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**THE USE OF READING STRATEGIES TO IMPROVE
GRAMMAR WRITING ON FIFTH GRADERS AT ACTIVE
MINDS SCHOOL DURING THE SECOND QUARTER OF
2023**

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

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Dedication

This thesis is dedicated to those people who, without a doubt, have been supporting me throughout this process, and without their support and words of encouragement and motivation, surely today everything would be different. First of all, I want to express my deep gratitude to God, who has filled me with wisdom, intelligence, and understanding, and has given me strength in the last 5 years. In my moments of greatest weakness, God has been my greatest strength and my guide forever.

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Abstract

This research project included as research question: What is the effect of applying reading strategies to improve grammar writing in fifth-grade students at Active Minds School during the second quarter of 2023? This question was based on the main problem and was what all this research was based on. In relation to the participants of this research, they were the fifth-grade students at the Active Minds School who carried out each of the planned activities. In addition, it is important to mention that the most important findings were that students were able to improve written grammar with the help of interactive reading strategies; thus, carrying out some practices and activities that helped improve that ability. Finally, it is concluded that even though the students had difficulties in terms of grammar, by carrying out the activities prepared by the researcher, they were able to improve their grammatical writing skills effectively.

Resumen

Este proyecto de investigación buscaba responder una pregunta de investigación la cual es: ¿Cuál es el efecto de aplicar estrategias de lectura para mejorar la escritura gramatical en los estudiantes de quinto grado de Active Minds School durante el segundo trimestre de 2023? Esta pregunta se basaba en el problema principal y en toda esta investigación. En relación a los participantes de esta investigación, ellos eran los estudiantes de quinto grado de Active Minds School quienes realizaron cada una de las actividades planificadas. Además, es importante mencionar que los hallazgos más importantes fueron que los estudiantes lograron mejorar la gramática escrita con la ayuda de estrategias de lectura interactiva, realizando así algunas prácticas y actividades que ayudaron a mejorar esa habilidad. Finalmente, se concluye que a pesar de que los estudiantes presentaron dificultades en cuanto a la gramática, al realizar las actividades preparadas por la investigadora, lograron mejorar sus habilidades gramaticales de escritura de manera efectiva.

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Chapter I

Introductory Framework

In the following chapter, it will be analyzed the main problem that prevails in this investigation so that it can be found a possible solution. On the other hand, the investigator will provide the general and specific objectives to respond to the problem accurately. In addition, summaries of some past investigations by different authors will be given, as they have similar topics to the present investigation. Such antecedents greatly help to have more knowledge on the subject and thus analyze various ways of solving problems from different perspectives. Finally, it will be considered the achievements that are desired to be obtained and the goals that are proposed in this investigation.

Problem Statement

English is considered a universal language, so learning English has become important. This language is taught in different countries as a foreign, such as Spanish-speaking countries, where students are taught the basics of the target language since they are in school. According to a document on education in Costa Rica written by the director of education and skills, Andreas Schleicher (n.d.), "Costa Rica has increasingly recognized the importance of early childhood care and education (ECCE) for a variety of educational objectives, economic and social ."Our country is aware of the importance and right to an education that all children and inhabitants of the country have, thus educating children from the time they are in kindergarten. It is worth mentioning that it is also one of the republics that want to become a bilingual country, which is why they teach English to children early on.

English has become popular today, which is why it is taught to children in different educational centers and institutions and public and private schools. Normally, private

institutions give a more intensive and advanced education, accelerating students' learning by making them learn each subject faster and more efficiently. However, it is normal for some students to learn this new language so that they may have a greater affinity for some of the English skills than others.

According to an article written by Marisa Vites (2020), "We all learn differently, each one at their own pace and capacity; hence, diversity must be attended to at school." As mentioned above, students learn in many ways, so it is recommended that teachers teach lessons using various teaching strategies and methods that focus on all English language skills, such as reading, listening, speaking, and writing.

It is necessary to emphasize that students learning a language may present difficulties when acquiring some skills that comprise learning this second language. Such is the case of fifth-grade students at Active Minds School, a private institution in San José, Costa Rica. Such students have lately presented grammatical writing errors during English lessons. It is for this reason that the use of various reading strategies will be implemented to help students to have improved and a noticeable advance in grammatical writing in English, thus helping to improve academic performance in each of them and preparing them for in the future their written grammar will be applied correctly. After having detailed the main problem of this investigation and knowing the importance of solving the said problem, the following question has been raised: What is the effect of applying reading strategies to improve grammar writing in fifth-grade students at Active Minds School during the second quarter of 2023?

Objectives

1.1.1 General Objective

To analyze reading interactive strategies to improve grammar writing in fifth graders at Active Minds School during the second quarter of 2023.

1.1.2 Specific Objectives

1. To identify the most relevant difficulties and mistakes that fifth-grader students have in grammar writing.
2. To propose reading strategies that can help students to have an improvement in grammar writing.
3. To apply activities and reading methods with students so that they can learn to have correct grammatical writing.
4. To evaluate the results regarding the improvement of grammatical writing.

1.2 Justification of the Study

Learning English is an event that has become popular in recent years. For that same reason, the number of people who want and need to learn this foreign language is increasingly extensive, being forced to study this language intensively even from a very early age. The reasons for wanting to acquire this language are mainly because it is a tool that prepares people for the future; given that it is the universal language, it has become almost essential to obtain better job opportunities or communicate with people from different parts of the world. In addition, that is why it is recommended that learning English starts at a very young age since children learn faster and more effectively at that age.

This foreign language is taught in public and private schools from the first year.

English teachers prepare their lessons in the best way so students can learn efficiently. It is important to mention that teaching English covers skills used to learn this language. These are divided into reading, writing, listening, and speaking. In some cases, these skills may be more difficult for some students to acquire. For this reason, this research focuses on grammatical writing, which is a skill that is an essential part of teaching and learning English and has caused some problems in some students during the lessons they receive.

For the present investigation, a study will be carried out to improve grammatical writing in the fifth-grade students at Active Minds School during the second quarter of 2023. It is worth mentioning that the investigation will indicate the most frequent errors and difficulties in the grammatical writing of the students and will explain various reading strategies in English to obtain positive results ultimately. In addition, it will defend how frequently reading books and stories in English can be a good resource and method for students to learn about grammar and punctuation efficiently, improving notably and thus having good results regarding their grammatical writing in English—this second language.

Within an investigation, you can find various people who will benefit at the end of the entire investigative process. Normally the ones that will have the greatest benefits are those that cause the main problem within the research since they are the reason you want to find positive results. Being able to help within an intuition or place will allow the benefited person to generate great positive changes, allowing them to have personal triumphs by achieving changes in terms of what they have had difficulty with; in the same way, they will feel motivated and full of pride when seeing that these present and frequent errors within a learning process can be resolved effectively.

Regarding the beneficiaries of this research, it is important to mention that the

people who will benefit the most will be the fifth-grade students who study at the Active Minds school. Students have had difficulty applying written grammar during their English classes, so research emphasizes grammar improvement with the help of focused reading strategies that contain correct writing in terms of grammar and punctuation. By applying the methods, students will have noticeable changes, which will benefit their performance during their language classes and have an excellent grammar that will be useful for the rest of their lives.

As mentioned above, when students can feel and see the change in their problem with written grammar, they can take great satisfaction in seeing how capable they are of achieving and learning. Thanks to the help of this research and the application of correctly posed strategies, fifth-grade students will have the privilege of experiencing great personal success, such as having grammatically correct writing and frequent use of reading in English, which that will help to improve performance and academic performance within the English lessons significantly.

Emphasizing the problem of this investigation, which is related to written grammar, it will be mentioned how the resolution of the said problem will be carried out. The main point of this solution is to apply reading strategies in English and defend that it is through reading books and stories that fifth-grade students will obtain positive results in terms of grammatical writing. Constant reading will help students improve grammatical structures, naturally acquiring correct writing in English. This is why effective ways will be created to motivate students to read while easily adapting grammar rules and correct ways to apply grammar and punctuation when writing during English classes.

1.3 Antecedents

English is popularly known as the universal language, which is why it is taught worldwide, especially in countries whose native language is not English. Such is the case of Spanish-speaking countries, where the vast majority teach citizens in institutions from a very young age. Much more reason private institutions, which tend to give more emphasis and importance to their students learning this second language in a highly effective way, teaching children more intensively from an early age. To teach a new language, a teacher needs various methods and approaches that will make learning have effective results, as mentioned by Gabriela Herrera (2020) in her research on the topic "Methods and tasks for teaching English grammar" carried out at Universidad de la Laguna, opting for a master's degree in Teacher Training for Compulsory Secondary Education and Baccalaureate, Vocational Training and Teaching of languages.

The article's main objective is focused on finding the method or approach within the theoretical framework that best suits the current needs of learners regarding learning a foreign language. It also has several specific objectives, which are described as follows: Write the main factor or factors that favor the acquisition of the foreign language and, consequently, grammar; Discard the methods or approaches that, at a general level, are not adequate for the teaching of foreign languages, given the needs of the learners at the current socio-economic moment; and highlight the favorable aspects that the various methods and approaches have brought, even though they are not chosen as an option for possible models to use in language teaching. In addition, it is important to mention that the type of methodology used in the research is qualitative, developed using definitions, explanations, meanings, and written words.

As a conclusion to the research, the author indicates that after the analysis and contrast of seven different language teaching models, it is concluded that the optimal model among these for current language teaching in the 21st century is the oral approach. The grammar-translation method had a lot to teach, and it meant an abrupt change in the direction that was later taken for the development of future language teaching models at that time since it opted for developing the students' communicative competence as a priority. The direct method was a very effective natural method and was the first to emerge as a rejection of the traditional language teaching method. The oral approach was important because it was one of the first to develop a scientific basis to support its application. In its purest origins, the audio-linguistic method arose from a historical need to learn languages effectively. It was the most notable first to use insights from linguistics and psychology for language teaching. Each of the models and proposals has contributed enormous background to the development of pedagogies for language teaching, and, as in history, these experiences allow guiding future researchers on the possible directions that take on this ground, avoiding the mistakes of the past.

International research has been carried out on teaching, learning a new language, teaching methods, and reading techniques in English, among others. Emphasizing reading techniques in English, various reading methods and strategies have been created that have helped in learning this language, which has been very feasible when used with students who are learning or need to improve their skills in English. Such is the case of the thesis carried out by Giovanni Gil and Laura Rojas (2012), who carried out their research with the title "English reading strategies of students of the degree in modern languages of the Pontificia Universidad Javeriana," which was carried out at the Pontificia

Universidad Javeriana in the city of Bogotá, Colombia.

In this second investigation, the main objective emphasizes that it is necessary to describe the reading strategies in English as a foreign language used by the Bachelor of Modern Languages of the Pontificia Universidad Javeriana students. Further, three specific objectives indicate the following: Identify the types of reading comprehension strategies in English of the students of the courses Applied Linguistics, Pedagogical Models, Methodology and Didactics in L2, Teaching in a Foreign Language and Teaching Practice, and English Advanced Low. The second one is to account for the frequency of use of the strategies used by the students of the courses Applied Linguistics, Pedagogical Models, Methodology and Didactics in L2, Teaching in a Foreign Language and Teaching Practice, and Low Advanced English. Finally, to know some aspects of the awareness of the strategies that the students of the Applied Linguistics, Pedagogical Models, Methodology and Didactics in L2, Foreign Language Teaching and Teaching Practice, and Low Advanced English courses have. It is worth mentioning that the type of methodology used in this article is quantitative since it is through surveys that the answer to the research problem can be found.

The conclusion obtained by this international investigation mentions that the Bachelor of Modern Languages students use all the following types of reading strategies approximately half of the time they face academic texts in English: rote, cognitive, gap compensation information, metacognitive, social, affective, and digital. Compensation strategies for lack of information and affective strategies show a slightly higher use than the other types without reaching habitual use. The strategies that the students marked as commonly used are the following: reading in English for leisure, trying to guess the words

from context or by association with another language, reading in English without looking up each word in the dictionary, controlling fear or anxiety caused by reading this type of text, trying to read in English despite the difficulties, and finally resorting to electronic dictionaries, whether monolingual or bilingual.

There are various methods and strategies to improve writing and grammar in English in students who are learning and studying this language. Some international research has been carried out on how English writing can be strengthened in students, such as the case of the thesis carried out by Adriana Rincón (2013) with the theme "Strengthening of English writing in high school students of a public institution," where it is explained in detail how to strengthen English writing in young people effectively. The article was conducted at the Technological University of Monterrey, located in Villavicencio, Colombia, opting for a master's degree in education emphasizing teaching-learning processes. It is important to indicate that the thesis has a quantitative methodology since it develops the research with surveys and numerical statistics to respond effectively to the article's main problem.

Within this third investigated thesis, it can be analyzed that the general objective focuses on promoting the cognitive processes of writing in English through different compositions in secondary education students at a public school in the city of Villavicencio, who are in an A1 level in writing according to the Common European Teaching Framework for Foreign Languages. Later on, the specific objectives are found, which are broken down into five ideas and are following: to analyze the use of writing in English by secondary school students of a public school in Villavicencio, to find out what cognitive processes students of a public school use public of Villavicencio at the moment of writing in English, to describe how the process of writing in English occurs in the students of secondary education of a

public school in Villavicencio and how cognitive processes intervene in their compositions, to determine how effective the drafts and the revision process are before finalizing a composition, and to guide students to develop writing skills composition in English, considering the planning, transcription, and revision processes of their writings.

The conclusions and recommendations reached by the author of this international thesis describe that situations should be created where students see writing as something fun and pleasant that requires being relaxed and concentrated and that ultimately they feel attracted to it and where the also programs are put in place so that useful strategies are known and applied in written composition in each of the processes that writing correctly requires, making this exercise make sense for them. In this way, the author also suggests that teachers are the ones who initially practice the phases of the cognitive processes together with the students until. Finally, the students are the ones who manage to write, having internalized the use of these processes in written production.

Among the various international theses related to the subject of reading in English in terms of teaching and learning through strategies is that of Jorge Vargas (2016), who does an investigation on the topic "Development of reading comprehension skills in English through interactive strategies," opting for a master's degree in Education with an emphasis on Teaching-Learning Processes at the Tecnológico de Monterrey in Bogotá, Colombia. It is important to mention that the methodology used by the author is qualitative, thus describing the participants, the data collection instruments with their procedures, and how they are analyzed.

Regarding the objectives described by the author in this research, it is intended to describe the effect of interactive reading strategies in the development of reading

comprehension skills in university students. On the other hand, the general objectives are mentioned, which intend to describe how a group of university students understands a text individually and socially mediated by interactive reading strategies and how the interactive strategy of reading aloud is applied to develop comprehension. Reader in a Colombian university context.

As a conclusion to the research, the author indicates that the research study was carried out to describe and explain how the reading comprehension ability of students of English as a foreign language develops when they are part of interactive classroom strategies. In addition, the author points out in his conclusion that the students used textual connections to interpret the texts' content and generalize from them in group discussions. In this way, it became evident that the students could co-author the texts to create their meaning but in a group way.

Strategies for teaching English have become a guide to be able to achieve good objectives in terms of learning this language. Research has been carried out in this regard, which mentions the best methods used in teaching English, which cover the different English language skills. Such is the case of the national thesis carried out by Wendoly Zúñiga (2021) with the theme "English teaching and learning strategies applied at the Braulio Morales Cervantes Circuit 01 open education headquarters, Heredia in High school due to sufficient maturity during 2018", who opt for a bachelor's degree in Pedagogy with an emphasis in Didactics. The research was carried out at Universidad Nacional, Costa Rica.

Regarding the general objective found in the thesis, the author indicates that it is to propose a contextualized approach to the teaching and learning processes of English in

preparation for the baccalaureate test for sufficient maturity. Regarding the specific objectives, the following points can be found: Identify the methodological approach of the teacher in the student preparation for the English test under the modality of baccalaureate for sufficient maturity of the Braulio Morales Cervantes open education headquarters. Analyze the teaching and learning strategies contextualized to the educational center in search of a comprehensive approach to English teaching and learning processes. Prepare a significant methodological proposal that enhances the teaching and learning processes of the English language for the student preparation of the test under the baccalaureate modality for sufficient maturity. It is important to emphasize that the methodology used in the thesis is quantitative, which, using interviews, seeks to find an answer to the research problem.

As one of the conclusions to this thesis, Zúñiga (2021) indicates the following, "As English teachers and regardless of the training university, we are motivated to teach classes by being dynamic and implementing the four basic skills of the language, writing, listening, speaking, and reading." Based on those mentioned above, it can be understood that language skills are extremely important and essential to learn a language such as English. Among the strategies mentioned by the author in the conclusion of his research, the use of picture cards to promote a better understanding of vocabulary and the explanation of reading techniques such as skimming and scanning that is based on reading can be highlighted. Quick resolution or completion of items with comprehension of what has been read are two other suggested techniques, and constant review and practice of basic grammar topics to understand the language more easily.

1.4 Scope

- Fifth-grade students are expected to achieve correct grammar during their English lessons.
- Through interactive reading strategies, students can learn about grammar and punctuation.
- Verifying that reading books and stories in English is a good method to improve written grammar will be possible.
- It will be possible to verify that the proposed strategy is having positive results using practices involving writing.

Chapter II

Theoretical Framework

In the following chapter, it will be found in a very detailed way all the possible definitions that will make this research can be understood in more depth. Topics related to reading and grammatical scrutiny can be addressed, thus mentioning different strategies that can be implemented in English learning and teaching. It is important to mention that each of the definitions distributed during this chapter is extracted from different important books whose explanations and writings are highly reliable, all to have better knowledge and understanding of the main research topics.

2.1 Literature Review

To understand this research in more depth, different definitions will be investigated, among which can be found: what reading is, the importance, strategies, and interactive reading strategies that can be applied within a class to improve this ability, as well it will be inquired about grammar, including topics such as its definition, the importance of implementing a correct grammar, some grammar strategies, and finally, an investigation will be carried out on what grammatical writing is.

2.1.1 Reading

2.1.1.1 Definition of Reading

Reading can be defined as an action that human beings implement as a mental process that can be understood through symbols or written letters. In addition, it requires much concentration to be able to understand everything that is written and understand what

is to be communicated. Trevor H. Carney (2018), who wrote a book on reading, defines reading as a constructive process naturally oriented by searching for specific meanings. As described by the writer, the previous definition has been verified by a whole generation of teachers, who agree that reading teaches people to find meaning and to have extra knowledge about various topics and stories.

Based on Vanesa Rabotnikof (2022), reading can also be defined as a process through which people perceive and understand written texts, using sight or hearing for oral narratives or audiobooks, and on some occasions, touch, applying, in this case, the Braille technique. The article's writer mentions that reading is also a cognitive skill that human beings have acquired throughout the evolutionary process, provides important benefits for intellectual development, and prevents cognitive decline. It is of the utmost importance to mention that reading brings benefits to the human being, of which the author mentions stimulating the search for information and knowledge, inciting the imaginative processes, inducing concentration, and improving expression skills and vocabulary.

Rabotnikof mentions that the reading is composed of various types. Among these types of reading, oral reading can be described, which consists of reading everything that is written aloud and in which silences and pauses must be respected. Another type of reading is silent reading, done internally without vocalizing or making sounds. On the other hand, there is reflective reading, in which the reading process occurs slowly to allow a real and complete understanding of each part of the text. The last type of reading mentioned is selective reading, in which the reader chooses to skip fragments and choose the ones they want to read at their discretion.

Carlos Zarzar (2023) mentions and writes about other types of reading, seeing them from a

more educational perspective. The book's author mentions that many types range from the lightest to the deepest. The types mentioned by the writer are mechanical reading which is limited to identifying words regardless of their meaning, which means there is no understanding. The second type of reading in the book is literal reading, defined as a superficial reading of the content. On the other hand, there is oral reading, which, according to the author of the article cited in the previous paragraph, occurs when it is read aloud. In silent reading, the written message is mentally captured without pronouncing words. There is also reflective reading, which is the highest level of comprehension, and finally, speed reading, which is the one that follows the skipping technique, which consists of reading in jumps looking at the most relevant.

Reading is a process that requires time and dedication, and various strategies help to have better and more effective reading comprehension. According to a blog written by primary education graduate Jorge Guerrero (2021), he mentions that reading strategies are a series of actions that the reader performs to approach and understand a text effectively. By the previous quote, reading strategies are used so that readers have a greater facility and a better understanding of what is being read. It is important to mention that reading strategies can be implemented within a classroom to encourage students to have a greater desire to read and that when they do so, they can have excellent comprehension.

Diane Henry (2001) defines reading as a multifaceted process related to word recognition, comprehension, and fluency. The writer affirms that reading makes sense of what is printed so that people can recognize words. Reading is also related to comprehension since people must understand the message, they want to transmit to identify what is written. In addition, the identification of the words must be coordinated and thus be able to give meaning so that the reading is automatic and precise, known as fluency.

According to Marisela Vital (2017), reading is defined as a communication habit that allows the development of any reader's cognitive and interactive thoughts; reading allows the easy construction of new knowledge and helps people use their imagination. Just as Vital mentions, reading is a means by which people can communicate since it is through written words that writers capture thoughts and ideas that they want readers to enjoy when reading; in other words, they communicate to people what they want them to read.

2.1.1.2 The importance of reading

Reading can have many benefits for the human being, as mentioned above. By reading, people can have more general knowledge, which helps to increase intelligence, people can have an increase in creativity and imagination, and it can even make people de-stress and feel happier. According to Paulo Cosín (2022), reading is important in people's lives, influencing teaching and learning. The author mentions in his book that what matters most is how to read a book and, above all, why to read it. According to the writer, reading goes much further than just reading to read; it has to have a fundamental reason, which can be focused on wanting more knowledge about the subject or encouraging more imagination and creativity.

Reading makes people's imagination possible, as well as discovering and learning new data. An article by Mariem Dris (2011) mentions that reading is a complete activity, a cognitive resource that provides information and forms, creating reflection habits, concentration, analysis, and effort. The article's writer mentions that reading can achieve great goals. One of the main points is that reading helps to develop and perfect language in students. According to the author, reading also helps to improve oral and written expression and makes the language more fluent. Thanks to reading can also increase vocabulary and improve spelling. In addition, according to Dris, reading facilitates the exposure of one's thoughts and enables the ability to think.

Based on an article written by the Government of Mexico (2021) highlighted that books are an essential resource for children and young people since it helps their formative process and it allows them the imagination and the power to discover and know the world that surrounds them. According to the article, promoting reading is a fundamental act since it opens the way to acquiring knowledge and is, without a doubt, one of the best habits a person can acquire. According to the article, minors must understand that reading is a practice that can find satisfaction and even relieve stress. In addition, to acquire the habit of reading, it is required to dedicate time during the day that is exclusively for reading. Among the greatest benefits of reading that this article describes are that it improves language, strengthens concentration, can feed the imagination in children, memory development occurs, communication is facilitated, and there is an improvement in spelling, and vocabulary is expanded.

Patricia Zeas (2021) wrote a blog related to the importance and benefits that lecture brings to people's lives. She mentions that reading is a communication habit that allows the development of any reader's cognitive and interactive thoughts. She also explains that reading makes it possible to build new knowledge easily and thus enables readers to learn various topics. In addition, reading helps develop and refine language, thus improving oral and written expression and allowing readers to have more fluent language. The writer also affirms that reading makes it easier to expose one's thoughts, enables the ability to think, and enhances the capacity for observation, attention, and concentration.

Dr. Zeas also mentions in her blog that teachers should teach students the importance of reading since it is the path to knowledge and freedom and implies the active participation of the mind. In the same way, she explains that reading contributes to the development of imagination and creativity and enriches vocabulary and oral and written expression. In the blog, you can

analyze some of the reasons why reading is important for all people since it helps to increase the curiosity and knowledge of the readers, it makes it possible for people to be informed, it also helps to increase the imagination and inspiration making ideas come up. Another of the benefits mentioned is that it exercises the brain by awakening the neural pathways and activating memory. It is important to mention that it also releases emotions and keeps people busy, entertained, and distracted. Among the most important benefits mentioned is that it helps text comprehension and improves grammar, vocabulary, and writing. Frequent reading also facilitates communication, allows relaxation, and can even reduce stress.

Marisela Vital (2017) clearly explains the importance of young people practicing reading, stating that it is important for adolescents to read a book at least once a month since it is an activity that easily stimulates imagination and function. It also helps teenagers get a better vocabulary and develop their brains better to understand the plots of various lines and characters. As Vital explains, young people have to feel attracted to a book so that they take their time to read and realize that reading is a calm activity that can calm stress and anxiety because nowadays it is said that children and young people suffer from these diseases.

Part of the importance of reading, as explained by Marisela, is based on the fact that the lack of reading skills in an adolescent can influence poor school performance due to lack of interest in school research, the little vocabulary that can, the difficulty to understand and analyze texts and especially not understanding when someone explains a certain subject, this sometimes causes students to have low self-esteem and their learning is very low, for this reason, there are several drops in the upper secondary level.

Marisela Vital also focuses her explanations on the importance of reading in the educational field, which is why she affirms that in the teaching-learning process, reading is a

fundamental activity to easily understand each of the topics that are developed in each subject, achieving thereby improving the learning of each student. Sometimes they find students who need help understanding how important reading is, and building their knowledge autonomously is difficult. As the author mentions, teachers should use reading as a teaching-learning strategy because when reading, brain cells are stimulated and cognitive thinking is better developed, which means that the capacity of the mind increases so that students can increase their reading comprehension ability, that they recognize a main idea of a topic, that they know how to interpret the author's main idea, this will help improve student learning.

No doubt entering the classroom should be put to read to students and teach them to understand what they are reading, asking them to explain in their own words what was understood from this reading. If this is done daily, students will learn easily, leaving memorization behind, and they will feel that reading is an activity that can be enjoyed.

2.1.1.3. Reading Strategies

Different important, useful, and necessary strategies to encourage reading in students during classes exist. Trevor Cairney (2018) mentions that some of the best strategies to promote reading in a class are for the teacher to perform a series of functions designed to help students more and more to give a better meaning to reading. Normally it is the teacher who chooses the texts and establishes those learning skills and the one who decides what meaning students must acquire during the reading process. In other words, the teacher is the one who has the ease and control of the situation in terms of those strategies that he wishes to implement. One of the ways to encourage students is when the teacher shares with his students those meanings that he acquires when reading, and in this way, motivates students to do the same.

Cairney states that among the strategies to encourage reading is that children should be the ones who choose the books they want to read. According to the author, all people have different tastes and desires regarding reading, so it is recommended that the same student choose the book that most appeals to him. The teacher can also give his students a varied list in terms of topics so that students have several options to choose from. According to the author of the book, one of the errors that teachers make is that students are forced to read books they do not like, so it is recommended that among the strategies include the personal choice of what is wanting to read.

Various techniques and strategies exist to comprehend better students learning a new language. Rodríguez et al. (2017) affirm that teaching reading comprehension is especially important for English students, in which certain techniques and strategies are implemented to develop skills that can be taught and used in activities within a classroom. Their book also mentions that among these reading skills and strategies are summarizing texts, making comparisons, establishing differences, and finding the main and secondary ideas.

Rodríguez et al. mention some strategies that can be implemented in a class. For example, a quick search is a quick strategy where students must quickly search a text for specific information. Normally short texts are used; however, longer texts can also be implemented. This helps the student noticeably improve reading comprehension and involuntarily learn grammar. Another of the strategies mentioned in the book is the revision of main ideas. According to the book's writers, the technique focuses on improving reading comprehension speed, where a text is examined quickly to determine the basic ideas.

Isabel Solé et al. (2020) mention some reading strategies that help students' comprehension. According to the writers, to achieve comprehensive reading, the reader must

find the broadest meaning of a text, which means that beyond the textual meaning of the words, they must rebuild relationships. They also mention that reading comprehension involves the reader's knowledge, experience of the world, and implicit meanings. The capacities of a reader now to read vary depending on the lexicon present, which means the breadth of vocabulary that the reader knows will allow him to decipher more meanings with less effort. Another capacity found is the integration of meanings since the processes make constructing the meaning of the sentences possible. Finally, there is the motivation and the purpose of reading, which is related to the objectives that the reader pursues with reading, which will determine their motivation that influences their level of comprehension.

Susan Duplan (2014) explains reading strategies that can be used to improve understanding of English. The first strategy is called predicting, which consists of predicting the information that will be found before reading a text in detail. This can help anticipate what the content of the text is. Another strategy Duplan mentions is Skimming, which means skimming the text to get a general idea of its content. Scanning is the strategy where the text is given a quick read, but specific words or phrases are searched for, looking for precise details rather than a general idea.

On the other hand, there is Detailed Reading, when a text is read for the second or third time, focusing on the secondary ideas and the details that can support or base the main idea; this can also be described as reading comprehension. For the reading strategy called Guessing unknown words, Susan explains that it is very difficult for a reader to understand a text's vocabulary in a second language, especially in the first reading. For this reason, you have to use the context; it is more productive to give a second reading looking for the probable meaning of a term instead of looking in a dictionary; the second reading will allow you to form a clearer

idea of what the unknown words mean.

According to another reading strategy explained by Sussan Duplan, understanding main ideas is when in a quick reading, some main ideas are identified; when reading a second or third time, you can understand the main ideas more accurately; generally, each paragraph contains a main idea. In addition, the Inferring strategy sometimes occurs when the writer expresses or suggests something indirectly in the text; that is, he can suggest something and let the reader make the inference or understand what he wants to express. Susan explains that when writers do this, they hope readers will share insights or insights from their culture that allow them to understand the true meaning of their paragraphs. That is why sometimes when reading, it is important to know what the reader wants to say.

Understanding text organization means recognizing how a text has been organized can go a long way in understanding its meaning more fully. According to Duplan, a writer may highlight a situation, discuss a problem, and propose a solution; this will appear in a pattern of organization in the text. The writer may want to compare two ideas and will do this by presenting the ideas in a specific way. Finally, there is the reading strategy called Assessments of a writer's purpose. Once you understand the organization of a text, you can more easily recognize the writer's purpose. The writer often wants to make her opinion known and tries to persuade his readers to agree with his ideas. That is why Susan says it is important to recognize a writer's opinion so you can contrast it with the reader's opinion.

2.1.1.4 Reading Interactive Strategies

Reading strategies can include various types used within a class to improve reading comprehension in students and the voluntary desire to read. Among the types of reading

strategies, the interactive type can be highlighted based on interacting with students during teaching. Doug Buehl (2017) mentions in his book some ways to apply interactive strategies in a classroom. Among the strategies, we can highlight generating questions since it is a method that can help reading comprehension by creating questions based on reading among themselves; that way, when answering the questions, they will be learning. Another of the ideas mentioned in the book is the visualization and creation of mental images. Many teachers use this strategy by having students mentally create the images to understand better the message of what is being read. In the case of this strategy, visual images and posters can also be implemented to help students understand more easily.

Among the strategies mentioned in the book, technology as an interactive method is also highlighted. Being able to innovate as a teacher using digital resources can be very helpful so that students learning to read in another language can do so more easily. Using devices such as projectors and computers for videos is a good resource that can be used so that students enjoy their classes learning in different and dynamic ways. Using technology, images can be created that help to understand better what a text or reading is about; in the same way, the questions and answers that will help reading comprehension can be included right there.

2.1.1.5 How to improve reading skills

Rob Gillham (2022) mentions that reading comprehension is a skill that can be applied at work, study, and daily life. When a person has reading skills, he can interpret and find meaning in the text or information he is reading, which means that he can also communicate effectively through writing. The writer defines reading comprehension as reading, understanding, and interpreting written language and texts. Reading skills help assimilate and respond to written communications such as emails, messages, or letters.

Reading skills are something that can be improved with the application of some strategies. Among them are making summaries of the reading. Gillham affirms that a good reading comprehension strategy is for the person to take notes using their own words, creating sentences from their perspective so that, in this way, they can remember specific details and the other most relevant details of the reading. Another good strategy is to take notes while reading to have a clearer and more detailed understanding; you can also write the vocabulary of unknown words and later look for the meaning. It does not hurt to write down some questions that arise during the reading since when you solve them, you will give a broader knowledge.

Gilham also mentions that another strategy that can be used to improve reading comprehension is to use strategies that help improve it. A good example is reading different texts because if a person reads by previewing them, he can identify the key features of the texts, such as main ideas and secondary ideas. Another good idea to improve reading skills is determining the purpose, taking notes, and identifying the characteristics of the text.

An important point is learning to determine the purpose of different texts as they are being read. This means that readers should take time to analyze why these texts were written and what message they want to convey, in addition to the main meaning of the reading. Knowing and understanding the purpose of reading is necessary, so it is necessary to search for information and meanings to enjoy the story or reading better. In short, if the reader knows why they are reading a text, they can look for ideas that support the purpose of reading.

According to Gilham, another strategy for improving reading comprehension is to read ahead, which refers to previewing the reading to get an idea of what the reading will be about. That can help readers formulate ideas behind the text before reading more closely. In addition, you can also set reading goals to develop a larger vocabulary and gain a deeper understanding of different texts or stories. The last strategy that Gilham explains is to take daily time to read. Daily reading is undoubtedly one of the best reading skills, where people can take ten to fifteen minutes to read any text they prefer.

2.1.2 Grammar

2.1.2.1 Definition of Grammar

Grammar can be understood as the union of words that give meaning to a sentence, which have a specific order and sequence based on various rules that must be used correctly to create structurally sound sentences. Norhaida Aman et al. (2018) define grammar as the rules in a language, changing or ordering words to unite them among themselves and thus create sentences. Grammar is defined within many books related to teaching, and all differences, despite being very similar, always have something new to contribute to readers and researchers. Roger Berry (2021) describes grammar as a word that tends to have different reactions within different groups of people. In addition, the writer mentions that it is also part of the area of linguistics, which is related to syntax and morphology. An important fact mentioned by the book's author is that grammar has been taught for many years using different methods that help people understand and learn it more easily.

It is important to understand that grammar is an area that covers different languages, not just the English language. That is why the definition of grammar has been defined in different books written in other languages, such is the case of those that are written in Spanish. Aida Macías et al. (2019) mention that grammar is the science that studies word structure, internal constitution, variations, and syntax. Which is analyzed in the way words are combined and can be arranged linearly, as well as the groups it forms. In other words, grammar deals with how words are internally structured, the combinations they present, and how words are put together to form sentences.

The Association of Academies of the Spanish Language and the Royal Spanish

Academy (2019) defines grammar as the study of the structure of words, how they link, and so do the meanings. Furthermore, the book mentions that grammar comprises morphology, which deals with the structure of words and the internal constitution and its variations. Grammar also maintains close relationships with lexical semantics, which oversees studying the meaning of all words. On the other hand, sentence semantics is also related to grammar since it studies the meaning of syntactic constructions. The book's authors explain that, in more general terms, grammar is also related to the analysis of speech sounds that correspond to phonetics and the linguistic organization that it presents, which is the responsibility of phonology.

2.1.2.2 The Importance of Grammar

There are important reasons why learning or applying correct grammar is important, among which is being able to spell well and formulate sentences appropriately. A book by C. Beth Burch (2017) mentions that it is through knowledge of grammar that you can have good writing and make people read in a much more careful way. The writer mentions that learning about grammar will not make a person a better writer, but it can improve their intellectual area. According to the writer, knowing grammar helps people to have a better way of writing in terms of spelling and punctuation when writing sentences or texts.

Dr. Leticia Rodríguez et al. (2022) mention that the importance of punctuation is essential to understand what is written. From what has been mentioned, it can also be understood that it is important to have good grammar, spelling, and punctuation so that, in this way, the written message that you want to transmit can be understood. Something important from the previous point is that everything helps to provide good communication with those who are going to read what is written; that way, everything can be understood.

According to Jose Nieto (2021), human beings have always struggled to communicate in the best possible way, both orally and in writing. Nieto affirms that spelling and good grammar are the presentations of a person since this is how the degree of culture is measured and how it can open many doors or even close them. He also mentions that a text with errors should not be admitted since writing without spelling mistakes, together with the rules of grammar, should be a priority in education, being something that must be taught from an early age.

Jose Nieto explains that to learn to write well and have good grammar. One must consider the theme that will be handled, accompanied by the different grammatical structures such as syntax, morphology, semantics, and spelling, so that the text has corresponding cohesion and coherence. In addition, he affirms that some elements must be considered to write a text well, such as planning, organization, development, editing, and revision. In addition, for this to be true, spelling rules must be applied so that communication and writing have a good focus. That is why it is important to make people aware of the proper use of vocabulary, giving each word its corresponding meaning and considering the surrounding context.

Spelling has become a complex issue for the new generations; as Nieto mentions, the habit of reading has been lost, which is the best way to learn to write since through it, you can observe the coherence that it manages each writer with the proper use of vocabulary, punctuation marks and other rules that make reading enjoyable, giving meaning to the message and what is to be conveyed. Jose explains that the above is one of the big problems that we find ourselves in teaching and that there is no doubt that good spelling is the basis of a well-written text. It must be taken into account that Sometimes we communicate in writing, so good grammar and spelling are very important in society.

2.1.2.3 How to teach grammar

To know how grammar works, it is important also to know how grammar works. Ian Cushing (2019) mentions some important points that must be considered to teach grammar in a classroom. According to Cushing, it is good to know that grammar is a network, not a list of concepts since connections can be made to form sentences and phrases. Another important fact is that grammar is about structure and meaning, and in this way, students can be asked to explore these structures and thus be able to find the meanings. The book's writers believe that teaching English can also occur through the application of dialogue activities, asking students to formulate the ideas they have in mind about grammar concepts or to formulate grammatically correct sentences.

Although this research is based on teaching and learning English, some books explain strategies and methods that can be used to learn any new language. Such is the case of Song Won (2019), which mentions some of the ways that can be applied to learn the grammar of a new language. The author considers that the best way to learn a new language is through memorization and pronunciation. This first point emphasizes the sounds the alphabet has since the pronunciation of these changes and varies depending on the language. Another technique that can be used is the memorization of words. Song Won mentions that little by little, a person can learn new words every day. Another of the strategies that can be applied is learning through movies or series. They must be seen for the language you want to learn.

The methods mentioned in the previous paragraph deal with how a person can learn a new language more easily. However, these strategies can be applied by a teacher during his classes. Perfectly a teacher within his lessons can prepare a class based on the memorization of letters and sounds, as well as the memorization of new words every day. In addition, on

certain occasions, he can present short videos in the language you want to learn so that students gradually learn new words and how to apply grammar structurally correctly.

Rosemarie Basco (n.d.) explains some examples of how to teach grammar in primary school. The first example is dictating, and with this exercise, which is essential, the student will improve his mastery of the language and will memorize the correct examples of use and the formation of words. Encouraging the student is an important point since misspellings and mismatches are often the results of a lack of self-confidence. That is why it is advisable to reward the student after each exercise well done to encourage him to learn. Another good way to teach about grammar is to make them read a youth book; you can also play with grammar and spelling applications; it is a very pedagogical and didactic format to encourage continuous learning without limits. You also have to motivate students to write short stories to improve their conjugation of verbs; for example, they can be asked to write a diary and spend some time in their day writing something in it.

2.1.2.4 Grammar writing

Grammar is very important to be able to have well-written production. For this reason, grammar is seen as one of the most important English skills since it is the basis for writing or even speaking grammatically correctly. According to Linda Ojeda (2020), grammatical writing can be defined as a part of linguistics that studies the structure of words, the fundamental forms of the language, their composition, how they are intertwined, and the meanings that arise from them these combinations. According to Steven Roger (2021), he mentions that writing can be understood as a system of graphic symbols and characters that are used to understand ideas visually. In other words, it can be understood as a way of being able to

communicate, but through symbols that can be seen, it is so enhanced that people can then read to understand the message that is to be transmitted.

2.1.2.5 Grammar writing strategies

The teaching of grammar covers various branches, among which the teaching of it stands out. As grammar is one of the English skills, it is also taught by teachers who use various strategies and methods that make learning much more efficient and effective. William Strunk et al. (2019) mention some strategies that can help students to have better-written grammar, which can be applied within classes when writing sentences or texts. Among the recommendations is to form short sentences using singular possessive nouns to add the apostrophes and the letter "S." This recommendation is fundamental since they are widely used in writing English. Another suggestion he mentions is using commas within sentences when writing different examples. One recommendation teacher can apply is to ask students to write about something that interests them the most so they can write using the most important rules of punctuation and grammar in writing English.

Several different strategies can be used to improve English grammar. According to Alison Maciejewski (2022), one of the strategies is to enroll in classes since the best way to study the correct grammar in English is by enrolling in classes. A professional is the most qualified person to help learn the language and to guide people on the path according to their needs. In addition, she will review each student's work in a personalized way and tell them what their areas of opportunity are. Alison Demas explains that you should start from the foundations since English grammar can be compared to something like a building under construction; as the writer explains, the more solid the foundations of this building, the safer it will be. It is important to be patient and start the studies from the most basic.

Alison also mentions that there are some tools to learn English grammar for beginners. Such is the case of using YouTube since you can find many explanatory and educational videos on the basics of

English and listen to the pronunciation of many words. Another important tool can be to look for a grammar book because most of them have exercises to practice what you have learned. You can also download applications to learn English from your cell phone and practice like this in your free time. Reading is also a key point to improve English grammar that can be incorporated throughout the day, and it is undoubtedly one of the most important. When reading English content, the brain is taught the grammar rules almost without realizing it.

Maciejewski also mentions some basic tips that help improve grammar and English, such as Changing the language of the cell phone and computer to English. Reading books that are not about grammar, it is recommended that you start with children's books and progress further. You can also read news or magazines in English, even the ads on the web pages. According to Alison, when reading, you have to pay close attention to the construction of the sentences and thus recognize patterns. Reading as much as possible out loud is recommended since it helps in the cognitive process. Another important tip Alison explains is to write down the words being learned since the vocabulary will increase. Finally, it is recommended to train the ear to learn English grammar. It is important to listen to the language constantly.

2.1.2.6 Interactive activities to improve the grammatical writing skills of the students.

Various strategies can help people improve their grammar writing. Among these are the so-called interactive strategies that allow interaction between the teacher and students to occur. Jenny Lascano (2021) explains some interactive strategies to help with grammar writing. Among them is permanent monitoring during the process since they are strategies that require daily practice; in addition, dictations can be given so that people can verify if they can write the words in the most accurate way possible. Otherwise, they should practice writing the word and making the respective correction.

According to Lascano, the use of the dictionary is fundamental for implementing interactive strategies to improve writing, as well as calligraphic and spelling games, which can be performed both in writing and orally since people can spell oral of the requested word. On the other hand, using audiobooks

can be a very good strategy that will help people's grammar writing, as well as shared games where writing is required. In addition, practicing the words in which they present the greatest difficulty is a method that is also very helpful.

Lascano enumerates a list of playful and, at the same time, interactive strategies that can be applied to improve grammar writing. Among the strategies is the activity called Letters and Words in the Family, which represents the different letters with the body. In this way, they can form words, which they can do by lying on the ground so that the word can be visualized from above formed. The second playful strategy is crossword puzzles, which must be adapted to the age of the students and include graphics and drawings that give them a clue about the word or letter they must complete. Another game found is the word hunter, which consists of writing several words on a sheet and asking the student to recognize and circle the word the teacher asks for.

Word search puzzles and memory games are undoubtedly good interactive strategies that can be applied to improve writing and that can also be applied in the classroom. In addition, dice can be implemented, in which syllables replace numbers, and students can form new words by throwing the dice. All the activities mentioned above help significantly to improve grammar, taking into account that they must be applied frequently since it is the practice that will make the improvement noticeable and effective.

Other interactive strategies explained by Lascano are audio and video readings. With this strategy, the teacher can record either an audio or a video to share the reading; whether it is a story or a comic, the student needs to have as a reference the pattern of rhythm and intonation that must be given accordingly, according to the type of text. As well as feeling identified with their teacher and not losing that teacher-student interaction. On the other hand, there are active strategies in which teachers have to develop their work. Considering and rethinking teaching practices based on the new reality is important. This new approach aims to make students stop being passive and receivers and become active and build their knowledge. Lascano mentions that to carry out this process. Some active methodological strategies, such as project-based learning, collaborative learning, and gamification, have been determined.

Chapter III

Methodological Framework

In this chapter, it will be possible to explain the type of methodology this research presents. Based on the stated objectives, it has been determined that the present investigation has a qualitative approach. That is why what will be defined is the concept of a quantitative and a qualitative methodology, always giving greater focus to the type that presents this thesis. Subsequently, the types of designs within the investigation can be defined: descriptive and action research. In addition, it will be explained what the primary, secondary, and tertiary sources are, giving a clear definition of each one. Finally, the concepts based on the central theme of this thesis will be described to have a concise knowledge of what is being investigated.

3.1 Research Approach

Among the types of methodology present within an investigation are the quantitative and qualitative types. According to Fernández et al. (2002), "The fundamental difference between both methodologies is that the quantitative one studies the association or relationship between quantified variables and the qualitative one does so in structural and situational contexts." According to the previous quote, it can be understood that both methodologies are applied in different ways. The writers of the article state that quantitative research is one in which quantitative data on variables are collected and analyzed, whereas qualitative research avoids quantification. In other words, Fernández et al. mentions that qualitative researchers make narrative records of the phenomena studied through techniques such as participant observation and unstructured interviews. Through the objectives set out in this research, it is

possible to determine the methodology used in the thesis. It has been possible to analyze that the methodology applied in this present investigation is qualitative since the data is obtained non-numerically, for which it is intended to apply observations, surveys, and interviews to obtain positive results regarding the main research problem.

It is understood that this research is qualitative since numerical data is optional to reach the solution. For this occasion, a qualitative methodology will be required because of the opinions and concepts of the students and their lived experiences. Behaviors that students show in class, among other relevant data that make the analysis possible, will be collected, and that is why the reason that affirms that the type of methodologies that will be applied is the qualitative one.

According to María Jesús Rosado (2018), "The Purpose of qualitative methodology" describes that qualitative research methods are used to obtain information about a society's opinions, beliefs, and values at a given moment without pursuing exhaustive criteria. In addition, she mentions that the qualitative methodology allows delving into the causes of social phenomena. According to the writer, thanks to qualitative methods, we can find information that can be obtained through interviews or surveys, as well as making observations that help to find the cause of the problems and a possible solution.

3.2 Research Design

It has been determined that there are different types of designs within a thesis, of which descriptive design and action research can be found. Based on Andrés Muguira (n.d.), the descriptive design describes the research topic without mentioning why this situation occurs. In other words, it refers to the research design, thus creating questions, data analysis, and descriptions for a topic, thus giving results through observations, interviews, or surveys.

The writer also explains that descriptive research can be carried out using specific data collection methods such as observation and surveys; those data can provide information for future research or even develop hypotheses of the research object.

The other type of design that will be applied in this research is action research. This type is applied when interacting with a group of people; in other words, it is going to that place where the problem is solved by taking action. According to Clark et al. (n.d), they mention that action research is known as an approach to educational research that professionals and teachers use to have an improvement in pedagogy. Another important fact mentioned in the document is that action research is a process used to improve educational practice. According to the writers, the methods used are the application of action and evaluation. They mention that the way to obtain knowledge is through action, in other words, the realization of the objectives to be developed within the investigation and, thus, the application of those.

This research is classified as descriptive because various concepts related to the main theme are defined and described without the need to mention the problems and situations being resolved in the research. In addition, action research is applied, and this type of design is affected in this investigation because it must somehow interact and relate to the people involved in the problem to search for and obtain a feasible solution.

3.3 Information Sources

When carrying out an investigation, using sources is essential to support concepts and important information that will make possible a greater understanding and knowledge of the subject. The primary, secondary, and tertiary sources are the main sources used when inquiring. In other words, the sources can be understood as all those documents, books, magazines,

theses, websites, or articles that will complement any research. An important point to consider is that these sources must be reliable to be sure that what is being investigated and defined is completely valid.

Lindsay Kramer (2022) explained the difference between primary and secondary sources, giving clear and detailed examples that make it possible to understand when they are used in investigative work. According to the writer, qualitative sources provide important information that can be used in essays or documents written for investigative purposes. However, the writer emphasizes that both provide different information.

The primary source is a document containing original information from the author. According to the blog writer, the primary source can be defined as a story or some informative event that contains important data from a personal study. To understand more easily which are the primary sources, the writer mentions some examples which are the most common and sought after. You can find books, novels, stories, and autobiographies of historically known characters among these examples. Kramer mentions on her blog that she is analyzing the document by working with a primary source. In the same way, it is mentioned that the primary sources can also be letters written by historical figures or even raw data taken from experiments carried out by others.

These sources have taken information from other important sources to understand the secondary sources better. According to the writer Kramer, secondary sources are sources about primary sources. Among the most common examples of secondary sources that writing mentions are analysis essays, quoted texts from books, and biographies. Another way of understanding this is the secondary sources; they are the ones that provide information through documents such as theses or research papers, articles, and magazines. Kramer (2022) states,

"Working with secondary sources can help you understand how the work being discussed has been presented and perceived." According to the previous quote, using these sources helps to understand and give an idea and extra information, which will be helpful to complete the important concepts and ideas within an investigation.

Finally, there are the tertiary sources, which, to understand them more generally, provide information through concepts and definitions taken from dictionaries or glossaries. These sources are known to have information taken from primary and secondary sources, or combine, and are the ones that help the researcher to find information from other sources. In her blog, Kramer explains that tertiary sources are also very helpful when conducting research and can be defined as a text that helps to find primary and secondary sources more easily, such as an index or a directory. The writer clarifies that tertiary sources do not contain content that can be cited, but she can give a list of sources in which citation is possible.

3.4 Analysis Categories

According to Luis Rivas (2015), the category of analysis is the equivalent of the variables for a quantitative investigation. It is also a methodological strategy to describe a phenomenon we are studying through study categories only suggested to be at most five. Rivas explains that it is important to be clear in the explanation; putting too many categories will only generate confusion and dispersion in the analysis. It is important to understand that the categories of analysis arise from the review of the state of the theoretical framework, and with them, it is defined what and what are the concepts that will be used to explain a topic of investigation.

Reading strategies: According to Greater Lowell Technical School (n.d), " Reading strategies is

the broad term used to describe the planned and explicit actions that help readers translate print to meaning."

Reading interactive strategies: According to David Raudenbush (n.d), "Interactive reading skills allow readers to read and think at the same time."

Grammar Writing: Gregg MacMillan (2017) states, "Grammar provides the rules for the common use of both spoken and written language so we can more easily understand each other."

Grammar skills: According to Aigerim Smagulova et al., "Ability to communicate in a foreign language."

Reading skills: According to Jennifer Herrity (2023), "Reading skills are abilities that pertain to a person's ability to read, comprehend, interpret, and decode language and written texts."

3.5 Data Collection Instruments

All research requires collecting information to carry out positive results, so a series of strategies and instruments will be implemented to make the research more effective and efficient. It is necessary to be clear about what the person wants to achieve in the investigation, so some necessary tools have been established to resolve the problem.

As the last instrument, the teacher will make one last observation of the class, allowing a comparison with the first observation made on the first day. With the help of the checklist, it will be possible to analyze some important points related to the student's behavior in the class. In the end, the results will be compared and see if, finally, the teacher will obtain positive results in improving fifth-grade students' grammar writing.

3.5.1 Observation Checklist

Making observations is a necessary point to ensure that adequate information can be

collected during the investigation to help define what type of tools should be implemented to make the solution to the problem more feasible. When making an observation, it is necessary to analyze each moment and situation, as well as each person, so that in this way, everything that you want to do can be focused more specifically. It is extremely important to be able to have previous academic knowledge of the students before starting to act on the problem, so a study is required in the population involved to know in detail what levels each of the members presents and to be able to make a comparison to the final, to be able to analyze and see more clearly the changes presented and the final results.

For the application of the first instrument, a study of the behavior of the class's behavior will be carried out, for which an observation checklist will be implemented, from which important points will be known, such as whether the students speak English. During the class, if the teacher speaks in English with the students, it will also be observed if the students can understand the teacher when speaking in another language, among other important points.

3.5.2 Pretest

Implementing a pretest is a good idea to study the problems present in the investigation in greater detail. With a pre-test, it is possible to see real answers and results and thus compare them with the results at the end. For the pretest, what is planned is that the students write an alternative ending or a continuation of a video that the teacher will present to the students. First, the students will watch a video called "Watermelon A Cautionary Tale," to which they should pay close attention. At the end of the video, the students will write in their notebooks what happens after the video, thus writing a possible ending. To carry out the pretest, it is necessary to indicate to the students that they must write at least one paragraph of 5 lines to express the ideas well.

3.5.3 Activities in Between

At the moment of knowing the weaknesses and levels that those involved in the problem present, a lesson plan will be elaborated to teach three classes where the implementation of strategies will be carried out to improve the problem. In each class, the necessary tools will be used to allow notorious improvements and changes in each one of those involved. It is important to know that in the development of each one of the classes, the objectives previously raised in the investigation will be put into practice, as well as the use of interactive reading strategies and reading methods to improve written grammar to demonstrate if the results they will be positive or not.

In the first activity to be applied, the researcher will give a reading to the students. The story will be that of the three little pigs. Each student will have a sheet of paper with the reading of the story, so they will take turns so that all students can participate in the reading. Once the story has been read and understood, students should write a summary in their own words, clearly and in detail what happens in the story. Once they finish writing the summaries, the students will read their texts in front of the class.

For the second activity, the researcher will present images so the students can tell a story independently. The main idea of this activity is that students can write with their words what happens in each of them. Students should write complete sentences when composing and creating the story. Subsequently, each student will read aloud so the rest can listen. As a final point of the activity, each student must write the story they liked the most from the other classmates or who they think used the best imagination to write and explain the reason for the selection.

For the following activity, the researcher will give the students a reading entitled "What do your Dreams Mean?" the students will read the text aloud, reading one sentence each. Then

they will answer some comprehension questions based on the reading. The idea of this activity is that the students can answer clearly and write complete sentences to verify the grammatical progress each of them is presenting.

3.5.4 Post-test

It is necessary to be able to make a comparison to be able to see the improvement and progress that each of the students presents; that is why it is planned to apply a post-test to the students, where a short film called "Mind Games" will be presented where they must Write a summary and explanation of what the video is about in their notebooks. They must also use their imagination for an alternative ending. In this way, the teacher will be able to see if there was an improvement in the student's written grammar by comparing it with the results obtained in the pretest.

3.6 Collection Data Process and Data Analysis

For the data collection process, a first observation will be made to meet the students and their level of grammatical writing. During the observation, a checklist will be used to evaluate the students' behavior in the classroom. In addition, to realistically know the grammatical level that each student presents, a pretest will be carried out where students must use their imagination and write an alternative ending for a video that will be shown in class. Once the level presented by each student with real results is known, a more focused lesson planning can be carried out for the effective improvement of the students. The preparation of the class planning will be distributed so that the implementation of interactive reading strategies to improve grammatical writing is included, and a final test where the results will be seen to compare with the first results obtained in the pretest.

Chapter IV

Data Analysis

In this chapter, the data analysis will be carried out. According to Guillermo Westreicher (2020), data analysis is the exhaustive study of information to obtain conclusions that allow a company or entity to decide. Based on the previous definition, an examination and interpretation are made to resolve a problem in data analysis. The importance of data analysis is to allow obtaining both positive and negative results to lead to a possible solution to a problem posed.

4.1 Analysis and Interpretation of the Results

In Active Minds School, the application of instruments was made where it was possible to implement various reading strategies to improve grammar. This chapter will explain everything that happened during the days of application and, thus, the results obtained in each of the implementations of the instruments.

4.1.1 Observation Checklist 1

To start applying the instruments, the researcher should first speak with the school director to tell her everything she wanted to do with the fifth-grade students. Being a small school, it is very easy to communicate with the teachers, so that same Monday, it was possible to communicate with the director and the English teacher at Active Minds school. That was how the researcher received confirmation from the director and the English teacher; she just had to wait for the researcher to confirm that she was going to start the day with the application of said instruments.

The first instrument applied for this research was an observation checklist. These instruments were applied on a Wednesday; the main idea was for the researcher to observe the

classes and the students, analyzing some important aspects such as whether the students spoke English during class, whether the students understood the teacher when she was explaining, if the teacher spoke to the students in English during class, among other important points. It is important to know that the researcher analyzed both the behavior of the English teacher and that of each of the students and how the lesson was carried out in general. Regarding the results obtained by the observation checklist, it was possible to analyze that of 13 fifth-grade students, 10 of them can ask and answer questions in English and have the facility to communicate with the teacher. However, it is important to mention that most of the time students speak in their native language during English classes, which means that despite having the ability to speak in English, they ask questions in Spanish and speak in Spanish during class unless the teacher asks them to communicate in the second language.

Another point that was analyzed was whether the teacher spoke in English throughout the class with the students. Fortunately, being a private institution where they see learning English as a requirement, they demand that English teachers speak a second language in classes, and this was the case with Professor Wendy, who spoke English most of the time. However, it is good to emphasize that she only spoke Spanish with 2 students for whom learning English is more difficult than the rest. In addition, the vast majority of the class spoke to all the students in English from the beginning of the class to the end of the class.

The first thing done in class was the Lord's Prayer, where both the students, the teacher, and the researcher showed much respect. Fortunately, all the students prayed in English, with great respect. Later, during the first lesson of the day, the teacher, very curiously, had prepared a reading of the class workbook that she had to do with the students, so it was possible to observe the reading ability present in some of the students. Most can read texts in English quite correctly.

After reading, the students had to answer some comprehension questions, which were reviewed in groups.

One of the points that the researcher observed was whether the students could understand the teacher when she spoke to them in English. The vast majority, except for two students, perfectly understood all the indications and explanations given by the teacher who spoke English with them then. When the teacher introduced the researcher to the students, they were able to understand what she was saying, in addition to the different general instructions, such as asking the students to please sit in their place or to pay attention to the class. It is curious to know that even though students find it difficult to communicate verbally in English, they can understand what others are saying.

Later, halfway through the class, the researcher had the opportunity to start the investigation with the students, so she first introduced herself more formally to them and then briefly explained what they were going to do in the next few days, which excited the students a lot since they liked the idea of being able to do something different during English classes. It is important to note that when the researcher was speaking and giving the instructions, the students paid full attention and did not talk to each other at any time. In the following information, a figure will be presented that graphically shows the important data that could be obtained from the observation checklist based on everything that could be observed and analyzed on the first day of application of the instruments.

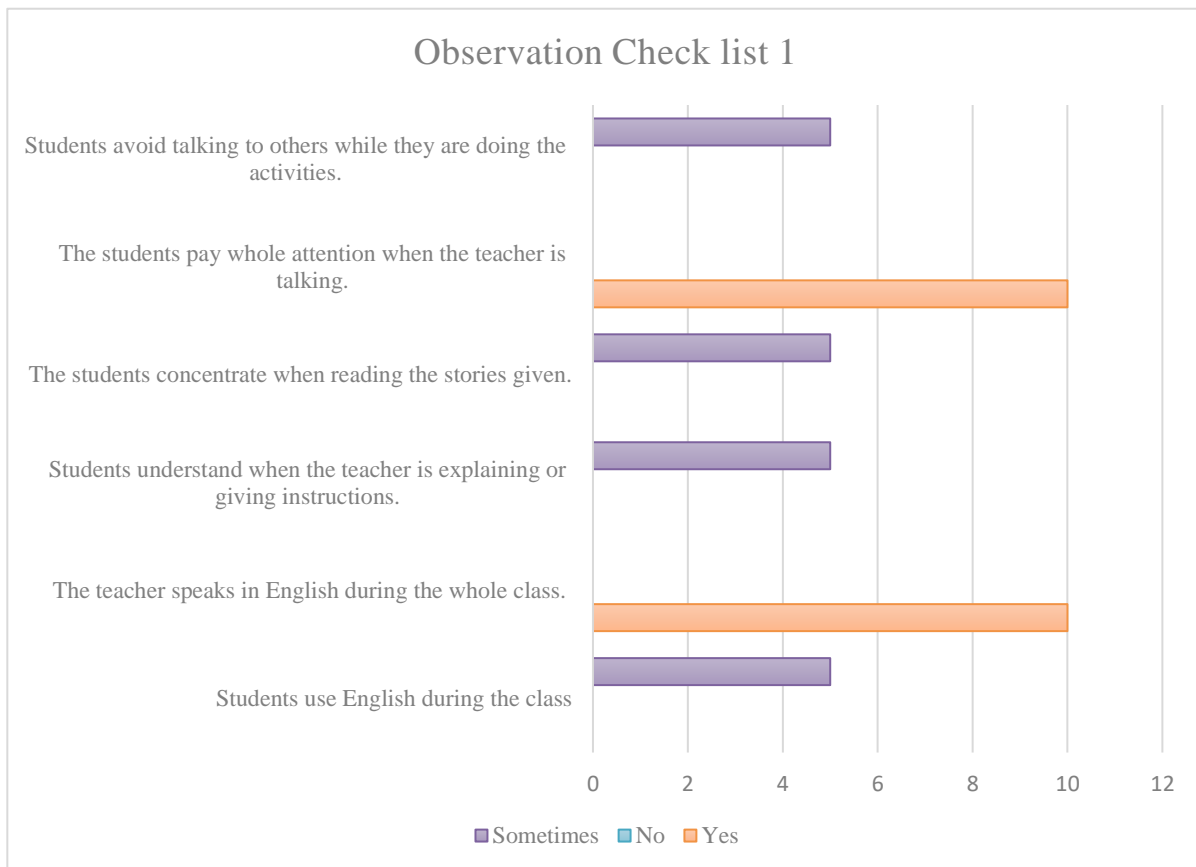
Figure 1. Observation Check List 1

Figure 1. Results obtained from the observation checklist show data analyzed on the first day—source: Researcher's creation.

Figure 1 explains the results that were obtained based on the notes taken by the researcher in the observation checklist 1. Figure 1 explains the results obtained from the notes taken by the researcher in the observation checklist 1. In the figure, it can be analyzed that sometimes the students avoided talking with other classmates during class, which means that on some occasions, we had to ask them not to talk to each other. On the other hand, it was possible to analyze that at all times, the students paid attention to the class, and it could be noticed because they responded effectively to the indications given by the teacher and the researcher. When observing the students when they were reading, it was possible to analyze that there were occasions when they

did not concentrate on reading and were distracted by talking with others. Fortunately, it happened with only some students since several of them paid attention to the reading. In addition, it was possible to observe that only some of the time the students understood what the teacher was saying in English since one indicated that he needed help understanding the explanation. However, the rest of the students did. It was easy to understand the teacher and the researcher. Finally, the teacher could be observed always speaking in English. Unfortunately, the students conversed in Spanish for most of the class unless the teacher told them otherwise.

4.1.2 Pretest

This pretest was carried out on the same day as the observation, just at the start of the second English lesson of the day. For the pretest, the students had to watch a video and then write on a worksheet given by the teacher what happened and an alternative ending or a continuation. The video presented is called "The Watermelon, a cautionary tale," which the students had to pay close attention to, so it was presented twice. At the end of the video, the students had to write what happens after the video, thus describing a possible ending. To carry out the pretest, the teacher indicated that they should write at least a paragraph of 5 lines to express the ideas well.

Regarding the results obtained, 8 out of 13 students managed to give a very good essay by writing a clear text, but still with some grammar and spelling mistakes. Four students had much more difficulty writing correctly, and they had grammar and writing mistakes, making it difficult to fully understand what they were writing. Only one student wrote the text with no spelling or grammar mistakes and correctly explained what the researcher had requested.

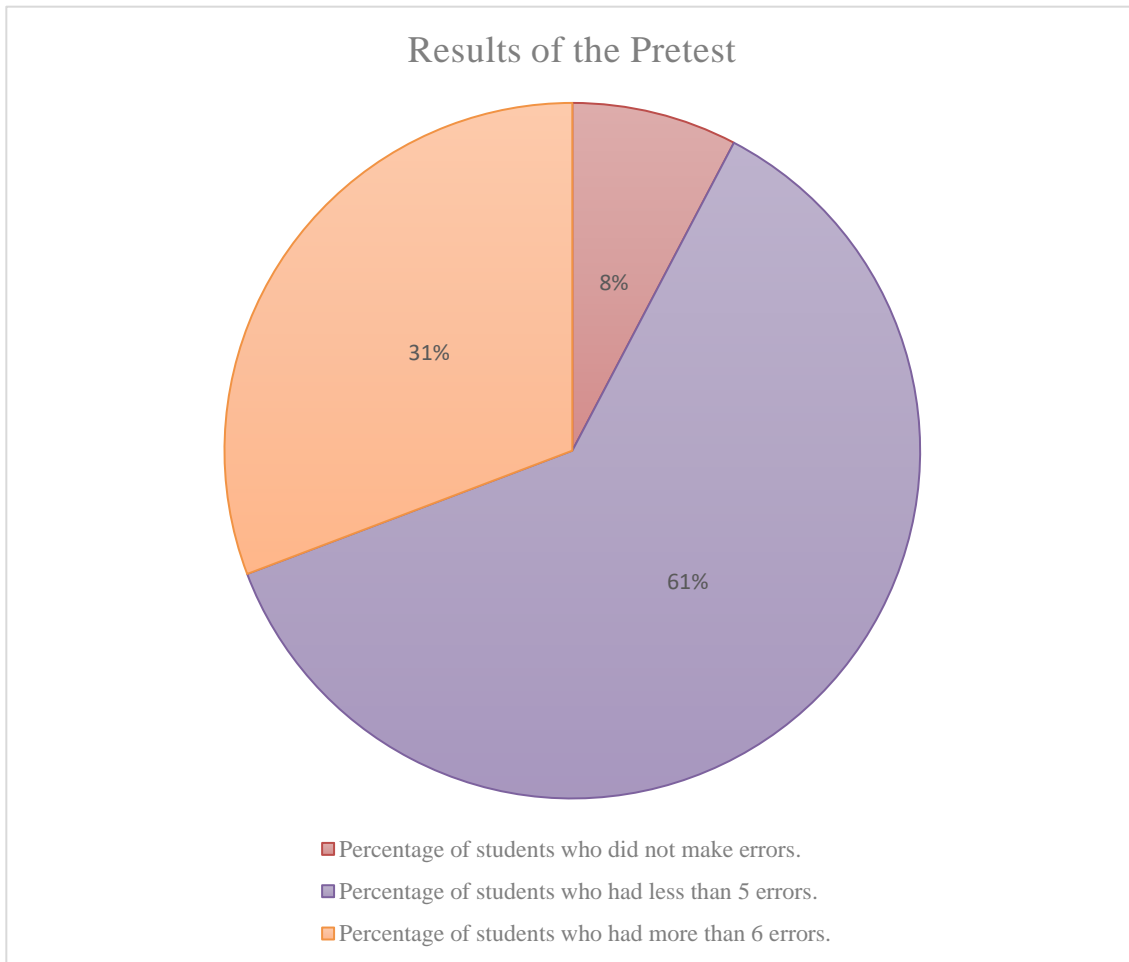
Figure 2. Pre-Test Results

Figure 2. Results of the number of grammatical errors obtained by the students in percentage terms. Source: Researcher's creation.

Figure 2 graphically explains the number of errors that students had and exemplifies with percentage data the number of students who had good results and those who need to improve. Based on the results obtained with the pretest and the calculation made in the graph, it can be clearly understood that 8% of the students had no grammatical errors and could write correctly. 61% of the fifth-grade students had less than 5 grammatical errors in their writing, which means that their writing was acceptable since they understood what they wanted to convey, in addition to the need for help to perfect the composition of the texts. One of the most frequent examples

found in the pretests was to confuse the "don't" with the "doesn't." Another error was that the students placed the adjective after the noun, as was the case of one of the students who wrote "watermelon big" when the correct way to write it was "big watermelon." Finally, 31% of the students had more than six errors, like the abovementioned examples. They were placed in that category also because the texts were very short and could not be easily understood, which means that, like the vast majority, they need help to improve and refine the grammar written in each of them.

4.1.3 Activities in Between

4.1.3.1 Activity in Between 1

The second day of application of the instruments was a Thursday, just one day after the day the observation and the pretest were made. The next applied instrument was a reading activity that involved the researcher giving the students a popularly known reading, such as the story of the three little pigs so that everyone could read it out loud and take turns. The idea of the activity is that all members of the group can participate. Each student should have a sheet of paper with the reading of the story, so they can all take turns participating in the reading. Once the story was read and understood, the students wrote a summary in their own words, writing clearly and in detail what happens in the story. Once they finished writing their summaries, the students had to read them out loud in front of the class to compare the answers. Regarding the results obtained in this activity, unfortunately, the researcher did not obtain the expected results since, since the students had to read the physical history, many of them did transcribe parts of the text and did not write the summary as their own. Words, as indicated at the beginning of the lesson. Fortunately, some students followed the instructions and wrote their summaries as best

they could. However, grammar errors could be noticed during writing, so the researcher made the necessary corrections, giving feedback to each student. Students individually.

Figure 3. Results Activity in Between 1

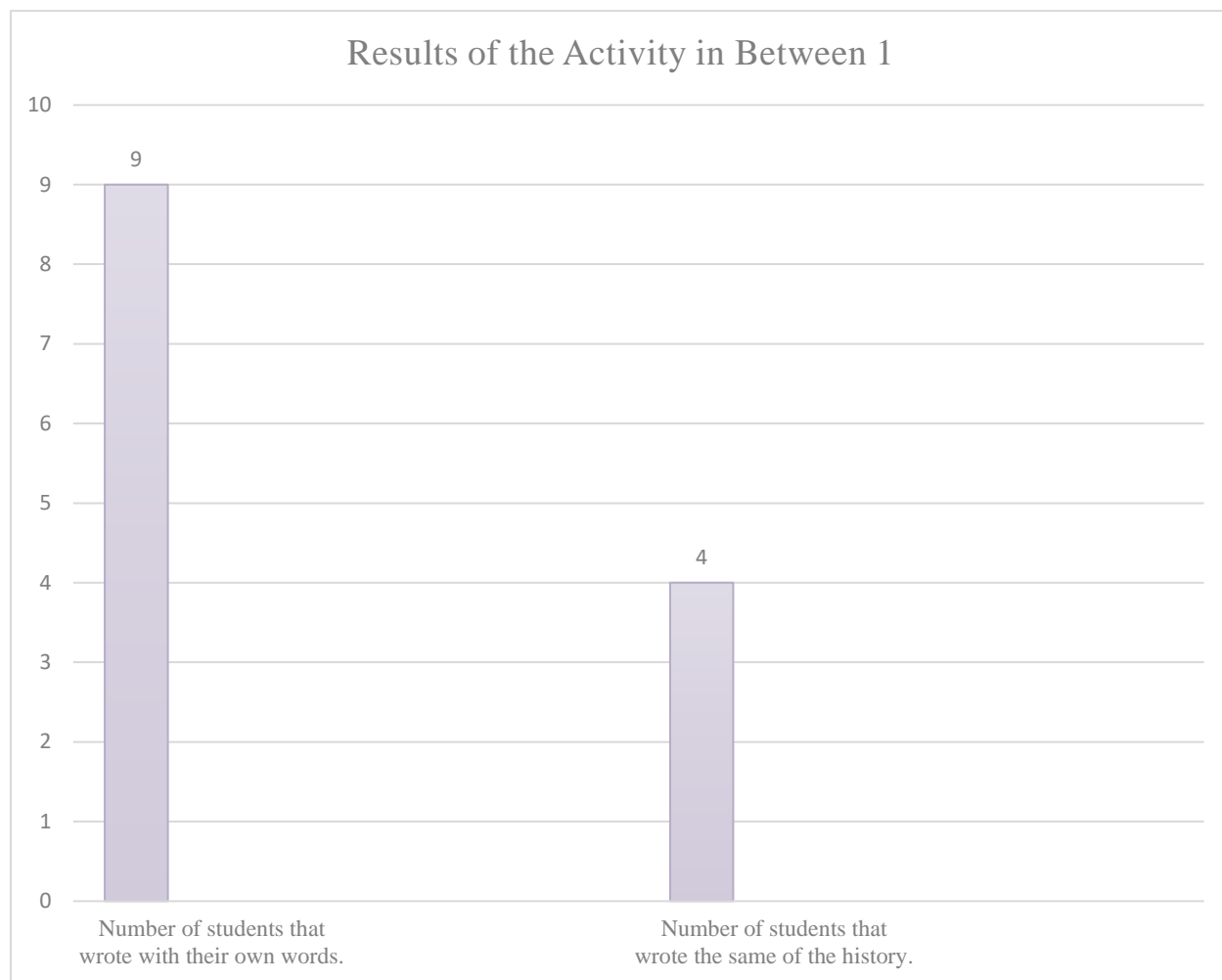


Figure 3. Result of the activity in between 1 regarding the number of students who wrote their summary and those who transcribed the text. Source: Researcher's creation.

Even though at the time of applying activity 1, only some of the students followed the instructions the same way, each text was analyzed to see if they were grammatically correct. It was expected that several of the students would have errors; however, in this activity, it was

possible to analyze that the students dared to ask the researcher questions regarding the correct writing and grammar of the paragraphs, showing interest. Of wanting to improve and learn from some students. In the same way, the researcher answered the doubts that each of the students had since the purpose of the investigation was to seek improvement in each one of them.

Figure 4. Grammar Errors Made by Students in Activity in Between 1.

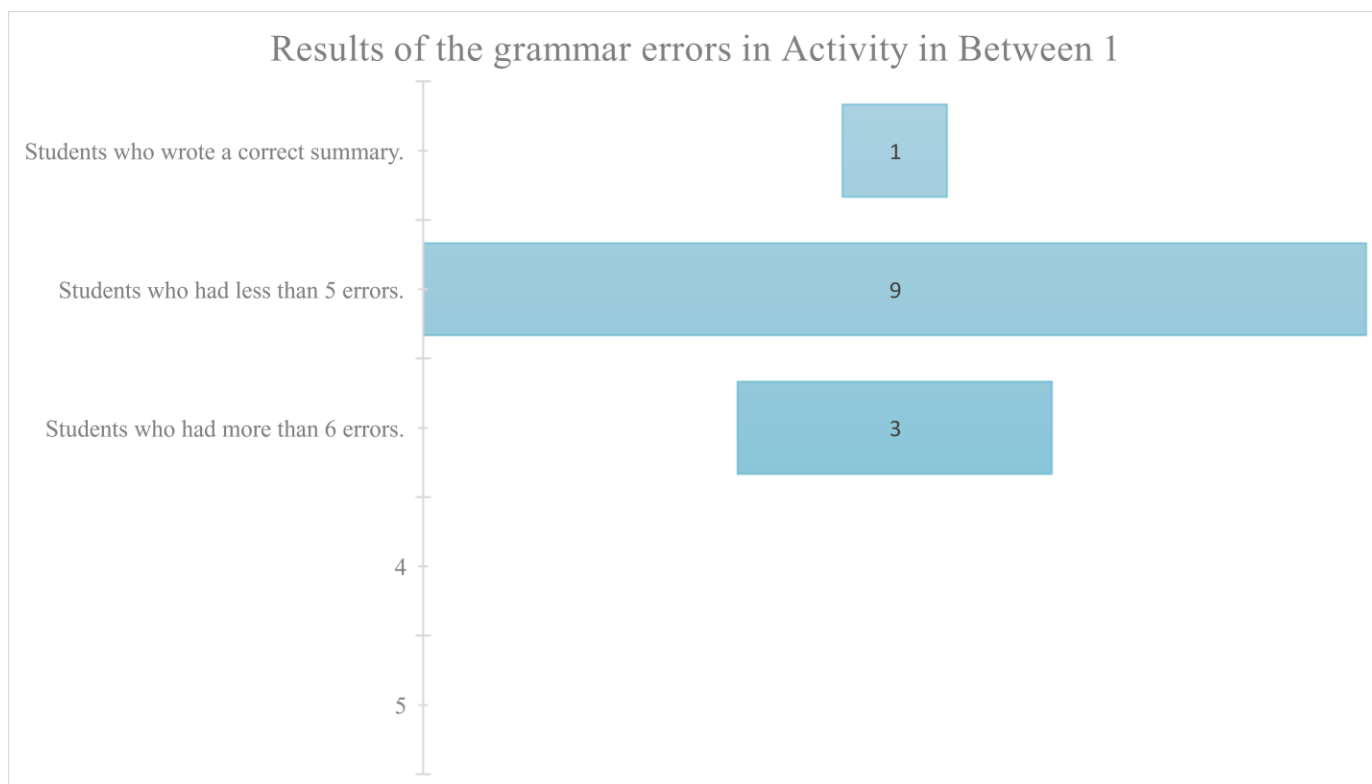


Figure 4. Result of the errors regarding the grammar of the summaries made in activity 1. Source: Researcher's creation.

Figure 3 shows numerical data that graphically exemplifies the number of grammatical errors present in each of the summaries made by fifth-grade students. The main idea of seeing what students fail the most is to be able to focus and make a punctual and efficient corrections.

4.1.3.2 Activity in Between 2

For the third day of the application of instruments, activity 2 was carried out, which consists of the researcher giving each of the students a series of images so that they can tell a story for themselves. The main idea of this activity is that students can write with their words what happens in each of them. The students had to write complete sentences when composing and creating the story, and then each had to read aloud so that the rest could hear them. As a final point of the activity, each of the students had to write in their notebooks the story they liked the most from the other classmates and explain why and explain who they think used their imagination better in the stories.

This second activity was very pleasant for the students since it was something different from what they are normally used to doing. As it was a useful activity, good results could be seen in general since, once again, some of the students showed interest and clarified their doubts with the researcher. Being the third day of the application of instruments, it was possible to notice greater confidence on the part of the students, which made the class more participatory than usual. Likewise, the researcher gave all the necessary feedback so the students could learn and improve their grammatical writing.

Figure 5. Results of the Activity in Between 2

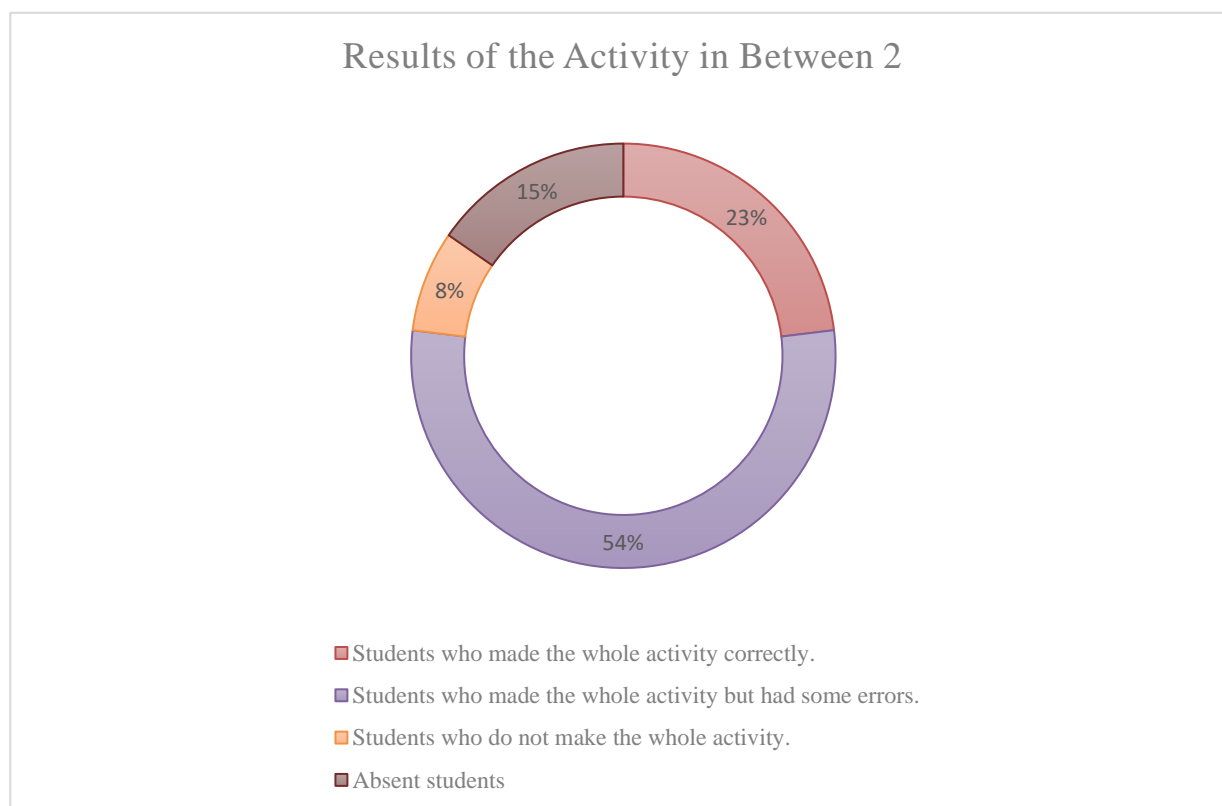


Figure 5. Result of the errors regarding the grammar of the Activity in Between 2. Source: Researcher's creation.

Figure 5 graphically shows the results obtained from activity 2, which tried to make a story based on images the researcher gave each student. The central idea of the activity was for the students to use their imagination to create the sequence of the story. Based on the results of the activity and everything that could be observed, a graph has been created that visually exemplifies what happened on that day in terms of grammar and the attendance of the students that attended that day.

According to the previous graph, it can be analyzed that 25% of the students performed the activity correctly and did not make mistakes, which is equivalent to exactly 3 of the students who attended that day. On the other hand, 50% of the students completed the entire activity, and

they made some errors in terms of grammar and spelling, which is equivalent to 7 of the students who were present in the activity. Given the high number of students that she made errors, the researcher gave the respective feedback and had the students make the small corrections she requested. In addition, it can be seen in the graph that 8% of the students did not complete the activity, which is equivalent to only one of the students. It is good to mention that the student was doing the activity during class, but he needed more time to finish the activity due to various distractions and talking. Finally, it can be analyzed that 15% of the students were absent that day, which means that 2 of the students did not attend classes, so obviously, they did not do activity two.

On the third day of instrument application, the researcher can analyze in more depth everything that happens in the class with the students. Unfortunately, despite the third day of application of instruments, the students continue to have grammar mistakes. However, interest is seen from the students when asking the researchers some doubts that are suggested throughout the class. However, some students need to show complete interest in improving, and they are the ones who do not show the best results in each of the activities prepared by the researcher.

Figure 6. Interest Level of the Students

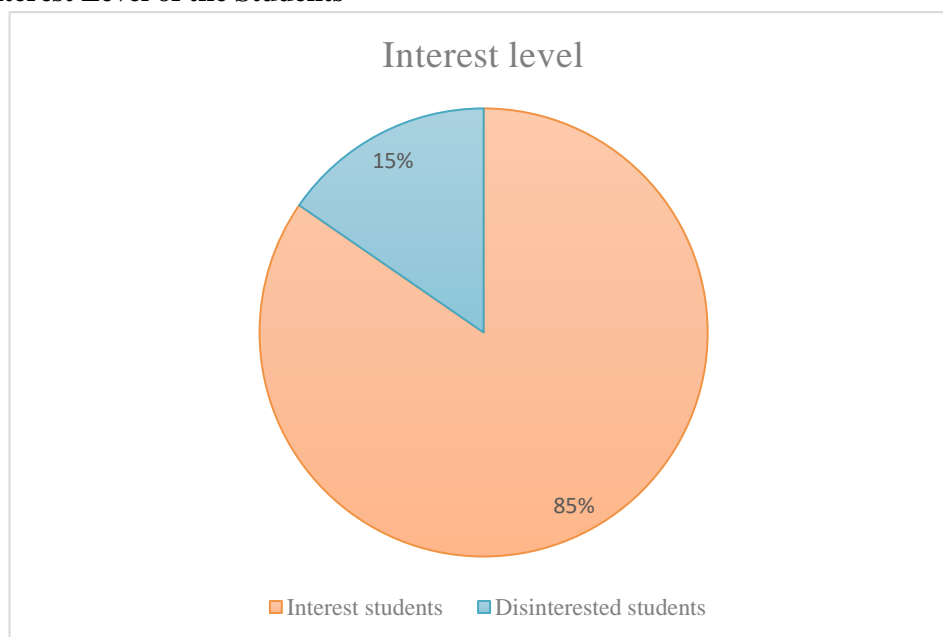


Figure 6. Result of the number of students who have shown interest in improving during the first three days of instrument application. Source: Researcher's creation.

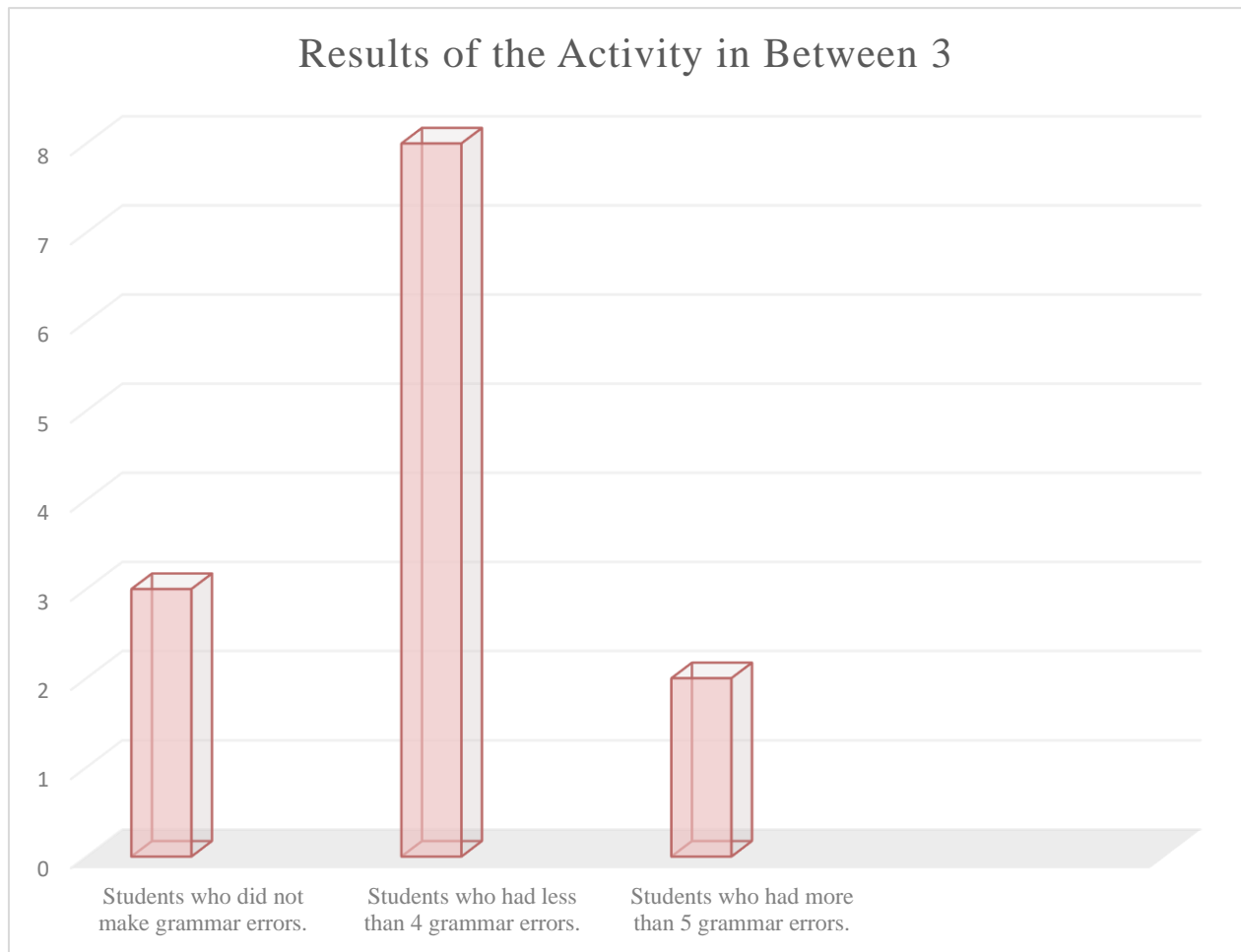
4.1.3.3 Activity in Between 3

Activity 3 was carried out on the fourth day of instrument application. For this activity, the researcher prepared the students a reading comprehension, where she first gave each of the students a reading called "What do your dreams mean?" which the students had to read aloud, reading one sentence each, and then answer some comprehension questions based on the reading. The idea of this activity is that the students could answer clearly and write complete sentences to check the grammatical progress that each one of them presented during the days of investigation. The day the reading comprehension activity was carried out. Fortunately, all the students were present in class. That Monday, the researcher asked the students what they thought of the activities that were done in the previous days, to which some of the students responded that the activities were fun and interesting. One of the students was quite motivated and replied that he liked that in the previous days, someone else had come to teach English classes because they could do some activities differently. After having had a small conversation with the students, the researcher indicated what would be done that day.

As explained above, the researcher gave each student a reading, which talked about the meaning of dreams. The topic caught the students' attention, and they began to tell some of the most interesting dreams they had ever had. Subsequently, the activity could be continued where each student had to read at least one sentence from the given text. The idea was for all the students to participate and read the story aloud. Once the text has been read and understood, on the same sheet the researcher gave comes a series of comprehension questions each student had to answer individually, thus writing complete and clear answers. Regarding the results found, focusing on terms of grammar, it was very similar to those seen in the previous activities since

most of the students completed the questions and gave answers but still had some mistakes in writing. However, based on this activity, the number of grammar errors reported was slightly lower than in the other results.

Figure 7. Results Activity in Between 3



*Figure 7. Result of the number of grammatical errors presented by each of the students in activity 3.
Source: Researcher's creation.*

Based on the previous figure, you can graphically see the result of grammatical writing errors made by each fifth-grade student. According to the results in the graph, the number of students who did not have any grammatical errors was, fortunately, three. Regarding the students who had less than four grammatical errors in reading comprehension, there were 8 in total,

maintaining a similar percentage to the results obtained in previous practices. Finally, the number of students who presented more than five grammatical errors was observed, with only two students not exceeding six errors in grammatical writing. Among these errors, one can be highlighted, which was observed in a student who, when answering, wrote "I think yes" when the correct answer should have been "I think so." Another of the errors found was when one of the students was explaining one of his dreams, and when giving the explanation, he wrote "I have a dream" when the correct way of writing it was "I had a dream" since he was explaining something that had dreamed in the past.

Being the fourth day of the application of activities, the researcher had the idea of making the class more dynamic, so she proposed that the students leave the classroom to conclude with the planned activity that day. The students' reaction was very positive since the change of environment attracts them, and they find it more fun and different. All the students sat with the organizer on the floor, and that is when the researcher asked the students to share their answers with the rest of the class. Each of the students had to give an answer and share an idea regarding the reading and thus be able to have a moment of communication. It is good to mention that it is more difficult for some students to communicate in English. However, all could give their opinions and share the answers based on the reading above.

4.1.4 Post-test

The post-test was applied on the fifth day, where the researcher carried out a final activity to see if there was an improvement in the student's written grammar after applying some reading strategies to improve each student. It is necessary to make a comparison to see the improvement and progress that each of the students presents; that is why a post-test was applied to the students, where they had to see a short film called "Mental Games." What the students had to do after

watching the video was very similar to what they had to do in the pre-test. In this case, they also had to write a summary and explain in their own words what the video was about in the worksheets that the researchers gave to each of the students; in addition, they had to use their imagination to write an alternative ending. In this way, the researcher had the opportunity to verify if there was an improvement in the students' written grammar by comparing with the results obtained in the pretest.

At the beginning of the lesson, the researcher told the students that this would be the last day that she would teach the activities to them, to which they made sad comments because they wanted to continue doing different activities during the English classes. However, the investigator motivated them and began by explaining what they were going to do that last day, the application of instruments, which was a Tuesday. For the post-test, the idea was that the students had to do something quite like what they did in the pretest so that it would be more feasible to compare the results.

The researcher gave each student a worksheet where they had to write in their own words what had happened in the video that was watched twice. Also, at the end of the explanation, the students had to add a final alternative to that story or a continuation, so they had to use their imagination. Before starting the practice, the researcher gave clear instructions to the students, which were that they had to take care of the grammar, write at least one paragraph of 5 lines and an extra paragraph where they would explain the alternative ending and write sentences that were complete and clear since the idea was to be able to analyze if what they were writing was grammatically correct.

During the post-test, the students had some writing and grammar questions; however, since they were applying a final test, the idea was for the researcher to refrain from answering these types of questions, so she had to explain in a specific way. In general, they could not see notes in the notebook or ask their classmates, the teacher, or the researcher; besides that, it was an individual activity because the idea was to see the improvement and learning that each of them had in the past days. Regarding the results obtained in the post-test, most of the students had some errors in grammatical writing. However, it was possible to notice that they wrote more correctly, and the errors in each one decreased. Despite decreasing the number of errors, these continued to be frequent among students. Fortunately, on the last day of the application of the instruments, the 13 students that make up the fifth-grade class of the Active Minds school arrived, so it was possible to make a real comparison of the results obtained in both the pre-test and the post-test.

Figure 8. Results of the Post-Test

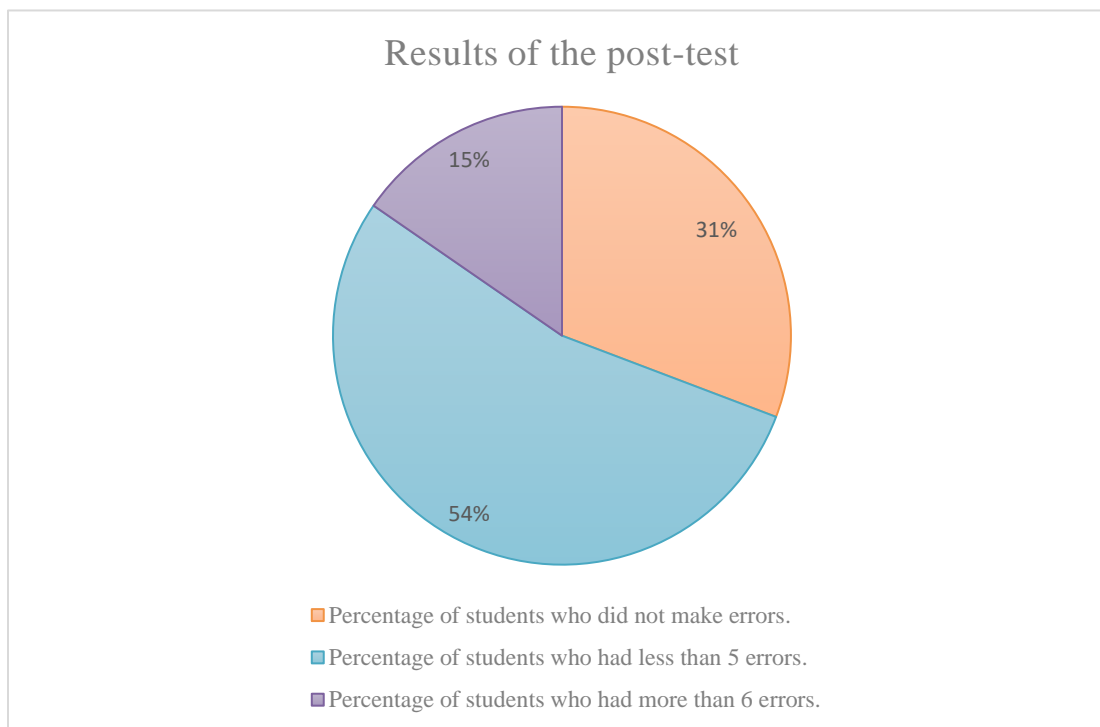


Figure 8. Results of the number of grammatical errors obtained by the students in percentage terms on the post-test. Source: Researcher's creation.

In the previous figure, you can see the results obtained regarding grammatical errors presented by the students in the post-test. Based on the graph, it is possible to understand that 31% of the students had no grammatical errors when explaining in their own words what happened in the video they watched in class. On the other hand, it can be observed that 54% of the students presented less than five grammatical errors. However, it is important to mention that despite the errors made, it was possible to understand their writing, and the ideas raised were clear. Among the errors found in this activity, the researcher observed that the students more than once wrote errors again with the singular and plural of "doesn't" and "don't." One of the errors found was that of a student who wrote "the boy were..." what he should have written was "the boy was..." Finally, it was found that 15% of the students made more than six errors in terms of grammatical writing, where each one presented exactly six errors in its entirety. In addition, it was also possible to understand what they were writing. However, the researcher gave the necessary feedback to each of the students so that each one could see clearly what they were failing and thus be able to learn and not repeat the same mistake in the future.

Given that both the pre-test and the post-test are very similar to each other because both had to be carried out in the same way, it was possible to make a clearer and more visual comparison to see how the change and improvement were. In the students based on the number of errors that the students made in each of the tests carried out. Based on the results obtained, the researcher was able to make a graph that would better explain the comparison between both activities. It is important to emphasize that this graph shows real percentage values based on

answers and paragraphs written and made by the same fifth-grade students at Active Minds School.

Figure 9. Comparison Between the Pretest and Posttest.

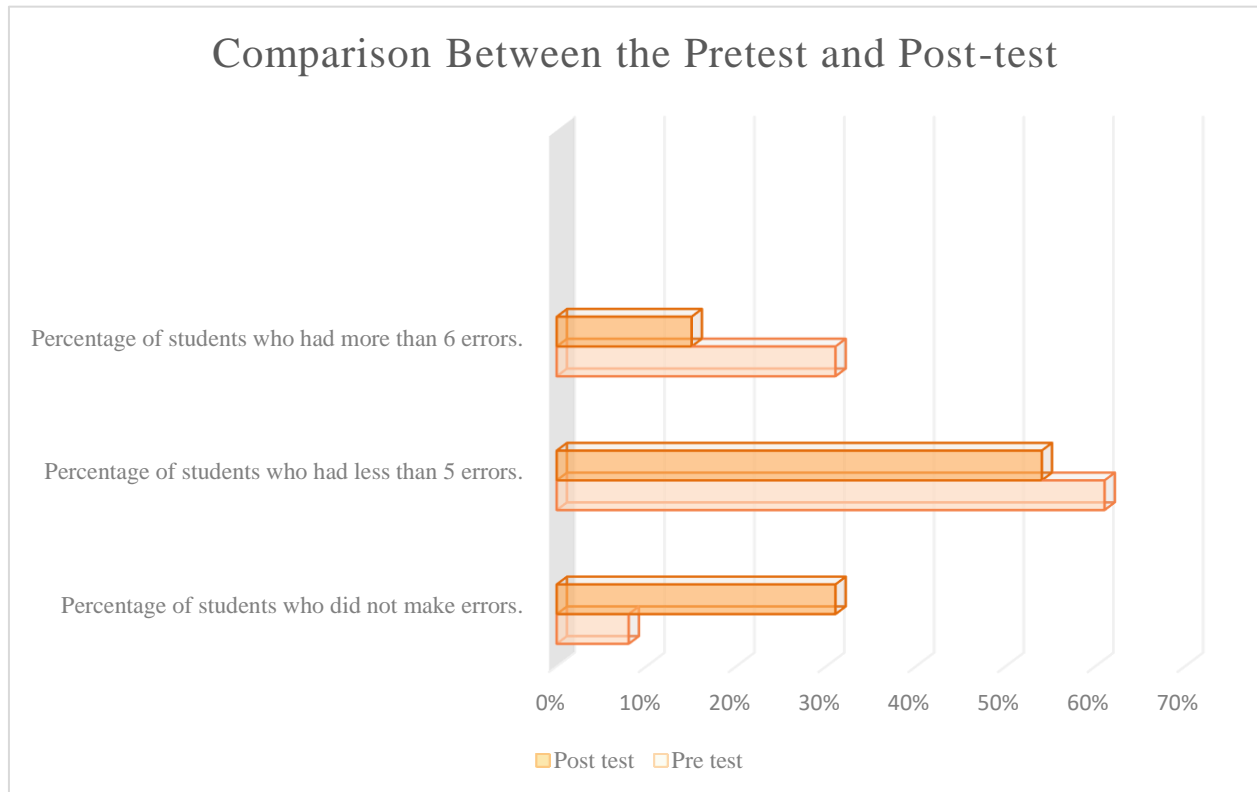


Figure 9. Comparison between the results obtained from the pretest and post-test. Source: Researcher's own creation.

Based on the previous figure, the comparison between the results based on the number of errors the fifth-grade students had in the pretest and the results obtained in the posttest can be observed with percentage data. After making the comparison, it was possible to analyze that the number of students who did not make mistakes in terms of grammatical writing increased in the post-test, which means there was an improvement in some students. The following comparison is based on the number of students who made less than five grammatical errors, mostly in terms of confusion with the use of plurals and singulars. Thanks to the figure, the number of students who

made at least five grammatical errors is lower in the post-test than in the pre-test. Finally, students with more than six grammatical errors are compared when taking the tests. In the graph, the number of students who made more than six errors decreased in the post-test compared to the pre-test. After making the various applications of instruments and activities, an improvement can be seen in the grammatical writing of the fifth-grade students at the Active Minds School. Even though the changes were minimal in the students, the result was effective since the students learned and improved thanks to the practices and the feedback given by the researcher.

4.1.5 Observation Checklist 2

On the same day the post-test was carried out, the researcher had the opportunity to make one last observation, analyzing the same points seen in observation checklist 1. For observation checklist 2, the same important points were also considered, such as if the students spoke in English during the classes and if they could attack the orders given either by the English teacher or the researcher. In addition, points related to the students' behavior were analyzed, such as whether they paid attention during the classes, asked questions every time they had doubts, and did not speak to other classmates when the teacher and the researcher were talking and giving directions.

Considering that observation checklist 1 is the same one used to carry out observation checklist 2, it was possible to compare the performance and behavior that occurred in each of the students on the first day and also on the last day of applying instruments and activities. However, since it takes so few days to do the research and carry out the activities with the students, the results almost stayed the same, which means that when making the comparison, it was observed that the results were very similar. other.

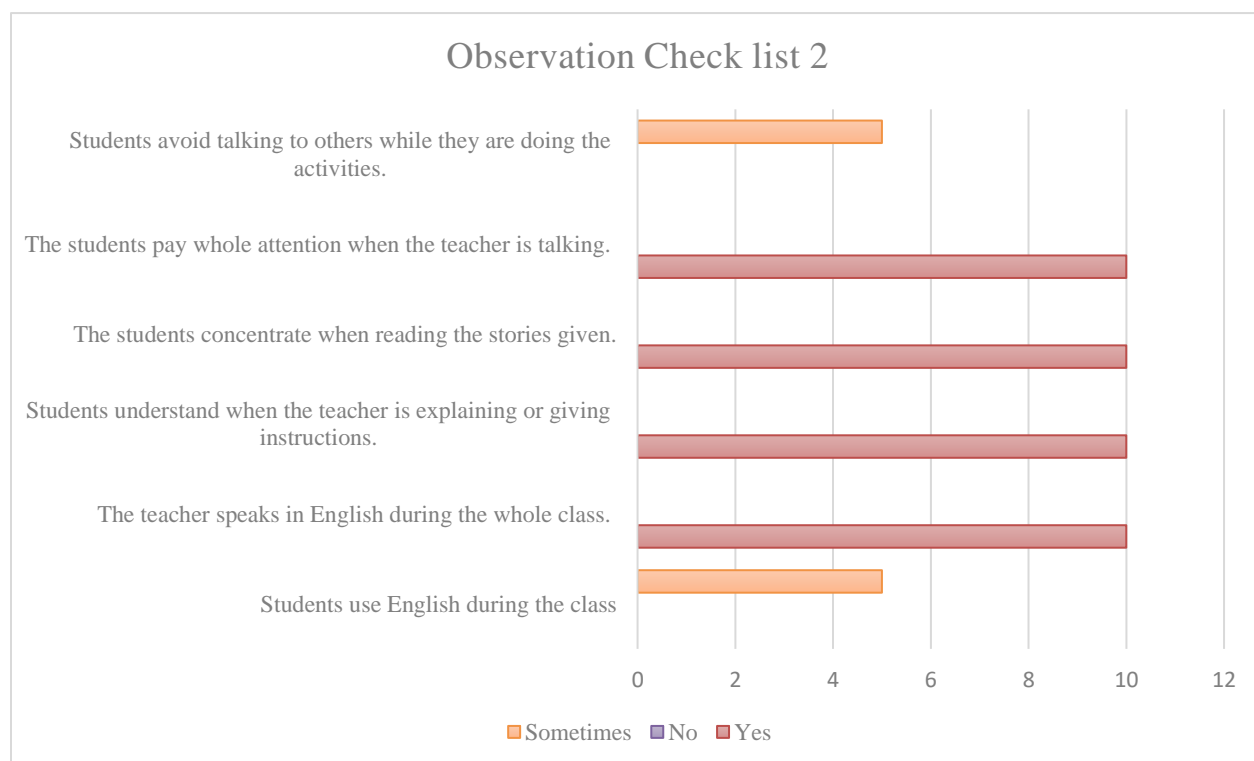
Figure 10. Observation Checklist 2

Figure 10. Results of the data obtained in the observation checklist 2. Source: Researcher's creation.

Figure 10 shows the important points analyzed on the last day of instrument application. As a first point, it can be noted that sometimes the students avoided talking with other classmates, which means that there were some distractions from parts of the students that last day. Another important point to analyze is that the students on this occasion did pay attention to the teacher and the researcher when giving the instructions. When carrying out the activities and reading, the students paid full attention and understood all the instructions that were given to them in English. It is good to emphasize that in the same way, both the teacher and the researcher spoke in English throughout the class; however, only a few times the students spoke in English, which means that sometimes they spoke in their native language.

Chapter V

Conclusions and Recommendations

This chapter will explain the conclusions obtained through the bibliographical research of the different instruments applied. The explanation of the conclusions will be given by the objectives established in Chapter I. Finally, recommendations will be given to future researchers who wish to do a thesis like the present investigation.

5.1 Conclusions

According to Equipo editorial Etecé (2018), a conclusion is a final proposition of an argument whose content emerges in one way or another from the previous explanations. They also explain that it is a very different proposition from an opinion since it is usually reasoned or argued to reach a valid thought. Etecé also defines conclusions as the final sections of a report, monograph, essay, or reflection, knowing that it is there where the reading is closed by explaining the arguments and affirmations of all the previous work. Lastly, they explain that they speak of giving conclusions to refer to the act of thinking of interpreting a series of premises or basic ideas and from them proposing another one that leads to some finding on the subject, given that it is commonly considered a conscious way of learning.

About the importance of a conclusion, the editorial team also explains that with the conclusions, the investigations and reflections would be unrestricted to their premises and the exposition of information. A conclusion is important because no unifying, determinative, or significant value would be obtained. They mean that everything would remain at a superficial or diagnostic level without any final learning being extracted from it.

5.1.1 To identify the most relevant difficulties and mistakes that fifth-grader students have in grammar writing.

Based on the first objective stated in Chapter 1, what was proposed was to be able to identify those difficulties and errors that the fifth-grade students of the Mentas Activas School made more frequently in terms of grammatical writing. Thanks to the observation of a checklist on the first day of application of the instrument. The researcher was able to achieve the first objective successfully. After observing the class, the researcher noticed that the students made grammatical errors when writing and giving written responses, which were related to confusions with word order and misspelling plurals and singulars. Among the most frequent errors found in the students, the confusion when writing plural and singular words stands out, as in the case of one of the students who wrote "the boy were..." what he should have written was "the boy was..." among other examples.

Thanks to the implementation of the checklist, the researcher could see and analyze which were the most frequent errors of the students in written grammar. In addition, thanks to the pretest, it was possible to analyze in more detail which were the most relevant errors present in the students when writing texts in English. According to David Fernandez (n.d.), English mistakes are frequently made by spelling, grammatical, or pronunciation errors. It is very common for Spanish speakers to mispronounce the endings of certain verbs or words and to misplace and spell the order of words in English. According to the previous information, finding grammar errors is very common and frequent among those who are not native and learning the language.

5.1.2 To propose reading strategies that can help students to have an improvement in grammar writing.

After analyzing in detail the most relevant and common errors in the students' grammar, the researcher proposed reading strategies that help improve written grammar in each of the fifth-grade students at Active Minds School. Among these reading strategies and methods, we can highlight the use of reading comprehension practices, some activities where the students had to read reading to write later a summary of it, among other present reading strategies.

Reading strategies are a good method to improve written grammar, and various teachers implement it in their classes. According to Elena Fernandez (2016), reading greatly benefits everyone regardless of age. For this reason, it is very important that from when they are little and begin to learn to read, we instill in them the habit of reading since we will also get them familiar with the language more quickly. According to Fernandez, reading helps children stimulate their imagination and creativity, making them feel more interested in the things surrounding them and increasing their culture. Likewise, reading a few pages of a book or a story appropriate for their age daily will improve their vocabulary, learn new words, and develop their mental agility. That is why reading is recommended when learning a new language since it will greatly contribute to improving different English skills.

5.1.3 To apply activities and reading methods with students so that they can learn to have correct grammatical writing.

After the researcher established the reading methods that she would apply with fifth-grade students to improve correct grammatical writing, it was time to apply each activity and method. These methods could be put to the test during the application of the instruments, where some interactive activities were carried out to put into practice the different reading strategies. Among these established activities, story reading, reading comprehension, and summaries reading, among other strategies and interactive methods, stand out.

It has been shown that frequent reading is a good method for improving written grammar in people, and it is a recommended strategy for all those who want to have an improvement in grammar. According to Pearson (2022), reading in any language implies the activation of many different cognitive abilities simultaneously, and this activation is much more complex when we try to read in another language. That is why they explain that it is necessary to use some strategies to facilitate the retention and understanding of new information and, in this way, to be able to improve different English skills. Undoubtedly, students who already have a strong reading habit in their native language could more easily migrate those skills to reading in English, which is why it is recommended that children acquire the reading habit from an early age, thus learning in a natural way to have an improvement in spelling, grammar, and punctuation.

5.1.4 To evaluate the results regarding the improvement of grammatical writing.

It was through a pretest and posttest that the students' change in improving grammatical writing could be evaluated in a real way. The first activity carried out to evaluate the students was a pretest since it was through practice that it was possible to study what was the level present in each one of the students, to be able to analyze in this way which the errors committed more normally in Regarding the use of grammar. On the last day of the application of the instruments, a posttest was carried out to analyze if there was an improvement in the students about the previously established main problem. At the moment of having the final results of the posttest, it was possible to compare with the pretest and thus be able to see with real answers whether or not there was an improvement.

After making the comparison, it was easier to see clearly if there was an improvement in the written grammar of fifth-grade students from the Active Minds School and if the

implementation of the strategies were feasible. The results of the evaluations were easy to analyze since both the pretest and the posttest were applied in a very similar way so that the results were more equitable, and a fairer comparison was made. When concluding with the comparison of the tests, it was possible to analyze using percentage values that the application of the reading strategies was feasible and if they helped to improve grammatical writing.

5.2 Restatement of the Research Question

At the beginning of the investigation, a research question was raised, which is the following: What is the effect of applying reading strategies to improve grammar writing in fifth-grade students at Active Minds School during the second quarter of 2023? After having carried out all the research and having analyzed the results, it is concluded that it is okay to make changes to the research question since the main objective was achieved, and it was possible to do everything planned from the beginning. The purpose of the present investigation was to apply reading strategies to improve grammatical writing in fifth-grade students; as this purpose was achieved, it is optional to make changes.

5.3 Recommendations

A recommendation is the action of suggesting something or giving advice to someone. According to Gustavo Samaniego (2023), the recommendations are one of the final parts of a thesis that contains the suggestions issued by the author or authors of a thesis related to actions that people or organizations could carry out based on the findings and results of the investigation. Samaniego also explains that the recommendations of a thesis constitute the last and very important part of the thesis in which the author's suggestions are presented, related to actions that people or organizations could carry out. They can be methodological, academic, and practical and

can also be obtained from the study's conclusions, findings, and limitations. Based on the above information, it can be clearly understood what the concept of a recommendation is, which suggests or gives advice to other people who want to investigate that of the author or authors who are giving the recommendations.

It is important to give conclusions to future researchers who wish to carry out a similar investigation since, for those people, it may be easier to investigate with the certainty that they will do better investigative work based on the experiences raised by other researchers. For this reason, a series of recommendations based on this thesis will be given about the objectives set and the strategies implemented in the applications of the instruments.

To conclude this investigative work, a series of recommendations obtained throughout this investigative work will be mentioned below. When starting with an investigative work such as a thesis, it is recommended that the researcher have much organization with everything they want to do; that is why the first basic recommendation established is that the person organizes each task very well since it is going to need time and much order to carry out each strategy. Taking a calendar and writing down the dates on which each of the instruments will be applied can be very helpful to have greater control of time and excellent organization, since if it is known in advance which days the various activities will be carried out, the researcher will be able to make rearrangements if necessary, and thus have good time management.

One of the key recommendations of this research is that the researcher look in advance for where he will apply the thesis. It is recommended that even before beginning with the writing of the research, the institution where the application of the instruments will be carried out should already be established. Before saying the name of the school, the researcher must be sure that he

will be able to go to the place without any problem; for this reason, it is necessary to speak with the director of the institution and with the English teacher of that specific group, commenting and explaining what is going to be done with the students and explaining a basic idea of the methods that they want to implement, so that both, both the teacher and the director, can give approval and certainty that the research can be done without any problem.

It is important to mention that some institutions require letters from the university, just as some do not. That is why the recommendation is based on asking from the beginning if it is necessary to bring a letter stating that the researcher is a university student and that he needs to do the research for university and investigative terms. By having this information from the beginning, the researcher will have more certainty of what he needs and what he does not need to be able to start with the application of instruments, and if writing a letter does not become a delay to start with the implementation of instruments on the date that was first established.

Regarding the type of activities that were applied in implementing the instruments on the reading strategies to improve the grammatical writing of fifth-grade students, it is recommended that each activity be interactive and different since the students can be somewhat monotonous if all activities become very similar. Changing the environment from time to time is recommended so they can carry out the same activity in a different place, such as in the playground or the school hallway. The students get much attention when doing activities of this type, and there is no doubt that there is greater motivation on the part of the students. Given that the strategies are focused on reading strategies to improve grammatical writing, it is recommended that the activities have a reading focus; that is, in each activity, it is possible to implement what reading is since it is the key research skill so students can learn to have better grammar and spelling.

The present investigation is focused on improving written grammar, which means that the main skill proposed to be improved from the beginning was grammar. When carrying out all the research and applying each of the instruments in the class, it was possible to analyze that not only the ability of the gamma can improve in this investigation. Speaking is one of the most key skills in English, and there is no doubt that through reading strategies, speaking students can improve significantly; that is why this latest recommendation has been established that Researchers can focus on different improvement skills in students, and it is necessary to see and analyze how they can take advantage of each activity carried out to improve not only the ability that was established but also to help the improvement of different English skills.

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Annexes

Annex 1

Lesson Plan 1

Institution: Active Minds School

Teacher: Nataly Hernández Bustos

Topic: Pretest

Time: Second Quarter

Grade / Level: Fifth Grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
To recognize what the video is about.	Write on a piece of paper what is happening in the video.	The teacher will present 2 times a video titled "Watermelon A Cautionary Tale". The students must write what happened with the video. They must also write a possible ending.	Computer, YouTube video, screen or monitor, worksheets. CGI Animated Short Film: "Watermelon A Cautionary Tale" by Kefei Li & Connie Qin He CGMeetup	40 minutes	Pretest / writing a summary

Annex 2**Lesson Plan 2**

Institution: Active Minds School

Teacher: Nataly Hernandez Bustos

Topic: Reading Strategies

Time: Second Quarter

Grade / Level: Fifth Grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
To read a story.	Write the summary of the story on a piece of paper.	The teacher will give the students a story that they should read first. After having read it, the students should write a summary of the story in their own words.	Worksheets.	40 minutes	Writing a summary

The Three Little Pigs

Once upon a time there were three little pigs.

One day they set out from the farm where they had been born. They were going out into the world to start new lives and enjoy any adventures that might come their way.

The first little pig met a man carrying some straw, and he asked him if he might have some to build himself a house.

- "Of course, little pig," said the man.

He gave the little pig a big bundle of straw, and the little pig built himself a lovely house of golden straw.

A big bad wolf lived nearby. He came along and saw the new house and, feeling rather hungry and thinking he would like to eat a little pig for supper, he called out:

- "Little pig, little pig, let me come in." To which the little pig replied,

- "No, no, by the hair of my chinny chin chin, I'll not let you in!"

So the wolf shouted very crossly,

- "Then I'll huff and I'll puff, Till I blow your house in!"

And he huffed and he puffed, and he HUFFED and he PUFFED until the house of straw fell in, and the wolf ate the little pig for his supper that evening.

The second little pig was walking along the road when he met a man with a load of wood.

- "Please Sir," he said, "can you let me have some of that wood so that I can build a house?"

- "Of course," said the man, and he gave him a big pile of wood.

In no time at all, the little pig had built himself a lovely house.

The next evening, along came the same wolf. When he saw another little pig, this time in a wooden house, he called out,

- "Little pig, little pig, let me come in."

To which the pig replied,

- "No, no, by the hair of my chinny chin chin, I'll not let you in!"

So the wolf shouted,

- "Then I'll huff and I'll puff, Till I blow your house in!"

And he huffed and he puffed and he HUFFED and he PUFFED until the house fell in and the wolf gobbled up the little pig for his supper.

The third little pig met a man with a cartload of bricks.

- "Please Sir, can I have some bricks to build myself a house?" he asked, and when the man had given him some, he built himself a lovely house with the bricks.

The big bad wolf came along, and licked his lips as he thought about the third little pig. He called out,

- "Little pig, little pig, let me come in!"

And the little pig called back,

- "No, no, by the hair of my chinny chin chin, I'll not let you in!"

So the wolf shouted,

- "Then I'll huff and I'll puff, Till I blow your house in!"

And the wolf huffed and he puffed, and he HUFFED and he PUFFED, and he HUFFED again and PUFFED again, but still the house, which had been so well built with bricks, did The Three Little Pigs not blow in, no matter how hard the wolf tried.

The wolf went away to think how he could trick the little pig, and he came back and called through the window of the brick house,

- "Little pig, there are some marvellous turnips in the farmer's field. Shall we go there tomorrow morning at six o'clock and get some?"

The little pig thought this was a very good idea, as he was very fond of turnips, but he went at five o'clock, not six o'clock, and collected all the turnips he needed before the wolf arrived.

The wolf was furious, but he thought he would try another trick. He told the little pig about the apples in the farmer's orchard, and suggested they both went to get some at five o'clock the next morning.

The little pig agreed, and went as before, an hour earlier. But this time the wolf came early too, and arrived while the little pig was still in the apple tree. The little pig pretended to be pleased to see him and threw an apple down to the wolf.

While the wolf was picking it up, the little pig jumped down the tree and got into a barrel. He rolled quickly down the hill inside this barrel to his house of bricks and rushed in and bolted the door.

The wolf was very angry that the little pig had got the better of him again, and chased him in the barrel back to his house.

When he got there he climbed on to the roof, intending to come down the chimney and catch the little pig that way. The little pig was waiting for him, however, with a large cauldron of boiling water on the fire.

The wolf came down the chimney and fell into the cauldron with a big **SPLASH**, and the little pig quickly put the lid on it.

The wicked wolf was never seen again, and the little pig lived happily in his brick house for many many years.

THE END

Annex 3**Lesson Plan 3**

Institution: Active Minds School

Teacher: Nataly Hernandez Bustos

Topic: Reading Strategies

Time: Second Quarter

Grade / Level: Fifth Grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
To write what happens in the pictures.	Write on a piece of paper the story that is seen in the images.	The teacher will give the students some images which show a sequence. The students should write with their words what happens in those images using their imagination. At the end they will read the story.	Worksheets.	40 minutes	Completing the sequence.



Annex 4**Lesson Plan 4**

Institution: Active Minds School

Teacher: Nataly Hernandez Bustos

Topic: Reading Strategies

Time: Second Quarter

Grade / Level: Fifth Grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
To answer reading comprehension questions	Write the correct answers on the worksheet.	The teacher will give the students a lecture titled "What do your dreams mean?" which contains some comprehension questions that the students must answer respectively.	Worksheets.	40 minutes	Reading comprehension

What do your dreams mean?

I bet that each and every one of us has had the same dreams: the plane crash, teeth falling out, walking on air, missing that train, falling, drowning, running naked through the streets, being chased...The list goes on. But, have your dreams been more vivid since the lockdown? Social media and online forums are awash with stories of vivid dreams and even nightmares.

Experts are claiming that there is a lot of truth in this phenomenon. People are sleeping longer and this allows more time for dreaming. In addition, the more boring your life, the more your nighttime brain activity tries to recompense and the more exciting your dreams become. However, what do those dreams mean? Experts refute that dreams can predict events, but they can help us interpret our feelings. The events in dreams are symbolic. For example, missing that train might indicate that you are feeling left behind, or simply that you are anxious.

Walking on air shows that you feel invincible and capable of anything. If you dream that your teeth are falling out or crumbling, you have bitten off more than you can chew. Slow down and do less! Dreaming of natural disasters – earthquakes, tsunamis, and volcanic eruptions can be intense and terrifying. They show that you are feeling frightened by events outside of your control, like the coronavirus. It is worthwhile to try and decipher your dreams, as this can help you interpret your feelings.

One way to do this is by association. If you dream about people, ask: what does

this person mean to me? If you dream about, let's say birds – think: do you love birds or do they make you nervous? Some people claim they never dream; well, they do, but they just forget. It may be useful when you wake up, to try to recall your dreams – they might be telling you something important.

Reading comprehension

1. Answer the questions

- a. What does the author claim about people and dreams?
- b. What are social media sites saying about dreams?
- c. What do experts cite as the reasons for this phenomenon?
- d. How can dreams help us, according to the experts?
- e. Why should you make the effort to think about what your dreams mean?

2. Over to you:

- Have your dreams become more vivid since the lockdown? Describe one of your dreams.
- Do you agree that analyzing our dreams can be beneficial? Explain.
- Have you ever kept a 'dream diary'? Would you consider it? Give your reasons for or against it.

Annex 5

Lesson Plan 5

Institution: Active Minds School

Teacher: Nataly Hernandez Bustos

Topic: Post-test

Time: Second Quarter

Grade / Level: Fifth Grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
To recognize what the video is about.	Write on a piece of paper what is happening in the video.	The teacher will present 2 times a video titled "Mind Games". The students must write what happened with the video. They must also write a possible ending.	Computer, YouTube video, screen or monitor, worksheets. CGI Animated Short Film: "Mind Games" by Jiaqi Emily Yan CGMeetup	30 minutes	Post-test / writing a summary