skill.

Table 3

Illustrates the results obtained by applying the Making Inferences and Predictions instrument.

Skill Expectation	Excellent	Very Good	Acceptable	Needs Improvement
Correct Inference	4	6	2	0
Specific Explanation	4	7	1	0
Specific Text Evidence	5	6	1	0
Make Predictions	8	4	0	0

Figure 3

Illustrates the results from the second strategy applied according to the in-between activities.

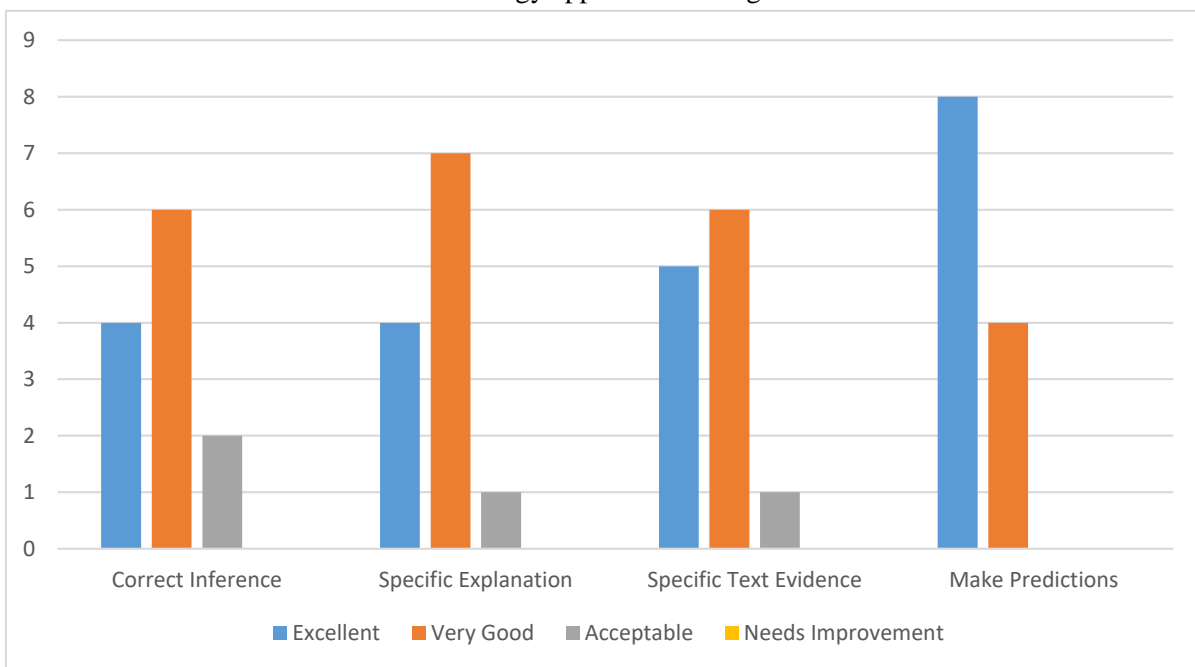


Figure 3. Exemplifies students' level of understanding when applying their knowledge in comprehension of texts by inferring and predicting ideas, making the correct inference, providing specific explanations, identifying the specific text evidence, and making predictions—researcher's creation.

**4.1.3.3 Skimming and Scanning.** As part of the in-between activities, the third instrument was applied to assess the skimming and scanning of the main ideas in the text. The main objective of this exercise was to make the students flexible readers and get information quickly without wasting time. Students recognized the main details and key

points related to the text, avoiding reading the full text. The pupils proofread the reading to determine where the main ideas were in order to identify the best method to use. With these strategies, the students improved their abilities in looking for information and understanding ideas from context.

The instrument contained a five-paragraph reading corresponding to "Phobias." The text presents information about what a phobia is and the different types of phobias that exist. Additionally, it mentions the effects that people have on this topic. It states how phobias can be treated after learning which type you have. The text had seven multiple-choice questions with three possible answers, with only one being right.

Students read the questions and identified the main elements to be examined in the text. Questions were asked about the purpose of the text, how phobias could happen, whether phobias are logical or illogical, the number of people having phobias, the concept of "peladophobia," advice from the writer given to people, and phobias not mentioned in the text. The instrument was assessed using a skimming and scanning rubric.

According to the lesson plan, the skimming and scanning instrument was applied in the fifth class to sixth grade. During the application of the instrument, thirteen out of the fifteen students were required to complete the class. The two missing students did not come to class due to health problems. According to their schedule, this instrument was applied to the class on Thursday, June 13<sup>th</sup>, on the 5<sup>th</sup> and 6<sup>th</sup> lessons. On this day, I was allowed to make use of two more of the English classes that they had during the day to work on a general review of the strategy of skimming and scanning and apply the corresponding instrument afterward to the strategy reviewed in order to assess concepts already stated and evaluate the comprehension of knowledge and analysis of texts.

The students, at the beginning of the class, according to the lesson plan, were given a couple of advertisements for them to be analyzed by the students. Pupils were given five minutes to study the advertisements and identify the main message, the target audience, and key elements, such as product features and benefits. One of the advertisements was about a McDonald's ad, and the second was about dishwashers. Students were given the appendix 7 from the lesson plan. Afterward, the students were told to analyze the skimming technique in the same groups, in which students had to read a couple of paragraphs given in a worksheet and skim the questions given. One of the paragraphs was about "When to go" and the second "What to take." Students were given Appendix 8 from the lesson plan.

Later on, the students were grouped to practice the scanning technique on a practice given on a worksheet in which they had to read a movie advertisement and choose from the sentences given which information was true or false. Students were given Appendix 9 from the lesson plan. Afterward, the teacher explained the main difference between skimming and scanning using an image with the stated concepts. Students were given Appendix 10 from the lesson plan. All the exercises were checked orally with the participation of the students. Pupils showed much interest in participating in class and actively commented when revising the exercises. Students could make assumptions about the different techniques and use vocabulary well.

Later, as part of the final revision in the class, the students were told to work on a skimming and scanning instrument. For this, the students were sitting individually and separated from each other. The instructions for the instrument were explained, and the students were told that each part needed to be solved. The students were explained that the instrument contained a reading that they had to read carefully, applying the technique of skimming and scanning. Later, they needed to answer seven multiple-choice questions

related to the previous text read. The students showed a few complications with the realization of the strategy.

During the application of the instrument, the students were fine with understanding the exercises that they were told to solve. Students could understand each of the passages stated even though the readings had new vocabulary about phobias they did not know in advance. To answer the questions, the students needed to infer and look for keywords/ phrases, either generally stated in the text or looked at in detail since questions contained more specific information and could not be gotten by skimming the text. Otherwise, pupils needed to proofread the text for ideas to be scanned separately. Students presented little difficulty on this part when using the strategies for idea recognition.

Moreover, this allowed the students to use their comprehension abilities and vocabulary recognition to analyze ideas to answer the questions stated in the reading. When having doubts about a word, they asked the teacher for a similar definition that could help them understand better. The instrument was successfully completed by the students, demonstrating a good understanding of what they had done.

The attachments below can be seen in Table 4 and Figure 4. Both charts contain the same information. The results obtained while applying the skimming and scanning instrument to the sixth graders can be seen on them. The instrument was applied to thirteen students. As part of the first skill expectation analyzed, the ability to identify important information in which students had to identify the main point of the text without having the text in front of him/her. On this skill, three students demonstrated having an excellent ability in identifying important information; three of them were able to do it in a very good way, four of them did it acceptably, and lastly, three of the students showed the need for improvement on this skill.

Afterward, the second skill expectation analyzed can be stated as the ability to identify details, in which the students had to recall several details from the text without referring directly to the information given. Four students demonstrated an excellent ability to identify details; two did it very well, four did it acceptably, and three showed the need to improve this skill.

Additionally, the third skill expectation analyzed is the ability to locate facts, in which students had to accurately locate facts in the text and match them with their respective explanations. On this skill, three students demonstrated an excellent ability to locate facts; three of them could do it very well, four did it acceptably, and lastly, three showed the need for improvement on this skill.

On the other hand, the fourth skill expectation analyzed can be stated as the ability to recognize the main ideas that the students had to use to describe what the text is about. On this skill, one student demonstrated an excellent ability to recognize main ideas, five of them were able to do it very well, four of them did it acceptably, and lastly, three of the students showed the need for improvement on this skill.

Table 4

Illustrate the results obtained from the application of the Skimming and Scanning instrument.

<b>Skill Expectation</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
Identify Important Information	3	3	4	3
Identify Details	4	2	4	3
Locate Facts	3	3	4	3
Recognize Main Ideas	1	5	4	3

Figure 4

Illustrates the results of the third strategy applied according to the in-between activities.

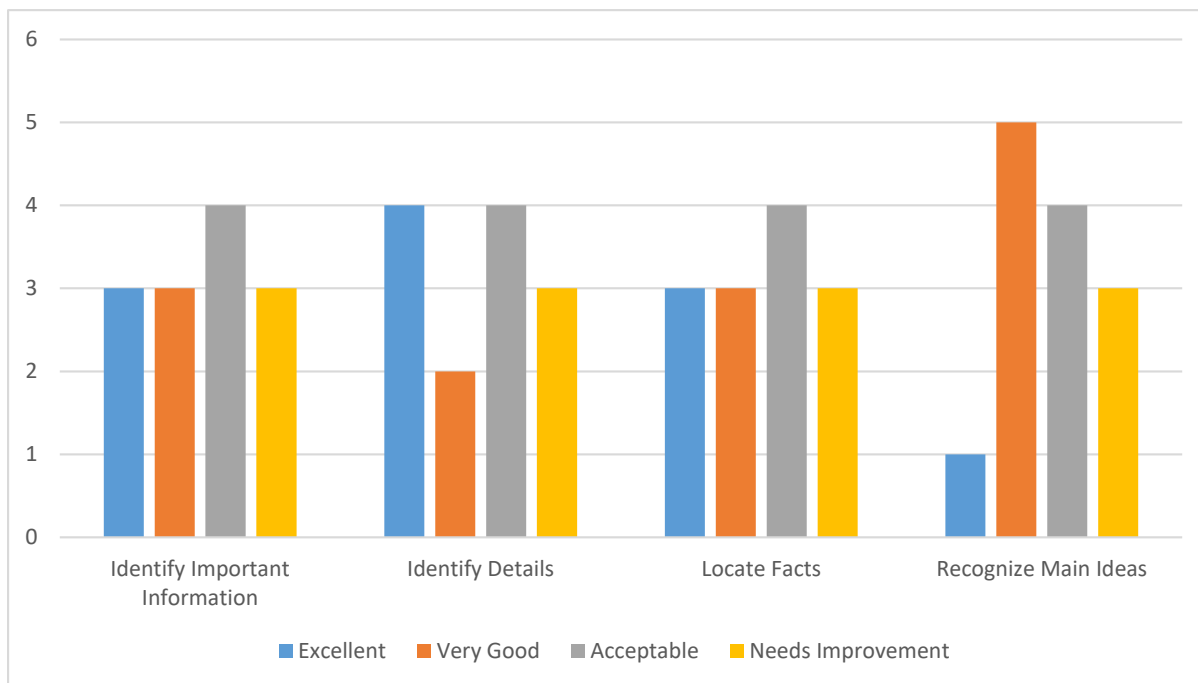


Figure 4. This demonstrates students' level of understanding when applying their knowledge to comprehension of texts by skimming and scanning ideas, identifying important information, details, facts, and main ideas—researcher's creation.

#### 4.1.4 Post-Test

As part of the final instruments applied to the students to understand the level of comprehension of the students' texts was a post-test. The main purpose of this instrument was to measure the student's ability to acquire new vocabulary at an advanced level and to get new ideas by applying the different strategies worked on the previous instruments. The instrument is intended to measure the final students' abilities to understand the main texts and their abilities to acquire ideas. The students worked on two readings containing vocabulary of a B1 level.

The first reading was about "Yellowstone National Park," which contained four paragraphs. The first paragraph stated the location and why the park was a popular

destination. The second and third paragraphs stated the activities during the trip, and the last paragraph stated the main things Yellowstone offered as a park. The reading had five multiple-choice questions, with four options given and only one possible right answer. Questions related to the importance of the national park in the United States, the moment when Lisa and her friends visited the park, the place Lisa and her friends stayed during their visit to the park, the animals not seen during the trip, and why Lisa and her friends waited patiently when visiting Old Faithful.

The second text is about "Las Vegas." This reading describes a trip to Las Vegas. The first paragraph describes the place, and the second states why it was commonly visited and what was commonly seen in it. The third paragraph describes famous international landmarks found in the place. The fourth paragraph describes the trip to the Grand Canyon and why John liked the place. Lastly, the fifth paragraph describes the experience he had on his trip to Las Vegas.

Students were assessed by answering five multiple-choice questions with four possible answers and only one correct. The questions about the moment John traveled to Las Vegas, the activities that tourists could not do on The Strip, the best description of Las Vegas Strip, the reason why John liked to visit the Grand Canyon, and finally, the meaning of the phrase "City that never sleeps." Additionally, the students were assessed using a post-test rubric according to their abilities.

According to the lesson plan, the post-test instrument was applied to the sixth graders in the sixth class. During the application of the instrument, there were twelve students out of the total fifteen for the class to be completed. The three missing students did not attend the class due to health problems. According to their schedule, this instrument was applied in the class on Friday, June 14<sup>th</sup>, during the 7<sup>th</sup> and 8<sup>th</sup> lessons. On that day, I

was allowed to make use of the two lessons in order to work on a general review about general aspects of vocabulary and things already learnt on the previous strategies as reinforcement of concepts studied and apply the post-test instrument afterwards as a way of final evaluation of their knowledge with the main intention of understanding the students' ability in the comprehension of texts with a more advanced level of vocabulary analyzing the way of main ideas acquisition.

At the beginning of the class, the students sat in groups of three to work on a word list worksheet. The worksheet contained letters in which the students needed to provide a word to each letter. Pupils were given eight minutes to complete the activity. Students were given the worksheet of appendix 11 from the class's lesson plan. Afterward, the students as a game were taken to the basketball field to play a board game related to different aspects of reading. Students had to write their answers on a piece of paper to be shared with the teacher. During the class, students showed to be enthusiastic with the activities done and their participation was constant. Doing outdoor activities is something that they enjoy the most, for instance, his performance made them improve in the concepts that were being worked in that moment.

Lastly, as part of the final revision of the class, the students worked on a post-test. For this the students were sitting individually and separated from each other. The students explained that the instrument had two readings that they had to solve applying the concepts studied in previous classes. They were instructed that readings must be read carefully to look for main ideas correctly. The first reading was about "Yellowstone National Park" with five multiple-choice questions, and the second was about "Las Vegas" with five more multiple-choice questions. The students were told to work on the instrument consciously by giving their best on the resolution of it.

During the elaboration of the first part of the instrument about the reading of “Yellowstone National Park,” the students did not have any questions related to the reading in regards vocabulary since they were applying the techniques reviewed in class and making use of the context for the getting of key words. Ideas were found correctly. Students were able to interpret and analyze each question in the right way. In the second reading, students showed great ability to understand the text. However, they needed to have the ability to create a relationship between the questions stated and the ideas represented in the text. They did not make an effort in reading the questions and answers carefully to look for the right word making use of synonyms and concept interpretation from the text. Despite the difficulties presented, the instrument was completed with a good understanding of the exercises.

Below attached can be seen table 5 and figure 5. Both charts contain the same information. On them can be see the results obtained during the application of the post-test to the sixth graders. The instrument was applied to twelve students. As part of the first skill expectation analyzed can be stated the ability of demonstrating understanding in which students demonstrate a thorough understanding of text by selecting and describing all relevant ideas and information. On this skill, none of the students demonstrated having an excellent ability in the demonstration of understanding, four of them were able to do it in a very good way, six of them did it unacceptably, and lastly, two students showed the need of improvement on this skill.

Afterward, on the second skill expectation analyzed can be stated the ability of making inferences in which students had to draw strong and complex inferences and conclusions about the character and events supported by text evidence and logical reasoning. On this skill, none of the students demonstrated having an excellent ability in the

making of inferences, four students were able to do it in a very good way, five of them did it acceptably, and lastly, three of the students showed the need of improvement on this skill.

On the same hand, the third skill expectation analyzed can be stated the ability of extending understanding in which students had to critically analyze text ideas and share opinion, provide accurate, relevant, and complete supporting details, and connections. On this skill, none of students demonstrated having an excellent ability in extending understanding, four of them were able to do it in a very good way, six of them did it in an acceptable, and lastly, two students showed the need of improvement on this skill.

Table 5

Illustrates the results obtained on the application of the Post-Test instrument applied to sixth grade.

Skill Expectation	Excellent	Very Good	Acceptable	Needs Improvement
Demonstrate Understanding	0	4	6	2
Make Inferences	0	4	5	3
Extend Understanding	0	4	6	2

Figure 5

Illustrates the results obtained on the last instrument applied for final knowledge.



*Figure 5. Exemplifies the students' level of understanding at the end of the study of their final knowledge of understanding by demonstrating understanding, making inferences, and extending understanding—researcher's creation.*

#### **4.1.5 Survey**

As part of the final instruments applied to the students in order to know their position on reading comprehension and vocabulary acquisition was a survey. The main objective of the application of the survey was to understand their reading comprehension abilities and know some strategies used when not knowing a word in the text. Moreover, encourage the students discover their likes and preferences when reading was considered important to be done and how it could make them improve their skills. Another objective was to comprehend if reading had a role in their daily lives and how it could improve their vocabulary knowledge by contributing to understanding texts.

The analysis of the final instrument applied to the students consisted of creating a ten-question survey. Seven questions were close-ended questions in which students were limited in responses, and three were open questions, allowing the students to provide their answers. For the survey to be created, it was necessary to determine key points of the study for it to be related and include other aspects of interest about the research topic. On the survey was considered their preferences for reading and the type of texts they felt more attracted to. They also learned the importance of reading and how often they habitually read. Moreover, what could contribute to a better understanding of texts and how vocabulary could be learned? The students understood how reading could contribute to our daily lives in every context.

Reading comprehension and vocabulary knowledge were the main key for the survey creation. The survey stated in question one how often students read in English; in

number two, students were asked what they normally read in English. In question three, students were asked about the importance of reading, and then in question four, they were asked about the abilities they thought they were good at. Additionally, in question five, an open question, students were asked about the benefits of understanding readings. Also, in question six, they were asked for aspects they thought were more difficult while working on reading comprehension exercises. Then, in number seven, an open question, students were asked how reading could help them daily. Later, in number eight, students were asked what they could do when they did not know a word when doing a reading comprehension exercise. In question number nine, which was an open question, how they could learn vocabulary. Lastly, in question ten, students were asked what could contribute to a better understanding of texts. As a result, it was expected to understand their point of view and their position on reading comprehension and the use of vocabulary in context.

According to the lesson plan, the survey was applied in the sixth class to the sixth graders. During the application of the survey, there were twelve students out of the total of fifteen students for the class to be completed. The three missing students did not attend the class due to health problems. According to their schedule, the survey was applied in the class on Friday, June 14<sup>th</sup> on the 7<sup>th</sup> and 8<sup>th</sup> lessons. The survey was applied as a conclusion instrument of the study applied to the sixth graders after finishing with the post-test.

During the elaboration of the survey, the students were explained the purpose of it and how it was expected to be answered. The students were told to read it carefully and answer it, choosing the best option according to their opinion. It was mentioned as well that it had seven close-ended questions in which they had to choose any of the answers stated and three open questions in which they had to write in a complete form their answers in the

space provided. The students showed their interest in completing the survey and the doubts presented were clarified at the moment. The instrument was finished successfully by all the students with a good understanding of things done.

Below attached can be seen from table 6 to table 15 providing the data collected on the survey applied to sixth grade. On them can be seen the results obtained on each of the questions of the survey. Each table states the number of the question, it mentions the questions asked to the students and the results of each of the options provided on the close-ended questions, moreover, it states the answers provided by the students corresponding to the open questions of the survey.

Table six shows the results obtained in question one of the survey applied to sixth grade. It states how often you read in English. The instrument was applied to a total of twelve students in the class. Two of the students had a good habit of reading and did it always, nine of the students did not practice that much but did it sometimes, and lastly, one student did not have the habit of reading.

Table 6

Illustrates the results obtained in question 1 on the survey applied to sixth grade.

<b>Question: How often do you read in English?</b>	<b>Frequency</b>
Always	2
Sometimes	9
Never	1
<b>Total</b>	12

*Table 6. Exemplifying the results in question 1 of the survey about how often you read in English—researcher's creation.*

Table seven shows the results obtained in question two of the survey applied to sixth grade. It states what the students normally read. The instrument was applied to a total of twelve students in the class. As part of the answers, one of the students normally read blogs, eight students read comics, another stated that he/she normally read magazines, and lastly, two students normally read school books.

Table 7

Illustrates the results obtained in question 2 of the survey applied to sixth grade.

Question: What do you normally read?	Frequency
Blogs	1
Comics	8
Magazines	1
School Books	2
<b>Total</b>	12

*Table 7. Exemplifies the results in question 2 of the survey applied about what you normally read—researcher's creation.*

Table eight shows the results obtained in question three of the survey applied to sixth grade. It states why the students think is important to read. The instrument was applied to a total of twelve students in the class. As part of the answers, three students thought it was important to read for fun, but none of the students thought it was important to read to know things. In addition, four students thought that it was important to read to improve vocabulary, and five students thought that it was important to read to understand the main ideas of texts.

Table 8

Illustrates the results obtained in question 3 of the survey applied to sixth grade.

<b>Question: Why do you think it is important to read?</b>	<b>Frequency</b>
For fun	3
To know things.	0
To improve vocabulary.	4
To be able to understand the main ideas of texts.	5
<b>Total</b>	<b>12</b>

*Table 8. Exemplifying the results in question 3 of the survey about why you think it is important to read—researcher's creation.*

Table nine shows the results obtained in question four of the survey applied to sixth grade. It states which abilities they think they are good at. The instrument was applied to a total of twelve students in the class. As part of the answers can be stated that one student had abilities on writing, five students thought they had abilities in reading, in addition, five students stated to be good at speaking, and lastly, only one student though in being good at listening.

Table 9

Illustrates the results obtained in question 4 of the survey applied to sixth grade.

<b>Question:</b>	<b>Frequency</b>
<b>Which of the following abilities you think you are good at?</b>	<b>Frequency</b>
Writing	1
Reading	5
Speaking	5
Listening	1
<b>Total</b>	<b>12</b>

*Table 9. Exemplifying the results in question 4 of the survey about the abilities you think you are good at—researcher's creation.*

On table ten can be seen the results obtained in question five of the survey applied to sixth grade. It states what the benefit of understanding a reading is. The instrument was applied to a total of twelve students in the class. This question was an open question, therefore, the answers varied. As part of the answers can be stated that two students though that reading had a benefit in improving vocabulary, one student stated that it had a benefit in knowing things, two students stated that they were able to understand texts, another student stated that students could have more reading comprehension, in addition, another expressed that its benefit was to understand the language, then another stated that with reading students could to learn vocabulary, one more expressed to know, another one mentioned to understand main ideas, for instance, another expressed that its benefit was for understanding new vocabulary. Lastly, the last student stated that students knew the main importance of reading.

Table 10

Illustrates the results obtained in question 5 of the survey applied to sixth grade.

Question: What is the benefit of understanding a reading?	Frequency
To improve vocabulary.	2
To know things.	1
To understand texts.	2
To have more reading comprehension.	1
To understand the language.	1
To learn vocabulary.	1
To have knowledge.	1
To understand main ideas.	1
To understand new vocabulary.	1
To learn the main importance of reading.	1
<b>Total</b>	12

*Table 10. Exemplifies the results in question 5 of the survey applied about the benefits of understanding a reading—researcher's creation.*

On table eleven, the results obtained in question six of the survey applied to sixth grade. It states what students thought was the most difficult while working on a reading comprehension exercise. The instrument was applied to a total of twelve students in the class. As part of the answers, one student thought that getting main ideas was very difficult while working on a reading comprehension exercise; another mentioned that it was the interpretation of ideas. Therefore, eight students said that it was the analysis of questions, and then one student thought that it was the answering of exercises; lastly, as part of an additional answer, it was stated by another student that it was related to the concentration in the reading.

Table 11

Illustrates the results obtained in question 6 of the survey applied to sixth grade.

<b>Question: What do you think is the most difficult part while working on a reading comprehension exercise?</b>	<b>Frequency</b>
Getting main ideas	1
Interpretation of ideas	1
The analysis of questions	8
The answering of exercises	1
Others: -The concentration in the reading	1
<b>Total</b>	<b>12</b>

*Table 11. Exemplifies the results in question 6 of the survey applied about what you think it is the most difficult part while working on a reading comprehension—researcher's creation.*

Table twelve shows the results obtained in question seven of the survey applied to sixth grade. It states how reading can help you in your daily life. The instrument was applied to a total of twelve students in the class. This question was an open question, therefore, the answers varied. As part of the answers can be stated that two students thought that readings could teach new words, another expressed that they allowed them to read rules of places, another mentioned that they could know more English.

Additionally, one more student expressed that readings could help them in giving them more comprehension and vocabulary. Therefore, another student mentioned that readings made them improve writing abilities. One more said that readings could help them read better and understand questions. Speaking in English is another way reading can help students in their daily lives. Another student said that recognizing words and how to write them was another benefit, then one more expressed that students could be helped by working and understanding other people; moreover, students expressed that they were able

to understand texts, and lastly, the last student said that students were able to understand words by the comprehension of readings.

Table 12

Illustrates the results obtained in question 7 of the survey applied to sixth grade.

<b>Question: How can reading help you in your daily life?</b>	<b>Frequency</b>
To teach new words (Vocabulary)	2
To read rules of places.	1
To know more English.	1
For more comprehension and vocabulary.	1
To improve writing abilities.	1
To read better and understand questions.	1
To speak in English.	1
To recognize words and how to write them.	1
For working and understanding other people.	1
To understand texts.	1
To understand words.	1
<b>Total</b>	<b>12</b>

*Table 12. Exemplifies the results in question 7 of the survey applied about how reading can help you in your daily life—researcher's creation.*

Table thirteen shows the results obtained in question eight of the survey applied to sixth grade. It states what students can do when they do not know a word in a reading comprehension. The instrument was applied to a total of twelve students in the class. As part of the answers, two students thought that words could be guessed by context. Then, four students mentioned that they looked for the direct translation of the word. Additionally, none of the students thought they preferred deciding not to continue with the

reading; five students expressed that they looked for words to help them identify the main ideas. Lastly, as part of an additional answer, one student mentioned that a student could search in the dictionary if a word were unknown in a reading comprehension.

Table 13

Illustrates the results obtained in question 8 of the survey applied to sixth grade.

<b>Question:</b>	<b>Frequency</b>
<b>What can you do when you do not know a word in a reading comprehension?</b>	
The word is guessed by context.	2
Look for the direct translation of the word.	4
Make the decision not to continue with the reading.	0
Look for words that can help identifying main ideas.	5
Others:	1
-Search in the dictionary.	
<b>Total</b>	<b>12</b>

*Table 13. Exemplifies the results in question 8 of the survey applied about what you can do when you do not know a word in a reading comprehension—researcher's creation.*

Table fourteen shows the results obtained in question nine of the survey applied to sixth grade. It states how vocabulary can be learnt. The instrument was applied to a total of twelve students in the class. This question was an open question, therefore, the answers varied. As part of the answers, one student could learn vocabulary by reading fiction books. Moreover, seven students thought that they could learn vocabulary through readings. Another thought was that a student could learn vocabulary using the " Duolingo application." Therefore, another student mentioned that vocabulary could be learnt by listening to music. In addition, one more student said they learned vocabulary by playing

video games. Lastly, one more student stated that a student could improve vocabulary by looking in the dictionary.

Table 14

Illustrates the results obtained in question 9 of the survey applied to sixth grade.

<b>Question: How can you learn vocabulary?</b>	<b>Frequency</b>
By reading fiction books	1
Through readings	7
By using Duolingo	1
By listening to music	1
By playing video games	1
By looking in the dictionary	1
<b>Total</b>	12

*Table 14. Exemplifying the results in question 9 of the survey about how vocabulary can be learnt—researcher's creation.*

Table fifteen shows the results obtained in question ten of the survey applied to sixth grade. It states what can contribute to a better understanding of texts. The instrument was applied to a total of twelve students in the class. As part of the answers, two students thought that having some prior knowledge could help with the understanding of texts. Then, three students mentioned that learning vocabulary from the text could help comprehend texts. Moreover, six expressed that by identifying main ideas that can help you summarize, and lastly, one student mentioned that learning how to make and ask questions while reading can help contribute to a better understanding of texts.

Table 15

Illustrates the results obtained in question 10 of the survey applied to sixth grade.

<b>Question: What can contribute to a better understanding of texts?</b>	<b>Frequency</b>
Having some prior knowledge.	2
Learning of vocabulary taken from the text.	3
Identification of main ideas that can help you summarize.	6
Learn how to make and ask yourself questions while reading.	1
<b>Total</b>	<b>12</b>

*Table 15. Exemplifies the results in question 10 of the survey applied about what can contribute to a better understanding of texts—researcher's creation.*

## **Chapter V**

### **Conclusions and Recommendations**

The following chapter will discuss the conclusions and recommendations applied to this thesis. They will give us a better understanding of the results obtained during the application of each of the instruments applied in this study in order to determine the different abilities the students could have when having a reading comprehension or any text and not being able to acknowledge the meaning of words within the context given due to the lack of vocabulary.

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

Understanding texts nowadays is a very important skill students need to have and learn how to develop with the passing of time. It can be a challenge for many and tends to make understanding difficult, especially if the student needs a good foundation of the language in vocabulary. This study had the main objective of understanding how students could

improve their level of comprehension through the analysis of texts and have better vocabulary acquisition and reading comprehension since it was something that students were struggling with at school due to poor reading habits.

It was important for students to understand their vocabulary level when facing reading comprehension in an unknown context and how students could determine the meaning of words from a given context—knowing that at the beginning of the study, the students needed help with interpreting texts by needing a better level of understanding of texts and interpretation of ideas given. Students ended up choosing answers without analyzing their context, marking the option they considered right. It is important they develop a good understanding when reading, especially if vocabulary is unknown; students are able to infer meaning by guessing expressions from the context, which will help them be more related to the text.

Moreover, another intention was to demonstrate how students had the ability to interpret questions and have a proper understanding of what they were being asked without making the reading of texts a tedious activity since students used to feel lost and disoriented about the information they had to look and interpret what the questions were trying to ask. Students were only sometimes able to deal with them and ended up giving up on looking for keywords or main ideas that could help get the meaning of questions.

As part of another purpose was to make students understand how their skills could be improved by having a habit of constant reading and how this process was going to make them improve their vocabulary in time. By applying the different strategies, the students would be able to understand different techniques that could be used when having a text to

read. These techniques helped students develop a critical point of view based on the vocabulary stated in the questions and the main ideas found in the texts. In addition, this will make students feel comfortable with what they have to pay attention to and all the words written in the questions.

The main objective was to encourage students to create a personal perspective or develop their point of view by the application of strategies whose main objective was to make students use their knowledge of a specific topic and be able to associate it with the reading, making of inferences and predictions from a context given an which they were able to understand what was going to happen next in the text, and the skimming and scanning which intended to help them identify and locate keywords and phrases that were going to be used later in the analysis of texts. The students needed a reading level comprehension, and coming up with ideas was something that they struggled a lot when analyzing texts and answering questions.

## **5.2 Conclusions**

During the application of any study, the analysis of results is very important when talking about intentions or expectations. This study was applied at Taller Pedagógico Montebello, located in Mercedes Sur, Heredia, to the sixth-grade students during the second quarter of 2024. For this study to be possible, the needs of the sixth graders were considered in terms of understanding and comprehension of readings while working on different types of texts. Initially, students needed more strategies to understand how keywords or main ideas could be obtained from analyzing main concepts in different readings. The main objective was to evaluate the effects of reading comprehension of texts on vocabulary enhancement.

While working on the study, different strategies were applied to evaluate the student's performance using different instruments to analyze their level of comprehension with information already known by them and how they could relate ideas to the ones provided in the text. Additionally, the students were expected to evaluate their knowledge by using their concepts known to make inferences and predictions from the main ideas or images stated. Lastly, through skimming and scanning ideas, students can recognize main concepts, encouraging vocabulary enhancement. In addition, the following conclusions took a very important role in the application of the study to the sixth graders by the application of the different strategies that contributed to the results of analysis of the main objective in understanding the capacity of sixth graders to get vocabulary through the comprehension of texts and identification of ideas.

#### **5.2.1 To identify reading comprehension problems related to vocabulary.**

As part of the evaluation process, the first activity was to do an observation class for sixth-grade students. The main goal was to identify the main problems faced by students when working on reading comprehension and how they were able to assess vocabulary on a reading task assigned. During the observation of the class, the way the students worked and their interaction with the teacher was seen. As part of the conclusions obtained from this observation, students could perform and show an excellent attitude when having a text to read, identifying the main issues they could face.

At first, it was seen that good teacher-student interaction during the application of the process allowed the class to have a good environment, encouraging the students to understand better what was being done. The class was done taking into account major elements in the class when introducing a topic, the use of additional material, brainstorming

techniques for the analysis and comprehension of ideas, sequence creation, implementation of techniques, teacher's involvement and support with vocabulary and the way of communication of the teacher towards the students.

Second, the students' performance on their output towards the realization of the observation class can be stated. The students were able to show an excellent performance during the realization of the class, showing the ability to be able to work in groups, show interest in the class, participate actively while reading, show good knowledge, and feel engaged with the topic studied. Moreover, making questions, elaborating arguments, and having the ability to express and create a link among sentences allowed them to make their conclusions. All these led to the point that students need help understanding texts when they are addressed by the teacher and explained if they need to be understood.

Additionally, during the observation class, there needed to be more student management of reading techniques in the acquisition of vocabulary. It was seen how students struggled with understanding some ideas and the meanings of words and did not need to learn exactly how to get words from context. It was seen that students had more complications in their understanding since they needed to apply reading strategies that could help them overcome the exercises. It can also be concluded that their weakness in needing more vocabulary could make them express themselves as wanted. The inability to use reading techniques and not having a wide range of vocabulary about a specific topic become part of the problems identified as part of the study.

Moreover, a pre-test instrument was applied to evaluate their first knowledge. From this, most students understood the reading work excellently, demonstrating an

understanding of the text by selecting and describing all relevant ideas and information. Only one was able to try to do it acceptably, presenting issues in knowing what the text was trying to express, and only one showed the need for improvement since the level of comprehension was low.

Moreover, most students could draw strong and complex inferences and conclusions about characters and events supported by text evidence and logical reasoning from this instrument. From this, only two students showed a low level of comprehension when making inferences, showing a problem in understanding vocabulary. In addition, by concluding on the skill of extending understanding, the great ability shown by most students is not presenting an issue to critically analyze text ideas and share opinions, provide accurate, relevant, and complete supporting details and connections. On the same side, it was shown that the fact of two students did not show the ability to succeed with this skill. Lastly, it can be stated as a conclusion that most students had the ability to answer questions by analyzing the main ideas and supporting details on the identification of keywords to be provided in written answers; only a couple of students showed the deficiency of not improving this ability, making it an issue in comprehension. It is a general conclusion that students can work with texts easily and comprehend them.

### **5.2.2 Different strategies in reading comprehension should be applied to assess vocabulary.**

As part of the conclusions on this objective, three different strategies applied in reading comprehension to assess vocabulary can be stated. First, the activation of prior knowledge in which students were evaluated by demonstrating how much they knew about a specific topic without being analyzed. On the application of the instrument, students were

able to work in a good way, identifying key elements without having the text in front. Only one struggled a little with identifying key elements, making it difficult for the text to be understood. Moreover, regarding the skill of identifying details, it can be stated that most students had the great ability to recall several details from the text without referring directly to the information given; only one student presented issues with the identification of details.

In addition, in the skill of locating facts, students had to accurately locate facts in the text and match them with their respective explanations. Most students showed great understanding in locating facts, and only one showed little struggle with it, having some problems. As a general conclusion of this skill, students showed a great ability to locate facts and understand vocabulary usage. Moreover, summarizing main ideas to describe what the text is about is another skill that can be concluded with positive results by most students, having it achieve possible results and only one presenting problems when applying the technique. From all the information stated and their development, it can be understood that students showed a great understanding of the application of the technique of activating prior knowledge.

Secondly, it can be concluded that applying the strategy of making inferences and predictions from a text pretends to evaluate the student's ability to make assumptions from the provided information. By making a correct inference, most students showed the ability to accomplish that skill. Therefore, a few students struggled a little with it, presenting an issue in understanding the context of a text. Moreover, on the skill of specific explanation, it can be concluded that students were able to identify if explanations were very specific and allowed the students to make valid inferences; only one student showed no

understanding in the explanation of ideas and did not contribute to a way of improvement on this skill. With these skills, students were able to improve their level of understanding of vocabulary.

Additionally, it can be concluded that the skill of identification of specific text evidence had to be specific, well-chosen, and strongly supported by the inference made. Most students did not present having any issues with the application of the skill. Therefore, one student showed the need for more understanding of the skill evaluated, representing it as an issue in not comprehending vocabulary. Lastly, the conclusions of the skill of making predictions by identifying predictions from information taken from the text can be stated. In this skill, students did not present any difficulty in the application, making it possible for students to assess vocabulary from texts read. Students showed a positive development in the vocabulary acquired through comprehending ideas.

Lastly, as part of the last strategy applied to skimming and scanning ideas, students needed to evaluate ideas from a text given to make flexible readers and get the information quickly. It can be concluded that as part of the identification of the main information, almost half of the students demonstrated a great ability to identify the main points of the text without having it in front. However, the other part of the class showed the need for improvement due to the lack of understanding of information, which may not have achieved the skill expected. Moreover, students were evaluated on the identification of details in which students had to recall several details from the text without referring directly to the information given. It can be concluded that this skill was successfully achieved by almost half of the students having great knowledge of the application of idea identification from texts given; at the same time, it can be stated that the other part of the class presented

issues while identifying details on the recognition of vocabulary. These skills students showed the ability to improve on these skills.

Additionally, it can be concluded on the skill of locating facts that almost half of the students were able to accurately locate facts in the text and match them with their respective explanations, which was part of the main objective of making successful in the comprehension of ideas and vocabulary assessment, the other part of the class was showing the need of improvement due to little comprehension of vocabulary. Therefore, as part of the main idea recognition skill, almost half of the students understood the text. The other part of the class presented the need for improvement due to a poor application of the strategy and not showing a good understanding of vocabulary assessment. In general words, students showed good improvement in the development of their skills.

### **5.2.3 To evaluate the outcomes of the activities applied in reading comprehension.**

For this objective, the students were first evaluated on their final knowledge of the post-test instrument, their ability to acquire new vocabulary at an advanced level, and their ability to get new ideas by applying the different strategies worked on previous instruments. It can be concluded from their first skill expectation that evaluated if students were able to demonstrate understanding through texts by selecting and describing all relevant ideas and information; only a few students could work on texts with a more advanced level of understanding, on the other side, it was clear that six of the students did not present the expected abilities showing signs of little improvement on the skill applied. Still, it showed improvement in the ability, and only two did it very poorly, showing a lack of

comprehension of what was being done and not having a good understanding of vocabulary usage.

At the same time, the skill of making inferences was evaluated; the students had to draw strong and complex inferences and conclusions about the characters and events supported by the text evidence and logical reasoning. It can be mentioned as a conclusion on this skill that only a few students were able to successfully achieve at a very good level the main objective expected on the instrument applied. Five students presented weakness in the development of the skill becoming an issue while reading without being able to make clear conclusions from the text read but showed at the same time little improvement in the acquisition of vocabulary; at the same time, three students showed signs of needing improvement on the ability.

Later, on the extending understanding skill, it can be concluded that only a few students could critically analyze text ideas and share opinions, provide accurate and complete supporting details, and make connections. On the other hand, six students showed little struggle with this skill, making it possible to connect ideas read to the information they were being asked for and showing improvement in understanding texts. Only two students could not achieve the level of understanding of the vocabulary that was expected. After applying the instrument, a general conclusion on this instrument can be mentioned that most students showed the ability to work on texts with an advanced vocabulary level and showed a good improvement in vocabulary slowly. Few were not ready to work on more advanced texts due to the low level of comprehension and poor application of strategies on the information read.

Furthermore, the students were addressed by a survey in order to know the student's position on reading comprehension and vocabulary acquisition. When it comes to how often read in English, almost all of the students showed to do it very frequently and had it a regular habit. Therefore, in regard to their preference for reading, the majority of the students stated that what they normally read was comics, making it a good option to improve vocabulary; then, it can be concluded that most of the students thought that reading was important to be able to understand main ideas of the texts contributing to the good understanding of vocabulary acquisition.

It can be stated at the same time, the students considered reading and speaking the strongest abilities to improve vocabulary and being the ones they were good at, by concluding the benefits of understanding a reading students mentioned several options, however, the most predominant were that from reading vocabulary could be improved and by main ideas found in reading comprehension they were able to understand texts. In regards to thoughts about the most difficult part while working on a reading comprehension exercise, was stated by most of the students the analysis of questions due to the poor comprehension of words and the lack of understanding and idea connection.

Most students conclude that reading gives us very important tools for living and that it teaches us new words. They also say that when they do not know a word in reading comprehension, they look for words that can help identify the main ideas, improving their level of vocabulary in this way.

In addition, another conclusion was that vocabulary could be learnt through readings. Most students thought it was the best way to learn vocabulary. Lastly, regarding

the contribution to a better understanding of texts, it can be stated by the majority that it could be done by identifying main ideas that can help you summarize. As a general conclusion of this part, students had a clear understanding of the role of reading comprehension in the acquisition of vocabulary and how useful it could be in their daily lives by recognizing the different scenarios and strategies to understand the context of a text.

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

During the study's application, the importance of students understanding vocabulary through reading comprehension can be seen. From the first instrument applied related to the class observation was seen their involvement with the different reading activities done, how they struggled with vocabulary found in questions and texts, and the use of strategies applied. Later on, they showed their comprehension abilities on the pre-test in which they successfully worked on the first part, achieving that most of the students could overcome the first knowledge instrument.

Then, during the application of the in-between activities, the students were showing great understanding of how each of the techniques worked and started showing improvement in the analysis of vocabulary and idea recognition on the application the different techniques despite the level of difficulty in one of the techniques almost half of the class was able to achieve it. On the last instrument, the post test, was applied to show the final improvement of the students in the comprehension of texts at an advance level which was seen the improvement in the majority of the students at a very good or acceptable level. For this reason can be stated that based on results projected how students were improving their level of understanding vocabulary slowly through the analysis of

different texts, and the research question states the same: How can vocabulary be improved through reading comprehension in sixth grade students at Taller Pedagogico Montebello in Heredia during the second quarter of 2024?

#### **5.4 Unexpected Results**

Although most of the results were positive on the last instrument of the in-between activities applied to evaluate the advanced level of comprehension by four students and six doing it acceptably, it was shown a good level of improvement in the comprehension of texts and vocabulary acquisition through the resolution of the different instruments containing reading exercises in which they put into practice the different techniques applied. Few students showed the need for improvement at a greater level than the others due to the poor application of strategies and vocabulary recognition. However, all students still needed help in general concepts the demonstration of understanding, making inferences, and extending understanding but were able to develop their abilities in the acquisition of vocabulary through reading comprehension at their own pace.

#### **5.5 Recommendations**

Through the development of the study, it can be recommended the following for any future investigation:

**5.5.1** It is important to know if university students are planning to work on the thesis during the second term of the year, it has to be taken into account the mid-term school vacation period of students for them to work on the application of instruments.

**5.5.2** It is important to consider the schedule of the students for the arrangement of the tasks since they may have extracurricular activities on the chosen days.

**5.5.3** During the realization of the activities, it was worked on online activities and some of the students needed some help with the connection. It is important to consider how the activities will work if they use internet connection or not and have an extra activity if the connection is down.

**5.5.4** As part of the activities planned on the lesson plan, the students were taken outside the classroom to work in groups. It is recommended to understand how the students work in class to make proper groups.

**5.5.5** During the application of instruments, it is important to take into account the length of them since the students may lose interest while working on them.

**5.5.6** When working on the different activities, it is important for the students to have clear instructions to avoid having misunderstanding issues with the activities that have to be done.

**5.5.7** It is important to understand that with the realization of this study on how reading comprehension can enhance vocabulary, it can be analyzed later in any future investigation with the improvement of creativity for written production.

## References

Bhatia, M. K. (2017). Data Analysis and its importance. *International Research Journal of Advanced Engineering and Science*, 3.

Britannica Encyclopedia. (2024, January 10). Concept of Vocabulary. Retrieved from <https://www.britannica.com/topic/vocabulary>

Bruggink, M., Swart, N., Van Der Lee, A., & Segers, E. (2022). *Putting PIRLS to Use in Classrooms Across the Globe: Evidence-Based Contributions for Teaching Reading Comprehension in a Multilingual Context*. Springer.

Busy Books Australia. (2023, November 26). *Exploring Cause and Effect Relationships Through Children's Literature*. Retrieved from <https://busybooksaustralia.com.au/exploring-cause-and-effect-relationships-through-childrens-literature/>

Carreker, S., & Birsh, J. R. (2018). *Multisensory Teaching of Basic Language Skills Activity Book*. Brookes Publishing Company.

Children's Learning Institute. (2023, January 25). *Five Research-Based Ways to Teach Vocabulary*. Retrieved from <https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary>

Ciuffetelli, P. (2018). *A guided reading research review*. Nelson Cengage Company

Collins Dictionary. (2024). *Definition of Reading Comprehension*. Retrieved from <https://www.collinsdictionary.com/dictionary/english/reading-comprehension>

Day, R. R. (2020). *Teaching reading, revised*. TESOL Press

Den, O. (2019). Profiling children's reading comprehension: A dynamic approach. *Elsevier*.

Dias, G. A. (2020, September). *Effectiveness of Vocabulary Learning Strategies in Proper Reading Comprehension and English as a Foreign Language*. Retrieved from [https://intellectum.unisabana.edu.co/bitstream/handle/10818/46581/Effectiveness%20of%20Vocabulary%20Learning%20Strategies\\_1.pdf?sequence=1&isAllowed=y](https://intellectum.unisabana.edu.co/bitstream/handle/10818/46581/Effectiveness%20of%20Vocabulary%20Learning%20Strategies_1.pdf?sequence=1&isAllowed=y)

Ellis, C., Holston, S., Drake, G., Putman, H., Swisher, A., & Peske, H. (2023). *Teacher Prep Review: Strengthening Elementary Reading Instruction*. Washington, DC: National Council on Teacher Quality.

Ehrlich, I. (2021). *Teaching Vocabulary*. TESOL Press.

Fabio, V. (2024). *Action Research: What it is, Stages & Examples*. Retrieved from [https://www.questionpro.com/blog/action-research/#what\\_is\\_action\\_research?](https://www.questionpro.com/blog/action-research/#what_is_action_research?)

Gormandy White, M. (2021, March 9). *How to Assess Vocabulary: Ideas for Measuring Progress*. Retrieved from <https://www.yourdictionary.com/articles/assess-vocabulary-ideas>

Grabe, W., & Yamashita, J. (2022). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press.

Hammond, K. (2022, October 9). *What is an Inference? Plus, inference vs Drawing Conclusions*. Retrieved from <https://www.theclassroom.com/difference-between-inference-drawing-conclusions-4962.html>

Kaur, H. (2015). Mixed Methods Research. *Academike: Articles on legal issues*, 1.

- Lauzon, N. (2020). *Checklists and Achievement charts*. Retrieved from <https://www.ldatschool.ca/checklists-achievement-charts/>
- Moreno. A., Chamorro. C., & Bejarano. S. (2022). *Learn English in an Easy Fast and Fun Way*. Dirección de Publicaciones Científicas.
- Moriarty. P., & Tomasson. J. (2018). *Integrated Reading and Writing Level 1*. Common Attribution 4.0 International License.
- Muhammadu, B. (2018). *Introduction to Teaching Reading in Primary 1-3: Student Teacher Resource Book*. USAID.
- Nafa, M. S. (2022). *Broad Guide to Reading and Comprehension*. Cambridge Scholars Publishing.
- Nation, I. S. P., & Macalister, J. (2020). *Teaching ESL/EFL Reading and Writing*. ESL & Applied Linguistics Professional Series.
- Neumann, L. (2020, October 9). *Descriptive Research - Definition & Methods*. Retrieved from <https://www.bachelorprint.com/methodology/descriptive-research/>
- Paige, D. (2020, July). Reading Fluency: A brief history, the importance of supporting processes, and the role of assessment. 5. Retrieved from Reading Fluency: A brief history, the importance of supporting processes and the role of assessment.
- Palni. (2023, December 15). *Module 5: Primary, Secondary, and Tertiary Sources*. Retrieved from [https://libguides.palni.edu/instruction\\_resources/ILModule5](https://libguides.palni.edu/instruction_resources/ILModule5)

Parker, S. (2021, December 23). *The Brief History of Reading Instruction*. Retrieved from The Brief History of Reading instruction: <https://www.parkerphonics.com/post/a-brief-history-of-reading-instruction>

Pretorious, E., Murray, S. (2019) *Teaching Reading Comprehension*. OUP Southern Africa.

Publishers, E. E. (2018). *Daily Reading Comprehension, Grade 6*. Daily Reading Comprehension.

Porras, F. H. (n.d.). *Reading Comprehension Input Benefits on the Vocabulary Acquisition of English as*. Retrieved from <https://repositorio.una.ac.cr/bitstream/handle/11056/21709/428.0711%20H557r.pdf?sequence=1&isAllowed=y>

Punkasirikul. P. (2020). *Textbook Development Project*. Khon Kaen University

Rasinski, T., Rupley, W., Paige, D., & Young, C. (2020). *Reading Fluency*. Mdpi Ag.

Rautaki. He., Hua. W. (2018). *Keeping Children Engaged and achieving in reading: Teaching approaches and Strategies that Work*. Crown.

Richard, D., & Farrell, T. (2020). *Teaching Reading*. TESOL Press.

Rivers, W. M. (2018). *Teaching foreign language skills: Second Edition*. University of Chicago Press.

- Serravallo, J. (2018). *Understanding Texts and Readers: Responsive Comprehension Instruction with Leveled Texts*. Heinemann Educational Books.
- Setiyadi, M., Sukirlan, M. (2018). *Teaching Language Skills: Preparing Materials and Selecting Techniques*. GRAHA ILMU.
- Siddhatha, S. (2019). Descriptive Research. *Journal of Emerging Technologies and Innovative Research*, 1.
- Sreekumar, D. (2023, March 23). *What is Quantitative Research? Definition, Methods, Types, and Examples*. Retrieved from <https://researcher.life/blogarticle/what-is-quantitative-research-types-and-examples/>
- Study Smarter. (2024). *Secondary Sources*. Retrieved from <https://www.studysmarter.co.uk/explanations/english/synthesis-essay/secondary-source/>
- Taylor, S. (2019). *Reading for Meaning: A guide to research on best-practice teaching of comprehension in today's world*. Oxford University Press.
- Tejeda's Tots. (2024). *The why and how of teaching comparing and contrasting*. Retrieved from <https://www.tejedastots.com/the-why-and-how-of-teaching-comparing-and-contrasting/>
- Thahirah, A. (2021). *Improving students' vocabulary mastery in reading by using extensive reading*. Retrieved from Improving Students Vocabulary Mastery in Reading by using extensive reading: <https://repository.ar->

raniry.ac.id/id/eprint/20544/1/Anis%20Thahirah,%20170203104,%20FTK,%20PBI  
%20.pdf

Tenny, S., Brannan, J., & Brannan, G. (2024). *Quality Study*. StatPearls Publishing LLC.

University of Minnesota Crookston. (2024). *Primary, Secondary, and Tertiary Sources*.

Retrieved from <https://crk.umn.edu/library/primary-secondary-and-tertiary-sources>

Voyager Sopris Learning. (2023, February 16). *What Is Morphemic Analysis and Why Is It*

*Important?* Retrieved from <https://www.voyagersopris.com/vsl/blog/what-is-morphemic-analysis-and-why-is-it-important>

## Appendixes

### Lesson Plan



## TALLER PEDAGÓGICO MONTEBELLO

Primary  
MONTHLY PLANNING



**Educator:** Dayann Rojas Álvarez    **Level:** Sixth Grade    **Beginning date:** June  
**Ending date:** June    **Subject:** English

<p><b>Level</b> <b>Sixth grade</b></p>	<p><b>Topic:</b> Strategies to improve Reading Comprehension <b>Objective:</b> To recognize different strategies used in the comprehension of texts and vocabulary acquisition.</p> <p><b>Contents</b></p> <ul style="list-style-type: none"> <li>• <b>Initial Observation</b></li> <li>• <b>Pre-test</b></li> <li>• <b>Activating Prior Knowledge</b></li> <li>• <b>Making Inferences and Predictions</b></li> <li>• <b>Skimming and Scanning</b></li> <li>• <b>Post – Test</b></li> <li>• <b>Final Survey</b></li> </ul>
--	--

CONTENTS	ACTIVITIES	ASSESSMENT
<p><b>Class 1</b></p> <p><b>Initial Observation</b></p>	<p>The T will observe a reading class and see the students' behavior.</p>	<p>Reading Comprehension Rubric Assessment</p> <p>Oral Feedback</p> <p>Board Revision</p>
<p><b>Class 2</b></p> <p><b>Reading Comprehension concept</b></p> <p><b>Pre-test</b></p>	<p><b>Wu.</b> The ss will be asked for some of their favorite reading topics / fields to be written on the board as a brainstorming.</p> <p>The ss will look for an example of a reading related to the field to be shared to the rest of the class.</p> <p>The ss will create an online glossary with 5 unknown words and will be asked to provide a definition. Ss can make use any practical tool for that.</p> <p>Glossaries must be shared to the rest of the class.</p> <p><b>Closing.</b> The ss will work on a pre-test activity in order to know their reading skills.</p>	<p>Reading Comprehension Rubric Assessment</p> <p>Oral Feedback</p> <p>Board Revision</p>

<p><b>Class 3</b></p> <p><b>Activating Prior Knowledge</b></p>	<p><b>Wu.</b> The ss will be sitting in groups of three for them to talk about the concept of internet and make a brainstorming with as many ideas as they can. Ss will organize information into categories for it to be understood easily.</p> <p>The T will ask the ss for what prior knowledge is and will provide some examples of strategies. <b>(See appendix 1)</b></p> <p>The ss will be given a poster related to "Discrimination". In the same groups the ss will write what they know about discrimination. Afterwards, ss will go to another group to exchange ideas. A poster must be created with both responses. <b>(See appendix 2)</b></p> <p>Posters will be presented to the rest of the class.</p> <p><b>Closing.</b> The ss will work individually on the exercises about Prior knowledge activation.</p>	<p>Reading Comprehension Rubric Assessment</p> <p>Oral Feedback</p> <p>Board Revision</p>
<p><b>Class 4</b></p> <p><b>Making Inferences and Predictions</b></p>	<p><b>Wu.</b> The ss will be asked for what they know about "Volcanoes"</p> <p>The ss will be sitting in pairs for them to infer what happened in the story as an introduction to the strategy that will be worked. <b>(See appendix 3)</b></p> <p>The ss will read a short passage about "Volcanoes" in where they will have to infer the answers from context. <b>(See appendix 4)</b></p> <p>The ss will be given a worksheet containing images in which they will have to make the predictions per each. <b>(See appendix 5)</b></p> <p>The T will explain the difference between predictions and inferences by the use of a picture. <b>(See appendix 6)</b></p> <p><b>Closing.</b> The ss will work individually on an Inference and Prediction Assessment in order to review concepts.</p>	<p>Reading Comprehension Rubric Assessment</p> <p>Oral Feedback</p> <p>Board Revision</p>

<p><b>Class 5</b></p> <p><b>Skimming and Scanning</b></p>	<p><b>Wu.</b> The ss will be given couple advertisements for them to analyze them. The ss will be given 5 minutes, to study their advertisement and identify the main message, target audience, and key elements, such as product features and benefits. <b>(See appendix 7)</b></p> <p>The ss will analyze in the same groups a paragraph with the technique skimming. <b>(See appendix 8)</b></p> <p>The ss will be grouped for them to practice the scanning technique on a practice given <b>(See appendix 9)</b></p> <p>The ss will be explained the main difference between skimming and scanning by the use of an image. <b>(See appendix 10)</b></p> <p><b>Closing.</b> The ss will work individually on an assessment about skimming and scanning.</p>	<p>Reading Comprehension Rubric Assessment</p> <p>Oral Feedback</p> <p>Board Revision</p>
<p><b>Class 6</b></p> <p><b>Post –test activity</b></p> <p><b>Survey</b></p>	<p><b>Wu.</b> The ss will be grouped in groups of three and will work on a word list worksheet. The ss will have to think as a group a word representing each letter. The ss will have for this 8 min. <b>(See appendix 11)</b></p> <p>The ss will be taken to the basketball field to play a board game related to different aspects of reading. Ss will have to write their answers on a piece of paper to be shared with the T. <b>(See appendix 12)</b></p> <p>The ss will work on an exercise on the post activity exercises.</p> <p><b>Closing.</b> The T. will apply a survey to know the ss opinions about specific topics.</p>	<p>Reading Comprehension Rubric Assessment</p> <p>Oral Feedback</p> <p>Board Revision</p>

Lesson Plan Appendixes

Appendix 1

# 11 Ways to Assess Students Prior Knowledge

By Med Kharbach, PhD

## 1 Quizzes and Surveys



Short quizzes or surveys on the upcoming topic can reveal what students already know.

## 2 KWL Charts



These charts help students articulate what they already know about a topic, what they want to learn, and, eventually, what they have learned.

## 3 Classroom Discussions

Open-ended questions or prompts can encourage students to share what they know about a subject.



## 4 Think-Pair-Sahre

Students first think about a question individually, then discuss it with a partner, and finally share their thoughts with the class.



## 5 Mind Maps



Students create a visual representation of what they know about a topic. This can be done individually or as a group activity.

## 6 Graphic Organizers

Tools like Venn diagrams or flow charts help students organize their thoughts and demonstrate their understanding of relationships between concepts.



## 7 Classroom Polls

Using technology like clickers or polling software, you can quickly gauge students' understanding.



## 8 Reflective Writing

Encourage students to write about what they know or think they know about a topic before it's taught.



## 9 Games

Engaging formats like Jeopardy-style reviews or Kahoot quizzes can make the assessment of prior knowledge fun and interactive.



## 10 One-on-one Conferences

Brief meetings with students can elicit detailed information about their understanding and feelings towards the subject matter.



## 11 Entry Tickets

At the beginning of a lesson or unit, ask students to write down what they know about the topic.



Appendix 2



## Appendix 3

# MAKING INFERENCES

What can you infer from this part of the text?

Jackson and his friend were throwing a frisbee. Jackson heard a loud engine noise up above. He looked to see what it was, but suddenly he fell onto the ground with a sore stomach. His friend was telling him he would look after him.

What can you infer from this part of the text?

What can you infer from the picture?



What can you infer from this part of the text?

# MAKING INFERENCES



Name: \_\_\_\_\_

## THE VOLCANO

The explorers were hiking to the highest ridge of the volcano to collect data for science. Beads of sweat were dripping down their bodies as they walked higher and higher. Finally they reached the top and started collecting the samples for their research. Without warning the ground beneath them started to tremble powerfully. "It's erupting!" they screamed, "RUN!" They sped down the volcano as a dark grey cloud spewed from above. Ash and rock started to rain down on them as they raced towards safety. A thunderous BOOM sounded and they could feel the heat of the lava behind them. They sprinted down until they reached the helicopter. Up, up, up into the air they went. They made it!

1. How do you think the explorers felt when they realised the volcano was erupting?

How did you make this inference?

2. Why do you think beads of sweat were dripping down their bodies?






How did you make this inference?

3. How do you think the explorers initially arrived at the volcano?



How did you make this inference?

# Making Predictions

Fill in your prediction for each event.

Event	Prediction
1) 	I predict that _____ _____ _____
2) 	I predict that _____ _____ _____
3) 	I predict that _____ _____ _____
4) 	I predict that _____ _____ _____
5) 	I predict that _____ _____ _____


## Appendix 6

<b>PREDICTIONS</b> 	<b>INFERENCES</b> 
-Use background knowledge.	-Use background knowledge.
-Use evidence from the text.	-Use evidence from the text.
-Guess what will happen next.	-Guess about something the author DID NOT tell you about.
-You will find out if your prediction is correct.	-You don't always find out if your inferences are correct.

Appendix 7

# More than 55% of your daily protein needs

And a higher level of many vitamins and minerals than the average Australian meal.



Keeping you and your children in good health makes good sense...and good business. And we think our food is as good for you as it is good to eat. We're not suggesting, of course, that a meal at McDonald's gives you all the nutrients you need.

But it is true that a meal of a BIG MAC<sup>®</sup>, a McDonald's strawberry milk Shake and a (regular) serving of French Fries, provides a substantial proportion of your daily requirements of many nutrients. While this meal combination supplies 40% of the total body requirements of calories, it provides more than 55% of the daily need for protein and greater than 50% of the daily need of many important vitamins and minerals.

The table below indicates specific nutrition information on the illustrated meal.

If you would like further information about McDonald's food, ask at any McDonald's restaurant for our 'Nutritional Look at McDonald's' leaflet. We want you to enjoy our good food... and enjoy it in good health.

**NUTRITION INFORMATION\***


The meal combination illustrated here contains the following nutrients in relation to the Recommended Australian Daily Allowances of Protein, Vitamins and Minerals for an average Adult male aged 18 to 35 years. #

*Protein	59%	Riboflavin	44%
Vitamin A	18%	Niacin	33%
Vitamin C	75%	Iron	54%
Thiamin	25%	Calcium	77%

\*Nutritional analysis conducted by School of Food Science, University of New South Wales, Randwick, NSW, Australia. Composition of Australian Brands. 3. Foods have a major base food class. Food Technology in Australia, volume 2, pp 363-366, July, 1980.

#Dietary allowances for use in Australia issued by the Commonwealth Department of Health.

Mc-D3081/80



## Fairy lasts 2x longer than the next best-selling brand



Over the years, generations of families have trusted Fairy's cleaning power because it lasts a long, long time. And today it lasts twice as long as the next best-selling brand.

**That's FAIRYCONOMY**

Based on AC Nielsen data, 1988.

## Appendix 8

**Read the following information and skim the answers.**

**Text C****When to Go**

The time you go depends on what you want to do. For example, if you want to do outdoor activities such as walking, cycling or canoeing then you need to choose a time when the weather is dry. If you prefer a more relaxed holiday spent sunbathing and swimming then the weather should not be too hot.

1. What does the time you go depend on?
2. What are some examples of outdoor activities?
3. What do you do on a relaxing holiday?

**Text D****What to Take**





Most people take too much when they travel, travel light is the key! Remember you will have to carry it and heavy luggage soon becomes a nightmare. Take enough clothes (but not too many), a towel, soap, shampoo and your travel documents and money.

1. What do most people take when they travel?
2. What is the best solution?
3. Which six items should you take with you?

## READING (Scanning) MOVIE ADVERTISEMENTS



- Read the ads and decide if each statement is true or false.

<p><b>MOVIE WORLD CINEMA</b></p>  <p>Yes, we're open seven days a week!</p> <p>Location: 1015 Broadway Street (next to the DVD rental shop)</p> <p>Like us on Facebook and win a free movie ticket!</p>	<p><b>Jurassic Bark</b></p> <p>Watch these barking mad dinos go wild!</p> <p>In 3D</p>  <p>"Best science fiction movie of the year!"</p> <p><b>SHOW TIMES</b></p> <p>10:00 am 5:30 pm 12:30 pm 8:00 pm 3:00 pm</p>	<p><b>Funny Bone</b></p> <p>Lots of fun for the whole family!</p>  <p>"You'll laugh your socks off!" "I'm still laughing!"</p> <p><b>SHOW TIMES</b></p> <p>9:30 am 4:30 pm 11:45 am 6:00 pm 1:45 pm 8:30 pm</p>	<p><b>Car Wars III</b></p> <p>An "out-of-this-world" movie about ... you guessed it, cars!</p>  <p>"Two thumbs up!" "The action movie you can't miss!"</p> <p><b>SHOW TIMES</b></p> <p>12:45 pm 7:30 pm 3:45 pm 9:30 pm 5:30 pm</p>
--	--	--	--

- The movie theater is closed on Tuesdays. **TRUE / FALSE**
- 'Car Wars III' is an action movie. **TRUE / FALSE**
- The last showing of 'Funny Bone' is at 9:30. **TRUE / FALSE**
- The first showing of 'Jurassic Bark' is at 10:00. **TRUE / FALSE**
- You can win a free movie ticket by going on-line. **TRUE / FALSE**
- There aren't any morning show times for 'Car Wars III'. **TRUE / FALSE**
- 'Funny Bone' is a good movie for children. **TRUE / FALSE**
- You can watch 'Cars Wars III' in 3D. **TRUE / FALSE**
- One of the movies is a comedy. **TRUE / FALSE**
- You can rent DVDs at the movie theater. **TRUE / FALSE**

## Appendix 10

**Skim**  
when you want to read something quickly to get a general idea.

**and**

**Scan**  
when you want to read something quickly to find a specific piece of information.

Move your eyes quickly over the page to get the information you need.

- Read the table of contents.
- Read the opening and closing sentences of paragraphs.
- Read headings and subheadings.
- Look at any illustrations or graphic features.

Skim if you are previewing a book for selection.

Skim if you are rereading some pages before moving on in a book.

Skim when looking through a newspaper or magazine.

- Look for key words related to your topic.
- Look for bold print and italics.
- Look for words in larger font sizes.
- Look through bulleted information and sidebars.

Scan if you have a question that you need answered.

Scan when trying to find a phone number, looking in a dictionary, or searching through an index.

# VOCABULARY BUILDING

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## READING

- Use a dictionary to help you complete the chart below. All of the words must begin with the letter of the alphabet given. Some letters may have many different answers, while others may not have an answer.

A	<i>article</i>	N	_____
B	_____	O	_____
C	_____	P	_____
D	_____	Q	_____
E	_____	R	_____
F	_____	S	_____
G	_____	T	_____
H	_____	U	_____
I	_____	V	_____
J	_____	W	_____
K	_____	X	_____
L	_____	Y	_____
M	_____	Z	_____

# Let's Talk

## READING



Find your question by rolling your die twice. The 1<sup>st</sup> roll determines the number on the top. The 2<sup>nd</sup> roll determines the number on the left. Talk for one / two minute(s) about that topic. Your classmates will ask you follow-up questions. Your classmates can ask you anything if you land on "Ask Any Question".

1 2 3 4 5 6



1	Who is your favorite author? Why?	Compare reading a novel and watching a movie.	News from newspapers or from TV: which is better?	Do you like reading: are you a bookworm?	Short stories or poetry: which do you prefer?
2	At what age should a child learn how to read?	Do you enjoy going to book stores?	Do you prefer fiction or non-fiction?	Compare hard cover and soft cover books.	Do you enjoy spending time in libraries?
3	Do you enjoy reading biographies? Why (not)?	Describe one of your favorite magazines.	Describe how to use a dictionary.	Do you spend enough time reading?	Do you enjoy reading e-mails? Why (not)?
4	Why is learning to read important?	How can you improve your reading skills?	What kinds of books are on your bookshelf at home?	What are some recent newspaper headlines?	Is reading bad for your eyes? Why (not)?
5	Can reading make you a smarter person?	Reading a novel or watching a movie: which is better?	Ask any question!	Ask any question!	Ask any question!
6	Will the internet ever replace reading?	Reading a story or writing one: which is more fun?	Compare reading and listening to someone.	Would you like to work in a library or bookstore?	Talk about the last story you read.

Observation Class

Taller Pedagógico Montebello

Sixth grade

Professor's name:

Rodrigo Zamora

Class:

Sixth grade

Date:

Monday, June 10<sup>th</sup>, 2024

Reading Observation Checklist	
The teacher introduces the topic of analysis.	1 2 3 4
The teacher makes use of additional material to support the reading.	1 2 3 4
The teacher makes a brainstorming with concepts related to topic of discussion.	1 2 3 4
The teacher brings a sequence of events among the different scenes of the story.	1 2 3 4
The teacher implements different techniques according to the reading.	1 2 3 4
The teacher gets involved with student's corrections and provide feedback.	1 2 3 4
The teacher provides support with unknown words.	1 2 3 4
The teacher communicates with a clear purpose and tone.	1 2 3 4
Students are given time for individual /group work.	1 2 3 4
Students manage different techniques to get vocabulary.	1 2 3 4
Students have a sufficient range of vocabulary related to the topic.	1 2 3 4
Students show interest on the activities assigned.	1 2 3 4
Students participate actively while reading.	1 2 3 4
Students show knowledge on the topic studied.	1 2 3 4
Students feel engaged with the topic of discussion.	1 2 3 4
Students make questions related to the reading.	1 2 3 4
Students elaborate arguments from the story read.	1 2 3 4
Students are able to express their creativity based on thoughts.	1 2 3 4
Students create a link among sentences in relation with the introduction, body, conclusion of the story.	1 2 3 4
Students are able to make conclusions from the story given.	1 2 3 4

4. Excellent

3. Good

2. Needs improvement

1. N/A

Comments:

Students were able to understand the reading by discussion but in the same time had some trouble with vocabulary comprehension that made some ideas difficult to be understood.

Rodrigo Zamora

## Reading Comprehension Activity – Teacher Rodrigo Zamora

### Frankenstein's New Friend

In a small, dimly lit lab, Dr. Victor Frankenstein was at it again. After his first creation's disastrous outcome, he vowed never to create another monster. But loneliness got the better of him. He decided to make a friend for his first creation, hoping this new being would be kinder and more understanding.

Victor worked tirelessly for weeks. He gathered parts, stitched them together with precision, and finally, on a stormy night, he was ready. With a flip of a switch, lightning struck, and the new creature opened its eyes.

To Victor's surprise, the new creation, whom he named Lily, was gentle and curious. She loved reading books and had a particular fascination with poetry. She even helped Victor around the lab, showing a knack for organization and creativity.

When Victor introduced Lily to his first creation, the monster, she wasn't afraid. She extended a hand and smiled. The monster, who had long felt misunderstood and lonely, was taken aback by her kindness.

Over time, Lily and the monster became close friends. They explored the nearby forests, read books, and even started a small garden. Lily's presence brought a sense of peace and happiness that Victor had never seen before.

One day, while walking through the forest, Lily asked the monster about his feelings. The monster confessed his sorrow about being rejected by society. He shared stories of his encounters with humans, each ending in fear and anger. Lily listened intently, offering words of comfort and understanding.

"People fear what they don't understand," she said softly. "But that doesn't mean you're undeserving of love and friendship."

Lily decided to teach the monster about the world through books. They spent hours reading tales of adventure, love, and heroism. The monster was particularly fond of stories where misunderstood characters found happiness and acceptance.

One evening, as they sat by the fire, the monster asked Lily, "Do you think I can ever be accepted by humans?"

Lily thought for a moment before replying, "Acceptance starts with one person. If you show kindness and understanding, others might follow. It won't be easy, but it's possible."

Encouraged by Lily's words, the monster decided to venture into a nearby village, hoping to prove himself. Victor and Lily watched anxiously as he approached the villagers. At first, there was fear and hesitation, but the monster, remembering Lily's advice, extended a hand in peace.

Days passed, and the villagers began to see the monster in a new light. He helped mend their roofs, fix broken tools, and even played with the children. Gradually, their fear turned into curiosity and then acceptance.

Victor was astonished by the transformation. He realized that his creation wasn't the true monster; it was the fear and prejudice in people's hearts. Lily's friendship had shown him the power of empathy and kindness.

One day, as they sat by their garden, Lily turned to the monster and said, "Everyone deserves a friend. Even those who feel like monsters inside."

The monster smiled, finally feeling accepted and understood. For the first time, he felt he had a place in the world, thanks to his new friend, Lily.

**The end.**



### Discussion Questions

1. What were your initial predictions about the story, and how did they compare to the actual events?
2. How did Lily's presence change the dynamic between Victor and the monster?
3. What does Lily symbolize in the story?
4. Can you think of a time when someone's kindness changed a situation for the better?

## Pre-Test

**Pre-test Reading Assessment**  
**Taller Pedagógico Montebello**  
**Sixth Grade - 2024**

Name: Belen Castro Mora

**A. Read the following text and answer the following questions.**

**Preparing food**

Jack was hungry. He walked to the kitchen. He got out some eggs. He took out some oil. He placed a skillet on the stove. Next, he turned on the heat. He poured the oil into the skillet. He cracked the eggs into a bowl. He stirred the eggs. Then, he poured them into the hot skillet. He waited while the eggs cooked. They cooked for two minutes. He heard them cooking. They popped in the oil.

Next, Jack put the eggs on a plate. He placed the plate on the dining room table. Jack loved looking at his eggs. They looked pretty on the white plate. He sat down in the large wooden chair. He thought about the day ahead. He ate the eggs with a spoon. They were good.

He washed the plate with dishwashing soap. Then, he washed the pan. He got a sponge damp. Finally, he wiped down the table. Next, Jack watched TV.

**1) What food was cooked?**

- a Rice
- b Fish
- c Pork
- d Eggs

**2) Where did Jack eat the eggs?**

- a. In front of the TV
- b. At the dining room table
- c. In his room d In the kitchen

**3) How long did the eggs cook?**

- a. 2 minutes
- b. 10 minutes
- c. 3 minutes
- d. 5 minutes

**4) What was the chair made of?**

- a. We do not know
- b. Stone
- c. Metal
- d. Wood

**5) Jack cooked in a skillet. What is another word for skillet?**

- a. Slow cooker
- b. Pan
- c. Microwave
- d. Oven

B. Read and answer the following questions.

THE HISTORY OF CHOCOLATE

The Aztecs made a special drink from cacao beans. They mixed cacao with vanilla, black pepper and honey. Then they poured the drink from height so it had foam. The drink wasn't very sweet, and the Aztecs called it Cacahuatl or "bitter water". Only the king and the nobles drank Cacahuatl. Some people say that the Aztec king Moctezuma II drank 50 cups of Cacahuatl a day. When Hernán Cortés came to Mexico, Moctezuma gave him a Golden cup full of this precious drink.

Hernán Cortés took three chests of cacao beans back to Spain with him in 1528. At first, nobody liked the strange drink. Someone added hot water and sugar to the cacao beans and this drink became popular. The Spaniards tried to keep the recipe secret, but slowly it spread across Europe. By the 1700s, there were chocolate shops in many European cities. Chocolate was very expensive. Only rich people could buy it. In the early 1800s, a doctor in England invented a new chocolate recipe. He added milk instead of water to the mixture of sugar and cacao. Children started drinking hot chocolate, and it became even more popular.

The next step in the transformation of the cacao bean happened in Holland. In 1828, Conrad van Houten made cocoa butter and cocoa powder from the beans. This was the start of solid chocolate. With this new method, a company called Fry's of England made the first chocolate bar in 1847. Then in 1876, the Swiss company Nestlé added milk to the recipe and made the first milk chocolate bar.

At first, chocolate bars were very expensive, but then, in 1894, Hershey's made the first cheap chocolate bar. Other chocolate companies did the same, and soon ordinary people were buying chocolate in stores all over the world.

1. What did the Aztecs mix with cacao?

Vanilla, black pepper and honey

2. What was the drink called?

Cacahuatl

3. Was the drink sweet?

Because pour 50 cups of cacahuatl & It wasn't very sweet.

4. Who did Moctezuma II meet?

Is Aztec & Hernán Cortés

5. How many chests did Hernán Cortés take to Spain?

He take three chests

6. What did the Spaniards add to the recipe?

A secret & hot water and sugar.

7. What did an England doctor add to the recipe?

He invented a new chocolate recipe.

8. when was the first milk chocolate bar made?

In 1847 & 1876

9. Were the first chocolate bars expensive?

Is in the swiss company Nestlé & yes, it was.

Student's name: Belen Castro Score: 75 Obt. Pts: 12

Reading Assessment Rubric

Reading Skill Expectation	Level of accomplishment
<p><b>Demonstrates understanding</b></p> <p>The student demonstrates a thorough understanding of text by selecting and describing all relevant ideas and information.</p>	1 2 <u>3</u> 4
<p><b>Makes inferences</b></p> <p>The student draws strong and complex inferences and conclusions about character and events supported by text evidence and logical reasoning.</p>	1 2 <u>3</u> 4
<p><b>Extends Understanding</b></p> <p>The student critically analyzes text ideas and shares opinion, provides accurate, relevant, and complete supporting details, and connections.</p>	1 2 <u>3</u> 4
<p><b>Answers questions</b></p> <p>The student analyses main ideas and supporting details on the identification of keywords to be provided in written answers.</p>	1 2 <u>3</u> 4

4. Excellent 3. Very Good 2. Acceptable 1. Needs Improvement

Comments:

The student didn't know words from the reading

## Pre-test Reading Assessment

### Taller Pedagógico Montebello

#### Sixth Grade - 2024

154

Name: \_\_\_\_\_

#### A. Read the following text and answer the following questions.

##### Preparing food

Jack was hungry. He walked to the kitchen. He got out some eggs. He took out some oil. He placed a skillet on the stove. Next, he turned on the heat. He poured the oil into the skillet. He cracked the eggs into a bowl. He stirred the eggs. Then, he poured them into the hot skillet. He waited while the eggs cooked. They cooked for two minutes. He heard them cooking. They popped in the oil.

Next, Jack put the eggs on a plate. He placed the plate on the dining room table. Jack loved looking at his eggs. They looked pretty on the white plate. He sat down in the large wooden chair. He thought about the day ahead. He ate the eggs with a spoon. They were good.

He washed the plate with dishwashing soap. Then, he washed the pan. He got a sponge damp. Finally, he wiped down the table. Next, Jack watched TV.

#### 1) What food was cooked?

- a Rice
- b Fish
- c Pork
- d Eggs

#### 2) Where did Jack eat the eggs?

- a. In front of the TV
- b. At the dining room table
- c. In his room d In the kitchen

#### 3) How long did the eggs cook?

- a. 2 minutes
- b. 10 minutes
- c. 3 minutes
- d. 5 minutes



## Activating Prior Knowledge Instrument

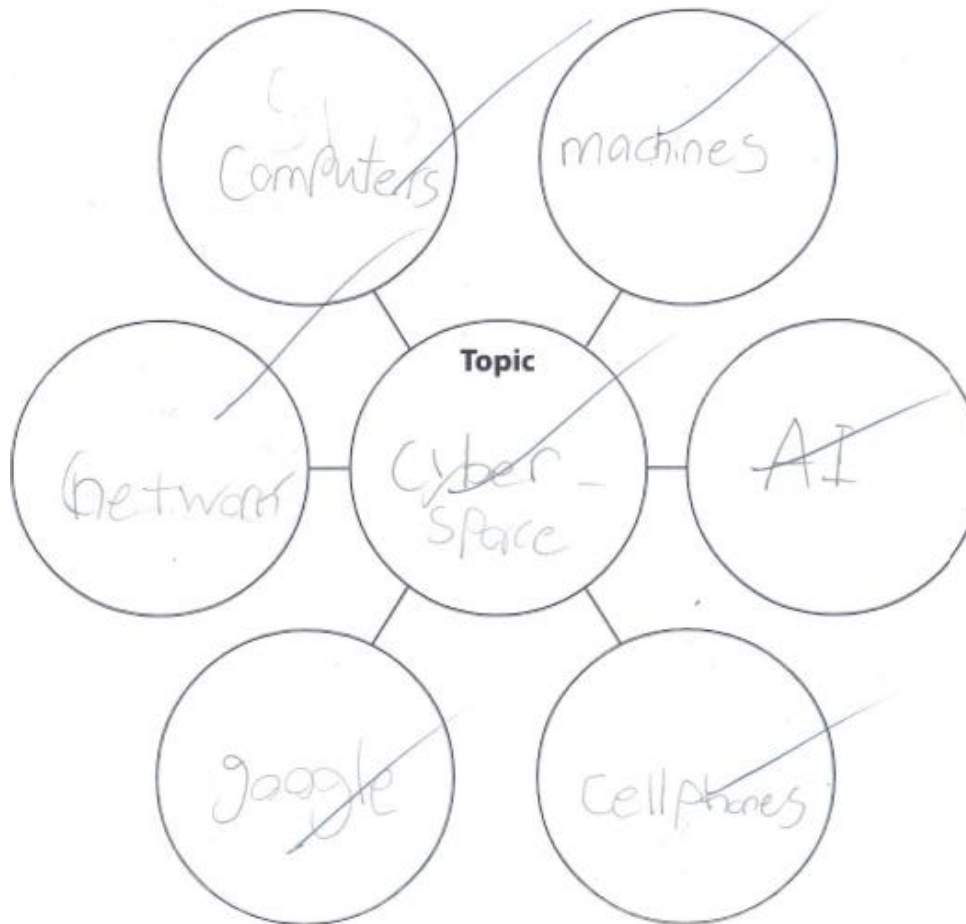
Reading Comprehension Assessment

Taller Pedagógico Montebello

Sixth grade

Name: Doniz 1

A. Look at the following concept map and brainstorm what you know about the topic "Cyberspace". In the center circle write the main topic and on the outer circles related ideas to it.



B. Read the text and answer the given questions.

### WELCOME TO CYBERSPACE!

Travel around the magnificent world of the Internet with COMEWITHUS.COM.

The Internet: a world of information, entertainment and communication. Are you on-line? If not, think about what you're missing. You could get the latest news it even appears TV: you could take part in discussions about things that interest you with people from around the world; you could make new friends who share your ideas and hobbies; you could send messages to your friends abroad – they will reach them immediately, and at a minimum cost; you could go shopping for anything, anywhere in the world, and pay much less than you would in a shop.

All you need to do is call us FREE on 0800-600-600, and we will take care of everything!

Everything you need will come to your house in 24 hours, and you will be ready to start surfing the net!

And, with COMEWITHUS.COM, going on the Internet will cost you very little. For £25 a month, you can have your own Internet connection, and your own e-mail address. So call us now, on 0800-600-600, and start exploring the wonderful world of the Internet!

1. "COMEWITHUS.COM" sell

- a) TVs
- b) telephones
- c) Internet connections

2. According to the advertisement, with "COMEWITHUS.COM" you can

- a) make new friends
- b) travel abroad
- c) appear on TV

3. If you want to connect to the Internet with "COMEWITHUS.COM" you have to

- a) send them a message
- b) call them
- c) take part in a discussion

4. Calling "COMEWITHUS.COM" on the phone will cost you

- a) a fortune  
 b) very little → (X)  
 c) nothing

5. What do "COMEWITHUS.COM" give you for £25 per month?

- a) a computer  
 b) an Internet connection  
 c) a free telephone

Student's name: Daniel Martinez Score: 94 Obj. Pts: 15

Reading Assessment Rubric

Category	Level of accomplishment
<b>Identifies key elements</b> The student identifies the main point of the text without having the text in front of him/her.	1 2 3 <u>4</u>
<b>Identifies details</b> The student recalls several details from the text without referring directly to the information given.	1 2 3 <u>4</u>
<b>Locates facts</b> The students accurately locates facts in the text and match them with their respective explanation.	1 2 <u>3</u> 4
<b>Summarizes</b> The student uses main ideas to describe what the text is about.	1 2 3 <u>4</u>

4. Excellent 3. Very Good 2. Acceptable 1. Needs improvement

Comments:

Concepts were managed correctly.

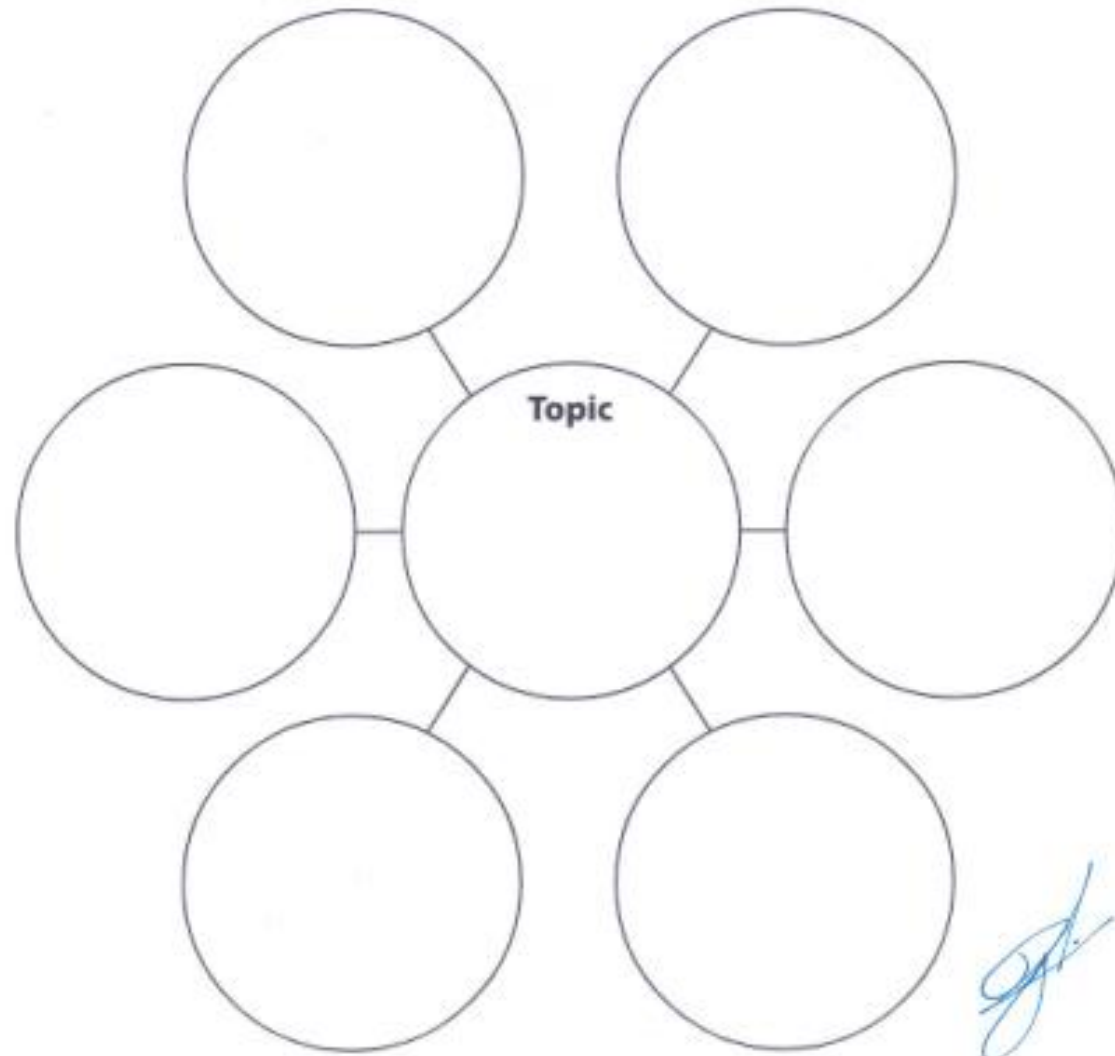
## Reading Comprehension Assessment

Taller Pedagógico Montebello

Sixth grade

Name: \_\_\_\_\_

A. Look at the following concept map and brainstorm what you know about the topic "Cyberspace". In the center circle write the main topic and on the outer circles related ideas to it.



## Making Inferences and Predictions Instrument

### Reading Comprehension Assessment

Taller Pedagógico Montebello

Sixth grade

Directions: Read each of the short text passages. Use text evidence, combined with your common sense, to predict what might happen next. Write your predictions on the lines that have been provided for you. Be sure to use complete sentences. Answers may vary, so be creative.

1.) Natalie got up in the middle of the night to get a snack of milk and cookies. Natalie remembered to put the lid back on the cookie jar, but she forgot to put the milk carton back in the refrigerator. What might happen next?

I predict the milk will get bad.

2.) The Wilsons were enjoying a family picnic in the park. They had just finished their delicious lunch when the sky began to grow dark. They were looking forward to dessert when they heard a loud boom. What might happen next?

I predict the Wilsons will go back home and won't eat dessert.

3.) Mrs. Lopez handed out copies of the test. Danny hadn't studied for it. He didn't think that he needed to. It had been his birthday last week and he was counting on his birthday wish to come true. Danny's wish had been that he would get straight "A"s on his next report card. What might happen next?

I predict he will fail the exam.

Student's name: Dylan Riley Score: 100 Obl. Pts: 16

Making inferences and predictions Rubric

Category	Level of accomplishment
Correct inference with many supporting details, good explanations, and well-chosen examples with vocabulary provided.	1 2 3 <u>4</u>
Explanation is very specific and shows that the student can make valid inferences.	1 2 3 <u>4</u>
Text evidence is specific, well-chosen and strongly supports the inference made.	1 2 3 <u>4</u>
Predictions can be made from information taken from the text.	1 2 3 <u>4</u>

4. Excellent    3. Very Good    2. Acceptable    1. Needs Improvement

Comments: I decs were inferred correctly.

Taller Pedagógico Montebello

Sixth grade

Directions: Read each of the short text passages. Use text evidence, combined with your common sense, to predict what might happen next. Write your predictions on the lines that have been provided for you. Be sure to use complete sentences. Answers may vary, so be creative.

1.) Natalie got up in the middle of the night to get a snack of milk and cookies. Natalie remembered to put the lid back on the cookie jar, but she forgot to put the milk carton back in the refrigerator. What might happen next?

---

---

---

---

---

---

---

2.) The Wilsons were enjoying a family picnic in the park. They had just finished their delicious lunch when the sky began to grow dark. They were looking forward to dessert when they heard a loud boom. What might happen next?

---

---

---

---

---

---

---

3.) Mrs. Lopez handed out copies of the test. Danny hadn't studied for it. He didn't think that he needed to. It had been his birthday last week and he was counting on his birthday wish to come true. Danny's wish had been that he would get straight "A"s on his next report card. What might happen next?

---

---

---

---

---

---

---



## Skimming and Scanning Instrument

Reading Comprehension Assessment

Taller Pedagógico Montebello

Sixth grade

Name: Diego Valverde

A. Look at this text and then answer the next seven questions applying the technique Skimming and Scanning.

### PHOBIAS

#### What is a phobia?

A phobia is an intense fear or feeling of anxiety that occurs only in a particular situation that frightens you.

This might be something as seemingly logical as a fear of heights, or as illogical as a fear of the colour green. At other times you don't feel anxious. For example, if you have a phobia of spiders (as millions of people do), you only feel anxious when there's a spider around, otherwise you feel fine.

About one in ten people has a significant phobia, although few people seek treatment.

People develop phobias to all sorts of things. Each phobia has its own name. Some (of a very long list) include:

- Musophobia – fear of mice
- Peladophobia – fear of bald people
- Amathophobia – fear of dust
- Pnigophobia – fear of choking or smothering
- Maieusiophobia – fear of childbirth
- Homichlophobia – fear of fog
- Arachibutyrophobia – fear of peanut butter sticking to the roof of the mouth

Phobias make people avoid situations they know will make them anxious, but this can make the phobia worse. A person's life can become increasingly dominated by the precautions they take to avoid a situation they fear. You may know there's no real danger and you may feel embarrassed by your fear, but you're still unable to control it. It's better to confront your fears, even if it's in a very careful way or with the help of a trained therapist.

A phobia is more likely to go away if it began after a distressing or traumatic event.

What's the treatment?

Cognitive behavioural therapy – a 'talking treatment' where you learn all about the thing or situation you are scared of and how to change your behaviour – has a high success rate in phobias. Your GP can refer you.

(from BBC  
Website: [http://www.bbc.co.uk/health/emotional\\_health/mental\\_health/mind\\_phobias.shtml](http://www.bbc.co.uk/health/emotional_health/mental_health/mind_phobias.shtml))

#### 1. The purpose of the text is to ...

- A) give information about phobias
- B) give instructions for people with phobias
- C) persuade people with phobias to seek help

#### 2. A phobia ...

- A) happens to everyone when they are frightened
- B) happens only in certain situations
- C) only happens to people who are anxious

#### 3. Phobias ...

- A) are logical
- B) are not logical
- C) can be logical or not logical

#### 4. The number of people who have phobias is ...

- A) five out of ten people
- B) ten people
- C) 10 percent of the population

#### 5. Peladophobia is ...

- A) fear of bald people
- B) fear of dust
- C) fear of fog

#### 6. The writer advises people with phobias to ...

- A) consult a psychotherapist
- B) avoid situations that make them anxious
- C) confront the fear rather than avoid it

#### 7. Which of these phobias is not mentioned in the text?

- A) Arachibutyrophobia
- B) Arachnophobia
- C) Amathophobia

Student's name: Zoe Valverde Score: 100 Obl. Pts: 16

Reading Assessment Rubric

Category	Level of accomplishment
<b>Identifies important information</b> The student identifies the main point of the text without having the text in front of him/her.	1 2 3 <u>4</u>
<b>Identifies details</b> The student recalls several details from the text without referring directly to the information given.	1 2 3 <u>4</u>
<b>Locates facts</b> The student accurately locates facts in the text and match them with their respective explanation.	1 2 3 <u>4</u>
<b>Recognizes main ideas</b> The student uses main ideas to describe what the text is about.	1 2 3 <u>4</u>

4. Excellent    3. Very Good    2. Acceptable    1. Needs Improvement

Comments: Concepts were managed correctly.

Reading Comprehension Assessment

Taller Pedagógico Montebello

Sixth grade

Name: \_\_\_\_\_

A. Look at this text and then answer the next seven questions applying the technique Skimming and Scanning.

PHOBIAS

What is a phobia?

A phobia is an intense fear or feeling of anxiety that occurs only in a particular situation that frightens you.

This might be something as seemingly logical as a fear of heights, or as illogical as a fear of the colour green. At other times you don't feel anxious. For example, if you have a phobia of spiders (as millions of people do), you only feel anxious when there's a spider around, otherwise you feel fine.

About one in ten people has a significant phobia, although few people seek treatment.

People develop phobias to all sorts of things. Each phobia has its own name. Some (of a very long list) include:

- Musophobia – fear of mice
- Peladophobia – fear of bald people
- Amathophobia – fear of dust
- Prnigophobia – fear of choking or smothering
- Maieusiophobia – fear of childbirth
- Homichlophobia – fear of fog
- Arachibutyrophobia – fear of peanut butter sticking to the roof of the mouth

Phobias make people avoid situations they know will make them anxious, but this can make the phobia worse. A person's life can become increasingly dominated by the precautions they take to avoid a situation they fear. You may know there's no real danger and you may feel embarrassed by your fear, but you're still unable to control it. It's better to confront your fears, even if it's in a very careful way or with the help of a trained therapist.

A phobia is more likely to go away if it began after a distressing or traumatic event.

What's the treatment?

Cognitive behavioural therapy – a 'talking treatment' where you learn all about the thing or situation you are scared of and how to change your behaviour – has a high success rate in phobias. Your GP can refer you.

## Post-Test

### Post-test Reading Assessment

#### Taller Pedagógico Montebello

#### Sixth Grade - 2024

Name: Daniel

#### A. Read the following text.

##### Yellowstone National Park

Yellowstone National Park, located in Idaho, Montana, and Wyoming, was established as the first national park in the United States. The park is a popular destination for visitors who enjoy ecological tourism as it offers forests, mountains, and abundant ecosystems to explore. Some of Yellowstone's most well-known landmarks are its geothermal hot springs and geysers, the most famous of which is named Old Faithful.

Last fall, Lisa and her friends decided to take a camping trip to Yellowstone National Park. They arranged to stay at one of the park's many convenient campsites. For their camping trip, they brought their backpacks, sleeping bags, and a cooler of food and drinks. They pitched their tents immediately upon arriving to their campsite.

During their trip, Lisa and her friends hiked the many trails of the park, exploring its natural surroundings. In the forest, they saw a lot of local wildlife. Lisa was surprised to see a family of grizzly bears, some gray wolves, and even bald eagles flying overhead. Outside of the woods, they admired the beauty of some of Yellowstone's natural cascades.

Since Yellowstone contains many hot springs and the world's largest area of active geysers, Lisa and her friends visited many different geyser sites. They even spent an afternoon swimming in Yellowstone's Boiling River. Of all of the sites, Lisa and her friends agreed that Old Faithful was the most impressive. Lisa and her friends waited patiently for the geyser to erupt. After about 40 minutes, a stream of boiling water over 100 feet tall sprayed from the ground and up into the air. Fortunately, no one got wet!

Answer each question from the text given.

#### 1) Yellowstone is an important national park in the United States because:

- a. It is the largest U.S. national park.
- b. It is the most visited U.S. national park.
- c. It is the most ecologically diverse natural park.
- d. It is the country's first national park.

#### 2) When did Lisa and her friends visit Yellowstone National Park?

- a. Last summer
- b. Last autumn
- c. Last spring
- d. Last winter

#### 3) Where did Lisa and her friends stay during their visit to the park?

- a. In a log cabin
- b. In a rental home
- c. At a campground
- d. At a hotel

#### 4) All of the following are animals that Lisa saw during her trip except:

- a. Bald eagles
- b. Grizzly bears
- c. Wild horses
- d. Gray wolves

#### 5) Why did Lisa and her friends wait patiently when visiting Old Faithful?

- a. There was a long line to see the geyser.
- b. They arrived an hour before the geyser opened to the public.
- c. The geyser took about 40 minutes to erupt.
- d. They were still wet from swimming in the Boiling River.

**B. Read and answer the following text.**

## Las Vegas

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

**Answer each question from the text given.**

**1) When did John travel to Las Vegas?**

- a. Last weekend
- b. Yesterday
- c. Last spring
- d. Last summer

**2) What is an activity that a tourist cannot do on The Strip?**

- a. Shop
- b. Visit the Grand Canyon
- c. Eat
- d. Stay overnight

**3) Which best describes the purpose of the Las Vegas Strip?**

- a. It keeps tourists safe.
- b. There are too many neon lights.
- c. It is a 2.5 mile stretch.
- d. It offers a lot of activities for tourists.

**4) Explain why John liked his visit to the Grand Canyon.**

- a. John does not enjoy spending time in cities.
- b. The setting was very different from downtown Las Vegas.
- c. It is one of the Seven Natural Wonders of the World.
- d. The Grand Canyon offers a breathtaking view.

**5) What does it mean that Las Vegas is a "city that never sleeps?"**

- a. A lot of people here have sleep disorders.
- b. The neon lights keep people awake at night.
- c. Las Vegas offers exciting activities at all hours.
- d. There is too much noise here for people to sleep.

## Post-test Reading Assessment

## Taller Pedagógico Montebello

Sixth Grade - 2024

Student's name: Daniel Martinez Score: 75 Obj. Pts: 12

## Reading Assessment Rubric

Reading Skill Expectation	Level of accomplishment
<p><b>Demonstrates understanding</b></p> <p>The student demonstrates a thorough understanding of text by selecting and describing all relevant ideas and information.</p>	1 2 <u>3</u> 4
<p><b>Makes Inferences</b></p> <p>The student draws strong and complex inferences and conclusions about character and events supported by text evidence and logical reasoning.</p>	1 2 <u>3</u> 4
<p><b>Extends Understanding</b></p> <p>The student critically analyzes text ideas and shares opinion, provides accurate, relevant, and complete supporting details, and connections.</p>	1 2 <u>3</u> 4

4. Excellent    3. Very Good    2. Acceptable    1. Needs Improvement

Comments:

Text was not analyzed correctly/carefully.

Name: \_\_\_\_\_

## A. Read the following text.

## Yellowstone National Park

Yellowstone National Park, located in Idaho, Montana, and Wyoming, was established as the first national park in the United States. The park is a popular destination for visitors who enjoy ecological tourism as it offers forests, mountains, and abundant ecosystems to explore. Some of Yellowstone's most well-known landmarks are its geothermal hot springs and geysers, the most famous of which is named Old Faithful.

Last fall, Lisa and her friends decided to take a camping trip to Yellowstone National Park. They arranged to stay at one of the park's many convenient campsites. For their camping trip, they brought their backpacks, sleeping bags, and a cooler of food and drinks. They pitched their tents immediately upon arriving to their campsite.

During their trip, Lisa and her friends hiked the many trails of the park, exploring its natural surroundings. In the forest, they saw a lot of local wildlife. Lisa was surprised to see a family of grizzly bears, some gray wolves, and even bald eagles flying overhead. Outside of the woods, they admired the beauty of some of Yellowstone's natural cascades.

Since Yellowstone contains many hot springs and the world's largest area of active geysers, Lisa and her friends visited many different geyser sites. They even spent an afternoon swimming in Yellowstone's Boiling River. Of all of the sites, Lisa and her friends agreed that Old Faithful was the most impressive. Lisa and her friends waited patiently for the geyser to erupt. After about 40 minutes, a stream of boiling water over 100 feet tall sprayed from the ground and up into the air. Fortunately, no one got wet!

Answer each question from the text given.

1) Yellowstone is an important national park in the United States because:

- a. It is the largest U.S. national park.
- b. It is the most visited U.S. national park.
- c. It is the most ecologically diverse natural park.
- d. It is the country's first national park.

## Survey

### Taller Pedagógico Montebello Sixth Grade

#### Survey Questions

1. How often do you read in English?

- Always  
 Sometimes  
 Never

2. What do you normally read?

- Blogs  
 Comics  
 Magazines  
 School Books

3. Why do think is it is important to read?

- For fun  
 To know things.  
 To improve vocabulary.  
 To be able to understand main ideas of texts.

4. Which of the following abilities you think you are good at?

- Writing  
 Reading  
 Speaking  
 Listening

5. What is a benefit of understanding a reading?

State your answer here

Read books improve the vocabulary.

Thomas

### Taller Pedagógico Montebello Sixth Grade

6. What do you think is the most difficult part while working on a reading comprehension exercise?

- Getting main ideas  
 Interpretation of ideas  
 The analysis of questions  
 The answering of exercises  
 Others \_\_\_\_\_

7. How can reading help you in your daily life?

State your answer here

can teach new words to improve the vocabulary.

8. What can you do when you don't know a word in a Reading Comprehension?

- The word is guessed by context.  
 Look for the direct translation of a word.  
 Make the decision of not continuing with the reading.  
 Look for words that can help identifying main ideas.  
 Others \_\_\_\_\_

9. How can you learn vocabulary?

State your answer here

We can learn vocabulary reading books

10. What can contribute to a better understanding of texts?

- Having some prior knowledge.  
 The learning of vocabulary taken from the text.  
 Identification of main ideas that can help you summarize.  
 Learning how to make and ask questions to yourself while reading.

**Taller Pedagógico Montebello  
Sixth Grade**

6. What do you think is the most difficult part while working on a reading comprehension exercise?

- Getting main ideas
- Interpretation of ideas
- The analysis of questions
- The answering of exercises
- Others \_\_\_\_\_

7. How can reading help you in your daily life?

State your answer here

---



---



---

8. What can you do when you don't know a word in a Reading Comprehension?

- The word is guessed by context.
- Look for the direct translation of a word.
- Make the decision of not continuing with the reading.
- Look for words that can help identifying main ideas.
- Others \_\_\_\_\_

9. How can you learn vocabulary?

State your answer here

---



---



---

10. What can contribute to a better understanding of texts?

- Having some prior knowledge.
- The learning of vocabulary taken from the text.
- Identification of main ideas that can help you summarize.
- Learning how to make and ask questions to yourself while reading.

