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Short readings as a strategy to expand and improve vocabulary and reading comprehension of Sixth Graders at Carlos. J. Peralta school during the III Quarter of 2021.

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Chapter I

Introductory Framework

Nowadays English is part of the education in the whole world, not only in Costa Rica this language is part of all the education programs as a core subject just as math or science, but one thing is teaching English and another one is to prove that the students are correctly learning all the skills they need. This breach is getting bigger every year that passes between public education and private education.

According to Jewelle Saunders (2018) ‘Education is a tool for change, and more than just for gaining knowledge, education can help people to free their minds’. Sadly, the students in the public institutions don't have most of the skills developed as they should have. Mainly because the English Costa Rican's teachers are not helping this group of students to explore these aspects that will promote their English in a professional and communicative way, so they will not see it as another unuseful thing they learn in the school.

That's why this student needs more activities to help them feel free while talking, reading and thinking in English. By expanding their vocabulary and helping them with the reading habit since they are in school. Reading and listening in English are two of the many ways for a person to expand their vocabulary and help them get the interest they need to search for more, to develop this language more and actually see the big advantages this will bring for them. That is using short readings as a strategy and a hook for students to start loving and wanting to know more of the English.

The selected group for the research will be sixth grade students because they are going to a new educational stage where they can improve, decrease or remain at a null level. That is why if they receive adequate help to acquire the habit of reading and interests it will be something that will help them throughout their lives. In a way they can enrich their English no matter the situation.

Problem Statement

Over the years, English has had a great impact on the world and that is why it is better known as the universal language. This language has very clear and important bases to be able to understand it in all its aspects. When talking about bases, it is more like parts; Writing, Listening, Reading and Speaking. This is why most educational institutes in Costa Rica focus specifically on one or two segments of these skills, leaving aside others that are also important. This is one of the many reasons in which there is a big barrier between public and private education. In some private institutions they make emphasis in all the skills of English and they put it in practice while in public institutions there is a worrying level of disinterest that in several cases comes from both the teacher and the students.

To dig deeper into this, there are some students who focus more on speaking and grammar. Others who spend the whole year making grammar practices, leaving the other skills behind. Unlike private education where they do their best not to leave anything out. For example, the teacher is free to adapt the class based on the method that the students deserve, another thing is that they made emphasis on the reading in a specific way. Now known as Literature, it consisted of the teacher reading out loud the whole story and explaining it. In these types of classes, the students don't learn a lot of reading comprehension since they are not able to participate and the teacher sees the pronunciation errors to help them correctly. As well as proving if the students are understanding what they are reading.

Reading is important during the learning process since a student learns how to pronounce a word correctly. Another aspect is that books, texts, bibliographies provide the student with a large repertoire of words and information that is added to the vocabulary of a student. This is a way in which many aspects of the language increase as a result of the help in all the parts of it and make a student who will have all the parts of the language in the same level to be able to use it for more than just in the educational world.

Out in the world there is medical English, technical English, even business English and although most people learn basic English, the best way to acquire knowledge of different words is by reading. As in other languages, the habit of reading provides great long-term benefits and not to mention the ability to communicate with the citizens of almost all the countries in the world. Therefore, there are more reasons why the reading habit from an early age gives children more knowledge about the reality of the world, actual news and increases their imagination. Moreover, this research will delve into the importance of reading as a strategy for some students from sixth grade of Carlos J. Peralta School. The school has in total 6 groups of sixth graders, but due to the pandemic situation they were divided on Mondays the Sections A goes from 7:00 am to 11:30 and Sections B on Tuesdays from 7:00 am to 11:30 am. Each group have two English classes during the hole week, one Presencial and the other one virtual. Most of the groups are from nine to eleven students, but in terms of the investigation it will only be 3 groups to have a specific number to work with. The first one is 6-1A conformed by twelve students, then the 6-4A with nine students and then the 6-1B with nine students. All of them were selected in order to answer the main question; Which are the effects of short readings as a strategy to expand and improve the vocabulary and reading comprehension in Sixth Graders at Carlos. J. Peralta School?

Objectives of the Investigation

General Objectives.

To evaluate the interaction of students with short reading to expand their vocabulary level and the reading comprehension skills in students of sixth grade of Carlos. J. Peralta school.

1.2.2 Specific Objectives.

- Identify the vocabulary and reading comprehension weaknesses of sixth grade students of Carlos J. Peralta School.
- Identify the level of reading comprehension in sixth grade students of Carlos J. Peralta School.
- To analyze the final outcome of the interaction of short readings in students of sixth graders of Carlos J. Peralta School.

Justification of the Study

As it was already mentioned, English is the universal language of the world. Knowing it gives people a great advantage as knowing any other language than your native one. It is also important to improve the English level in any chance they get to practice all the skills of this language. The problem is that people sometimes only focus on one of their parts instead of all of them. Like any other activity or hobby, without practice people tend to forget how things work and if they don't investigate more to understand the activity better, it makes them forget almost everything related to the activity. It is the same with a language, you may learn Portuguese for 3 years and you are excellent in that, but if you don't continue using it you will feel the change and you will notice how the level will decrease as years pass. That's why even though a student can't talk every single time in English at home, it doesn't mean they can practice other parts of the English like the reading comprehension.

The main reason for this research is to show that reading comprehension is not something that should be neglected, it is important as grammar, there are even people that when they are talking to others they are not aware of what verb tense they are even using. There are more cases of students looking for synonyms or the meaning of a word while they are reading as a way to understand the idea of the whole paragraph. Another aspect is to help them understand better the meaning of words by talking in the context of the reading as a way they think a little more of the possible meanings. These benefits will go directly to the sixth grade population of Carlos. J. Peralta school to make them improve their reading skills, increase their vocabulary and their reading comprehension.

The investigation will initially consist of a diagnosis of two exercises. The first one is to fill in a five-sentence paragraph the blank spaces with the help of a word bank. The second exercise is to write in the correct order come disordered sentences taken from the previous paragraph. The diagnosis goes with the intention to have a panoramic view of their previous knowledge. After the diagnosis week, the application with the weekly reading will start. Each reading will have three exercises. The first is the pre-reading, based on a short puzzle they will solve. The students will deduce what the reading will be about. The second will be made during the reading, they will need to identify the main idea and underline the words they do not understand, so with help of the student they write on their notebooks the words, meaning and a sentence. The last exercise is a sequence where they will have to list in the correct order what happened first. This will be applied for four weeks in a row. In the last week, the final diagnosis will be applied to check if there is any improvement. The document consists of a paragraph that they will individually read and underline the main idea. After that they will have an oral discussion with the students to talk about what methods they use to understand the lecture.

The main idea of the research is to give a more accessible and easy way to expand the vocabulary in this language. As well as the impulse of reading comprehension in order for students to feel really motivated by the reading and the other aspects of the English. On the other hand, it is important to clarify that a student that develops activities in two languages through the primary tends to understand in a deep way a language and how to use it effectively. According to Jim Cummins (2001) ‘‘In an era of globalization, a society that has access to multilingual and multicultural resources is advantaged in its ability to play an important social and economic role on the world stage’’. This is one aspect in which globalization has directly affected the different cultural languages and provoked people to see English as the Universal language.

So the application of short readings and the diagnosis is intended for when public education institutions return to classes in July with the hope that most of the classes will be Presencial. As is already known since the cases of coronavirus have increased in considerable numbers, the MEP decided to advance the half-year vacation and return until July 12. According to the principal and administrative board, in the case of English classes. The students will only receive two classes per week, each of them of forty minutes. One of the classes will be Presencial and the other one virtual. All this subject to future changes and evolution of the pandemic in the country.

Antecedents

Nowadays, knowing another language in addition to the native one are tools for the future to have more than only experience in favor of a professional profile. Therefore, from that moment on, habits such as study, constant updating, practice and reading are some of the skills that help improve a language understanding. “English is mother-tongue to rapidly increasing millions, in both hemispheres; and some knowledge of the language is demand by all educated populations on the globe.” (Melville, 1886)

Even though that is a fact, there are still people who have the sources but still don't see the importance of English, especially when in their educational form they saw it as only another course where they never took advantage of it because of the lack of interest. This is something that cannot be blamed on the student, young people are not going to pay attention to something not ad manfully for them, additionally it is the teacher's job to maintain the interest in their class and topic so they can notice how their students are actually learning. This applies to all the subjects of the English in all type of educational centers.

According to Bismo (2016) “English has a simple alphabet and compared to some languages, it can be learned fairly quickly”. That said, not only does this language have a cultural impact in the world, it is also a language with passable difficulties for anyone who decides to learn it. Therefore, what can affect during the process is how intensive the student will be regarding the practice and how much they decide to express. Another aspect that can affect the student is the methodology that will be used for their better understanding when it comes to facing a situation where the only option to read or talk is English.

With a lot of history, it cannot be questioned why English is of utmost importance, and why many schools around the world teach this language and not for example Portuguese or French. Each complement of English has importance in some range. Reading comprehension is one of the most important complements of the language. Knowing this, every aspect of the language is a way for a person to get more familiar with it. Especially the acquisition of speaking and reading and practice every time they can. According to Pearson, P.D., & Hiebert, E.H. (2015): ‘‘Elaborate accounts of knowledge acquisition during reading became primary frameworks for understanding comprehension. At the same time readers became the centerpiece of the reading comprehension process’ ’Reading is not everything in the language, but still if a base, with lectures, the students get more information, practice pronunciation and get more vocabulary. The students need to be in all the phases of the comprehension process.

To continue, is the background of international and national investigations; around the topic we have been addressing. With which a greater understanding will be provided regarding short reading as a strategy for sixth grade students.

The first research that aligns to this investigation that was used as a base for this investigation was made by Monica Melby-Lervåg and Arne Lervåg from the University of Oslo in Norway in 2014. The topic addressed was: ‘‘Reading Comprehension and Its Underlying Components in Second-Language Learners: A Meta-Analysis of Studies Comparing First- and Second-Language Learners’’.

The main goal of the research was to compare reading comprehension and its components such as language comprehension, decoding and phonology awareness. In the field of reading comprehension the acquisition of language comprehension skills is an essential aspect of the child’s development reaching the conclusion that high school graduates should know the meaning

of at least 75,000 words in English where students would have to learn an average of 10 to 12 words from 2 years old up to 17 years according to the study.

This work is relevant for the research since it investigates how reading comprehension and its components have an impact from the first years of learning a second language and is an example that it is not a problem that is happening in Costa Rica. It is happening in countries such Norway where students need to have a certain knowledge of vocabulary as a base to continue improving the second language.

The next investigation was for the Victoria University of Wellington in New Zealand by Yongqi Gu in 2010. The topic of the research was Learning Strategies for Vocabulary Development. The investigation consisted in using as population Chinese students that have been studying English for at least six months studying English in Singapore where they answered a questionnaire at the beginning and end of the program. The results prove that from the beginning of the course and at the end there is a difference of the vocabulary learning strategies they used. At the end they used more strategies to learn vocabulary and were more consistent.

This investigation is important to the work because it is another source that proves that strategies for learning new vocabulary can also come for students themselves and sometimes is not only a work of the teachers because nowadays as before, people have their own way to learn and their own strategies that can be useful to others. That is what this investigation did and give an overview of how in some months the students adapt to the material they are seeing and search for ways to expand their vocabulary learning.

The next research project was in Costa Rica by Damaris Castro Garcia on September 20, 2020 for the magazine *Kañina* of the University of Costa Rica. The topic was addressed: ‘‘Public schools show a clear disadvantage in production of vocabulary in English’’. The study is based on a

comparative perspective of the vocabulary level in three high schools. The results were taken from the PVLТ test (Prueba de Nivel de Vocabulario Productivo) and from a composition.

This work is related to the research since it addresses the topic of vocabulary in different high schools, one uses English as a means of teaching content, the second is a semi-private high school in which they give more English classes but do not teach the content in that language, and the third one is a public high school where they give a minimum amount of English classes. This supports the fact that public education is not giving the English tool in the best way for a better use of students.

The next work is from Leyla Hasbun in 2005 about “The Effects of Explicit Vocabulary Teaching On Vocabulary Acquisition and Attitude Towards Readings”. The main objective of the investigation is the effects of vocabulary teaching on vocabulary acquisition. This was designed for complementing a reading comprehension course and they used a lot of reading techniques to do this investigation.

At the end of the investigation the statistical analysis showed that the students learned new vocabulary. This reader claimed that knowing more words makes them better readers because they understand the lecture better and they don't have to stop in the middle of the reading to search for the meaning. Another important aspect is that these students start to feel better towards reading because those skills were better and they could understand everything and they didn't feel that emotion of laziness to read something that eventually they would not understand.

This research is one of the most relevant research for this work as it is clear proof that reading comprehension helps aspects of the vocabulary and reading comprehension. When the students

understand what they are reading without stooping to using google translator, they feel motivated and help them to get out of their comfort zone.

These students would start looking for more and more complex books every single time and at the same time their vocabulary expand more and more to get to the point where they are going to be able to use it in any situation and instead using the translator, they would prevent an English-English Dictionary. They are even going to be able to help the other classmates in the words they have problems and giving them tips or if they know the word they will explain it in English so the other student will start relating the concepts with what they already know to understand the definition making this a circle in which they help others with the same problem whether they are in the school or not. To help them develop the habit of reading and constantly being in development practicing every moment they want.

Scope

1. The main achievement is to verify that students with small weekly readings improve their reading habits and develop more vocabulary.
2. Make them feel more free and confident to express themselves better thanks to the reading comprehension.
3. Students will be able to understand the meaning of a word by trying to find synonyms and not going directly to the translation.
4. Help them with the reading comprehension for them to be able to read more complex readings and continue to expand their knowledge and vocabulary.

Chapter II

Theoretical Framework

Being a teacher is more than just wanting to get paid or since you know English very well then you need to be a teacher. According to Barrera, Cuervo (2016): ‘‘Enthusiastic teachers are particularly good at creating beneficial relations with their students. A teacher must guide their students in aligning their personal goals with their academic goals. Students who receive this positive influence show strong self-confidence and academic’’ (p.39). Being a teacher has to be more of that, because as a teacher you will have literally in your hands the ability to make someone like the language or dislike it. Make the student actually learn something, it does not matter if it is something minimum, you made a student learn something not for just a class, something they will remember even though the how many years passed

English for many years has been made up of parts or characteristics that help to form this language. Unfortunately, due to different situations and interests of the people, it is not a large population whose native language is not English, that manage to handle every part of the English. According to Maini Kamiya (2020) ‘‘English is a global language spoken worldwide by nearly 400 million native speakers and 750 million people of different ethnicities as a second language, making it the largest spoken language in the world’’ (p.1). People usually come to have one in preference that is the one they put into practice the most.

According to Susan Israel (2017) ‘‘According to the simple view, reading comprehension is portrayed as an outcome of development in two basic areas: decoding skills and listening comprehension’’ (p.58). Therefore, in this chapter the main goal is to go on deep to give all the theoretical background about reading comprehension, as well as the important terms this one has, specially techniques and how to improve the ones a person already has as well as the importance

of the reading strategies. On the other hand, the vocabulary, strategies to expand it, how to put it into practice, including all the terms and techniques to improve it and its importance with respect to the language. As a way to impulse students to use the strategies the professors give in class because it is a way to make things easier when it comes to a topic that they may have problems with.

Reading comprehension

It has been indicated which characteristics it seeks to focus as well as to show its importance and development in education. Following this line, it is important to mention that reading comprehension is indeed part of this. According to Westerveld, Armstrong and Barton (2020) “The ultimate goal of all reading is reading comprehension, the ability to gain meaning from text” (p.2). This tells us that reading is not something a student should do to pass a class of Literature. For example, it is important because it gives the reader more than they think. According to a study carried out by OECD (2020) affirm “Children whose parents read to them a book on at least five days each week have a significantly higher mean emergent literacy score than children whose parents read them less than once a week” (p.59).

Reading comprehension is important to develop from early years of learning this language. Introducing themselves further into this term, Zoghbor and Alexiou (2020) suggest that “Learning to read and then to write means young learners have to link what they have heard or spoken to what they can read and produce” (p.84). Therefore, it facilitates and helps students to be able to relate the elements they read with aspects that they do not know or can understand better based on what they read and what they know. On the other hand, according to Westerveld, Armstrong and Barton (2020) affirms “the aim of learning to read is to read accurately and fluently with comprehension” (p.28).

It is important for teachers to know the field before working the land, according to Vasquez, Hansen, Smith, and Vazquez (2013) “Teachers who effectively use reading strategies only choose one or two to focus on time and continually reinforce their use in the classroom. If reading strategies are introduced explicitly and in a familiar manner to students, strategies can become a routine” (p.67). Entering into this context, some strategies a teacher can do is first to identify strategies to know which ones are the correct one, then identify the purpose of the strategies. The strategy should be something that the professor has really cleared because if the teacher does not have clear the activity then they will have a bad communication. Now that a teacher has all of that it is important to model the strategy to the purpose of the class and the topics. These are some of the strategies it should be taken when a professor wants to use a specific strategy.

As it has been observed, reading comprehension has weight in the student’s learning, another important aspect is that reading helps to have a more critical thinking since there is more knowledge and a way to support that knowledge. This occurs both when expressing ideas and when comparing things in life with the things a person is reading making it easier to understand the purpose of reading. According to Zoghbor and Alexiou (2020) “Students apply critical thinking skills as they explore links between a literary text and their own lives” (p. 249).

Returning to the initial point of reading, it specifically enters the research topic since the main objective outside the vocabulary is the reading comprehension. Since this is something that most people have been lost. In part it has been because of the globalized world in which we live where technology reigns in almost all aspects and although the bookstores continue to operate, the drop in sales that this has had with the income of the internet is true.

Reading Comprehension Strategies

Today a child can learn English from an online platform. In almost all of them it is a fact that they do not teach correctly the development of reading comprehension. With the technological era coming with the social networks will never look like a book and even though now you can read books in a PDF format and even buying it in an online store this will bring many long-term visual problems. Therefore, physical books can be low in the list of where to look for information for reference, but they will be one of the top three methods to acquire knowledge.

It is important to point out that as a teacher before you start introducing reading comprehension as well as exercises and strategies. It is important to know what the level of understanding that the student has before going into depth with the topic. That is why Westerveld, Armstrong and Barton (2020) explain “to determine the level of reading ability, it is therefore important to use a formal reading assessment that adequately captures a student’s reading skills, reading fluency, and reading comprehension” (p.28). As in grammar or speaking at the beginning of the school year or a course. It is important that teachers verify and take an average of how their students are with respect to a specific topic that may be extensive in terms of how many subtopics this one can have. This plays a big role because it is a way to have a base and be able to know the knowledge of a subject as well as to show in which parts they can improve, and try to get all the students to go to the same level.

That is why the well-known diagnoses are important because they give us a way of how students are coming into the field of reading and teach us how to make that little “quiz” a way to capture all the interest of the students and have more satisfying results. Another characteristic that is

important to mention is that compared to grammar, the grammar is maintained. Meaning that rarely has a big change, the verbal tenses are always the same, the modals, the adjectives...etc. It is not a constant evolution, as speaking is something that a person always puts on practice when speaking English. In the case of reading, as with vocabulary, things change. According to Walpole and McKenna (2015) “Abilities like comprehension and vocabulary are more difficult to quantify because improvement happens over time and does not reach a clear, consistent level of mastery. There are always new words to learn, more challenging texts to comprehend” (p.3). To have a high level of vocabulary and learn many strategies that are adapted to the type of reading that is presented is a work of almost a lifetime for the same reason, because these types of elements are constantly changing.

The only way to be updated is to keep reading and trying to understand the sentence or word based on the whole paragraph so the area of critical thinking gets to be exercised as well. With that we can enter in an aspect that is helpful in many aspects of the learning. Strategies are important in many topics because it is a way to learn and understand information in a simpler way. Nowadays there are too many strategies for many subjects and there is at least one exercise per each type of learning. Therefore, the strategies over time have become flexible and now practically everyone who is trying to memorize or learn something uses a strategy.

[Survey, Question, Read, Recite and Review Method \(SQ3R\)](#)

Whether it is underlining, a summary, or asking questions that are some of the most common, many of them the students are the one who discovers which strategy is the one that benefits them the most. The SQ3R is a reading comprehension method name like that because it has five steps: Survey, question, read, recite and review. These steps are not always the same. That depends on the objective that the teacher wants to focus on, these steps are normally the most used but they

can vary if the teacher wants to. To stay on these steps, each of those ones have an amount of time to make them, and they are not as fast as you think, most of them last more than 10 minutes.

The first one is the Survey, which lasts around 10 minutes. The activity can start with an image related to the topic and is a way to activate the prior knowledge. According to Rayanto (2019) “Through this strategy the lecturer is able to know how far their learner’s knowledge is” (p.9). Basically the teacher needs to encourage their students to answer all the questions related to the picture to see if the prior knowledge was activated so the teacher can have the mind to refroze with each student and help them be the best version of themselves as students and as people.

The second step is the questions that last around 35 minutes. After the picture is presented the teacher continues with the questions, the difference is that now she or he chooses who of the students will answer the question. The instructor will choose the questions and the idea is that these questions are related to the whole picture-story situation. Then comes the reading strategy for the last 50 minutes, this is the moment where the student reads the text in silence and analyzes several aspects of the reading text. According to Rayanto (2019) “The analysis is also about the grammar and vocabulary used, and its pronunciation” (p.9). This is where the reading is implementing the other factors of grammar and pronunciation as is usually seen in a regular class of English, where they complement one to the another.

When all these steps are followed, we enter probably the most important steps of the whole strategy, the recite. This one lasts 90 minutes and it's divided into several parts. The first one comes after the reading in silence, the teacher will ask some of the students to pronounce out loud some words that may have a high level of difficulty. After that the teacher asked the same student to read

the text out loud. According to Rayanto (2019) “Here, if the process of reading finds some improper pronunciation, the lecturer must improve the learner’s pronunciation” (p.10).

Next, the teacher waits for the student to finish reading to ask another couple of questions but in this case now there are going to be questions divided into the ones that get into the student’s prior knowledge and the other related to the context of the text. According to Rayanto (2019) these steps help learners to “be taken for improving and encouraging learners to speak English spontaneously” (p.10). At this point it is visible that the questions are relevant to the entire exercise and that little by little the knowledge and understanding of the stronger reading is being built.

Now we continue, after all the questions, the review and the analyzing. The teacher tells the student they will have an evaluation in a written way based on the text. At as last step for the recite strategy, the teacher gives additional material this can be changed depending on the plan of each professor, if they work with a textbook then they can take from there the material or it can be invested, the main idea is to give the students a way they can recap everything they saw in class. According to Rayanto (2019) “The purpose of additional material is to add the learner’s ability in grammar and increase vocabulary” (p.9).

After having seen this extensive strategy, it is easy to point out that its main objective is to achieve the most understanding of the students. The way in which it mixes what the questions are to activate the prior knowledge, together with the critical thinking by analyzing in silence the text, is a way to help not only the comprehension area but also in the pronunciation. Being a way to make a student's vocabulary grow. At the end of the SQ3R exercise we have the reviewing strategy at last.

This exercise has a duration of 15 minutes, the teacher and students all together review the material given by asking the students a summary of what they learn, what they like the most and what are things they still don't have clear. It is necessary to emphasize that this activity for the matter of time would work in about three classes for the amount of time it requires. Eventually the time per activity can be reduced but the main objective and the idea of the knowledge will not be as deep as it should be. Coming with another strategy the independent reading, which is defined as the student's desire to read a book that they selected themselves and it is of their liking. A teacher can begin to develop this strategy in the students by giving them the option to bring a book in English they like the most to the class, and giving them ten to fifteen minutes of silent reading. Where the students can have that free moment to read in peace. It is considered a collective activity even though each student will be reading alone but they will still be in the same classroom. This is one of the advantages this strategy has because it is a way to make the students feel comfortable and not embarrassed because they see their friends doing the same activity if it is the case.

Independent Reading

Independent reading is a different concept from a reading that the teacher assigned according to the level of English of the students. Although both are effective, in these types of lectures, the teacher needs to know the level of English so they can guide the readings and activities. When educators are not part of independent reading, it can be disputed how good independent reading is.

To introduce a little bit into vocabulary in independent reading, according to Cunningham and Zibulsky (2014) as cited on Gonzales and Miller (2020, p78) "English learners especially benefit from the rich vocabulary in books they read. The majority of vocabulary growth happens not as a result of direct instruction but as a result of reading voluminously". This comes as the main support, that lectures have amazing benefits to the people involved in the process. It is important

to recall that this not only happens in English. It happens with all the languages, because books are the main source of information and vocabulary.

This is an important part of the theoretical part that supports the most the reason in which and the objective that reading comprehension expands the vocabulary. Another important aspect that teachers have to take into account is what type of books students should read. As it has been said before, the internet is one of the tools that should be used and taken advantage of in education, but with measure. Therefore, to use it as a benefit in case the educational center does not have a physical library (like most of them), this technological tool is the main place where people can get many books of many genres: fiction, poetry, fantasy, graphic novels, dramas, comics...etc. With many then which one chooses and finds the student interest?

Usually teachers only see certain readings that are the “correct” one because they are required for the unit. With a little obligation and to learn. The slight problem is how to make students love reading if the lecture they are seeing does not appeal to them. In accordance with Gonzalez and Miller (2020) “Students who connect with books they read tend to bond with them better” (p.84). If the situation is reversed and the teacher decides first to make the student not love reading, but to like it and be able to handle it. Is a way to prepare the students for when they come to see the readings that may not be of their liking. As per Gonzalez and Miller (2020) “It is important for all the students to be able to see themselves in the literature” (p.84). Basically a good way to start is giving them internet pages where they can have different types of books free, so they can be able to start searching and know what is the genre they like and if they actually like reading. Is a way to start and to make the students feel comfortable with the whole reading topic.

Close Reading

Another strategy is the close reading, that sometimes teachers tend to struggle with and will try several methods to have an effective result. The book *The Introduction to Great Books by Mortimer Adler (1990)* It is a program that comes with several strategies and explains the steps of some of these strategies to help teachers to develop these strategies and this book tells how to do an activity of close reading that can be as effective as a teacher wants. To be more clear, close reading has a base on the steps, a teacher can add more, but the basics are: Pre-reading, Reading Twice, Generating Questions, Analytically Reading, Discuss or Analyze and processing. Each of these steps makes close reading one of the best strategies related to the lecture and is a way to open the eyes of people that do not like to read.

The first step of pre-reading is a strategy to activate prior knowledge, and to see if the students have ever listened to something about the author, the reading, the genre or at least the title. If the student has not ever listened to anything related to the lecture, then it is a good way to activate the background about the lecture and the students to know what the story is related to and be able to understand better before they continue with the story. According to Flygare (2018) “As students improve in their abilities to read closely, as measured by a proficiency scale, teachers will want to present them with ever more challenging text” (p.19). Then we have reading twice and annotating, according to Flygare (2018) “Reading through the selection twice while annotating potential evidence” (p.15). Is a way to mark the important things, the things a student may see difficult to understand and have evidence about the reading.

As you have seen, the questions are something that is the step that most strategies have in common since it is a way to answer things that are directly in the reading and facilitates the understanding process by the student feeling more involved in the reading process. Generating

Questions is the step that joins step two since the main objective is to do annotations, about important things of the reading as well as words that they do not understand or the meaning of a sentence. As well as when there is a literary figure in a paragraph, that sentence may change the meaning or message that the writer wants to share. That is the main function of questions as itself but in the close reading is a way to prepare for the next step and indicator for the general discussion.

After reading the text, doing a pre-reading activity and the questions. Is time for the student to read the text for the third time, but in an analytical way and relating it to the questions of step 3, because now is when the students question themselves why they wrote that question when now that they are reading again everything they see that those questions may not be as useful and important as they thing and they can change them, add more or eliminate them because they are not as useful as they thought before.

The fifth step here is a decision of the teacher if they decide to do the group discussion or if the student makes an individual analysis. All this goes according to the teacher's objective. It is recommended that in this step the group discussion should be chosen since it would go hand to hand with step three. Those are the questions, although they can be for themselves to answer them by continuing having a deeper analysis for the step 4 (the analytical reading) or having a group discussion. That is better because with that the teacher can prove if the students made the activities correctly and is a way in which students show the knowledge and understanding they got to use it to help another student that may have a different question. Is a way to impulse the team group and the mutual help.

Finally, the last part of the strategy, the processing step. In which this is where each student reaches its conclusion. Regardless of what the teacher chooses between doing the group discussion

or not, this step cannot be eliminated. The conclusion in this step is of importance since it is the moment when a professor can see if the student met the goal, if this strategy benefited them to better understand the reading and each element of it. Close Reading is a useful strategy in which teachers help the student to surpass their limits and analyze things better.

As it was mentioned before, the teacher can add all the steps they want but the idea is that they do not eliminate any of the basic steps we have just seen since each one fulfills a specific function that helps and supports the students during this process. For example, there are teachers who decide to put a comparative chart of important ideas or before the group discussion, the teacher does pairs as a way for them to exchange ideas and opinions. Although it is not a conversation with the whole group, it is for students to see a different point of view and it helps to expand the question and the way of seeing the reading. Furthermore, it is a helpful strategy because there are many elements such as the analytical reading, the mutual help the relationship between questions and the reading.

According to Flygare (2018) “Students who master this process will not only find success in classwork and standardized tests but also develop the critical-thinking abilities essential for the rest of their lives” (p.16). Here is the point when it is supported that this strategy should be taken into account for most classes with the reading topic since it is a strategy that helps the elements of a students to come out and be used to the maximum as a help for themselves. Is a way in which the students can prove themselves and put on the table all the thing they learned years before in the English classes that make them feel ready for this strategy that give a lot of advantages to students who manage to get all the juice and are able to see themselves and with the group a big contribution in a team work way. Even though it is a decision of the teacher, some parts of this technique that does not mean at the end the strategy will not help the students.

Main Idea Strategy

The main idea is a strategy that has been used since the first grade of school. It is a way in which the students make an analysis and understand the idea of reading in all its expressions. As well as identifying which other ideas helped you find the main one. The situation is that of a large group, in certain cases it is difficult for everyone to come with the same main idea due to the interference of different perceptions. In most of the cases, some students read some sentences and then they think they have the main idea, knowing that sometimes the idea is not explicitly written in the text. According to the Princeton Review (2020) “These students focused on a bit of information that appealed to them instead of looking for the main point in the entire passage” (p.31). The practice, the use of different readings makes it easier for the student to distinguish those ideas. The great importance of these exercises goes in a literary way because the teacher forces them to analyze the text. Read it as many times as necessary to find the main idea and secondary ideas. It is a way of exercising the brain for reading comprehension and analysis.

The main idea is that the techniques the teacher explains to the students can use it both inside and outside of class. Is important to see it more as a life lesson so the students will be able to see it in that way. Giving students tools to improve their pronunciation and vocabulary speed is a way to start with the acquisition of a second language. If a student will feel more comfortable knowing that having problems with pronunciation is something that can change. It is a proof that these tools are effective because everything passes like tips between generations. For example, a teacher tells a student a technique that he/she applied as a student and eventually means that they learned it from the teacher they had when they were students. Then it is no longer a strategy and comes more as a lesson in life that they continue to use it at the date. That should be the objective of each strategy that a teacher should aspire to when teaching the class in relation to the vocabulary.

Vocabulary

Andreas (2018) stated “Educators have recognized the double purpose of education: to impart the meaning and significance of the past, and to prepare young people for the challenges of the future” (p.29). Therefore, with this it is time to enter the vocabulary section because at this moment it is clear why teachers need to help students expand their vocabulary so they can develop better in any situation they face. The idea is to prepare them for the future and not their past.

When it comes to learning a second language, it all comes to what a child learns specially in their first years where they are literally a sponge specifically in languages. Language is the most important part when it comes to a language acquisition, because a student can have grammar, good pronunciation, but if they do not know vocabulary how is this person supposed to communicate correctly and understand the others. Therefore, professors start by teaching words that a child can distinguish. Providing a series of tools, resources and strategies are ways to ensure that the students will learn vocabulary. According to Alonso and Llach (2019) “Concurrently, a better understanding and knowledge, a deeper insight, and more frequent use of vocabulary learning strategies contribute to developing learner autonomy” (p.1). A good idea is to give them some tools or help so the student can remember the vocabulary and not depending on the physical material but more on the mental one.

According to Sprenger (2017) “Children’s vocabulary acquisition is affected by numerous factors, including the language spoken in the home, the number of books that have been read to a child, and the amount of time spent in quality conversations” (p.1). It is important to mention again that one of the factors that can affect the vocabulary learning is the amount of reading a child receives as much as they practice it. In the cases of students who have parents what speak English it makes a little easier for them to practice the language since it would be normal for them to speak

it more than the Spanish at home as a way to help their child practicing more and make them feel comfortable and encouraging them to use it freely without shame and make them feel comfortable why using the language.

It is a way to support them and realize that it is a language they can use as much as the native one and having fun while doing it, it is a way for the children to actually fall in love with the language and want to learn more. It is important to mention that although vocabulary is of great importance, it is relevant to convey the students that everything is connected. The relationship between reading, writing and listening are seen as critical elements in reading comprehension and academic achievement. Knowing the main idea is a way to prove the levels of understanding of the student towards reading, as well as the recognition of vocabulary and its definitions.

Memory Strategies

Going into the matter of strategy there is one that could be taken as one of the most important and should be taken into account. The memory, that part of the brain where we store short and long-term information. The main objective is to make the information that will be given in class remain so to speak stuck in the mind, but being honest it always happens that students suffer because there is always something, in this case a word that may be difficult to remember. At this moment normally people tend to repeat the word constantly, others write it down several times until they get the word, but that depends on the person and what strategy they look for. The thing here is to help the student have not only those strategies, but to have more and see which one fits better. The main objective is that it is necessary to teach the technique of repetition without getting tired. The students get them tired of the technique.

Storage is the first technique we will introduce, when the brain stores a word, students must be able to recode the word. According to Sprenger (2017) “Students need multiple engagements with words to form the neural networks in their brains that will lead them to full use and understanding of the word. For some students, this will require many rehearsals” (p.42). Rehearsal is the key word in the storage part, because rehearsal is not repeating everything all the time but depending on the word, repeating a word makes it like glue, a way to stick the word into the brain by repeating it, but it depends on the word.

To be more specific in how rehearsal helps with storage of information there are some advantages like the incorporation of information is one of them, because the organization related to visual aids helps and supports the memory. According to Sprenger (2017) “Not only provide visuals that enable students to “see” information in their minds but also help students classify and categorize new words and concepts and see how they relate to one another” (p.42). The graphics, pictures or comparative charts are ways of ordering not just for words, it is for ideas, readings and even for compositions. At the end all of those activities are considerate as strategies since using them is a way to remember things in an organized way.

Another strategy for memory is synonyms and antonyms. It is one of the best tools for a student to remember the meaning of a word relating it to another they know. According to Sprenger (2017) “Knowing what is similar to the word being studied helps students form larger networks in the brain and the subtle distinctions help students with both storage and retrieval. Antonyms help students isolate the meanings of the word” (p.43). This strategy is really useful when the student wants the meaning of a word but the professor does not want to tell it in Spanish. Basically what the teacher does is explaining the meaning of the word in English, by using synonyms, antonyms,

sentences. With that you make the student think, think in English and start searching in their mind the words they know to understand the meaning.

Synonyms have always been a great strategy to understand the meaning of a word. There are always cases in which a student does not know the word that is in front of them but when the teacher tells the synonym they get it. It is like playing with words and there are several games to use when it comes to words, and not only for synonyms. Antonyms are part of those kinds of games like the famous memory game that serves more credence to the synonyms and antonyms as a fun way to learn.

The Vocabulary Log and the Vocabulary Anchor

Another strategy a teacher can use is a goal. A goal that the student chooses, whether it is 5 new words per week or daily or monthly around 15 new words and add them to their vocabulary. The teacher can even combine this activity to one related to the readings. The teacher can ask to search for the words in a reading they like and leave open the door that in case they do not have physical books, use the internet to facilitate more. The fact that a student sets a goal and is determined to complete it is a way in which they are supporting themselves and the teacher is being part of that process. If the student is concise and does this strategy weekly, it is a fact that in the long term the person will reach a goal of even 55 words per week because they will catch the rhythm and interest. The idea is to give that impulse to the student and to help them learn a little bit in every class.

The Vocabulary Log is kind of a vocabulary journal or notebook. The students write down the word, meanings and application. According to Peery (2018) “The main idea is to use it for any specific word and for independent reading” (p.27). This strategy is confirmed by five steps. The first one is to select the words, the second one is necessary to search for the part of speech to have

more information about the word. Then the student needs to describe the context in which they found the word, for example if they found it in a paragraph, the student will write the sentence. The fourth step the students will write their own definition and the last step the student will write a sentence where they are going to use it according to what they found and as well as if another person reads it can be able to understand the meaning of the word.

The Vocabulary Log and the Vocabulary Anchor are strategies that have many steps in common which indicates that a person would like to have techniques to learn the meaning of the vocabulary because all of these techniques are useful. In addition, they promote not using google translator every time to see the meaning of a word. Synonyms, Antonyms, understanding the basics of grammar and putting words together are some of the ways a person can learn the meaning of a vocabulary with the help of themselves and their knowledge. Just as reading, is one of the activities the give a lot of vocabulary, even is a word is repeated in the book is a way to get used to it and the person learns the meaning because a word can be up three times in a book, the message is still the same so makes things easier when it comes to understand the word.

The books are a way in which the brain gets to work and impulses the reading comprehension makes students enjoy it and get the taste to continue doing. Therefore, reading should be taken as the main influence on children, teenagers and adults to distinguish words, grasp knowledge, have fun and also encourage them to try something new that brings them a lot of benefits for a better future especially in the professional part where nowadays it is really required people who a really good level of English. A person with security and to be ready for any change they may face, but with all the faith and disposition to learn things new like improving the language.

It is important to see the students that they are heading to a place where they will be rich in vocabulary. Sprenger, M. (2017) “Some ways teachers can achieve this are by reading with and to students, through direct instruction and discussion of new vocabulary, and by encouraging students to form “book clubs” in which they read and discuss books of their choice” (p.10). Regarding this, teachers need to pay attention when they are teaching individual words, and in a classroom there are going to be many students who struggle with different words and many strategies will need to be prepared so students can understand. Sprenger, M. (2017) “Teachers should show students how to use context clues to figure out the meaning of new words” (p.10). That is why it is important that the teachers teach students when to use the dictionary. So they cannot depend on that too, the idea is that the students use some of these strategies before using the dictionary or the internet.

Then we have the vocabulary anchor that is a visual strategy. This is the best strategy for students who are struggling readers and language learners. The strategy starts when the teacher shows a picture of a boat with an anchor, the main idea is that the anchor will be the thing that connects the boat with the imaginary island. It is like a metaphor that, like an anchor, it is what unites and brings the boat closer to the island as well as the new vocabulary connected to the one they already know. The plot twist of this activity is that in the anchor there will be a new word, the students will need to draw their own boat and anchor and write on it a word that in their opinion resembles the one that has the teacher. On the other side of the anchor they will write and be anonymous. A brainstorming can be used before they do the boat as a way to think a little more to see which one fits better. Is an interesting strategy in which you use something not that common to capture the interest of the class and take advantage of it.

The importance of all these strategies, first is that they are some of the whole strategies that exist to boost the vocabulary. In general, there is no excuse for a student to say that there are no tools to improve this aspect of English. It is also interesting that in reading strategies, vocabulary is something that is hand to hand because it is of interest and both parts help each other. The great advantage of these aspects is that they complement each other like it has been proven, it is for sure that if you practice one, unconsciously you are practicing the other one. Therefore, reading helps vocabulary and the vocabulary helps readings.

At the end both help the person to have a better English, be able to understand what a reading tries to send and how to pronounce correctly and be able to have a lot of vocabulary thanks to the readings. Strategies are created with the purpose of helping people in the topic they are struggling with. When a strategy manages to unite more than one section, it will be an activity that will have a great use, therefore they always have their advantages. Where is the problem? In that sometimes the chosen strategy is not fully coupled to the subject and the person, furthermore us as teachers must be tedious when it comes choosing which strategy will be carried out in class. Since everything is defined by the type of students who have thus learned their strengths and weaknesses.

Taking sides about what the teacher has to take into account the students they will face in order to choose the correct strategy. To know what their strengths and weaknesses are and if the activity can be applied in itself to the group since the intention is that they participate because the intention is that they need to be the beneficiaries of the activity. Therefore, it seems a difficult task since keeping the interest of more than 15 people is difficult. Which is why it makes choosing the correct strategy so a little difficult, but at the end the main objective is the active participation, the mutual help and that the student feels they are learning. That is why it is of great importance that the

student knows that an expression that they really mention and feel that they are really taking advantage of the classes and to prove they are understanding everything.

Chapter III

Methodological Framework

During this investigation, some various strategies for obtaining information were analyzed at the beginning of the investigation and the results will be shown and analyzed later in this chapter. The main objective of this work was to evaluate the interaction of the students of sixth grade in Carlos. J. Peralta School of 2021 regards the impact of short reading and the exercises in their vocabulary level and the reading comprehension. Based on this objective, the following concepts were chosen for an effective process of obtaining results.

3.1 Research Approach

The methodology used in this work is a mixture between the qualitative and quantitative. It is important to mention that this methodology aims to analyze the results by numbers, percentages and graphs to show these results with exact evidence. The mix of these two give a big view in the numerical part as in deep of what the thinks regardless the subject in study. According to Newman, I., Benz, C., & Ridenour, C. (1998) “the quantitative approach is used when one begins with a theory and tests for confirmation or disconfirmation of that hypothesis” (p.3). This goes specifically because of the use of the survey as a main instrument. Then the qualitative methodology search for results in a deeper way to see how the students and feeling about the reading. According to McLeod (2019) “Qualitative research is the process of collecting, analyzing, and interpreting non-numerical data, such as language. Qualitative research can be used to understand how individuals subjectively perceive and give meaning to their social reality”. Since the sample will be 3 groups, with a total of 32 students this methodology fits perfect since the observation is going in detail a how these students reacts through the instruments.

Given the type of the instrument and the need to have specific and clear results, it gives the reason why it is a mixed investigation. Based on the diagnosis, it is necessary to show the way the students are reacting through the reading comprehension and the vocabulary, from the moment the practices end it is important to support it with graphics and the comparison of data between the diagnosis with each observation sheet. In this investigation the quantitative analysis contains: Data analysis and the products obtained in the research based on each student and how they develop during each practice and show the improvement or not.

At the same time, it is considered qualitative due to the importance of individuality since the instruments looks in detail the reaction of students in relation to the main objective, which is how short reading affect their life, as well to see how the students feels during this period and even if they by themselves see and improvement.

3.2 Research Design

Research design is an aspect that all the investigators can never omit. According to Jilcha, K (2019) “The research design is intended to provide an appropriate framework for a study. A very significant decision in the research design process is the choice to be made regarding the research approach since it determines how relevant information for a study to be obtained” (p.2). It is a choice that should not be taken lightly and this completely defines the track of the investigation towards the subject in study.

The investigation is designed with two types, the descriptive and the action research. According to Fluet (2021) “It is a quantitative research method that is considered conclusive and is used to test specific hypotheses and describe characteristics or functions”. It is to be able to

verify that short reading is a way to expand the vocabulary and reading comprehension. Moreover, it is necessary to have the analysis to have the response of the students as the weeks pass.

“Action research is an interactive method of collecting information which is used to explore topics of teaching, curriculum development, and student behavior in the classroom” (Action Research in Education: Methods & Examples, 2014) Knowing that make it part of the investigation since each student will have a different behavior towards the readings and depending on that it would be something that is reflected in the observation sheet. Making both designs important to complete the main goal of the investigation.

3.3 Information Sources

The primary source of information for the research work are the students of the last level of the second cycle of basic general education at the Carlos J. Peralta School. In this case for the investigation, the groups that are going to be used are three. The first one is the 6-1 conformed by 10 students, four men and six women. The second group is the 6-2 conformed of eleven students, six women and five men and the last group is the 6-4 of eleven students that is conformed by six men and five women. Making in total of the three groups, a sample of thirty-two students. The sampling time is six weeks to apply the pre-test, the activity and the post-test.

3.4 Analysis Categories

An important element of qualitative research is the number agreement of the categories that emerge from their objectives, which eventually form part of the research. As reported by Morse (2008) “a category is a collection of similar data sorted into the same place, and this arrangement enables the researchers to identify and describe the characteristics of the category” (p,727). These

categories will be viewed with expansion so that people can have a better understanding of their importance with the investigation.

As is well known, the main objective of the research is evaluating the interaction of students with the application of short readings as a technique for expanding the vocabulary and improving the reading comprehension. Short readings are one of those techniques that help expand knowledge, vocabulary and the habit of reading. Rutzler (2020) confirms that during the reading comprehension it needs thinking about each word that is read and their meaning, so the reader can better understand the text and all the components.

Another element is the population that will be part of the investigation. Students of the sixth grade at Carlos J. Peralta School who are students of the last level of the second cycle of basic general education. Therefore, identifying the weaknesses of their reading comprehension and vocabulary is elemental and proves how much the short readings help them improve those errors. Therefore, identifying the weaknesses of their reading comprehension and lack of vocabulary helps to verify how much is the impact of small readings in their daily life.

Knowing the importance of this technique, as well as the weaknesses that are affecting students in their process of expanding vocabulary and their reading habits, there is another category of weight. The final result of this strategy has to be analyzed in this population. Determine if the relationship between the readings and each student of the 32 was positive, negative or had no impact.

3.5 Data collection Instruments

In an investigation there are endless methods, but each investigator is in charge of choosing the ones that best suit their investigation. It is also elemental the focus of the work with its respective aspects. In the qualitative investigation Austin, Z. and Sutton, J. (2015) refers that the qualitative method helps the investigators to better understand the feelings and the thoughts of the sample of the topic in study. It gives the opportunity to realize the real meaning the people give to things they are familiar with. As the instruments are a part of the work each approach has its own instruments that help the complement and understand the approach in greater depth. In this approach there are several, including interviews, questionnaires, diagnosis, observation sheet, scales. Taking into account the options and the analysis of which would be the best suited to the investigation. Two of the mentioned above were chosen. The diagnosis and the observation sheet are the instruments to use since they are the most suitable to provide the necessary information for the purpose of the investigation.

3.5.1 Diagnosis

Being with a sample of which we do not have much knowledge of how they are on a subject, the diagnosis is the most useful tool. A Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, skills, and vocabulary. It is primarily used to diagnose student difficulties and to guide lessons. (What is Diagnostic Assessment? - Definition & Examples, 2017). For this research, it is necessary to know the relationship between students with reading comprehension and their vocabulary level before applying other instruments.

Just as the diagnosis tells us how the student is, it also tests the students' improvement or not in them after a time of practice and teaching. Another important point is that thanks to this

instrument the teacher can know in a general way the weaknesses that students are present as they do the exercise, showing which parts are a little easier than others. Therefore, this instrument will also be used in the last week of sampling. The diagnosis consists of a short reading and two exercises, it is also of fifteen points. Each student will have the grade they earned, of the first and the last diagnosis. To later start with the data analysis. The same diagnosis will be applied in the first and last week as the main test of whether the students showed improvements. easier than others.

3.5.2 Observation Sheet

Having already a base to know how students are in the relationship of reading comprehension and vocabulary, having the panoramic view lets the investigator see the weaknesses that present the students in a general way. The observation sheet provides extension in terms of what categories are graded and how each student responds to the practice. In a specific way Andale, J. (2021) defines the observation sheet in the educational environment, a teacher can identify the areas of difficulty and their strengths of the students. It also shows which teaching techniques need improvement and what subjects need reinforced.

For research purposes, this instrument was selected because the investigator can evaluate each student according to the categories of the sheet. The student will read and develop a sheet with a short reading and three different exercises, they will count with ten minutes to complete everything. While they do that, the investigator will be observing each student in detail, marking the observation sheet. This will be applied per student, because the score they gain is individually as the weeks go by. Furthermore, this is the main reason why the observation sheet plays an important role in the investigation, since each student is different, as is their learning. Therefore, each one will have different grades, as well as their progress. The instrument offers the possibility

of having vocabulary and reading comprehension categories where each category has a score of one to five to have in total the chart of thirty points depending on the performance of the students.

3.6 Collection data process and data analysis

Data collection is a process in which the instruments already where applied and then the results come. McLaughlin, E. (2020) defines the process of data collection and analysis as a way to collect and measure information from various sources, in this case from the sampling in order to have a complete view of the area under study. It allows answering questions, evaluating results and if they are the expected. As well as having a prediction based on what is happening at the time towards in the near future. In this case, how students are going to develop in the English language in high school.

The first diagnosis took place on September 21, 2021. As it was mentioned above the diagnosis consisted of a short text of five sentences with two exercises. The first one was to fill the spaces in the blank of the story and fill it with the words of the word bank. The second activity was to order disordered sentences that are part of the text. This activity was applied for ten minutes provided by the teacher.

From now for a period of four weeks the observation sheet will be part of the readings. The first reading took place on September 28, 2021, the story was “The Golden Egg”. For the 6-1b, 6-2b, and 6-3B. It was conformed first with the pre-test that is a puzzle that the students put together as a group, forming an image related to the topic. The student had to comment on what they think is the relationship between the image with the reading. Following they start with the activity in which is a sheet with the reading and is composed of three exercises. First they needed to read the story, then underline the main idea and the words they didn’t understand. Those words

they had to write in the notebook and try to think of a synonym. The third exercise was a sequence, using numbers from one to five they had to organize the actions based on which one happened first. The post-test activity consisted in the students commenting on what they think about the story and if they like it. During all these activities the teacher observes the performance of each student based on the observation sheet.

The second reading was applied on October 12, 2021 with the title “Theater under the stars”. The third reading is scheduled on October 19 with the title “The House of lemons”, and the last reading is scheduled on October 19, 2021 with the title “And where is grandma’s cake?”. The four readings applied with the same activities and the observation sheets per student.

The last diagnosis is scheduled for September 26, which consists of the same diagnosis as the first one. With the intention of checking if there has been an improvement in the students thanks to the previously applied reading. At the end there will be six different grades from each student in order to start with the analysis.

Chapter IV

Data Analysis

In this chapter, the analysis of the fieldwork is presented. For this purpose, an analysis of the information provided by the 30 students of the sixth grade of the Carlos J. Peralta School was carried out to verify if the use of short readings is a strategy to expand reading comprehension and vocabulary in the school year 2021. The main point is to understand the evolution of the students during the six weeks of testing, from the first diagnosis to the last one. Furthermore, to identify the students' weaknesses, the handling of synonyms, pronunciation, and analysis in each of the applied readings. It is becoming the most important chapter since it is the basis of the conclusions of this work that will be presented later.

4.1 Analysis and Interpretation of the Results

Diagnosis

The initial diagnosis was applied on September 21 of 2021, to the students to know the level of reading comprehension and vocabulary. It was also applied to know the weaknesses of each of the students. Based on the information provided by the students of the second cycle of Carlos J. Peralta School, it is observed that four students obtained a score between zero to ten. It continues with two students with a score between eleven to twenty that is 6%. Then three students obtained a score between twenty-one to thirty. A 20% corresponds to six students who obtained a score between thirty-one to forty. Another 13% corresponds to four students who obtained a score between forty-one to fifty. A student earned a grade between fifty-one to sixty, a 10% corresponded to three students who obtained a score between sixty-one to seventy. One more student obtained a score between seventy-one to eighty. Four students with a 13% had a score between eighty-one to ninety, and finally, two students obtained a score between ninety-one to one hundred, which is 7%.

Figure 1. Grades obtained by the students in the first diagnosis.

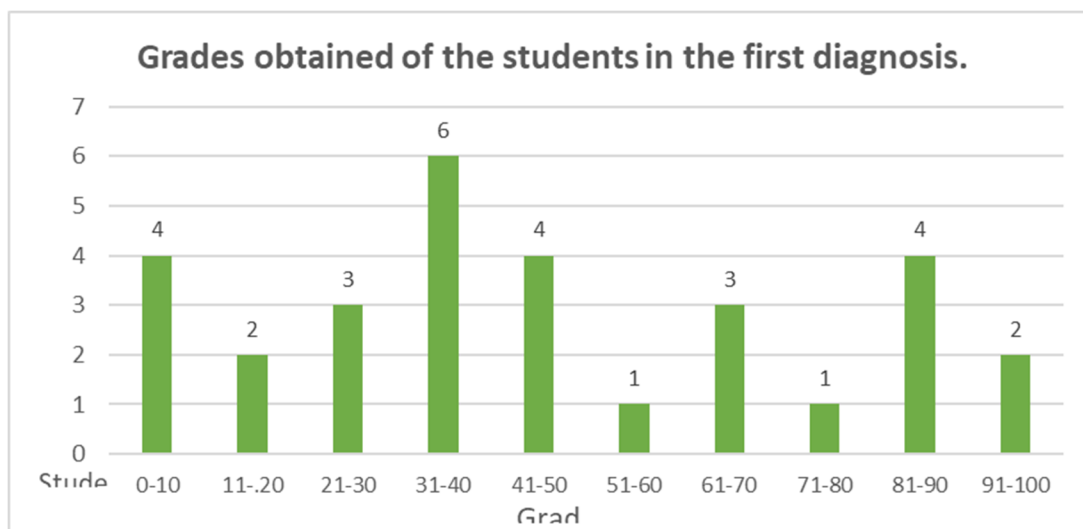


Figure 1. It represents the scores obtained of the students in the First Diagnosis. Source: Researcher's own creation.

Observation Sheet

The observation sheet at a general level is a tool that allows a person to evaluate withers job in the performance of another person. It adapts to the criteria of the applicator, making it a flexible tool. For this research, the observation sheet becomes the main instrument of the student's progress throughout the weeks of application of the stories based on the categories evaluated; the use of synonyms, pronunciation, comment extensively on the story, analysis, identification of the main idea, and understanding the sequence of events. Each category is evaluated from five points, one point meaning "no improvement", three points that is a "small improvement" and five points meaning "improvement" for a total of thirty points based on each student's performance. This observation is found in Appendix 1.2. Below is the analysis of each of the categories during the readings.

Figure 2 shows the category of synonyms in the four readings. I indicated that in the first reading, fourteen students obtained a point where there was no improvement. Other fourteen students scored three points of a little advance, and only two students scored five points, indicating an improvement. Reading two indicates that fifteen students remained without improvement, the other half presented a small improvement, and any student improved. On reading three, thirteen students scored a point, fifteen students slightly improved with three points, and only one student had an incremental improvement with five points. Lecture four established that two students obtained one point, twelve students had three points, and one student got five.

Figure 2. Points obtained of the students in the category of use of synonyms.

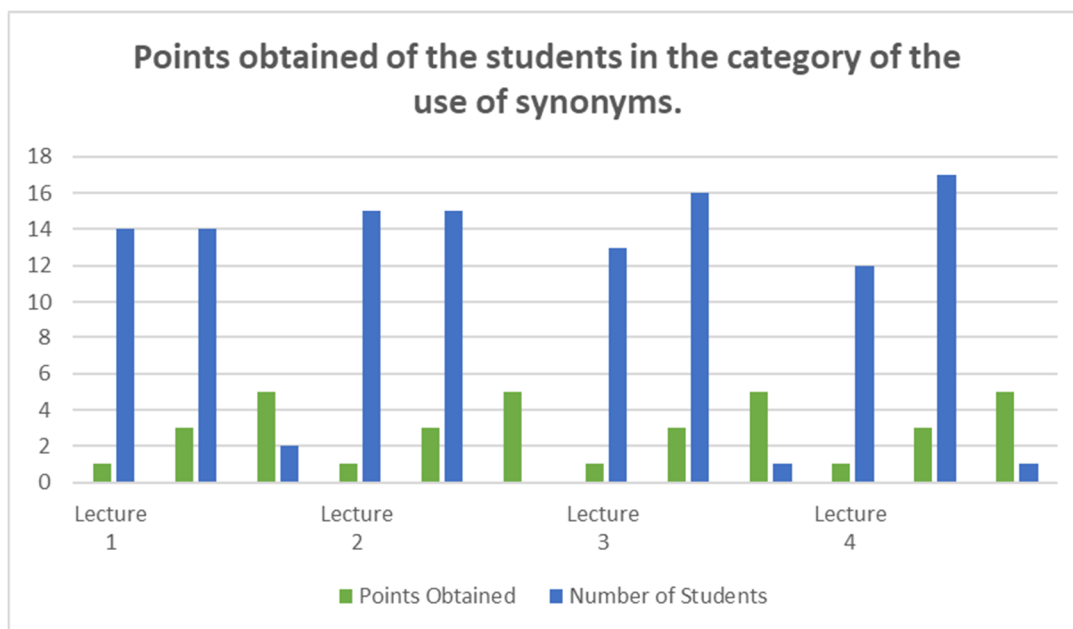


Figure 2. It represents the points obtained of the students in the category of synonyms during the four lectures.

Source: Researcher's own creation.

Figure 3 shows the pronunciation category during the four readings. This same indicated that in the first week, ten students obtained a point, sixteen students obtained three points with a small improvement, and four students had five points with total improvement. By the second reading, seventeen students scored a point indicating no improvement. Then thirteen students got three points, and any student gained five points. Continuing with lecture three, it shows that nine students scored one point with no improvement, sixteen students had three points indicating a slight improvement, and five students had an improvement with five points scored. In reading four, it is established that eighteen students did not improve, having one point, nine students obtained three points, and the other three students improved with five points.

Figure 3. Points obtained by students in the category of pronunciation.

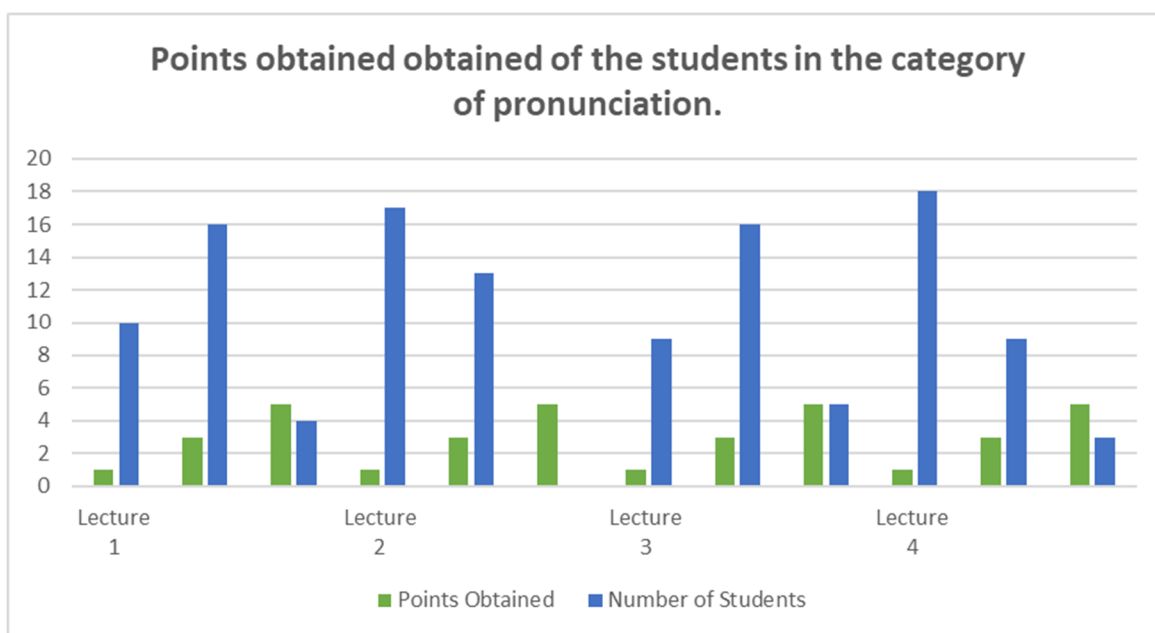


Figure 3. It represents the points obtained of the students in the category of pronunciation during the four lectures.

Source: Researcher's own creation.

As shown in Figure 4 about the extensive comment category, fourteen students obtained a point indicating no improvement on the first reading. Seven students gained three points, and nine students had an improvement with five points. During reading two, seven pupils had no improvement, the same number of students showed a small improvement with three points and ten students with five points indicated an improvement. Lecture three indicated that eleven students did not improve with one point, nine students showed little improvement by three points, and ten students improved with five points. Lecture four indicated that eleven students remained static without improvement with one point. Five students obtained three points indicating a slight improvement, and fourteen students had progressed with five students.

Figure 4. Points obtained by the students in the category of comment extensively.

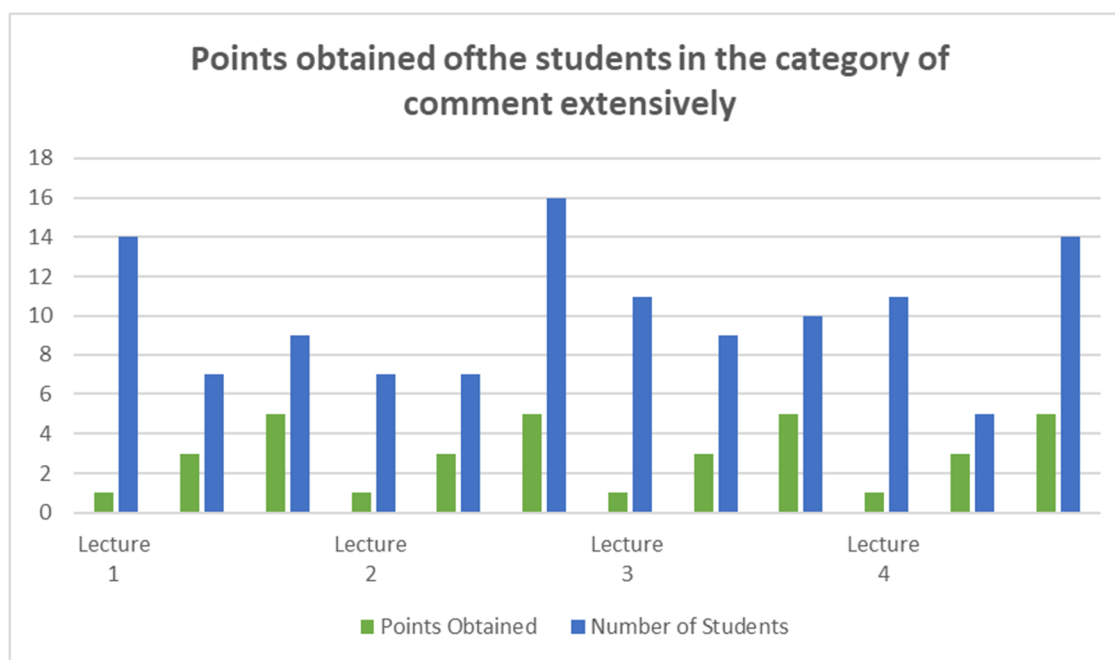


Figure 4. It represents the points obtained of the students in the category of comment extensively during the four lectures. Source: Researcher's own creation.

Figure 5 of the analysis category indicated that eleven students gained one point during the first reading, fourteen students obtained three points, and five students achieved five points, showing and improvement. Reading two indicated that six students did not improve with one point, ten students showed little improvement, and four students with five points had an improvement. In reading three, it was determined that fifteen students with one point did not show an improvement. Fifteen students gained three points, and eight students had a total of five points. In reading four, seventeen students showed no improvement, four students had a little improvement, and nine students showed an incremental improvement with 5 points.

Figure 5. Points obtained by the students in the category of analysis.

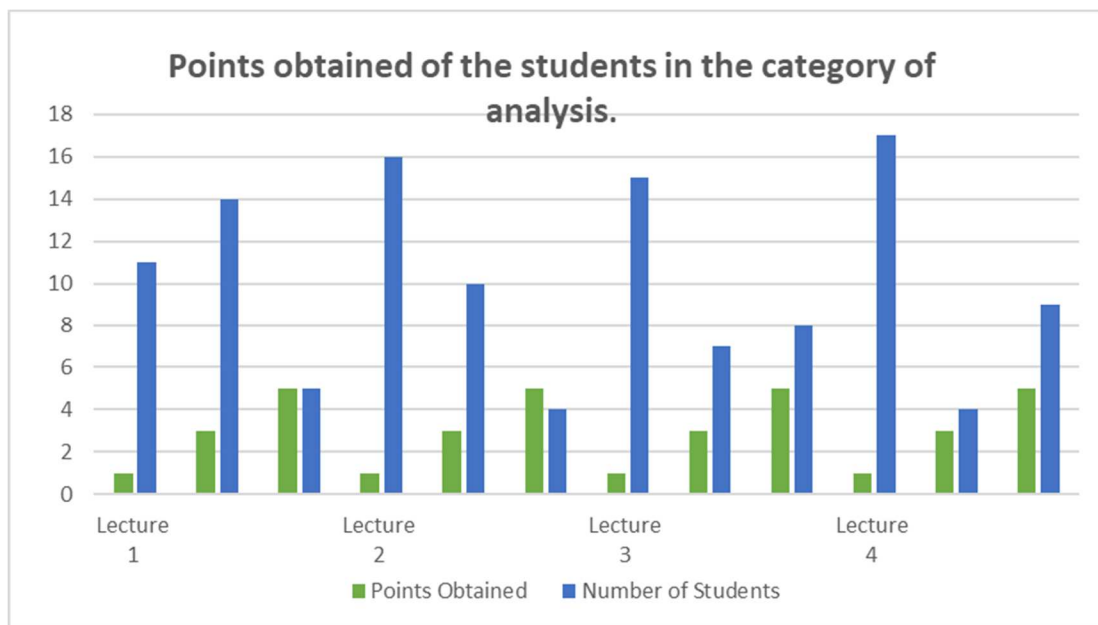


Figure 5. It represents the points obtained of the students in the category of analysis during the four lectures.

Source: Researcher's own creation.

The category of identification of the main idea is shown in figure 6 were in the first lecture, there were ten students with one point of no improvement, the same number with three points of small improvement, and the other ten students obtained five points for an incremental improvement. Continuing in reading two, it turned out that same as the first week, ten students continued to have no improvement, the other ten students had a small improvement, and the remaining ten pupils improved with five points. For lecture three, there was a change where twelve students with one point showed no improvement, nine students improved slightly, and the same number advanced with five points. In reading four, the same number of students with one point increased for fifteen students, five pupils showed a little improvement, and twelve students showed an improvement with five points.

Figure 6. Points obtained of the students in the category of identifying the main idea.

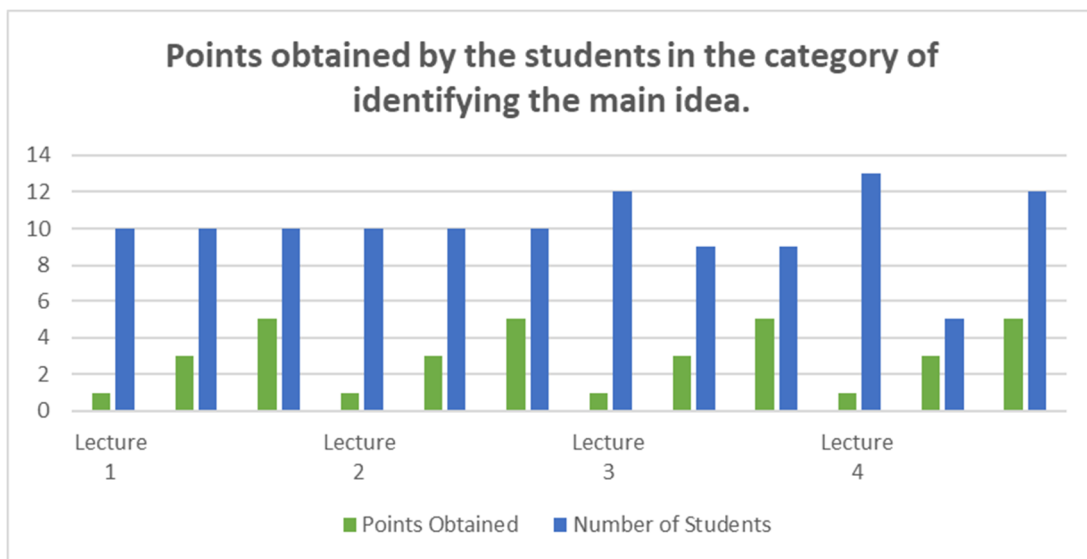


Figure 6. It represents the points obtained of the students in the category of identifying the main idea during the four lectures. Source: Researcher's own creation.

Figure seven shows the last category of identification of the sequence in the story. In the first lecture, nine students obtained one point, ten students with three points, and eleven students obtained five points. During lecture two, it was observed that there were fifteen students without improvement with on-point, five students had a small improvement, and ten students showed improvement with five points earned. During lecture three, it indicated that eleven students did not improve with one point, nine pupils slightly improved, and with five points, ten students improved. In lecture 4, twelve students did not improve with one point, and six students showed little improvement, and twelve students advanced.

Figure 7. Points obtained of the students in the category of identifying the sequence.

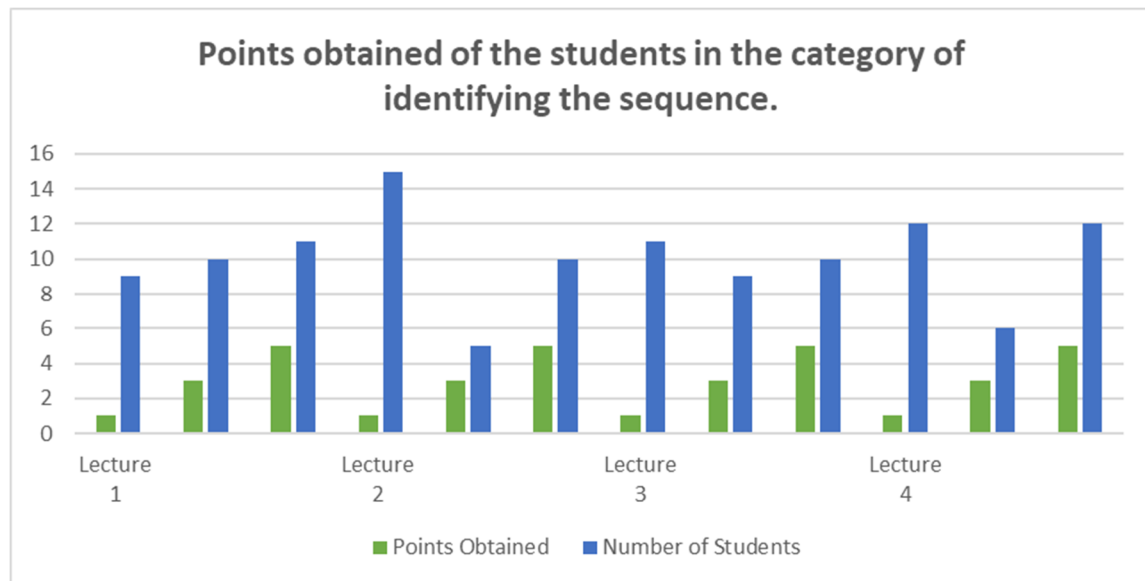


Figure 7. It represents the points obtained by the students in the category of identifying the sequence during the four lectures. Source: Researcher's own creation.

Diagnosis

The final diagnosis was applied on October 25 of 2021, to visualize the effects of the short readings on the students' academic life in the last weeks and check if there was a big or small change from them. Figure 8 indicates the date of the last diagnosis provided by the sixty-year students of the Carlos J. Peralta School. This indicated that one student obtained a grade between zero to ten, four students had a grade between eleven to twenty, being a 13%. Then three students scored from twenty-one to thirty, and the same number of students had a grade between thirty-one to forty, meaning a 10% each. Four students scored between the range of forty-one to fifty, and any student gained a grade between fifty-one to sixty. The highest percentage was 17% from five students with a score between sixty-one to seventy. Three students had scored between seventy-one to eighty with another 10%. Finally, four students scored between ninety-one to one hundred for a total of thirty students examined.

Figure 8. Grades obtained of the students in the last diagnosis.

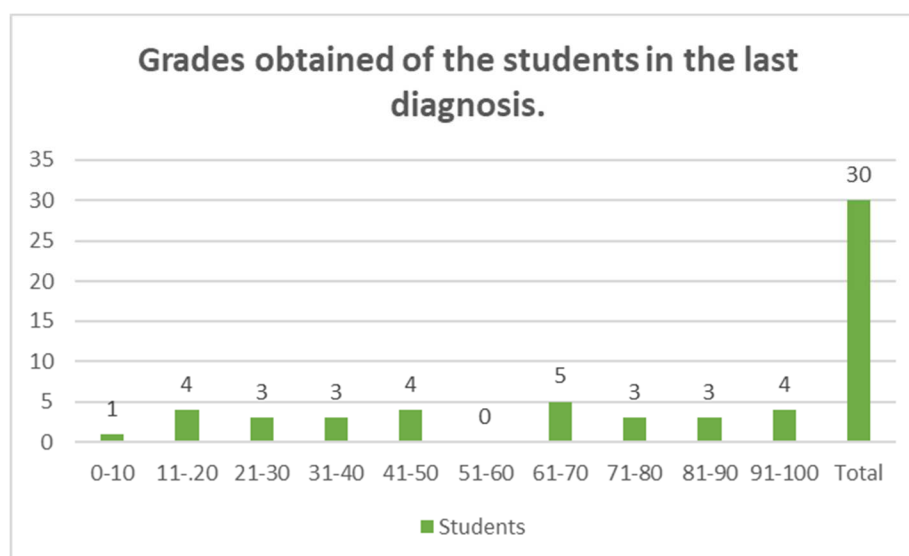


Figure 8. It represents the scores obtained of the students in the Last Diagnosis. Source: Researcher's own creation.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The purpose of this chapter is to inform in a deeper way based on the analysis of the previous chapter and the selected objectives to indicate the interaction of the students with the short readings as a form to expand their vocabulary level and reading comprehension skills. As well as identify the students' weaknesses, identify the level of reading comprehension of the students, and understand the outcome of the interaction of the students towards the readings. Other aspects like the unexpected results and the recommendations to consider are going to be presented in this chapter.

5.2 Conclusions

The conclusions will be provided based on the objectives presented in this research. These conclusions were drawn based on the data provided by the instruments of the sixth-year students mentioned in the previous chapter.

5.2.1 Identify the vocabulary and reading comprehension weaknesses sixth grade students of Carlos J. Peralta School.

The identification of weaknesses in both vocabulary and reading comprehension was based on the observation sheer since it had categories of both skills. The first weakness was the lack of vocabulary because the students had all the material they saw throughout the class translated by the teacher. Therefore, they do not need to think in English and try to relate the words with some they already know and speak in the language because they do not manage the vocabulary necessary to express themselves.

Another aspect was the lack of attention to the story, where it was evident that the students did not read conscientiously. Moreover, some parts of the practice were difficult to develop, for example, the sequence due to this situation.

Another weakness detected is the pandemic situation, since this forced that school to reduce the time of classes. They went from one class every day of the week to only two classes, one Presencial and the other virtual of forty minutes each. Those minutes make it difficult for the teacher and the students to have active class participation and good knowledge since forty minutes do not yield.

5.2.2 Identify the level of reading comprehension in sixth grade students of Carlos J. Peralta School.

Identifying the level of reading comprehension was determined by the observation sheet, indicating that throughout the readings, there was an increase reflected in the level of comprehension. Many students demonstrated positive analysis in getting the main idea. Most of them saw it as the moral of the story. That was something the researcher saw as a strategy, and that students used to have extensive opinions on the reading and take the main idea. Some students demonstrated the ability to relate some words with synonyms that they already knew, having students being able to manage this category give an overview that not all of them are on a basic level mainly because if all the categories one of the synonyms is one of the most difficult because it is necessary a significant level of understanding and vocabulary. Analyzing this, all the students are at a basic-intermediate level because they could develop more than half of the categories of reading comprehension and demonstrate progress.

- **5.2.3 To analyze the final outcome of the interaction of short readings in students of sixth graders of Carlos J. Peralta School.**

According to the analysis that has been provided during the investigation, we conclude that each student had their interaction but looked at it in a general way. There was never total rejection by the students, and the majority expected even more practice related to readings. It was giving the message that they appreciated such activities outside of their day-to-day.

Most of the students analyzed and looked for even one word to understand the text, being a factor that these students would benefit from much more practices that boost the reading comprehension. There was also a small group of thirty students who had an ambiguous relationship in the first readings. At the time, those students developed the practice by obligation, but this was dissipating in the last weeks, where it was seen they were catching the taste when analyzing, understanding, and participating—concluding that the relationship of the students with the readings was positives and caused an impact on them.

5.3 Restatement of the Research Question

According to the analysis of the data obtained, it is concluded that short readings should be taken as a strategy to expand vocabulary and improve reading comprehension. First, this strategy encourages the active participation of students since they voluntarily provide their opinion. Reading aloud helps them and the teacher identify which sounds or words they are struggling to start working on. Tolerance is learned during the exercise, as each student has their own opinion about the story and has healthy debates in specific exercises like the one of sequence or the main idea. In addition, it not only helps to promote reading

comprehension, but it also helps the student take an interest in reading and other aspects of the language. Since they will understand it more and express themselves better, not to mention that being consistent with this strategy in and out of the class, students become self-critical of their performance.

The use of diagnostics and instruments supports those as mentioned above. With only six weeks of application, changes are evident. In some categories, there were small advances, and in others, a little bigger. By implementing these exercises for a whole school year, the effect would be much bigger and more positive for the students.

5.4 Unexpected Results

The first main point in this section is the way in which the pandemic situation has affected education, as well as other sections of society, is indescribable. Initially, the idea of the instruments was to use an interview with the students to understand in a direct way how the students felt towards the reading, but the time and the number of students that were planned to be used became a blockage. Another unexpected aspect was the fact that they had planned to take the test of six lectures instead of four but the school had only two classes per week and almost all of them are canceled either due to civic events, food delivery, or conferences of APSE became another block, therefore the researcher had to implement another instrument and reduce the number of readings to be able to accomplish the aspects of the investigation.

With the applied instruments, the results have already been mentioned, but outside of the aspects that were going to be observed, there were extra skills that the students developed. For example, during the last reading. There were students who looked further, responded more than was released. Demonstrating critical thinking, something that was

not seen in the first readings. Another example is the fact that the pronunciation category was the one that had the least improvement, but it eventually demonstrates the students' need for more impulse in the oral part.

Another aspect was the help of the teacher so that the students participated in the first two readings, the teacher at certain times had to intervene since the students seemed to be afraid to say what they thought. Something completely unexpected since the researcher had worked with the students previously in the teaching practice and at that time they were not shy when speaking. Moreover, although the use of synonyms had very little progress, the fact that it presented an improved is already a gain because it shows that the students were putting more effort into the readings.

5.5 Recommendations

The objectives, antecedents, bases of the work, and conclusions have been discussed throughout this investigation to get to the point of answering whether short readings expand vocabulary and reading comprehension. Finally, the answer was already mentioned above, the weaknesses of the students that affect their reading comprehension and vocabulary were analyzed, so this section indicates which would be the recommendations selected to help the situation of the students where they can take advantage of the resources provided by education as well as its improvement. During the classes, the teacher was with the teacher and observed the first point of change, which is an important factor in the classroom, being methodology. It is considered that the teacher should change the methodology and better organize the time in the classroom. Although it is known that the teacher only has forty minutes, both face-to-face and virtual, he should take advantage of his lessons more, always adjusting to the planning of the Ministry of Public Education. Its main tool is the biography granted by

the Ministry of Education. This is used to cover the areas of English (listening, reading, grammar and, conversation), but in the reading, it lacks practice. Even though forty minutes is not enough time to develop all the areas of the language, that does not mean that the classes lack didactic material. Another observation is that the teacher should use more English in the classroom and encourage the use by students since English and other languages will develop more with oral and written practice.

Another recommendation is to send reading-related assignments where students from home continue to practice reading, analysis, and critical thinking. English will not develop to its full potential if you do not have enough practice. The ministry of lessons in public education schools has to improve the number of English lessons in schools, thus favoring the quality and improvement of the student's learning processes.

Another point, if shortly the school year returns to normal after the death crisis, it is important not to neglect virtuality as this has strengthened student learning and the creation of smaller groups, which facilitates management, care, and participation. The student is benefited by having the possibility of learning both in the classroom and in their home and sending homework, such as the use of short readings since reading comprehension improves the student's learning process.

Appendices

1.1 Diagnosis

Date: _____

Name: _____ Group: _____

A. Read the following paragraph and complete the blank spaces with the word in the box word.

Shiny - window - Preparing - Cold. - Went
Bed. - Meal- Sandwich - Bed - Sleep

Coffee on a Cold Night

It was a _____ night. The moon was bright and _____. The wind blew cold through the _____. Jim got up from his _____ and closed it. Jim _____ to the kitchen. He wanted to make a _____. He loved to eat a good _____ during the night. After _____ the sandwich he felt better and went to his _____ to try to _____ better.

B. Order the following sentences.

Night a was it cold.

Wanted a make sandwich he.

Meal loved eat food he a to.

Blew through wind the window cold.

Went to the kitchen them.

Observation Sheet

Categories	Improvement (5)	Little Improvement (3)	No improvement (1)
Used synonyms to understand the meaning of a word they don't understand.			
Pronounce the words correctly.			
Comment broadly on the story.			
Analyze what they read.			
Is able to identify the main idea of the story.			
Identify the sequence of actions in the story.			
Total:			

Improvement: The student showed progress in each of the categories to understand the text in comparison to last week's reading.

Little Improvement: The student showed little improvement in the categories to understand the text in comparison to last week's reading.

No improvement: The student did not have any improvement in any of the in comparison to last week's reading.

Lecture 1**The Golden Egg**

Once upon a time, a farmer had a goose that laid a golden egg every day. The egg provided enough money for the farmer and his wife for their day-to-day needs. The farmer and his wife were happy for a long time. But one day, the farmer got an idea and thought, “Why should I take just one egg a day? Why can’t I take all of them at once and make a lot of money?” The foolish farmer’s wife also agreed and decided to cut the goose’s stomach for the eggs. As soon as they killed the bird and opened the goose’s stomach, to find nothing but guts and blood. The farmer, realizing his foolish mistake, cries over the lost resource!

- 1. Read the text.**
- 2. Underline the main idea**
- 3. Order the following events (from 1 to 5) according to the story.**

- The farmer, realizing his foolish mistake
- The farmer had a goose that laid a golden egg every day.
- The farmer killed the goose and only found guts and blood.
- The farmer and his wife wanted more golden egg.

Lecture 2**THEATER UNDER THE STARS**

In late summer, a whole small town was planning a spectacular play under the night stars, where everyone would gather and enjoy it as a family. It would be the first play to be organized outdoors in the city. The play was about a great shining star on a beautiful night. Where Mrs. Esther was going to be the main organizer and that she would also act within the play. She was very perfectionist and she always loved to hold all kinds of events.

The play was still a few weeks away, but everything was being organized well in advance, so that everything would go according to plan and if anything unexpected happened it could be resolved in time. All of this was to be a spectacular event. All the people were very excited to go to the play, because in addition to being outdoors, you could enjoy the beautiful view of the stars. Many people participated in the auditions for the play, and among them was a little girl named Michelle, who dreamed of participating in the play. She was ready to introduce herself, but she had forgotten everything because of her nerves and did not make a good presentation. So, as she was not one of the best, she was not accepted to participate in the main roles of the play but only as a substitute.

Then Esther to see that Michelle was very disappointed that she could not be part of the play. She tells her “don’t worry Michelle, I will help you improve your acting, because if at any time one of the chosen actors can’t participate, you can do it and I will teach you everything I have learned, because if the time comes you can do it in a great way”. Hearing this, Michelle was a little happy with the help that she was going to receive from Esther. And she said “Thank you very much for supporting me, your help is very valuable.” So for several days Esther spent part of her time continuing to organize the

event and teach Michelle. After a while Michelle had improved a lot in her acting and one day Esther told her “you are ready”. When night came it was fantastic and the stars were very bright. When the play started, the entire audience was loving what they were seeing and everything was turning out according to expectations. At the end they thanked the audience and everyone was very happy for the wonderful show. The first play under the stars had been a great success.

1. Read the text.

- **Underline the main idea**
- **Underline the words you don't understand.**

2. Order the following events (from 1 to 4) according to the story.

- Michelle was not accepted to participate in the main roles of the play.
- Esther decided to help Michelle with her acting.
- Mrs. Esther was going to be the main organizer.
- The first play under the stars had been a great success.

Lecture 3**The White Chick**

One morning Rubén was on his way to work, when suddenly he noticed that there was a small box on the sidewalk that was making a noise. Hearing that caught his attention, so he decided to open it and to his surprise he found a small chick, which looked pale from the heat that was generated inside the box. The chick was so pale it looked like it was going to faint. So he quickly returned to his house to save him and have his daughters Eva and Genesis take care of him, so that he would be healthy again. They always rescued injured animals, to heal them and find a home for them. That is why he was taking it to them to help him recover. When he got home, he told his daughters “look at the chick that I brought, it has received a lot of heat and is very pale, so it needs a lot of care so that it can recover.” They said “don’t worry, we are going to help him and give the best care to the little chick, so that it recovers and returns to its beautiful color”. Then between the two of them they began to hydrate him and help him in everything necessary, so that he would get better.

As the first days passed, they could see that he was recovering little by little and they began to love him very much. So much was the affection for the chick that they had become inseparable. As the days went by, he managed to fully recover and each day he grew a little more and his white color turned into a beautiful yellow color. So it was time to help him find a larger place where he would be more comfortable, although his daughters did not want to separate from him. So the father talked to them and convinced them that the best thing was to find a place where the chick could be together with other chicks and was much better. When they arrived at the place and it was time to say goodbye, they said “even if you are no longer in our home, you will always have a special

place in our hearts. They both said their goodbyes and they would always have the beautiful memories they had built all that time.

3. Read the text.

- **Underline the main idea**
- **Underline the words you don't understand.**

4. Order the following events (from 1 to 4) according to the story.

The chick start recovering.

Ruben found the small box.

The father convinced his kids to find a better place to the chick.

They said goodbye.

Lecture 4**THE HOUSE OF LEMONS**

On a beautiful sunny day, Josue had everything ready to plant a lemon tree in his large garden. Because he loved lemons he had always wanted to have a big lemon tree, but every tree he planted did not grow and all the leaves wilted, but he thought that with this tree that he was going to plant he would be different, because it had been given to him from one of the most fertile lands in the city. He was very excited about all the lemons that could grow on the tree. After having planted the tree, weeks passed and everything was going well, the tree was growing and it looked like it would produce a lot of lemons. It kept growing and little lemons began to grow.

After a few weeks the lemons grew huge and the tree also grew so large that many branches began to grow on its neighbor's side. As the lemons had already grown enough, he could harvest them, to taste their first fruits. When he finished collecting them all, he went to taste them and said "wow, this lemon is a delight". The tree produced so many lemons every day that it seemed that it was raining lemons and left a carpet covering the ground. As he kept all the lemons and did not share them he felt that the tree was producing too much and he did not know what he could do with them, so he decided to cut it down a bit.

The tree threw so many lemons that hundreds of them fell to the ground every day, it was impressive how it produced that immense amount of lemons, it was much more than before. When that happened, Josue thought that his neighbor would not give him any and he would keep all of them, as he did when he had so many lemons. But it was just the opposite, his neighbor even offered to pick the lemons daily, so that he would always have. So Josue was very grateful to his neighbor and he understood that his neighbor

always showed him his support and he never intended to take all the lemons and he learned that the most important thing was to share.

5. Read the text.

➤ **Underline the main idea**

6. Order the following events (from 1 to 5) according to the story.

Josue planted a tree.

The lemons grew huge.

The tree produced so many lemons every day

Josue he learned that the most important thing was to share.

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