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**SCHOOL OF EDUCATION AND FOREIGN
LANGUAGES**

**The use of Reading as a Strategy to Improve the Learning of
Grammatical Tenses**

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

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Dedication

This work is dedicated to those who have been my pillars of strength and support throughout this journey.

To my mother, who is now in heaven, for her teachings and the values she instilled in me. Thanks to you, I am a persevering woman. Your love and guidance continue inspiring me every day.

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Abstract

This research investigates how reading interventions impact the acquisition and control of grammatical tenses among sixth-grade students at Finca Guararí School and identifies factors that influence the effectiveness of this strategy.

The study focuses on sixth-grade students at Escuela Finca Guararí, characterized by diverse linguistic backgrounds and unique educational needs.

The research employs a mixed methods-approach, combining quantitative and qualitative data collection through assessments, observations, and surveys. Reading materials were specifically selected to provide contextual examples of verb tenses. Interactive resources, group activities, guided practice, and one-on-one tutorials were integrated into the intervention.

The impact of the reading interventions on the acquisition and control of grammatical tenses was analyzed. In addition, the researcher focuses on identifying the factors that prevent sixth graders from acquiring grammatical tenses and on evaluating the use of reading as a strategy to improve the comprehension of grammatical tenses.

Reading is an effective strategy for improving language skills, including grammar. Through reading, students encounter various texts that provide practical examples of the use of verb tenses, which improve their grammatical accuracy and overall language proficiency. The objective of the study is to provide pedagogical guidelines tailored to the specific needs of sixth graders at the Finca Guarari School, helping to create a more effective and stimulating learning environment.

Resumen

Esta investigación indaga cómo las intervenciones de lectura impactan en la adquisición y control de los tiempos gramaticales entre los estudiantes de sexto grado de la Escuela Finca Guararí e identifica los factores que influyen en la efectividad de esta estrategia.

El estudio se centra en estudiantes de sexto grado de la Escuela Finca Guararí, caracterizados por diversos antecedentes lingüísticos y necesidades educativas únicas.

La investigación emplea un enfoque de métodos mixtos, combinando la recopilación de datos cuantitativos y cualitativos a través de evaluaciones, observaciones y encuestas. Los materiales de lectura se seleccionaron específicamente para proporcionar ejemplos contextuales de los tiempos verbales. En la intervención se integran recursos interactivos, actividades en grupo, prácticas guiadas y tutorías personalizadas.

Se analizó el impacto de las intervenciones de lectura en la adquisición y control de los tiempos gramaticales. Además, se identifican los factores que impiden que los alumnos de sexto curso adquieran los tiempos gramaticales. Igualmente, se evalúa el uso de la lectura como estrategia para mejorar la comprensión de los tiempos gramaticales.

La lectura es una estrategia eficaz para mejorar las destrezas lingüísticas, incluida la gramática. A través de la lectura, los estudiantes se encuentran con diversos textos que proporcionan ejemplos prácticos del uso de los tiempos verbales, lo que mejora su precisión gramatical y su competencia lingüística en general. El objetivo del estudio es proporcionar directrices pedagógicas adaptadas a las necesidades específicas de los alumnos de sexto curso de la Escuela Finca Guararí, contribuyendo a crear un entorno de aprendizaje más eficaz y estimulante.

La investigación concluye que las intervenciones de lectura mejoraron significativamente la precisión gramatical, el vocabulario y las habilidades lingüísticas generales de los estudiantes.

Table of Contents

Acknowledgements	1
Dedication	2
Declaración Jurada	¡Error! Marcador no definido.
Carta de Aprobación del Tutor	¡Error! Marcador no definido.
Solicitud de Defensa del Estudiante	¡Error! Marcador no definido.
Cédula de Identidad	¡Error! Marcador no definido.
Carta del revisor de gramática	¡Error! Marcador no definido.
Abstract	3
Resumen	4
Chapter I	8
Introductory Framework	9
1.1. Problem Statement	10
1.2. Objectives of the Investigation	10
1.2.1. General Objective	11
1.2.2. Specific Objectives	11
1.3. Justification of the Study	12
1.3.1. Historical Background	16
1.4. Scope	18
Chapter II	20

Theoretical Framework.....	20
2.1. Literature Review	21
2.1.1. Select Appropriate Reading Materials.....	23
2.1.2. Pre-reading activities	24
2.1.3. Reading.....	26
2.1.4. Post- Reading.....	29
2.1.5 Practice	33
2.1.6. Reading as a strategy	36
Chapter III.....	42
Methodological Framework.....	42
3.1. Research Design.....	42
3.2. Sources of Information.....	43
3.3. Categories of Analysis	44
3.4. Data Collection Instruments.....	45
3.5 Analysis Categories.....	46
3.6. Data Collection Instruments.....	47
3.7. Data Collection Process and Data Analysis	49
Chapter IV.....	51
Data Analysis	51
4.1. Analysis and Interpretation of the Results.....	51

4.1.1. Observation	52
4.1.2. Observation of Tools.....	54
4.1.3. Questionnaire	56
4.1.4. Interview (Poll)	58
Chapter V	77
5.1. Purpose of the Conclusion.....	77
5.2. Conclusion.....	77
5.2.1. To identify the factors preventing sixth graders to acquire grammatical tenses when reading.....	77
5.2.2. To apply the use of reading as a strategy to enhance the understanding of grammatical tenses in sixth-graders.....	80
5.2.3. To evaluate the use of reading as a strategy to enhance the understanding of grammatical tenses in sixth-graders.....	82
5.3. Restatement of the Research Question.....	82
5.4. Unexpected Results	84
5.5 Recommendations	85
Appendices	88
References.....	96

Table of Figures

Figure 1. Pre- Reading	56
Figure 2: Reading Exam Post.....	57
Figure 3: How often do you read outside-of-school assignments?	59
Figure 4: How would you describe your general interest in reading?	61
Figure 5: What type pf reading do you prefer?	63
Figure 6: How much time do you spend reading daily?	64
Figure 7: Do you feel thath reading helps to improve your gramma?	66
Figure 8: Do you feel that reading helps you improve your vocavulary?.....	67
Figure 9: What is your favorite place to read?	69
Figure 10: How would you rate the number of books assigned to you at school?.....	71
Figure 11: How important do you think reading is in your academic development?	73
Figure 12: What advice would you give to motivate your classmates to read more?.....	75

Chapter I

Introductory Framework

Reading acquisition is a dynamic process in which learners navigate the complexities of grammar until mastery is achieved. Bostock (2021), “Research has demonstrated that the relationship between vocabulary knowledge and reading ability is very powerful, beginning almost from the first words a child hears and utters”. The mastery of grammatical tenses is a crucial component of this reading acquisition journey and comes with the enhancement of many parts of language acquisition, as it significantly influences the ability to convey thoughts accurately and understand the utterances of others. Within the landscape of language teaching methodologies, the strategic integration of reading emerges as a beacon of opportunities to strengthen this domain. This introductory framework aims to provide a comprehensive basis for delving into the dynamics of using reading interventions as a potent strategy for refining the reading learning experience of sixth- grade students at Finca Guarary School.

Thus, starting from the importance of the acquisition of grammatical tenses that go beyond mere linguistic accuracy, the correct understanding and application of verb tenses not only guarantees grammatical accuracy but also contributes directly to the coherence and clarity of written and spoken language. In the specific context of Finca Guarary School, where various challenges, such as resource scarcity and linguistic diversity, can shape the educational landscape, it is imperative to understand the impact of reading strategies. Therefore, this research aims to apply and refine reading interventions that can be adapted to address the unique circumstances and needs of sixth-grade students at this institution.

1.1. Problem Statement

The use of Reading as a Strategy to Improve the Learning of Grammatical Tenses

How do reading interventions impact the acquisition and control of grammatical tenses among sixth-grade students at Escuela Finca Guararí, and what factors influence the effectiveness of this strategy in the learning process?

This research presents the importance of the acquisition of grammatical tenses in second language instruction: The correct reading comprehension and application of verb tenses not only affects grammatical accuracy but also has a direct impact on the clarity and coherence of reading. The ability to use grammatical tenses appropriately facilitates effective communication, allowing students to express their thoughts accurately and to comprehend accurately the expressions of others.

This indicates the particular importance of the study concerning the Finca Guararí School: This study is particularly relevant in the context of the Guararí Finca School Institution, given the unique characteristics of the institution and its educational community. Finca Guararí School may face specific challenges in terms of resources, linguistic diversity, and specific student needs. By addressing the question of improving grammatical tense learning in this context, this research can provide instructional guidelines tailored to the specific circumstances and needs of sixth-grade students at this school. Understanding how reading interventions affect the acquisition of grammatical tenses in this specific context may reveal effective and personalized approaches, thus helping to develop more personalized and effective instructional strategies.

1.2. Objectives of the Investigation

The objectives of the research are varied and encompass a variety of factors both general and specific. The general objective is to comprehensively evaluate the impact of reading interventions on the acquisition and control of grammatical tenses among sixth graders at Finca Guararí School.

This involves meticulous practices of the effectiveness of reading interventions in improving grammatical accuracy and coherence in the scope of reading activities. Simultaneously, the research seeks to identify and analyze the factors that influence the success of these interventions in the intricate process of learning grammatical tenses. In addition, the research aims to transcend the theoretical realms by exploring the practical application of its findings. The goal is to make a significant contribution to educational practices through practice, and the revision or expansion of existing knowledge in the field of grammatical tense acquisition, ensuring the tangible impact of the research on instructional strategies and the educational landscape in general.

1.2.1. General Objective

To analyze the use of reading as a strategy to enhance the understanding of grammatical tenses in sixth-grade students at public school Finca Guararí during the second quarter of 2024

1.2.2. Specific Objectives

2. To identify the factors preventing sixth graders from acquiring grammatical tenses when reading
3. To apply the use of reading as a strategy to enhance the understanding of grammatical tenses in sixth-graders
4. To evaluate the use of reading as a strategy to enhance the understanding of grammatical tenses in sixth-graders

1.3. Justification of the Study

Reading as a strategy to improve the learning of grammar tense in sixth grade

Reading is an effective way to improve language skills, including grammar. When reading, students are exposed to a wide range of texts that provide examples of how language is used in context. This exposure improves their understanding of grammatical structures, including tenses, and how they are used in different situations. Additionally, reading helps students develop their vocabulary, which is crucial for understanding and accurately using different tenses. As students encounter new words in their reading, they learn to use them in context, which in turn improves their ability to construct grammatically correct sentences. Additionally, reading can be an enjoyable activity for students, which can help foster a love of learning and language. When students engage in reading, they are more likely to actively

look for new words and grammatical structures, which can further improve their understanding of tenses. Therefore, using reading as a strategy to improve the learning of grammatical tenses in sixth-grade students is a justifiable approach as it can improve their language skills, vocabulary, and love of learning.

A reading intervention that focuses on the acquisition and control of grammatical tenses for 6th-grade students at Colegio Finca Guarary has important benefits. Students benefit from a better understanding and use of verb tenses, which allows them to communicate more clearly and accurately in oral and written language. Thus, improving language skills contributes to academic success and provides a solid foundation for overcoming challenges in language-related fields.

Therefore, the educational institution itself will benefit from the implementation of these interventions. The improvement of students' language skills is reflected in the overall academic performance of the school, thus enhancing the school's reputation and status. In addition, the emphasis on the development of grammatical skills contributes to a more effective and stimulating

learning environment. However, there are also benefits for teachers, who can significantly improve their students' language skills.

Reading provides many benefits, including not only improving grammar but also increasing vocabulary, so successful implementation of reading and grammar interventions can lead to more effective and successful instruction. In addition, the emphasis on the development of grammatical skills contributes to a more effective and stimulating learning environment. However, there are also benefits for teachers who can significantly improve their students' language skills.

Reading provides many benefits, including not only improving grammar but also increasing vocabulary, so successful implementation of reading and grammar interventions can lead to more effective and successful instruction. Educators' efforts to address the specific needs

of 6th-grade students are rewarded and led to a sense of accomplishment and professional motivation.

What this 6th grader needs is to improve his grammar and reading skills to enable more effective communication and better academic performance. Contextualizing children's situations can help identify specific areas where children may face difficulties, such as understanding verb tenses, vocabulary deficiencies, and practical application of these rules in writing and speaking. To help them, it is important to design interventions tailored to their individual needs. This may include selecting reading material that addresses topics relevant to everyday life and that provides clear examples of verb forms in context. In addition, they can implement a hands-on approach that includes interactive activities, educational games, guided and self-guided practice opportunities, and more.

To address the acquisition and control of grammatical tenses among sixth-grade students at Finca Guararí School, several specific pedagogical tools will be used. These tools will include:

Specific Reading Materials: Texts will be selected that address real-life situations and

present clear and timely examples of verb tenses in contexts relevant to the students. These materials will provide the basis for conceptual and practical understanding of grammatical tenses.

Interactive Resources: Learning games and online activities will be implemented that engage students in a playful manner tailored to their individual needs. These interactive resources will help reinforce grammatical concepts practically and entertainingly.

Group Activities and Discussions: Students will be encouraged to actively participate in group discussions of three members related to the texts provided in class. These activities will provide opportunities for practical application of verb tenses, expressing ideas, receiving feedback from peers, and vocabulary acquisition.

Teacher-guided practice: Guided practice activities will be designed in the classroom, where students will have the opportunity to apply grammatical tenses under the supervision and guidance of the teacher.

Personalized Tutoring: Individualized tutoring sessions will be established to address the specific needs of each student. During these sessions, additional support will be provided. Doubts will be resolved and personalized guidance will be provided.

Formative Assessments: Regular formative assessments will be implemented to measure students' progress in understanding and applying grammatical tenses, and how much vocabulary they have acquired. These assessments will be designed to identify areas for improvement and adjust teaching strategies as needed.

Another important objective is to promote the expansion of students' vocabulary. As students encounter different texts, they encounter new words and phrases. The goal is for students to not only learn these new language items but also to integrate them into their active vocabulary. Accumulating this conscious vocabulary is essential for correcting different verb tenses, and it helps to develop language skills. The author explained (Amaya. 2022) "By honing skills in reading

and writing, individuals can enhance their vocabulary proficiency. This improvement not only leads to enhanced reading comprehension but also enables more effective writing. It is important to recognize that when composing a text, utilizing words formally becomes essential. Enriching one's vocabulary facilitates seamless execution of this practice, allowing individuals to express themselves articulately and without difficulty" (p.,44)

Develop a love of learning and language: In addition to immediate academic achievement, reading strategies are designed to develop a genuine appreciation and love of learning and language. When students enjoy reading, it becomes a proactive endeavor. This goal emphasizes creating an environment where students perceive language learning as an enjoyable journey that motivates them to actively seek out new words and grammatical structures. Developing a love of learning ensures continued interest and engagement,

The Center must pursue its goal by identifying instructional methods that are effective with special education populations, investigating the factors that make these methods work in the classroom, and specifying the roles that media and materials can play to facilitate the instruction of these methods (Scheid, 1989). The classroom, and specifying the roles, media and materials can play to facilitate the instruction of these methods (Scheid, 1989).

The implementation of several specific pedagogical tools, including contextualized reading materials, interactive resources, feedback platforms, group activities, guided practice, personalized tutoring sessions, and formative assessments, is proposed as a comprehensive and adaptable approach to address the individual needs of sixth-grade students at Finca Guarary School.

These tools not only seek to obtain reading comprehension and application of grammatical tenses but also to foster a stimulating educational environment focused on individual progress. In addition, it is anticipated that this balanced approach will contribute significantly to the overall

improvement of students' language skills and, therefore, to their academic success in acquiring and controlling grammatical tenses.

1.3.1. Historical Background

At the beginning of the 20th century, the teaching of grammar was a central focus in language teaching. However, this approach was criticized for focusing too much on the rules and not enough on the actual use of the language. In the 1960s, a new approach emerged, known as The Communicative Approach, which placed greater emphasis on using language in context and in a meaningful way. According to Mansour et al., 2020 (as cited by Smith et al., 2004) ‘‘reading is defined as the ability to understand the meaning from printed sources and decipher the information accordingly’’

As part of this approach, the use of authentic materials, such as reading texts, became more common in language teaching. By the 1980s, research had shown that reading was an effective way to improve language proficiency, including grammar.

To the ability of Reading to learn from easy way lots of words. Like them, Elley and Mangubhai, in 1983, stated that the use of incidental learning had to do precisely with the vocabulary that the student was learning and attaching to his vocabulary, which he had previously learned after having carried out different activities, to obtain this (Amaya,2022).

In the years since then, reading has continued to be recognized as an important language-learning strategy. Studies have shown that reading improves vocabulary, grammar, and overall language proficiency, making it an effective tool for teaching grammatical tenses to sixth graders. Based on (Amaya, 2022.p.15), therefore, vocabulary proficiency is essential when learning a second language (L2), as standardized tests, such as the TOEFL, based on the Common European Framework of Reference (CEFR), assess students' level of English. The TOEFL, in particular, focuses on academic vocabulary, which is crucial for understanding and efficiently addressing the

proposed readings in the Reading section. In addition, it is noted that only 20 minutes are available to tackle a reading of approximately 750 words. Therefore, it is of utmost importance that students learn different types of vocabulary at an early age during reading.

Today, educators continue to explore ways to incorporate reading into language teaching, including the use of authentic materials such as newspapers, magazines, and novels. With the increasing availability of digital reading materials, such as e-books and online articles, the use of reading as a strategy to improve language learning is likely to continue to evolve and grow.

International background: The use of reading as an international strategy to improve the learning of grammatical tenses in sixth-grade students has been gaining attention in recent years. Research has shown that reading can be an effective way to help students better understand and use grammatical tenses in their writing and speech. According to (Chamot, 2014). another factor that affects the impact of reading on L2 vocabulary uptake has to do with the frequency of learner exposure to new words through reading''(p.,158). By exposing students to a variety of texts in different tenses, they can develop a better sense of how tenses are used in context and improve their own writing and speaking skills. Additionally, reading can help students develop a love for learning and improve their overall academic performance.

National background: In Costa Rica, reading is being used as a strategy to improve the learning of grammatical tenses among sixth-grade students. This approach emphasizes the importance of context and comprehension in language learning, as well as the benefits of using authentic

materials in the classroom. By incorporating reading activities into their lessons, teachers can engage students in a meaningful way, while also reinforcing key grammar concepts.

This approach has shown promising results in improving students' language skills and whole academic performance. For Segura, (2020) reading is a crucial skill to develop in students

in EFL instruction. It allows for exposure to authentic language while learners interact with new vocabulary, grammar structures, and mechanics. Reading requires active interaction between the reader and the text. Its acquisition is imperative in developing language literacy. Besides, it is a dynamic and interactive process that allows the use of various skills, strategies, and background knowledge (Constantinescu, 2007).

Historical Background: Reading has been used as a strategy to improve language skills for centuries. In the context of teaching grammatical tenses to sixth-grade students, reading can provide a valuable resource for exposure to different verb forms in context. In the past, language teachers have used actual books as the primary source of reading material for their students. However, with the advent of technology, digital resources such as e-books and online reading platforms have become increasingly popular. Despite the shift towards digital reading, the fundamental principle of using reading as a strategy to improve language skills remains the same.

International background: Reading has been recognized as an effective strategy to improve language learning in students of all ages. In particular, reading materials with an international background can help sixth-grade students improve their understanding and use of grammatical tenses. By exposing students to a variety of texts from different cultures, they can develop a deeper understanding of the nuances of language and how it is used in different contexts. This can ultimately lead to improved writing and communication skills, which are essential for success in academic and professional settings.

1.4. Scope

The goal of this research is to address specifically and in detail how the use of reading strategies can improve the learning of grammatical tenses among sixth-grade students at Finca Guarari School. The following points outline the expected accomplishments as a result of the research process, justifying each proposed goal with the topic under investigation, the research

question, the proposed objectives, and the research approach and design:

Thus, improvement in the comprehension of grammatical tenses is expected: students are expected to demonstrate a significant improvement in the comprehension and application of different grammatical tenses in English, as a direct result of the reading interventions specifically designed for this purpose. This achievement directly responds to the overall goal of assessing the impact of reading interventions on the learning of grammatical tenses.

Furthermore, the increase in motivation and interest in reading in English is expected to increase students' interest and motivation in reading in English, which is crucial for autonomous and sustained language learning. In addition, with the development of autonomous reading strategies, students are expected to develop and apply autonomous reading strategies that can be transferred to other learning contexts, which contributes to their overall ability to learn and use English effectively.

Moreover, with the contribution of pedagogical knowledge in language teaching, it is expected that the findings of this research will provide student teachers with knowledge about effective strategies for teaching grammatical tenses through reading, offering insights and practices applicable at Finca Guararí School. This achievement justifies the research in terms of its contribution to the methodological approach and design in language pedagogy. Each of these achievements is proposed to comprehensively address the research topic, effectively answer the question posed and meeting the stated objectives. All will be obtained within the framework of the qualitative approach and participatory action research design selected for this study.

Chapter II

Theoretical Framework

The use of reading as a strategy to enhance the learning of grammatical tenses represents an integral approach to language teaching, especially in educational contexts where the aim is to foster deep and lasting learning. Reading not only provides a rich and varied context for natural encounters with grammatical tenses but also promotes a linguistic immersion that goes beyond memorization and repetition.

Through reading, students are exposed to a wide range of grammatical structures applied in real contexts, which facilitates a deeper understanding of their use and function. In addition, this approach allows students to observe and analyze how different grammatical tenses can be applied in different contexts, thus fostering a better understanding of the language. Furthermore, based on Amer (2024) by studying these interconnected causes, it is understood that reading skills gradually improve as students increase their knowledge, refine their strategic reading, and enrich their vocabulary. Solid research has shown how children learn to read and what it takes to get there. Clearly, beginning to read at an early age has benefits, creating a learning environment that fosters and enhances reading habits and skills.

To effectively implement reading, as a strategy for learning grammatical tenses, educators can adopt several practices. One is the careful selection of texts that are not only appropriate for students' language proficiency level but also highlight the use of different grammatical tenses. This can include stories, articles, and authentic materials that present a variety of age-appropriate contexts and styles. Another practice is to develop guided reading activities and comprehension questions that prompt students to identify, analyze, and reflect on the use of grammatical tenses within the text.

These activities can be complemented with writing tasks or projects that encourage students to apply grammatical tenses in their written productions, thus consolidating their learning actively and creatively. This approach not only improves grammatical understanding, but also enriches vocabulary, enhances critical reading skills, and fosters greater fluency and confidence in language use.

2.1. Literature Review

The literature review constitutes a fundamental pillar in the development of any academic research, providing a comprehensive overview of previous studies and relevant theories that frame the topic in question. In the context of using reading as a strategy to enhance the learning of grammatical tenses, this section is devoted to exploring and analyzing a diversity of scholarly sources, including effective research, linguistic theories, and pedagogical practices that have addressed the effectiveness of reading in the acquisition of grammatical competencies. On the other hand, Dubin's et al. (2019) research has highlighted the potential of literature to improve language skills, with a particular focus on the four key aspects. Numerous studies conducted in the first language context explicitly demonstrate the benefits of incorporating stories into language development, in particular for strengthening children's listening and reading skills.

The act of reading stories aloud to children has been identified as a valuable strategy that not only prepares them for the process of learning to read but also lays the foundation for overall literacy development. This practice contributes to improving their oral language proficiency, which, in turn, has a positive impact on their reading skills. In addition, it plays a crucial role in building their knowledge base, exposing them to new word meanings, and encouraging incidental learning, as they discuss

In addition, Roscoe (2014) as cited by Fisher, has outlined seven key components essential to successful story reading aloud. These components, when effectively implemented, enhance the

overall impact of the reading experience, ensuring a more complete and beneficial language development process for children.

This detailed examination of the literature not only serves to situate the current study within the existing school field, but also allows one to identify gaps in previous research, justify the relevance of the present study, and derive a sound theoretical framework upon which to build the research. By diving into the literature, we seek to understand how exposure to authentic and diversified texts can facilitate a deeper and more applied understanding of grammatical tenses, as well as identify the most effective reading strategies to enhance grammatical learning in sixth-grade students. Furthermore, according to Tannen (2007), in observations, they highlighted the relevance of student creativity, identifying it as the most crucial and dynamic component in the educational process. He emphasized that by actively stimulating this creativity, rather than stifling it, much greater efficiency in learning can be achieved. This perspective suggests that the true potential of the educational process is unlocked when students are allowed to explore and express their creativity freely.

Thus, the importance of creating a learning environment that is not only safe and controlled but also conducive to experimentation and innovation becomes apparent. Willis advocates a pedagogical approach that prioritizes and harnesses students' inventiveness, encouraging them to practice intensively in a well-structured framework. This practice not only enriches the educational experience but also prepares students to effectively apply what they learn in real and challenging situations. In summary, the integration of creativity in the learning process is presented as a transformative element, which not only enhances the efficiency of learning but also fosters the holistic and adaptive development of students. In his observations, he highlighted the relevance of student creativity, identifying it as the most crucial and dynamic component in the educational process. He emphasized that by actively stimulating this creativity, rather than stifling it, much

greater efficiency in learning can be achieved.

2.1.1. Select Appropriate Reading Materials

The materials selected should not only be appropriate in terms of level of difficulty, but they should also incorporate specific examples of the verb tenses being taught. By including clear and varied instances of the grammar objectives, learners are provided with practical and contextualized exposure, which facilitates learning the grammar rules as mentioned by Kucirkova (2024). She said that it is essential to acknowledge the significance you place on the development of early reading skills, particularly the crucial elements of decoding letters and phonemic awareness. It is widely understood that these foundational skills play a pivotal role in a child's ability to read and comprehend written language. However, the researcher wants to emphasize that these specific skills are not central to the argument presented in this article.

The focus of our discussion diverges from the traditional emphasis on decoding and phonemic awareness. Instead, the article proposes a broader perspective on the importance of learning to read, encompassing a more comprehensive understanding of literacy. The argument put forth in the article extends beyond the mechanics of reading and underscores a holistic approach that considers diverse aspects of literacy, including critical thinking, comprehension, and contextual understanding.

While acknowledging the value of early reading skills, the article seeks to broaden the discourse to include a more encompassing view of literacy that extends beyond the initial stages of decoding. It is looked forward to finding the insights on this nuanced perspective and how it aligns with the understanding of literacy development

Thus, it is beneficial if the texts chosen reflect real-life situations or simple, authentic contexts. This not only makes the reading more relevant and meaningful for students, but it also allows them to apply what they learn to practical situations in everyday life. The authenticity of the

examples contributes to a deeper understanding and a more effective transfer of grammatical concepts to their own written and oral expressions, thus contextualizing even by including in the readings their names or those of their friends or even the name of their pets, will make the reading more immersive. In addition, due to their age being sixth graders, it should be taken into account not to make long texts and also to adapt them to the grammatical tenses that the students have been seeing.

The rigorous selection of appropriate reading materials involves considering the students' proficiency level, their individual interests, and the presence of specific examples of the target tenses. This strategic approach contributes significantly to the effectiveness of grammar instruction through reading, creating an enriching and motivating learning environment for students.

2.1.2. Pre-reading activities

The pre-reading activities phase is essential to establish a solid foundation before students dive into the text. This preparatory period is primarily intended to familiarize students with the verb tenses and the target they will encounter during reading, enabling them to approach the material with greater confidence and comprehension.

An effective strategy at this stage is to introduce verb tenses through a variety of activities designed to actively engage learners. These activities may include the distribution of specific worksheets that present examples and exercises related to the verb tenses that will be addressed in the main text. Students can work individually or in groups to complete these worksheets, allowing them to practice and consolidate their prior knowledge of verb tenses. Ajideh (2006) mentioned that some activities that are done before starting to read are simply questions that the reader has to answer using the information in the text. In the past, these questions used to be after the text to see if it was understood, but now it is more common to find them before, and they are used to look for specific data quickly in the text.

Other pre-reading tasks focused on preparing the reader for language difficulties they might encounter, and more recently, attention has begun to be paid to cultural or concept problems that might arise. However, these activities are not only there to help readers who speak another language overcome linguistic or cultural difficulties; they can also help to remind them of what they already know or think, that is, to activate what they already know.

In addition to the worksheets, practical exercises play a key role in the pre-reading phase. Students could engage in playful activities, such as role-plays or simulated situations, that allow them to apply verb tenses practically before encountering them in a more extensive reading context. These hands-on activities not only reinforce understanding of verb tenses but also make learning more experiential and engaging by including their names or favorite colors or activities. It encourages students' active participation. They can discuss verb tenses in small groups, raise questions, and share their ideas, which contributes to the collective construction of knowledge.

This peer collaboration enriches comprehension and allows students to approach reading with a more informed perspective. According to Aitken (2021), as cited by Swaffar, the importance of employing preview techniques is that it allows students to anticipate and hypothesize about the content before diving into the reading. These strategies benefit the comprehension process by making use of contextual clues such as titles, headings, and images, prompting students to make preliminary inferences.

On the other hand, they stress the relevance of encouraging them to identify the genre of the text, be it an article, among others, as a fundamental activity during the preview stage. They argue that this preliminary analysis allows students to recognize possible rhetorical grammar, helping in the development of ideas. In other words, by engaging in this anticipatory process, students not only prepare for possible linguistic difficulties but also develop skills in unraveling the structure and style of the text, which facilitates more effective and comprehensive reading (p.9).

Pre-reading activities, whether through worksheets, hands-on, or interactive exercises, play an essential role in preparing students for verb tense comprehension. These activities not only establish a solid foundation but also encourage active participation and co-construction of knowledge, creating an environment conducive to effective learning.

2.1.3. Reading

The implementation of reading as a strategy for learning grammatical tenses presents itself as a pedagogical technique of great value, especially in the educational context where the mastery of grammar plays a crucial role in second language acquisition. This approach not only favors reading comprehension but also stands as an effective means for the identification and learning of specific grammatical structures. As well mentioned by Duke et al., (2021), on the other hand, these studies reveal a seemingly contradictory situation in which students, despite possessing decoding and listening comprehension skills commensurate with their academic level, face difficulties in reading. This phenomenon raises questions about possible underlying causes that could influence the reading comprehension ability of these individuals.

There may be more complex factors beyond mere word decoding and listening comprehension. Aspects such as reading fluency, the ability to make meaningful connections between the ideas presented in the text, or even socioemotional factors that affect interest and motivation towards reading could be involved. That is why when facing certain challenges, it is essential to have well-established reading practices (p.27). How reading can be used for this purpose will be developed in depth below.

First of all, the selection of appropriate texts is fundamental. These should be aligned with the student's language proficiency level and contain clear examples of the target grammatical tense. Anderson (2019), the author explained phrases that especially capture the interest of girls, such as, "The crowded schoolyard was occupied by girls waiting their turn in the jump rope contest."

Sentences designed to appeal primarily to boys, such as, "As the boy shot the arrow, he saw green blood spurting from the monster's head. "Phrases that appeal to both girls and boys, for example, "The hungry children were in the kitchen, working with their mother to make doughnuts."

And sentences that arouse no particular interest in either, such as "In the back of the closet lay some old shoes. "These sentences were part of experiments designed to explore how specific interest in the content of what is read can significantly influence memory and learning of the text. The findings suggest that texts that arouse readers' interest can significantly improve their ability to recall the information presented. On the other hand, diversity in reading genres, including narrative, expository, and descriptive can enrich the learning experience by exposing the learner to a wide range of uses and contexts in which grammatical tenses apply.

Once the text has been selected, the next step is to guide students in reading to identify and underline examples of the grammatical tenses in focus. This activity not only helps students recognize the verb forms but also allows them to see these structures in context, facilitating a deeper understanding of their use and meaning. The educator needs to encourage students to read critically and reflectively, promoting curiosity and questioning about the material. According to Moats (2020), to encourage students to read, he suggests that teachers should encourage and stimulate children's interest through regular exposure to interesting books and through discussions in which students can respond to many types of texts. Effective instruction in decoding words in text should be direct, systematic, and explicit, always keeping in mind the ultimate purpose of reading, which is to learn, enjoy, and understand the grammatical tenses in texts (p.10).

During reading, students should be encouraged to take notes and ask questions about aspects they do not understand or are curious about. Based on Vu et al., (2022) students who only participated in the reading activity generally felt that their vocabulary had improved during reading when they took notes, thanks to that practice. However, four of them pointed out that they probably

would not retain many of the new words learned because they did not focus on the unfamiliar words. They suggested that for better results, it would be useful to annotate or do specific vocabulary exercises. This strategy fosters an active attitude toward learning, allowing the student to become an active participant in his or her own educational process.

The notes can serve as a useful tool for future revisions and as a basis for class discussions, where students can share their observations and doubts, even as this practice helps them to acquire vocabulary in parallel with grammatical improvement. The role of the teacher is crucial in this process. He or she should provide constructive feedback, clarify doubts, and guide class discussions to deepen the understanding of grammatical tense. Regarding Pressley et al, (2023), the teacher's role is essential in supporting students in the transition to reading fluency. The importance of providing a structured foundation during oral reading instruction is emphasized. The teacher should provide effective instruction, select appropriate strategies, adapt to individual and group needs, stimulate reading interest, stimulate reading interest.

In addition, the educator can complement the reading with practical exercises that reinforce learning, such as creating one's own sentences using the verb tenses identified or transforming texts to change the verb tense and analyze the impact on meaning. Repetition of this process with different texts and tenses helps to solidify knowledge and the ability to recognize and correctly use grammatical structures. Over time, students will develop greater fluency and confidence in their use of the target language, which is essential to their communicative competence.

Finally, it is essential to incorporate reflection on the reading activity, where students can evaluate their learning and discuss the strategies, they found most useful. Rakhimova (2023) mentioned that incorporating grammar instruction into the teaching of reading prompts students to engage in critical thinking about the text. Through the examination of grammar structures within a passage, students acquire the ability to recognize connections between ideas, draw conclusions,

and anticipate future developments. These crucial thinking abilities play a vital role in comprehension, allowing students to interact with the text at a more profound level. This approach also contributes to the enhancement of writing skills. This reflection not only promotes metacognition but also allows the educator to adjust his or her pedagogical approach based on the student's needs and preferences, thus ensuring a more personalized and effective learning experience.

In conclusion, reading stands out as a powerful strategy for learning grammatical tenses, offering students the opportunity to explore and understand these structures within rich and varied contexts. By following a methodical and thoughtful approach, educators can maximize the potential of this strategy to significantly improve their students' grammatical competence.

2.1.4. Post- Reading

Post-reading activities play a crucial role in the process of consolidating the learning of grammatical tenses through reading. These activities are designed to reinforce the knowledge acquired, allowing students to practically apply what they have learned in a controlled context. Meganathan et.al (2020) reported that post-reading activities have gained attention in the context of extensive reading (ER native language) to enhance second language (L2 extensive reading) vocabulary development. While ER has proven effective, in this regard, some scholars argue that unaided incidental vocabulary learning might be insufficient, emphasizing the importance of incorporating post-reading tasks.

These activities, such as storytelling, group discussions, report writing, crossword puzzles, translation, sentence construction, mini-games, and oral presentations, ensure a comprehensive understanding of the content and facilitate vocabulary retention. Studies, such as one conducted with university students in China, revealed that post-reading tasks like gap-filling and sentence-writing outperformed comprehension-only tasks, suggesting enhanced vocabulary development

and long-term retention. Another study with young children highlighted the effectiveness of interactive tasks in promoting vocabulary learning, indicating the need for further exploration into the impact of different post-reading activities on word acquisition and learner responses (p.,704). Below are several strategies and activities that can be implemented after the reading phase to improve students' comprehension and use of grammatical tenses.

First, application exercises are effective tools to reinforce the learning of grammatical tenses. Vero et al., (2023) emphasize the importance of teaching grammar intentionally and effectively, especially in the context of education. It is emphasized that, although constant writing practice is crucial for improvement, it is not enough for students to learn grammar and mechanics alone. These elements are presented not as rigid rules to be memorized, but as essential tools that help students create clear and understandable texts for readers.

The author mentions a pragmatic and accessible approach to teaching these concepts, incorporating definitions and explanations throughout to clarify doubts and avoid confusion. This facilitates the students' experience of having difficulties with grammar, and how these difficulties motivated the search for more effective ways to teach these topics.

In addition, he highlights the distinction between grammar (which includes syntax, usage and rules that guide sentence and paragraph structure) (which includes punctuation, capitalization, paragraphing and formatting), emphasizing that both aspects are crucial to effective writing and are considered conventions that readers expect students to respect when reading and pausing.

The specific challenges they face, especially in preparing students for writing practice, illustrate the need for explicit grammar instruction. Despite general recommendations to teach these topics in context, the lack of concrete guidance on how to do so, especially for complex concepts such as complex sentences, is noted. Reflection on how educators can approach the teaching of grammar in a way that complements and enriches writing instruction, rather than

viewing it as a separate, unlinked set of rules. Through the author's experience and search for solutions, the text invites educators to consider more integrated and meaningful methods for teaching these essential aspects of writing.

These can range from completing simple sentences with the correct grammatical form to more elaborate text transformations, where students must change all verb forms in a paragraph from one grammatical tense to another. These types of exercises not only help students practice the use of verb tenses but also teach them to pay attention to how these tenses can alter the meaning of a text.

Class discussions are another valuable post-reading activity. Students can share their opinions about the texts they have read, focusing on how the use of different grammatical tenses affects the narrative or exposition of ideas if they are misinterpreted because they have confused grammatical tenses. This activity encourages critical thinking and allows students to express their opinions and learn from the perspectives of their peers and the feedback they can give each other, based on their own mistakes. In addition, the discussion can be guided to focus specifically on difficulties students have encountered in identifying or understanding the use of grammatical tenses during reading.

Writing prompts are another effective tool for reinforcing the learning of grammatical tenses. Writing tasks can be assigned that require the use of specific tenses, such as writing a short story in the simple past or describing plans using the simple future. These tasks not only allow students to practice constructing sentences in different grammatical tenses but also allow them to be creative and express themselves in the target language.

The use of online technologies and resources for post-reading activities can further enrich learning. Educational platforms that offer interactive exercises, quizzes, and games adapted to different language levels can provide immediate feedback to learners, which is crucial for

remediation and autonomous learning. Regarding to Brun-Mecer (2020), post-reading activity, student book creation is intended to help learners achieve the following objectives: improve reading comprehension and fluency, use and develop reading, critical-thinking, cognitive, and metacognitive processes, draw on all major language skills (reading, writing, listening, speaking, grammar, vocabulary) to complete a project, create deeper connections to texts, develop connections with other learners in a collaborative reading–learning environment (p.9).

Personal reflection and self-assessment are important components of post-reading activities. Encouraging students to reflect on their progress, identify areas of difficulty, and set personal goals for improving mastery of grammatical tenses can foster a proactive attitude toward learning. According to Kuhn (2019), as cited by Atay in a relevant study on how different types of post-reading activities affect reading, showed that using interactive tasks as post-reading activities is an effective way to promote vocabulary learning in young children. The children were very productive and motivated to learn English because working with their peers to construct the meaning of words together was seen as a fun activity.

Finally, integrating post-reading activities that involve peer collaboration, such as group project work or peer review of written assignments can foster a cooperative learning environment. This not only allows students to learn from each other but also promotes the development of social and communication skills.

Playful games and activities can also be extremely beneficial. Games such as "crazy grammar tense," where students must quickly conjugate verbs in different grammatical tenses, or team conjugation competitions, can make learning grammar more interactive and fun. These activities can help decrease anxiety in the face of grammar learning and increase students' motivation.

2.1.5 Practice

The practice of reading grammatical tenses through reading is fundamental to the process of learning to read, allowing students to apply their knowledge in situations that simulate actual language use. Based on Swarte (2019) clear instruction during guided reading is the most meaningful way to help students understand and use problem-solving strategies during readings. The guided reading lesson focuses on developing confidence, fluency, independence, and early reading strategies where they begin to recognize certain grammatical tenses.

Teachers should be aware of each student's abilities, experiences, and interests. Teachers can guide and demonstrate how to make sense of unfamiliar or difficult words. The goal is to provide students with the strategies that "good readers" use when reading independently (p,68). His approach not only improves retention of information but also helps develop fluency and confidence when communicating. Below are several strategies and activities that can be implemented to provide opportunities for effective reading practice in learning grammatical tenses.

First, sentence completion exercises offer a structured way to practice grammatical tenses in a controlled context. For Anderson (2023), grammar is fundamental to reading, as a solid knowledge of grammar improves text comprehension by enabling students to understand the structure of sentences and how they relate to each other to form broader meanings. Teaching and learning grammar should focus not only on sentence structures but also on their meaning and usage, which is essential for reading comprehension and other communicative skills. Grammar is fundamental to reading, as a solid knowledge of grammar improves text comprehension by enabling students to understand sentence structure and how they relate to each other to form broader meanings.

Teaching and learning grammar should focus not only on sentence structures but also on their meaning and usage, which is essential for reading comprehension and other communicative

skills. Some activities that can be applied are: providing students with text excerpts with specific grammatical structures and asking them to identify and highlight these structures. Create crossword puzzles or word searches with grammatical terms and ask them to identify and highlight these structures. Create crossword puzzles or word searches with grammatical terms. Some activities that can be applied are: providing students with text excerpts with specific grammatical structures and asking them to identify and highlight these structures. Create crossword puzzles or word searches with grammatical terms and related vocabulary and discussions and debates.

These activities can be customized to address the specific grammatical tenses that sixth-grade students are learning and can vary in complexity depending on the level of the students. By completing these activities, students can focus on the form and use of grammatical tenses without the pressure of having to generate original content.

Second, creating dialogues is a practical activity that encourages students to use grammatical tenses in a more dynamic and realistic context. Students can be asked to develop pre-guided simulated conversations where they are given guidance on how they can use certain grammatical tenses to carry out dialogues, using certain grammatical tenses to express past actions, plans, or hypothetical situations. This activity not only allows for grammar practice but also fosters effective communication skills and creativity.

Third, role-play exercises are an excellent way to practice the use of grammatical tenses during the readings in real-life situations. By assuming different roles and acting in various scenarios, students can experience how the different grammatical tenses in the readings are used in specific contexts. This methodology promotes not only linguistic learning but also empathy and cultural understanding.

Fourth, creative writing is another powerful tool for practicing reading and implementing grammatical tenses. Students can be assigned to write short stories, essays, or journal entries using

the grammatical tenses they are studying and then read them in groups and share their ideas. This type of activity allows students to consolidate their understanding of grammatical tenses through an active and creative use of language.

Fifth, conducting group readings that require research and presentation can encourage students to apply grammatical tenses in a collaborative context. For example, students can work together to create a presentation about a historical event, using the past tense to narrate the events or plan a future event, using the future tense to describe the activities planned during the previously selected reading that most interested them.

Sixth, grammar games, such as crossword puzzles, word searches, and board games designed to practice reading certain flashcards, can make practice more interactive and fun. These games not only reinforce the learning of reading and grammar tenses but also foster a playful and supportive learning environment among students. Mutalib et al. (2011) meticulously discuss the process of creating and evaluating a Digital Storytelling Tool (DST) aimed at enriching children's educational experience through the integration of multimedia elements in storytelling. Initially, the process begins with the writing of a script, underlining its fundamental importance as the skeleton of digital storytelling to form solid reading habits, through various tools. This script must not only be attractive and relevant to the target audience but must also be validated by the end users, in this case, the children, to ensure that the story is understandable and engaging for them. The transition from an approved script to a visual storyboard is crucial, as the latter provides a graphical representation of how the story will unfold in its digital format, facilitating a preliminary visualization of the full narrative prior to production.

The selection of multimedia elements includes audio, images, text, video, animation and interactive buttons. This step emphasizes collaboration and agreement between creators and users, ensuring that each multimedia element is effectively integrated to support and enhance reading.

The active involvement of users in this process not only ensures that the content is appropriate and engaging, but also fosters a sense of ownership and acceptance among children. The author points out the complexity of this process, highlighting how the careful selection and integration of these elements in education.

This approach not only allows for a direct assessment of children's interaction with the tool in a realistic context but also provides valuable insights through these tools, ensuring that it is both educationally effective and engaging for its audience. Through this iterative approach, the author illustrates how digital technology, when carefully combined with pedagogical principles, can deliver rich and engaging learning experiences, potentially transforming the way children approach reading and learning (p.2).

Finally, the use of digital technologies that can be applied to language learning applications can offer students additional practice outside the classroom. Many of these tools provide interactive exercises, games, and simulations that allow students to practice reading in a variety of contexts, receiving instant feedback on their performance.

Together, these strategies offer a multifaceted approach to grammar tense practice, allowing students to apply what they learn in a wide range of contexts. By integrating these activities into the curriculum, educators can ensure a richer and more effective learning experience, preparing students for readings and grammar tenses with confidence and accuracy in their everyday communication.

2.1.6. Reading as a strategy

The implementation of reading as a strategy to enhance the learning of grammatical tenses offers a natural and engaging avenue for the development of language skills. Through reading, students are exposed to grammatical tenses in real contexts, which facilitates a deeper and more lasting understanding of their use and meaning. According to Adair (2021), reading strategy and

Careful selection of what we read plays a key role. This involves approaching each text with a strategic mindset and categorizing information into essential, important, or potential interests. This approach not only optimizes students' time but also deepens our understanding of relevant topics. The first step is to quickly identify the value of each document or book we encounter. Through an initial scan, we evaluate the overall content, noting headings and subheadings, and briefly examining the style and arguments of various paragraphs. If the material continues to interest us, we proceed to read certain sections more closely.

Clarity in the purpose of the reading is essential. Before immersing students in a text, it is crucial to establish what is expected of them. Asking specific questions and keeping them in mind while reading directs attention and facilitates the search for answers. This approach allows focusing on the main ideas and critically evaluating the evidence, explanations, and conclusions presented by the teacher. As progress is made, note-taking becomes an invaluable tool, helping students to organize and retain key information.

In addition, it is important to contrast the learners' experience with that of the teacher's. This critical reflection allows them to evaluate the relevance and applicability of what they have read in a professional context. The decision to reread certain texts or phrases may arise as part of this evaluative process, especially if aspects that require deeper understanding are identified.

Discussion of the material with colleagues or in study groups offers another layer of enrichment. This exchange of perspectives can reveal new interpretations and applications of what has been read, broadening understanding. Finally, reflection on what has been learned closes the reading cycle. This step allows us to consolidate the knowledge acquired, reflect on its impact on pre-existing ideas and consider its future application.

Adopting reading as a strategy requires a selective and reflective methodology. Through this approach, we not only maximize the benefit of time spent reading but also foster deeper and

more applicable learning. Ultimately, this strategic reading practice better prepares you to navigate the vast amount of information available, allowing you to extract what is most valuable for your personal and professional growth (p,24). This approach not only enriches vocabulary but also improves fluency and reading comprehension, crucial elements for the mastery of any language.

By reading various texts, students encounter examples of grammatical tenses applied, practically allowing them to identify patterns and uses in different contexts. This continuous exposure is fundamental to internalizing grammatical rules without the need for forced memorization. Trinder (2017) mentioned that by delving a little deeper into the process of vocabulary acquisition and the strategies recommended by experts the objectives of efficiency can be obtained. One of the essential facets of language learning is the ability to internalize grammatical rules without resorting to forced memorization. This approach allows students not only to understand the structure of the language but also to apply it naturally and fluently in their communication.

Despite exposure to words with different frequencies, the increase in learning efficiency does not follow a consistent pattern along the frequency scale. This is attributed, in part, to the limited effectiveness of inferencing as a primary strategy for vocabulary acquisition. Therefore, we propose a different perspective by observing that word retention is significantly improved when inference and dictionary consultation strategies are combined.

Therefore, explicit instruction on the skillful use of lexical processing strategies can play a key role, the exposure necessary for vocabulary assimilation to begin. This approach involves not only the teaching of inferencing techniques but also training in the effective consultation of linguistic resources, enabling students to access information autonomously and reflectively.

In addition, educators must select reading materials that provide sufficient opportunities for vocabulary review and practice. Students can read one book gradually per week to ensure that repeated encounters with new words occur, which reinforces learning and consolidates lexical memory. Thus, the combination of inferencing strategies, dictionary consultation, and frequent exposure to keywords through reading provides a solid framework for vocabulary development in language learners. This approach not only promotes more effective learning but also fosters linguistic autonomy and the ability to transfer knowledge to different communication contexts.

In addition, by analyzing how sentences are constructed, and tenses are interwoven to narrate events, describe scenarios, or express ideas, students gain a richer understanding of the language.

The use of techniques such as skimming (reading quickly to get a general idea) and scanning (reading quickly for specific information) in the context of reading to learn grammatical tenses teaches students to process texts efficiently. These critical reading skills enable learners not only to improve their reading speed and efficiency but also to quickly identify relevant grammatical structures within a long text. According to Butler (2014), in speed reading, focusing on capturing the main ideas rather than dwelling on each word can significantly transform our reading efficiency. This approach aligns with techniques such as skimming and scanning, which are essential for navigating through large volumes of text effectively.

Skimming refers to the technique of quickly looking at a text to get the gist or general idea of what it is about, without worrying about understanding every detail or word. Imagine you are looking at the landscape from a moving window; you take in the overall scene without noticing every tree or house. In the context of reading, this means moving through paragraphs and sections, paying attention to headings, subheadings, highlighted words, and the first and last sentences of each paragraph to build a framework of overall comprehension.

On the other hand, scanning focuses on looking for specific information within a text, such as dates, names, key terms, or any other specific piece of information. This technique is similar to looking for a familiar person in a room full of people; you ignore most of them and focus on identifying the specific face or characteristic you are looking for.

Applying these techniques from the perspective of reading ideas rather than words suggests a focus on capturing the logical structure and central arguments of a text quickly. This can be particularly useful in academic and professional environments, where reading efficiency is key to handling dense and complex information.

By integrating skimming and scanning with idea-centered reading, we not only improve our reading speed but also increase our ability to retain and apply acquired knowledge. This synergy between techniques allows readers to not only get through the text faster but to do so more intelligently, absorbing the information that matters.

The variety of reading materials, from literature to current affairs articles, plays a crucial role in this pedagogical approach. By selecting texts that are both of interest to the learner and rich in examples of the target grammatical tenses, educators can maintain learners' motivation and curiosity. This diversity of content ensures that students not only learn the technical aspects of a language but also develop an appreciation for its use in different genres and contexts.

Interaction with authentic texts prepares students for real-life situations in which they will need to apply their knowledge of grammatical tenses. By encountering texts that are not adapted for educational purposes, but reflect natural language use, students improve their ability to understand and communicate effectively in situations outside the classroom. This direct experience is invaluable for developing language proficiency and confidence in using the language in diverse contexts. In addition, class discussion of the texts read provides an excellent opportunity for students to practice oral and written expression, using the grammatical tenses they have observed

in their reading. This contextualized practice fosters greater retention and comprehension, as students actively apply what they have learned in their linguistic productions, receiving immediate feedback from their peers and teachers.

Finally, by integrating reading as a primary strategy in learning grammatical tenses, students are encouraged to develop an independent reading routine. This not only benefits their language learning in the short term but also equips them with a lifelong habit that will continue to enrich their linguistic and cultural competence. In short, reading establishes itself as a powerful and versatile tool for learning grammatical tenses, providing a solid foundation for students to build their fluency and accuracy in the language.

Chapter III

Methodological Framework

This chapter describes the systematic plan and the approach adopted for the research, approaching the research design, where the 22 sixth-grade students, employ surveys and questionnaires for data collection. The effectiveness of using these reading strategies to improve the learning of grammatical tenses is examined through a carefully elaborated research methodology. By employing a mixed methods approach, combining qualitative and quantitative techniques, the chapter aims to capture the nuanced interactions between students and the selected reading interventions, providing an overall understanding of their impact. The research design is structured to facilitate a comprehensive exploration, offering insight into individual experiences while allowing for a statistical assessment of the overall effectiveness of the strategies. The methodological framework serves as a sound guide, ensuring rigor and reliability in the execution of the study, and it is poised to contribute valuable experimental evidence to the broader discourse on language acquisition and pedagogy.

3.1. Research Design

The research design for this study is crucial to systematically address the stated objectives and questions while ensuring methodological integrity. Following the guidance of Wright (1991), the selected research design aligns with the nature of the problem statement, the defined objectives, the available time frame, and even the budget allocated for the research. **This study employs a descriptive design through an action research framework.**

Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. In this study, it involves detailing the processes and outcomes of implementing reading strategies to enhance grammatical tense acquisition among sixth-

grade students. Action research, on the other hand, is a participatory and iterative approach that involves cycles of planning, action, observation, and reflection. **Through action research, this study not only seeks to understand the impact of reading strategies but also to improve educational practices in real time.**

The qualitative aspect of the research design involves the collection and analysis of contextual data. Through techniques such as focus groups, open-ended interviews, and classroom observations, this approach aims to capture the nuanced experiences, perceptions, and interactions of students engaged in reading interventions. These qualitative insights will contribute to deepening the understanding of how reading influences the acquisition of grammatical tenses.

On the other hand, the quantitative dimension uses standardized measurements and statistical analyses. This includes pre- and post-intervention assessments, allowing for a quantifiable assessment of students' grammatical competence before and after the implementation of reading strategies. In addition, surveys and structured observations will provide numerical data to identify patterns and trends in the overall effectiveness of the interventions.

By employing a mixed methods design, this study strives to triangulate findings, ensuring a more robust and holistic understanding of the complex relationship between reading interventions and grammatical tense acquisition among sixth-grade students. This careful alignment of the research design with the study objectives enhances the reliability and validity of the research.

3.2. Sources of Information

The sources of information for this study are multifaceted and encompass both human and theoretical resources. First, sixth-grade students from Finca Guarari School will be involved as active participants in the reading interventions. Informed consent will be requested from the student's parents to ensure the ethics and legality of their participation in the study. Sampling will be conducted in a purposive manner, considering the diversity of language abilities and individual

contexts to obtain an equitable representation of the student population. In addition, data will be collected through professors at the institution. Interviews and surveys will be conducted with the informed consent of educators, allowing valuable insights into the feasibility and effectiveness of reading strategies in teaching grammatical tenses.

On the theoretical side, sources of information will be derived from the comprehensive review of scholarly literature related to the teaching of grammar, reading strategies, and the intersection of the two in language learning. This literature review will not only theoretically ground the study but will also provide relevant comparative perspectives and historical background. The comprehensive approach to data sources, encompassing both learners and educators, ensures a rich and varied collection of data. In addition, meticulous attention to ethical issues and informed consent strengthens the validity and reliability of the information collected during the research.

3.3. Categories of Analysis

The careful selection and definition of the categories of analysis are fundamental to the success of the research. In this context, the categories will be derived directly from the specific objectives of the study and will be in tune with the theoretical perspective adopted for the research. The following is a conceptual definition of the categories of analysis to guide the precise elaboration of the research instruments.

Comprehension of Grammatical Tenses: Conceptual Definition: This category implies the student's ability to comprehend and recognize grammatical tenses in specific reading contexts.

Practical Application of Grammatical Tenses: Conceptual Definition: Refers to the student's ability to apply the learned grammatical tenses effectively in oral and written expression.

Student Perception of the Effectiveness of Reading Strategies:

Conceptual Definition: explores students' views and perceptions of the usefulness and effectiveness of reading interventions in learning grammatical tenses.

Educator's Perspective on the Integration of Reading Strategies:

Conceptual Definition: probes educators' views and experiences regarding the integration of reading strategies to improve students' comprehension and application of grammatical tenses.

These categories of analysis will allow for a comprehensive evaluation of the research findings, providing a detailed view of how reading strategies impact the acquisition and control of grammatical tenses, both from the perspective of students and educators.

3.4. Data Collection Instruments

Careful choice of data collection instruments is essential to ensure the validity and reliability of the information collected. The following instruments have been selected based on their suitability to address the specific research objectives and provide a comprehensive understanding of how reading strategies impact the acquisition and control of grammatical tenses.

Reading Comprehension Tests: Rationale: These tests will assess comprehension of grammatical tenses by interpreting specific texts. They will allow direct measurement of students' ability to identify and comprehend verb tenses in the context of reading.

Student Interviews: Rationale: The interviews will provide detailed qualitative information about practice in the application of reading in learning grammatical tenses. They will explore their experiences, perceptions, and challenges in using reading.

Educator Surveys: Rationale: The surveys will provide a comprehensive view of educators' perspectives on the integration of reading strategies in teaching grammatical tenses. They will capture their opinions on the effectiveness of these strategies and any perceived challenges.

Classroom Observations:

Rationale: Direct classroom observations will allow assessment of the implementation of reading strategies and their impact on student engagement and achievement.

These instruments, used together, will provide a full range of quantitative and qualitative data, allowing for a comprehensive analysis of the effectiveness of reading strategies in the acquisition of grammatical tenses. All instruments will be detailed in the appendices of the document for additional reference.

3.5 Analysis Categories

According to the approach, the variables are defined as both quantitative and qualitative. However, the categories of analysis in this case will address the use of reading as a strategy to improve the learning of grammatical tenses from a qualitative approach. The categories of analysis derived from the content of each specific objective of the study are presented below. For each category, a conceptual definition based on relevant theory is provided.

Reading Strategies Conceptual Definition: Reading strategies refer to the techniques and methods students use to comprehend, interpret, and retain written information. These strategies may include predicting, probing, inferring, visualizing, and synthesizing information read (Hernández et al., 2014). In the context of teaching grammatical tenses, reading strategies help students identify and understand the use of verb tenses in different contexts.

Grammatical Comprehension Conceptual Definition: Grammatical comprehension refers to the understanding of the rules and structures that govern the use of verb tenses in a language. Implicit in this category is the ability to recognize and correctly apply grammatical tenses in reading and in written and oral production. Grammatical comprehension is crucial for communicative competence and effective language use.

Conceptual Definition: Performance in grammatical tenses refers to the student's ability to correctly use verb tenses in different communication contexts. This includes accuracy in verb

conjugation, appropriate selection of tenses according to context, and fluency in written and oral production. Performance can be assessed through hands-on activities, knowledge tests, and contextual application exercises during reading. Attitude towards Reading refers to the perceptions, feelings and disposition of the sixth-grade students of the Guarari farm school towards the activity of reading. This category includes the degree of motivation, interest and perception of the usefulness of reading as a strategy for learning grammatical tenses. A positive attitude towards reading can influence the effectiveness of the strategy and the success of grammatical learning.

Reading-grammar interaction refers to the relationship and mutual effects between reading practices and the learning of grammatical tenses. This category explores how reading can facilitate the comprehension and use of grammatical tenses, and how grammatical knowledge can enrich students' reading experience depending on the current level. The mechanisms through which reading improves grammatical competence and vice versa are investigated. Each of these categories of analysis is grounded in a specific theoretical framework and guides the development of the items of the data collection instruments, allowing for an accurate assessment consistent with the objectives of the study.

3.6. Data Collection Instruments

This session describes the instruments selected to collect the necessary information for the study on the use of reading as a strategy to improve the learning of grammatical tenses of sixth grade students at Finca Guararí School. The choice of these instruments is based on the previous evaluation carried out by teachers where they provided information on the students' ability to interpret certain texts according to the grammatical tenses and vocabulary seen during class, during the current school year.

Reading Perceptions and Strategies Questionnaire.

Description: The questionnaire is designed to collect information about students'

perceptions toward reading and the strategies they used during this activity. It includes closed-ended and open-ended questions that explore reading frequency, preferred types of texts, and specific strategies employed when reading.

Justification: This instrument provides detailed insight into how students perceive reading and the strategies they use, which is critical to understanding their impact on learning grammatical tenses.

Appendix: See Appendix A for the complete questionnaire. Grammatical Knowledge Test

Description: A structured test that assesses students' knowledge and understanding of grammatical tenses. The test includes multiple choice, sentence completion, and paragraph reading sections that require the use of different verb tenses.

Rationale: The grammatical knowledge test allows direct measurement of students' performance in the use of verb tenses, providing quantitative data on their understanding and application of grammar.

Appendix: See Appendix B for the complete test.

Semi-structured Interviews

Description: Individual interviews with selected students to explore in depth their experiences and opinions about the use of reading as a learning strategy. Interviews include open-ended questions that allow participants to express their thoughts and feelings freely.

Rationale: Semi-structured interviews offer a deeper, qualitative understanding of students' experiences and attitudes toward reading and its impact on grammatical learning, complementing the quantitative data obtained from questionnaires and tests.

Appendix: See Appendix D for the interview guide. Classroom Observations

Description: Classroom observations will allow observing the implementation of reading strategies to teach grammatical tenses applied by the teacher. A checklist is used to document

teaching activities, student participation, and relevant interactions.

Rationale: Classroom observations provide contextual information about how reading strategies are implemented in a real educational setting and how students respond to these activities.

Appendix: See Appendix E for the observation checklist. Conclusion

The combination of these data collection instruments allows for a comprehensive, multidimensional assessment of the use of reading for sixth grade students at Finca Guararí School as a strategy to improve the learning of grammatical tenses. Each instrument provides a unique and complementary perspective, ensuring rich and varied data for analysis.

3.7. Data Collection Process and Data Analysis

In this section, the data collection process and the analysis to be carried out in the study on the use of reading as a strategy to improve the learning of grammatical tenses with sixth grade students at Finca Guararí school are described concretely.

Data Collection Process: Preparing Instruments:

Questionnaires: Questionnaires will be printed and distributed to the sixth-grade students of Finca Guararí school at the beginning of the study.

Grammatical Knowledge Test: An initial test will be administered to assess students' baseline knowledge of grammatical tenses before implementing the reading strategy in order to gather information about the knowledge of the students under study.

Semi-structured interviews: Interviews will be scheduled with a representative sample of students (6 students). These interviews will be voice recorded and transcribed for analysis.

Class Observations: Observations will be carried out during the classes in which the English classes are implemented and to observe which reading strategies are applied. Detailed notes will be taken by the teacher who will conduct the research using a predefined checklist.

Implementation:

Distribution of Questionnaires: Questionnaires will be completed by students during the allotted class time.

Application of the Grammatical Knowledge Test: The test will be administered in a controlled environment to ensure the validity of the results.

Conducting Interviews: Interviews will be conducted in a quiet space and will be conducted following the established question guide.

Data Collection:

- Completed questionnaires and tests will be collected and securely stored.
- Recordings of interviews will be transcribed and stored for analysis.
- Reading journals will be collected at the end of the four weeks.
- Observation notes will be organized and prepared for analysis.

Data Analysis Qualitative Analysis:

Semi-Structured Interviews: Interview transcripts will be analyzed by using the thematic analysis method to identify recurring themes and deep insights into the use of reading as a learning strategy.

Classroom Observations: Observation notes will be reviewed to identify classroom behaviors and dynamics that support or hinder the use of reading as a learning strategy.

The data collection and analysis process will be meticulously designed to ensure that valid and reliable qualitative data will be obtained, a comprehensive view of the impact of reading on the learning of grammatical tenses will be obtained, allowing for a thorough and detailed evaluation of the phenomenon studied.

Chapter IV

Data Analysis

This chapter mentions the fundamental role that reading plays in improving comprehension and retention of grammatical tenses among sixth-grade students at Finca Guarari School. The use of reading as a strategy for teaching grammatical concepts represents an integral approach to language teaching, especially in educational contexts that prioritize deep and enduring learning. Reading provides a rich and varied context that allows students to encounter grammatical tenses naturally and in a variety of settings. This learning method goes beyond memorization and repetition, as it promotes a form of linguistic immersion that fosters genuine comprehension and long-term retention of verb tense rules.

As emphasized in the language teaching literature: “reading provides authentic contexts for learners to see how grammatical forms are used in real communication” (Harmer, 2008). By integrating reading into the learning process, students are exposed to a multitude of examples that illustrate the practical application of grammatical tenses. This exposure not only reinforces their comprehension but also enhances their ability to correctly use these grammatical tenses in their own oral and written expression. Thus, this chapter underscores the importance of reading as a multifaceted tool in the effective teaching of grammatical tenses, with the goal of equipping educators with strategies to maximize its potential in their classrooms.

4.1. Analysis and Interpretation of the Results

The following is a detailed analysis of the results obtained through various data collection tools specifically designed to assess the knowledge and perceptions of participants in a reading study. These tools include the pre-reading, the reading exam, and the poll, each playing a crucial role in the collection of valuable information.

This comprehensive approach, combining quantitative and qualitative methods, ensures a thorough assessment of the impact of the reading material on participants. Through this analysis, areas for improvement can be identified, guide future decisions in the design and presentation of the educational material, and ultimately improve the participants' learning experience.

4.1.1. Observation

1. To identify the general idea of conversations overheard about reading preferences and technological gadgets. This objective focuses on the ability to capture and understand the main point or essence of conversations overheard casually. It specifically targets discussions about people's personal preferences, such as tastes in music, books, activities, etc., and their use or choice of technological devices like mobile phones, tablets, and computers.
2. To recognize the general idea of overheard conversations related to preferences and technological gadgets after reading. This objective is like the first but emphasizes the ability to understand the main theme of conversations heard after completing a related reading. It suggests that the reading provides background or prior knowledge that aids in comprehending discussions about preferences and technological devices.

While observing the students during the planned activities, it became clear that a small group still requires additional support to complete certain tasks. This need for extra help may stem from various factors, such as a lack of understanding of the instructions provided or external issues affecting their academic performance. It is essential to pinpoint the specific reasons hindering these students' complete grasp of the tasks to offer them the necessary assistance.

Conversely, students were observed to respond much more positively when engaged in group activities. Collaborative work seems to be an effective method for these students, as it allows them to discuss and share ideas, which helps them collectively find the correct answers. This approach not only aids in understanding the reading material but also enhances social and

teamwork skills, which are crucial for their academic and personal growth.

In general, most students showed an adequate understanding of the assigned readings, which was reflected in their ability to select the correct answers for the activities. The overall positive response to the activities suggests that the method used is effective for most students. However, it remains important to continuously refine and improve teaching strategies to meet the needs of all students, including those who require additional support.

Moreover, it was noted that including topics related to personal preferences and technology sparked a high level of interest and engagement among students. This thematic approach appears to align well with their experiences and daily contexts, facilitating a deeper connection with the reading material and activities. Therefore, continuing to incorporate and expand on this type of content could further enhance student understanding and interest in future classes.

It is advisable to keep using group or team activities since these have shown to yield better results from students. Collaboration in groups not only helps in understanding the material but it also develops essential social skills such as communication, cooperation, and joint problem-solving. However, it is also important to enhance individual work. To do this, it would be beneficial to introduce simpler and shorter activities that help students gradually become comfortable with working independently. These tasks should be designed so that students can complete them successfully, building their confidence and encouraging academic independence.

Interactive activities, including the use of gadgets and other technological tools where students select answers or interact dynamically, have proven to be very effective. Such activities are more engaging for students and help keep their attention and commitment to the task. Integrating technology in the classroom through educational games, interactive apps, and online learning platforms offers a modern way to engage students, making the learning experience more relevant and enjoyable.

Additionally, it's important to diversify the technological activities to cover a range of knowledge and skills. For instance, incorporating virtual simulations, augmented reality exercises, and basic programming tasks could be useful. These tools not only enhance interaction but also prepare students for a digital world.

In the long term, combining group work with individual tasks and technological use can create a well-rounded learning environment. This approach not only addresses the immediate needs of students but also better equips them for future academic and professional challenges. Continuous evaluation of these strategies and adjustments based on observations and student feedback will ensure a dynamic and adaptable educational process.

4.1.2. Observation of Tools

When applying the first strategy, Pre-Reading, significant difficulties were identified among the students. These difficulties were evident in the graphical results of the test (see Figure 1). However, direct observation during the implementation of the strategy revealed problems that the numerical data could not fully explain.

One of the main difficulties observed was that students did not fully understand the instructions or the steps to follow for the tasks. This led to confusion and errors in task execution. The lack of clarity in the instructions appeared to be a critical factor affecting student performance.

Another significant difficulty was related to reading comprehension of the text. It was noted that students did not pay sufficient attention to the material read, which hindered their ability to understand and retain the information needed to answer the questions. The lack of attention during reading may be linked to several factors, such as disinterest in the text, its difficulty, or concentration issues.

After completing the first round of activities and observing the difficulties faced by the students, a decision was made to provide a more detailed explanation of how to complete the tasks

and the steps to follow. Additional tools were provided to help them identify the correct answers, and the activity was conducted in groups. This allowed all students to clearly understand the expectations and resolve any doubts immediately.

To evaluate the effectiveness of these clarifications and the provided tools, the second strategy was implemented: a reading exam. In this test, students were presented with four short readings, each followed by three multiple-choice questions. Students had to read each text and select the correct answer.

As anticipated, student performance improved significantly during this activity compared to the first round. Most students were able to answer the questions more accurately, suggesting a better understanding of the material. However, some students still faced difficulties with certain questions. For these cases, individualized explanations were provided, which proved effective and allowed the students to complete the activity satisfactorily.

This experience demonstrated that the additional clarifications and tools were helpful in improving student performance. Group interventions and individual explanations helped overcome the initial difficulties and complete the activity successfully. Additionally, common issues were identified, such as specific problems with certain texts or confusion with answer choices, which provided valuable information for adjusting future teaching strategies and developing more effective support materials.

4.1.3. Questionnaire

4.1.3.1. Pre-Reading

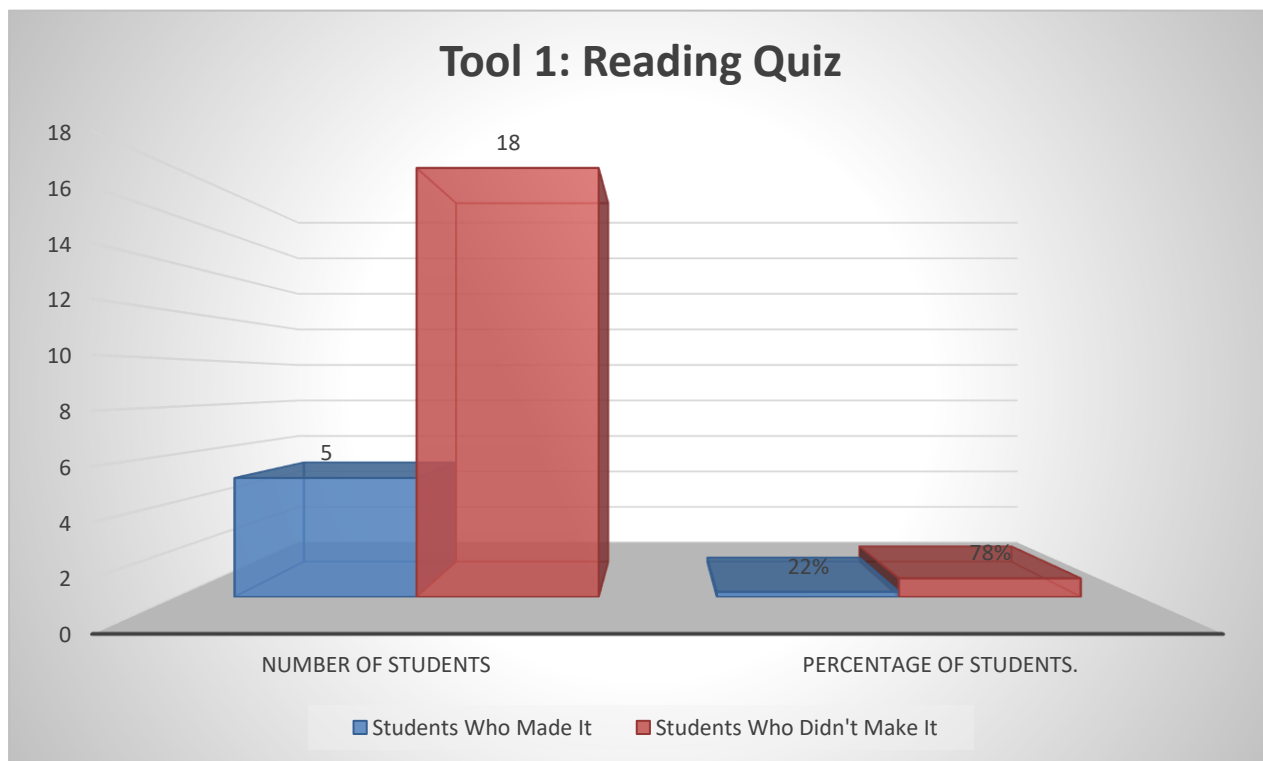


Figure 1. Pre- Reading

Source: Lidiette Espinoza Guevara 2024.

The results of the first test were disappointing, as students were still unclear on how to effectively complete the activities. Some students struggled more than others, which was evident in the overall test results. Specifically, 78% of the students did not pass the quiz, while only 22% passed, which translates to 18 and 5 students, respectively.

These results suggest that students are unsure about how to correctly perform the activities, indicating a need for a more thorough explanation of the exercises beforehand. Several uncertainties remain about how to complete the tasks, showing that the initial instruction was inadequate.

To improve student performance in future assessments, it is essential to implement

strategies that address these areas of confusion. This might include review sessions, additional tutorials, or even reworking how the activities are presented. Clearer and more detailed guidance before the activities could significantly help students better understand the expectations and necessary steps to complete the tasks properly.

4.1.3.2. Reading Exam post writing

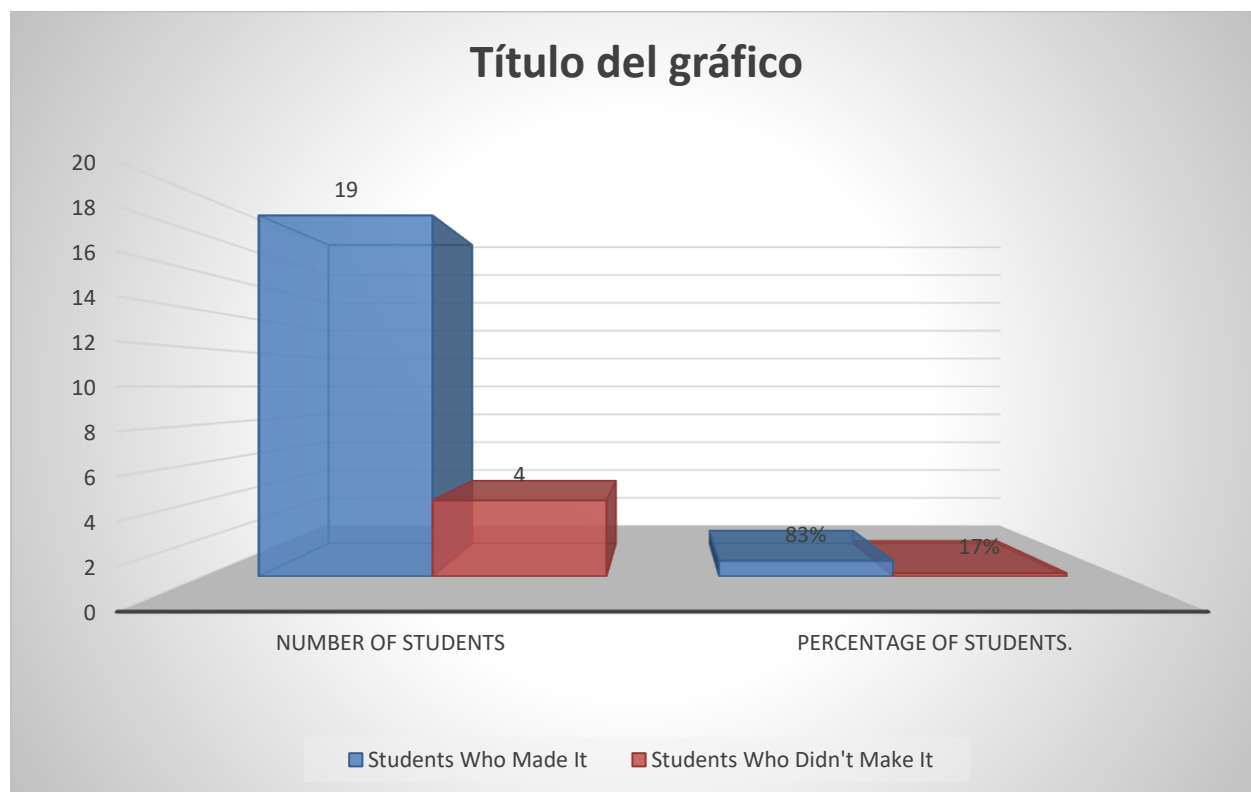


Figure 2: Reading Exam Post

Source: Lidiette Espinoza Guevara 2024.

Given the foundation provided by the Pre-Reading activity, it was anticipated that students would have a clearer understanding of how to tackle reading comprehension activities and answer related questions. This preliminary exercise equipped them with the tools and strategies needed to approach the Reading Exam with more confidence and skill. The results from this second test showed a marked improvement compared to the earlier assessment. 83% of the students, or 19 students, successfully completed the test, whereas only 17%, or 4 students, faced challenges and

needed additional help to finish.

This result is quite significant and indicates substantial progress in students' reading comprehension and application skills. The questions in the Reading Exam were clear, and the readings were short and easy to understand, which made the tasks more manageable for the students. The high success rate suggests that the tools and strategies learned during the Pre-Reading review were highly effective. Students showed a better ability to handle information and complete the tasks effectively, demonstrating that the prior lessons prepared them well for more complex reading challenges.

These results not only highlight an improvement in students' reading comprehension but also affirm the effectiveness of the teaching methods used. The strong performance in the Reading Exam emphasizes the importance of providing clear instructions and suitable tools for students to effectively develop and apply their reading skills. This process not only improved their ability to answer comprehension questions but also boosted their confidence in their skills, which is vital for their continued academic growth.

4.1.4. Interview (Poll)

One of the main tools used in the research was a survey given to the students, designed to be diagnostic. The main goal of this survey was to understand the students' reading preferences and interests. Through a series of carefully crafted questions, it aimed to gather insights into the types of reading materials that students find most engaging and relevant.

The survey asked about how much time students spend reading, which helped gauge their level of commitment and reading habits. It also inquired about their favorite genres, preferred authors, and the reading formats they enjoyed most. Additionally, the survey explored students' previous reading experiences, including books or texts they found particularly stimulating or challenging.

The information collected from this survey offered a detailed view of students' attitudes and behaviors toward reading. This data allowed for adjustments and personalization of teaching strategies and reading material choices to better match students' interests and needs. The intention was not only to boost students' participation and enjoyment in reading but also to make educational activities more effective by ensuring they were relevant and engaging for the students

4.1.4.1. How often do you read outside-of-school assignments?

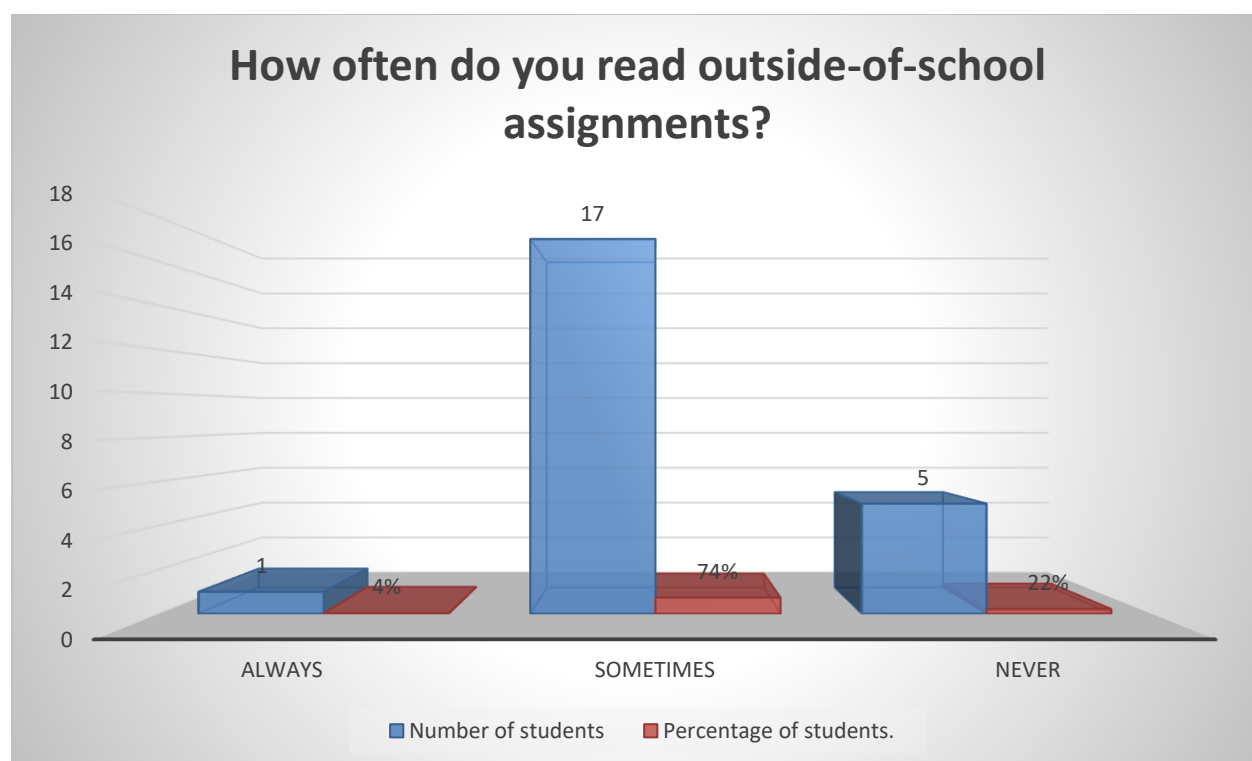


Figure 3: How often do you read outside-of-school assignments?

Source: Lidiette Espinoza Guevara 2024.

This question was designed to assess whether students allocate time to read materials that are not related to their school assignments. The survey provided three response options: Always, Sometimes, and Never. According to the results, 74% of students reported reading "sometimes" materials unrelated to school, 22% said they "never" read outside of academic activities, and only 4% indicated that they "always" set aside time for non-school reading, as illustrated in Graph 3.

These findings suggest that most students are occasional readers and generally do not have a strong inclination toward reading beyond their schoolwork. The high percentage of students who read "sometimes" and the significant number who "never" read outside of school imply that a consistent reading habit has not been established among them.

The absence of a regular reading habit might be impacting their interest and involvement in reading additional material outside of school. Without frequent reading, students may miss opportunities to explore various genres and literary styles, which could diminish their overall motivation and enjoyment of reading. Furthermore, a lack of consistent reading practice may hinder the development of essential reading and comprehension skills needed to handle more complex texts. The limited time spent reading outside of school might also affect their connection with books.

4.1.4.2. How would you rate the number of books assigned to you at school?

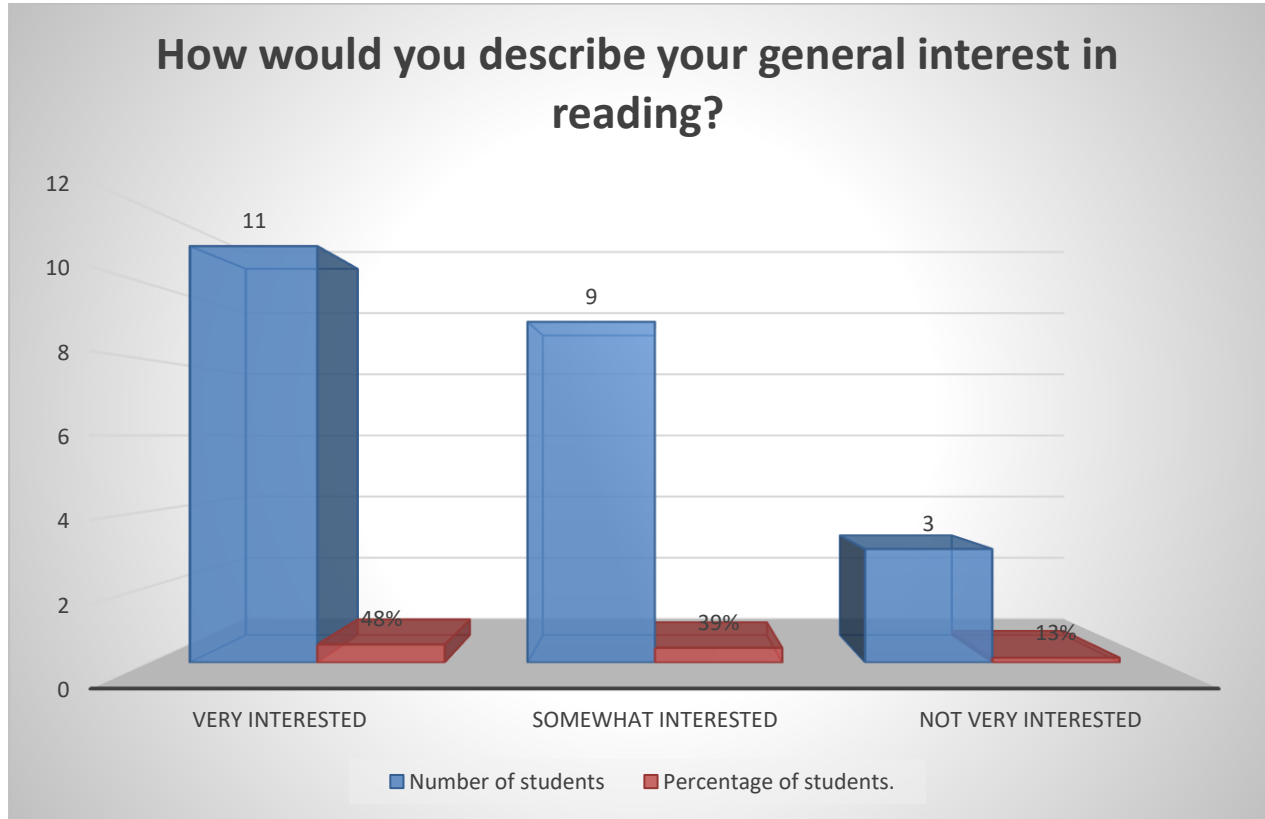


Figure 4: How would you describe your general interest in reading?

Source: Lidiette Espinoza Guevara 2024.

When creating the questionnaire, it was important to include a question about school materials, specifically concerning the number of books provided and whether they meet students' needs. To gather this information, students were asked if they felt the quantity of books included in their school materials was appropriate.

The results revealed that the most common response was "fair," with 52% of students choosing this option. This suggests that over half of the students think the number of books is adequate but not necessarily ideal. The option "adequate" was chosen by 43% of students, indicating that a significant portion feels the number of books is sufficient for their educational needs, though there could be room for improvement. Only 4% of students felt that the number of

books was "insufficient," meaning a small group believes there is a shortage of material.

Overall, these findings show that students generally perceive the quantity of books in their school materials as acceptable. Most consider the number to be fair or adequate for their needs, suggesting that the current resources largely meet the requirements. However, the varied responses indicate that there is still room for adjustments and enhancements to ensure that all students have access to an adequate amount of reading material to support their academic growth.

4.1.4.3. What type of reading do you prefer?

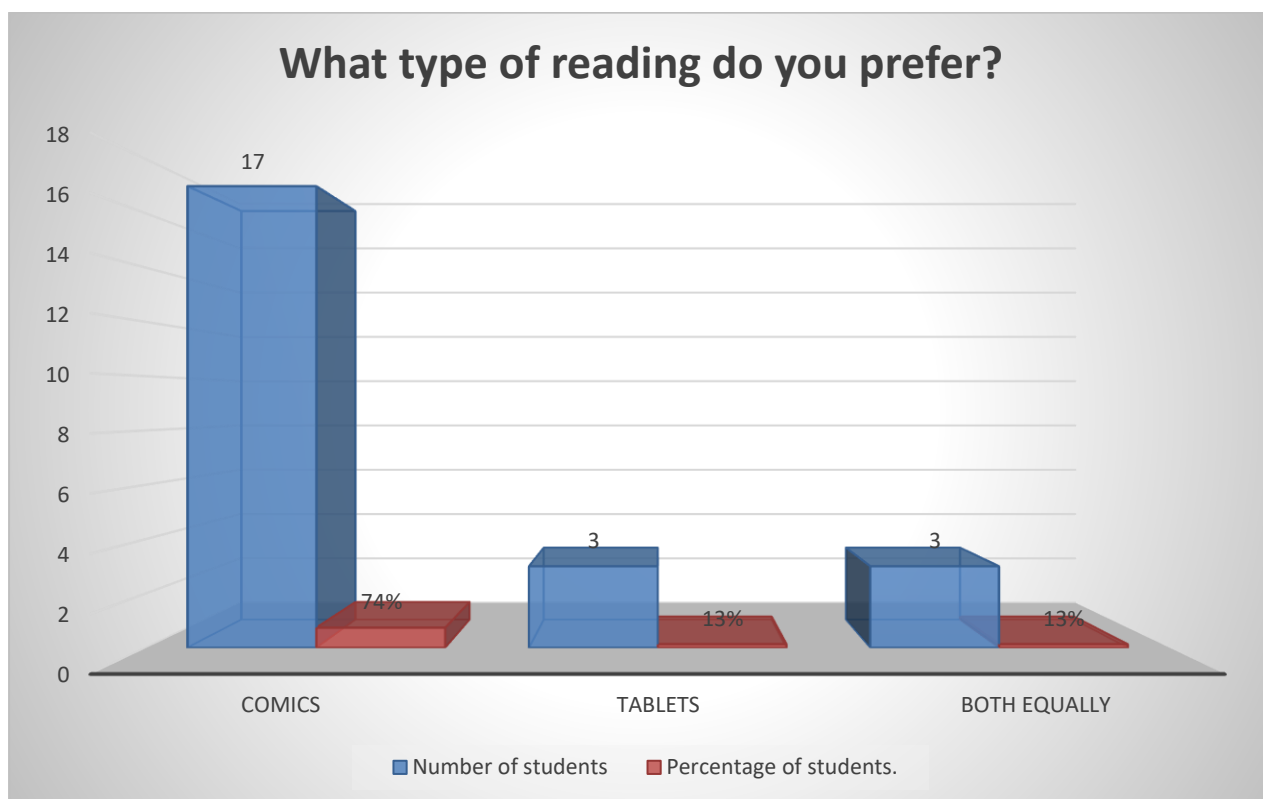


Figure 5: What type of reading do you prefer?

Source: Lidiette Espinoza Guevara 2024.

In the third question of the questionnaire, students were asked about their preferred type of reading to gain insight into their interests regarding specific reading materials. The options provided were fables, comics, or a combination of both. The results revealed that "fables" was the least popular choice, with only 13% of students selecting it. On the other hand, "comics" emerged as the favorite, chosen by 74% of the students. The remaining 13% expressed that they like both tablets and comics equally.

These findings indicate that most students show a strong preference for illustrated materials such as comics. Comics often feature fantasy stories with engaging images and brief text in the form of dialogue, emphasizing visuals over lengthy narratives. The high preference for comics suggests that students enjoy a more visual and interactive reading experience, which could be

important for designing future reading materials and activities that align with their interests.

4.1.4.4. How much time do you spend reading daily?

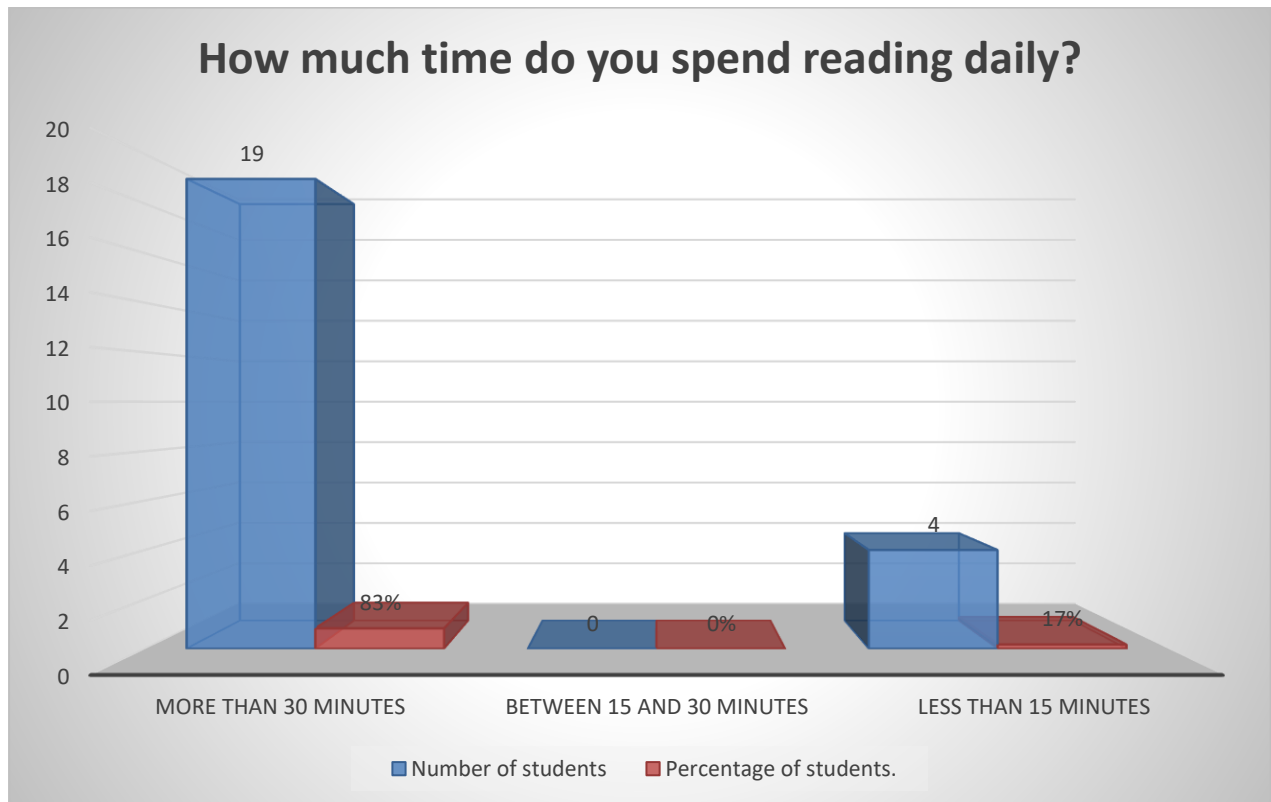


Figure 6: How much time do you spend reading daily?

Source: Lidiette Espinoza Guevara 2024.

The fourth question of the questionnaire aimed to determine how much time students spend reading each day. This question was intended to explore their reading habits outside of academic settings. The response options were "more than 30 minutes," "less than 15 minutes," and "between 15 and "30 minutes".

The most common response was "more than 30 minutes," selected by 83% of the students, indicating that most of them dedicate a significant amount of time to daily reading. On the other hand, "less than 15 minutes" was chosen by 17% of the students, showing that only a small portion read for a very brief period. Notably, no one selected the option "between 15 and 30 minutes."

These results suggest that while not all students have well-defined reading habits, as seen in the first question, the majority still make time for reading each day. This indicates that, despite the lack of a clearly established reading routine, students are engaging with reading material to some extent. The findings highlight an interest in reading, even if it's only for short periods, and emphasize the importance of continuing to promote and support reading time to help students develop a more consistent and enduring reading habit.

4.1.4.5. Do you feel that reading helps to improve your grammar?

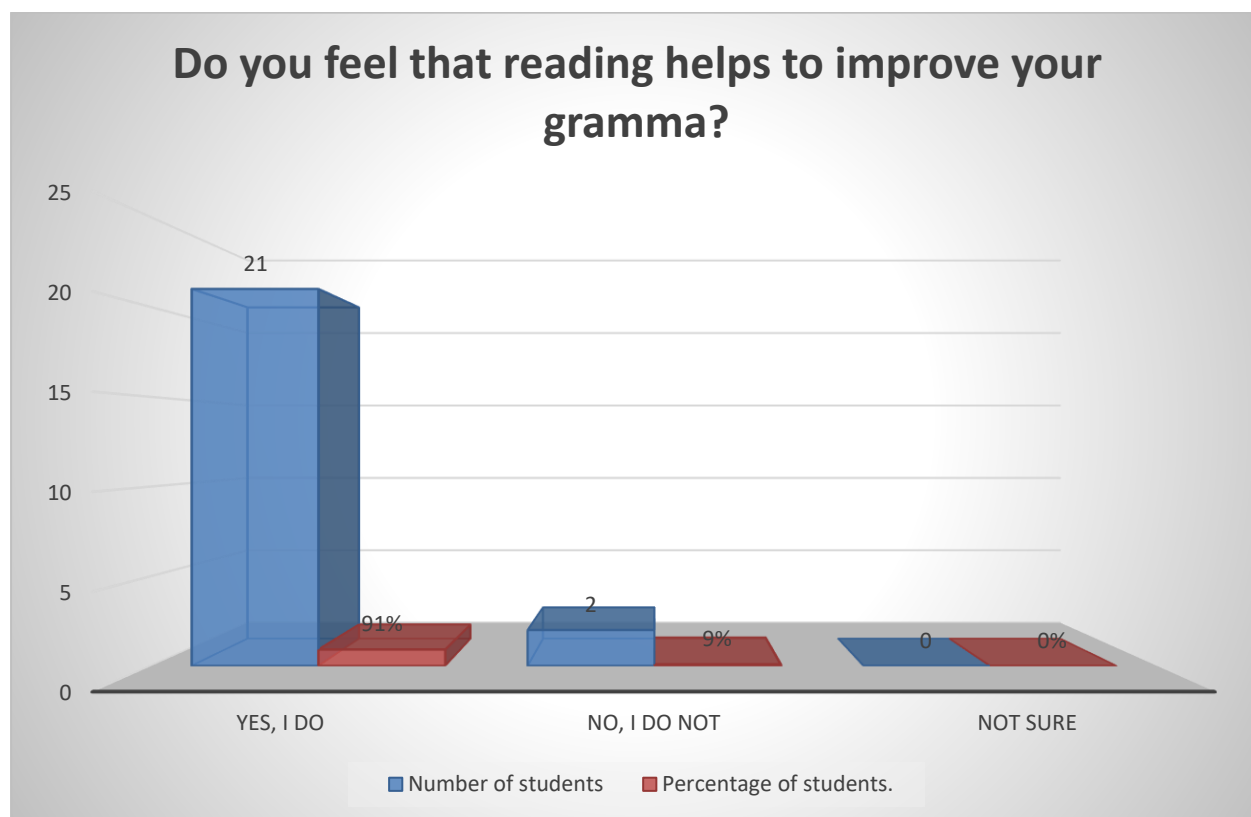


Figure 7: Do you feel that reading helps to improve your grammar?

Source: Lidiette Espinoza Guevara 2024.

In the survey conducted, one of the questions aimed to explore how the habit of reading might affect other skills, particularly writing. Students were asked if they believed there was a connection between reading and writing. 91% of the students (21 out of 23) responded affirmatively, expressing strong belief that reading positively impacts writing. These students are convinced that reading plays a significant role in enhancing their writing abilities. On the other hand, 9% of the students felt that reading and writing are unrelated and function independently.

The results show that the majority of students acknowledge the substantial benefits of reading, especially regarding the improvement of writing skills. This viewpoint indicates that students view reading as a crucial tool for developing their writing capabilities, reflecting a broad

understanding of how reading can aid in their overall academic development.

4.1.4.6. Do you feel that reading helps you improve your vocabulary?

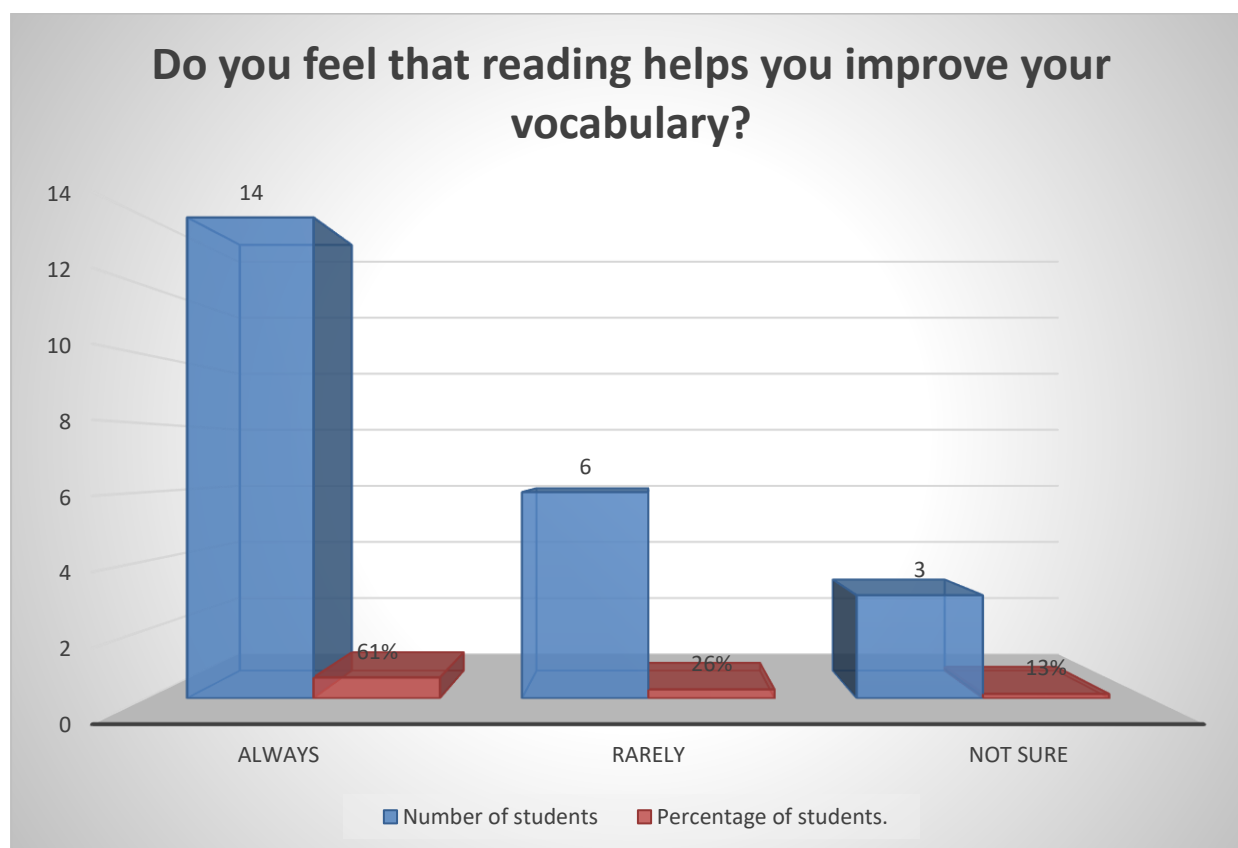


Figure 8: Do you feel that reading helps you improve your vocabulary?

Source: Lidiette Espinoza Guevara 2024.

In line with the previous question, the sixth question explored whether students believe that reading helps improve their vocabulary. The results showed that 61% of students think reading "always" enhances their vocabulary. On the other hand, 26% of students felt that this happens "rarely," while only 3% do not believe that reading has no effect on their vocabulary.

This question, like the previous one, looks into the benefits of reading, but focuses specifically on vocabulary development. It is widely recognized that reading and writing are closely linked, and both contribute to language growth. Additionally, reading impacts phonological skills and speech development by helping to translate thoughts into concrete sounds. Regular exposure

to various texts and linguistic contexts allows students to not only learn new words but also to improve their ability to use these words effectively in conversation.

These results indicate that, generally, students see reading as a valuable tool for expanding their vocabulary and enhancing their language skills. Although some students may experience these benefits less often, most acknowledge the positive influence of reading on their ability to learn and use new words. This highlights the importance of encouraging reading as a crucial activity for language development and communication skills.

4.1.4.7 What is your favorite place to read?

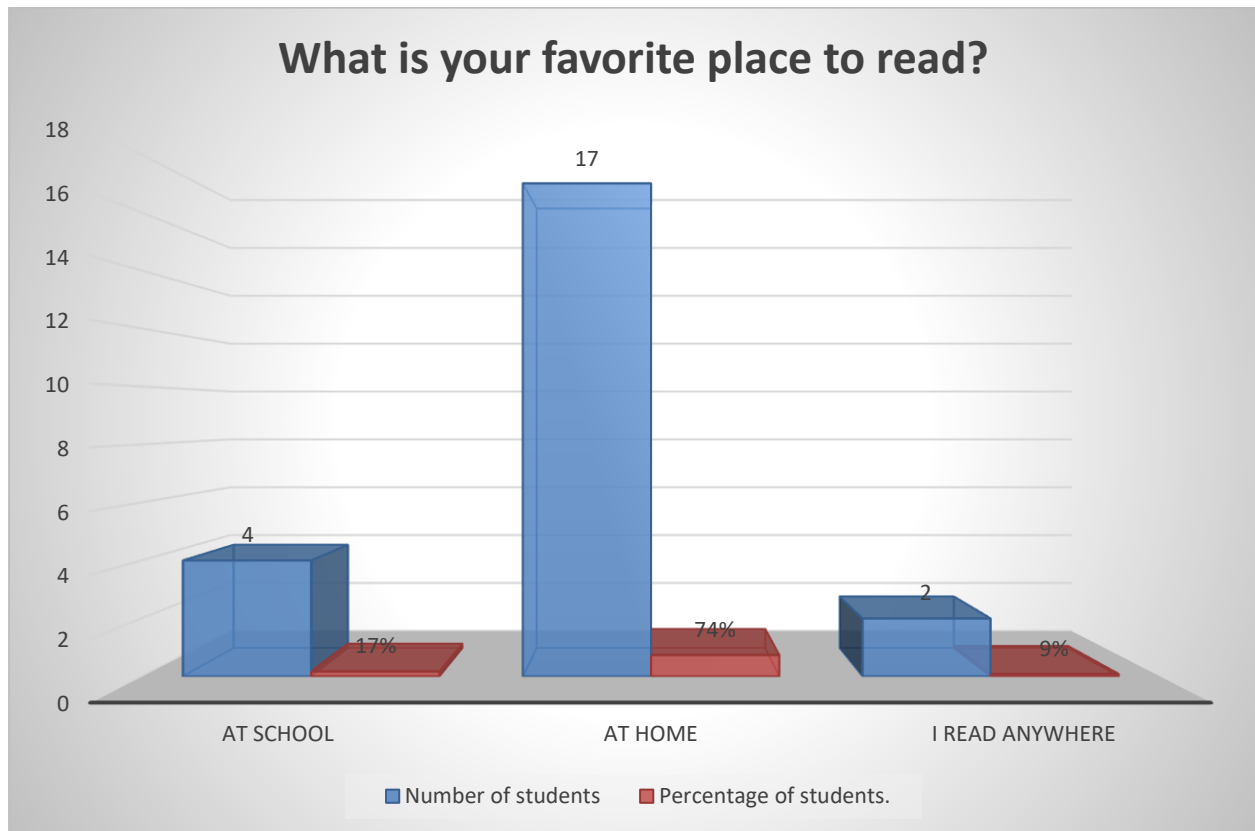


Figure 9: What is your favorite place to read?

Source: Lidiette Espinoza Guevara 2024.

To understand students' reading preferences, we asked them about their favorite place to read. The options were "at home," "at school," and "I read anywhere." The most popular choice was "at home," with 74% of students selecting it. This suggests that most students prefer reading in the comfort of their own homes. This preference might be because home provides a more comfortable and suitable environment for reading, offering a quiet and personal space free from the distractions that might be present in other settings. The ability to create a cozy and personalized reading nook also likely contributes to why home is favored.

"At school" was chosen by 17% of the students, indicating that some either have the opportunity or prefer to read while at school. Only 9% of students said they read "anywhere,"

showing that a small group is open to reading in various settings without a specific preference.

These results clearly indicate that home is the preferred place for students to engage in reading. The high percentage of students choosing "at home" highlights that this environment provides the best conditions for them to fully immerse themselves in their reading. Factors such as a quiet space, a relaxed atmosphere, and the ability to customize the reading area to their liking seem to play a significant role in this preference.

The home environment offers several advantages for reading, including fewer distractions like noise and activity compared to other places. Additionally, students can adapt their reading space to their personal needs, such as selecting appropriate furniture and lighting, which enhances their comfort and concentration. This personalized setup supports a deeper engagement with texts and helps students develop a stronger enjoyment and appreciation for reading.

The preference for reading at home underscores the importance of a comfortable and conducive reading environment. It suggests that encouraging suitable reading spaces at home could positively influence the amount and quality of time students dedicate to reading. This finding also highlights the need to consider the reading environment and explore ways to improve students' reading experiences by creating spaces that foster a love for books.

Figure number eight

4.1.4.8. How would you rate the number of books assigned to you at school?

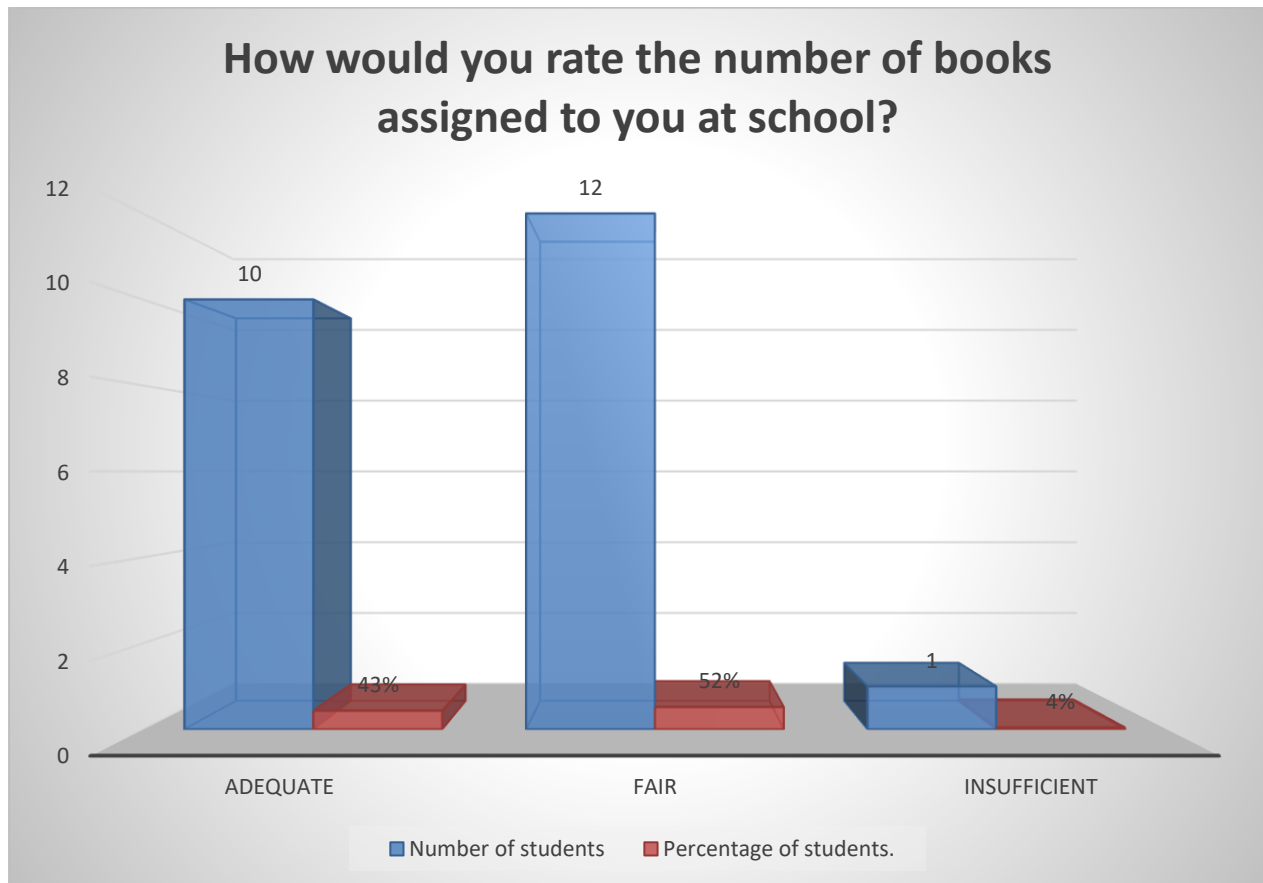


Figure 10: How would you rate the number of books assigned to you at school?

Source: Lidiette Espinoza Guevara 2024.

When creating the questionnaire, it was important to include a question about school materials, specifically concerning the number of books provided and whether they meet students' needs. To gather this information, students were asked if they felt the quantity of books included in their school materials was appropriate.

The results revealed that the most common response was "fair," with 52% of students choosing this option. This suggests that over half of the students think the number of books is adequate but not necessarily ideal. The option "adequate" was chosen by 43% of students, indicating that a significant portion feels the number of books is sufficient for their educational

needs, though there could be room for improvement. Only 4% of students felt that the number of books was "insufficient," meaning a small group believes there is a shortage of material.

Overall, these findings show that students generally perceive the quantity of books in their school materials as acceptable. Most consider the number to be fair or adequate for their needs, suggesting that the current resources largely meet the requirements. However, the varied responses indicate that there is still room for adjustments and enhancements to ensure that all students have access to an adequate amount of reading material to support their academic growth.

4.1.4.9. How important do you think reading is in your academic development?

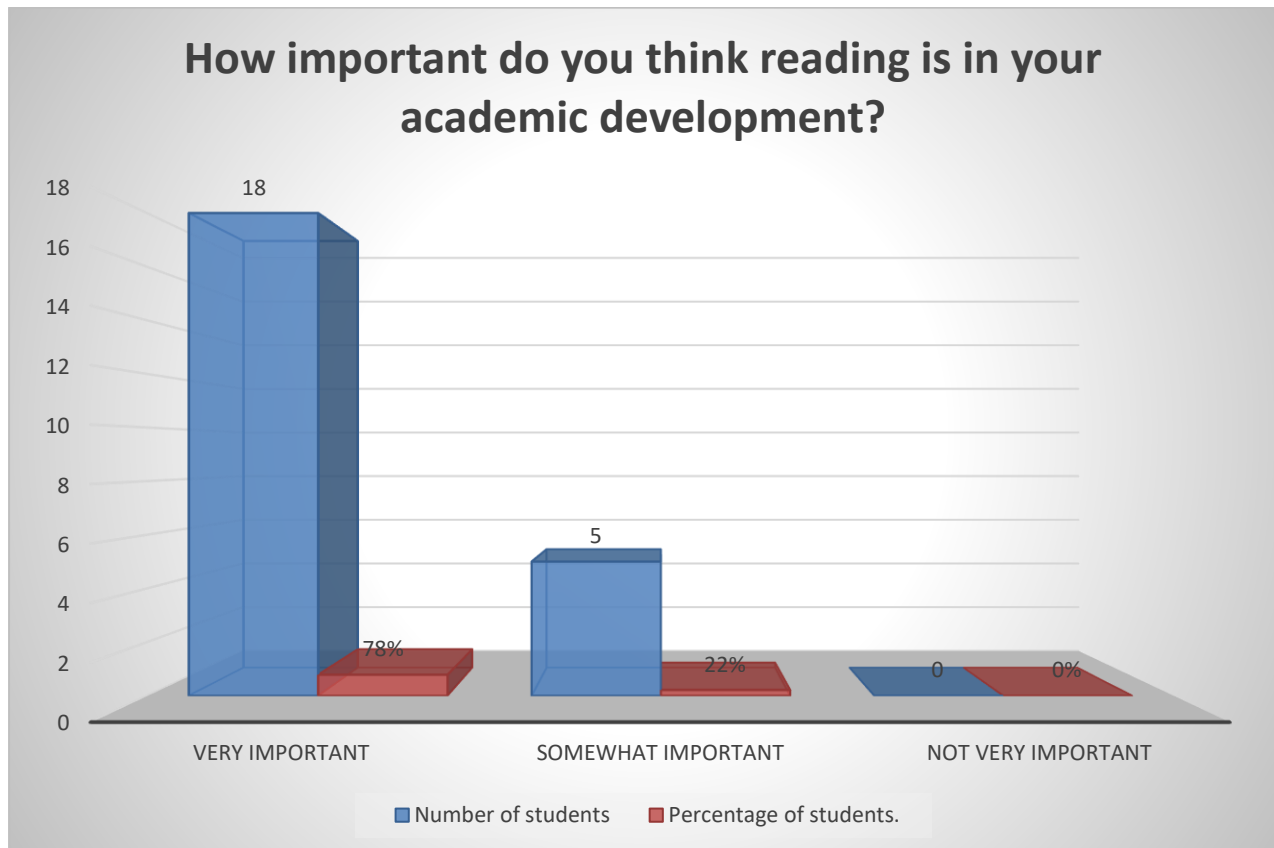


Figure 11: How important do you think reading is in your academic development?

Source: Lidiette Espinoza Guevara 2024.

In the questionnaire, a question was included about the importance of reading in students' academic development to understand their perception of how reading impacts their education. The results revealed that an overwhelming majority, 78% of the students considered reading to be "very important" for their academic development. This indicates that the vast majority of students recognize the essential role that reading plays in their learning and academic progress.

The second most common response was "somewhat important," suggesting that a significant portion of students also values reading, though not with the same level of intensity.

Notably, no students responded that reading is unimportant. This result highlights that all respondents, to some extent, understand the relevance of reading for their academic growth.

In summary, the results show that students are aware of the positive impact reading has on their overall development within the school environment. The absence of responses minimizing the importance of reading suggests a widespread consensus on its educational value. This general recognition can serve as a solid foundation for educators to continue promoting reading as a key tool for learning and academic development.

4.1.4.10. *What advice would you give to motivate your classmates to read more?*

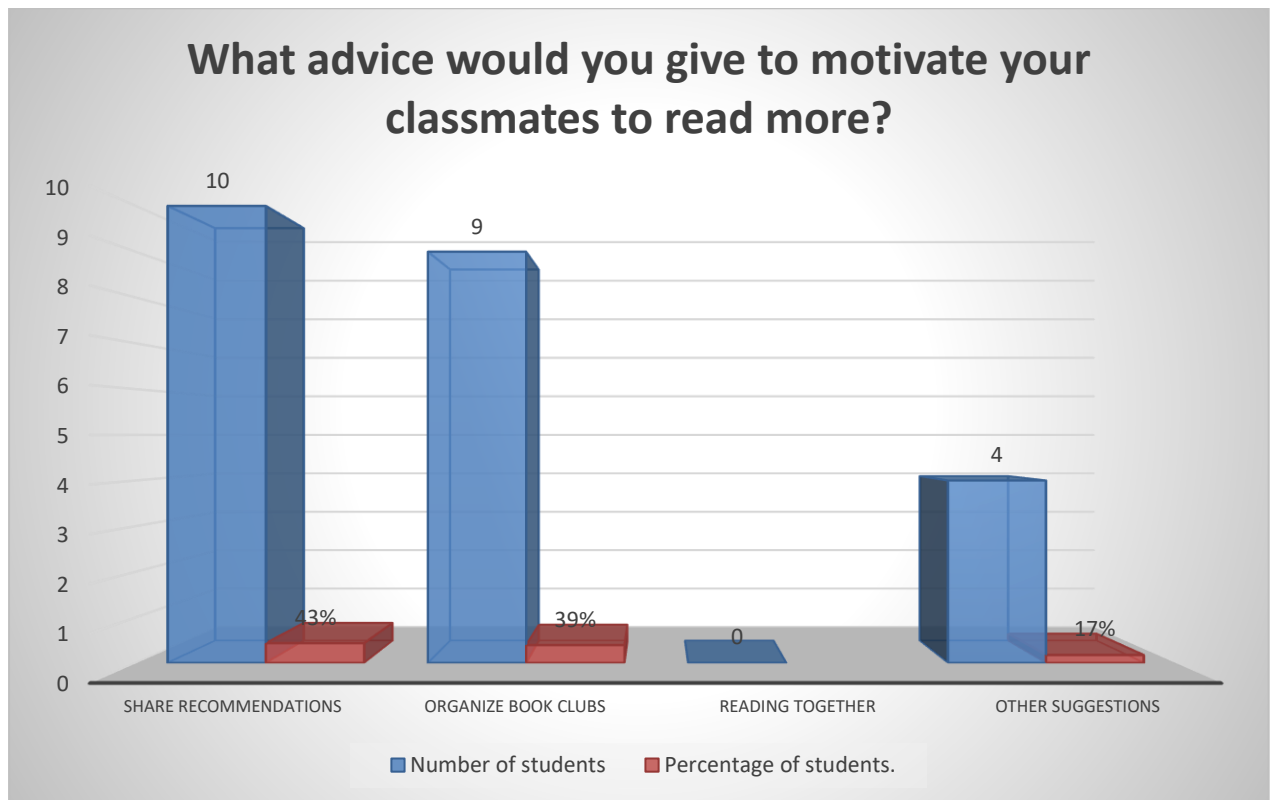


Figure 12: *What advice would you give to motivate your classmates to read more?*

Source: Lidiette Espinoza Guevara 2024

In the last question of the questionnaire, students were asked to indicate what would motivate them to develop a reading habit. The responses revealed several strategies that students believe could effectively encourage this habit. A significant 43% of respondents identified "sharing book recommendations" as a key motivator. This indicates a strong preference for receiving reading suggestions from peers and engaging in discussions about books, which highlights the importance of social interactions in fostering a reading habit.

Additionally, 39% of students suggested that "organizing book clubs" could be an effective approach. Forming groups to discuss books and share reading experiences could transform reading into a more social and interactive activity, thereby enhancing engagement and creating a supportive

community around literature. Furthermore, 17% of respondents mentioned alternative strategies, such as hosting book fairs and special reading events. These suggestions emphasize the value placed on dynamic and celebratory activities that promote reading.

The responses to this question underscore a critical aspect of educational practice: identifying effective methods to increase student interest in reading. Understanding students' preferences provides a valuable foundation for developing targeted strategies that can resonate with them and encourage regular reading habits. Implementing these suggestions could contribute to creating a more stimulating and engaging environment conducive to fostering a consistent reading practice.

Chapter V

5.1. Purpose of the Conclusion

After completing all the preliminary research, it is necessary to synthesize and present the study's conclusions. This chapter aims to summarize the key findings, offering a comprehensive overview of the results and their significance within the examined educational context. The goal is to consolidate the main observations, reflect on the effectiveness of the applied interventions, and evaluate their impact on student learning. Additionally, this chapter will underscore the practical implications of the findings and provide evidence-based recommendations to enhance future pedagogical practices.

5.2. Conclusion

The conclusions will serve not only as a summary of the achievements and challenges identified during the research but also as a guide for implementing more effective strategies in education. This final analysis aims to offer a deeper and more practical understanding of the observed teaching and learning processes, thereby making a significant contribution to the field of study and the academic development of the participating students.

5.2.1. To identify the factors preventing sixth graders to acquire grammatical tenses when reading

Identifying the factors that hinder sixth-grade students from mastering grammatical tenses while reading has highlighted a significant issue in their learning process. It has become clear that students tend to recognize and use only those verb tenses that have been explicitly taught in class or directly practiced through exercises. This pattern reveals a noticeable limitation in their ability to identify and apply verb tenses in unfamiliar contexts.

Firstly, it is evident that students perform well with verb tenses that have been thoroughly

covered in lessons. These tenses have been worked on extensively with detailed explanations and targeted exercises. However, outside these structured learning environments, students struggle to identify and use other verb tenses that were not specifically addressed in their lessons. This dependence on directly taught tenses points to a lack of flexibility in applying their knowledge to new or unfamiliar contexts.

Furthermore, the challenge students face in applying their knowledge of verb tenses to diverse reading contexts may be attributed to ineffective teaching strategies. If activities do not incorporate the practice of verb tenses within various text types, students may not be adequately prepared to recognize and understand these tenses in texts with different grammatical structures. The limited exposure to varied grammatical contexts restricts their ability to apply verb tenses effectively beyond the exercises they have previously encountered.

To address these challenges, it is essential to revise teaching strategies to encourage better knowledge transfer. Developing a range of activities that not only reinforce the tenses already learned but also introduce students to different contexts and grammatical structures is crucial. By providing more diverse examples and exercises that incorporate a broader spectrum of verb tenses, students will be better equipped to develop a more flexible and comprehensive understanding of grammatical tenses.

In addition to the reliance on verb tenses that have been explicitly taught and the lack of effective strategies for generalizing knowledge, there are several other factors that can hinder sixth-grade students from mastering grammatical tenses while reading. These factors include issues with grammatical terminology, reading comprehension deficits, and inconsistent practice and lack of vocabulary.

One major challenge is confusion with grammatical terminology. Students often find it difficult to grasp the technical terms related to verb tenses, such as "present perfect," "imperfect,"

and "future perfect." These terms can seem abstract and unclear, creating significant barriers to understanding and applying verb tenses correctly. When students do not fully understand the grammatical vocabulary, they struggle to identify and use verb tenses appropriately in various reading contexts.

Another issue is the lack of contextualization in grammatical exercises. Many exercises focus solely on practicing verb tenses in isolation, without placing them in real or meaningful reading contexts. This lack of context can make it hard for students to see how verb tenses function in authentic texts. Without a connection between verb tenses and specific reading situations, students may have difficulty transferring their grammatical knowledge to new and diverse reading scenarios.

Deficits in general reading comprehension also play a crucial role in learning verb tenses. Students who have trouble understanding the overall meaning of a text often struggle to pick up on the subtleties of verb tenses within that text. A solid grasp of the text's meaning is essential for correctly interpreting grammatical structures, and without this, students may have difficulty identifying and using verb tenses effectively.

Additionally, interference from the native language can pose a significant challenge. For students learning a second language or those with limited knowledge of their native language, differences between the grammatical structures of the two languages can lead to confusion. The grammar of the target language might be quite different from that of the native language, resulting in errors in recognizing and using verb tenses.

Lastly, a lack of attention and concentration during reading can impact the acquisition of grammatical tenses. Students who struggle to maintain focus might miss important details related to verb tenses in texts. The ability to concentrate on grammatical aspects is vital for accurately identifying and understanding verb tenses.

Regular practice is crucial for mastering grammatical tenses, and the absence of consistent practice opportunities can be a major obstacle. Verb tenses need ongoing practice to be effectively internalized. Without regular exercises and activities that provide varied contexts for practicing verb tenses, students' ability to apply these tenses in reading may suffer significantly.

Furthermore, insufficient and non-specific feedback can hinder students' ability to understand and correct their mistakes. When students do not receive adequate feedback, they may continue making grammatical errors unknowingly, which impedes their progress in mastering verb tenses.

Lastly, a lack of confidence in their own abilities also significantly affects their learning of grammatical tenses. Students who feel anxious about grammatical tasks might find it challenging to use verb tenses correctly. This lack of self-assurance can lead them to shy away from complex texts, thereby limiting their chances to practice and improve.

5.2.2. To apply the use of reading as a strategy to enhance the understanding of grammatical tenses in sixth-graders

The use of reading as a strategy to enhance understanding of grammatical tenses in sixth-grade students has proven to be highly effective, yielding positive results. Incorporating reading into grammar activities has significantly advanced students' ability to identify and use verb tenses across different contexts. The data indicate that students have not only improved in recognizing and applying specific grammatical tenses but also in understanding how these tenses are utilized in real-world texts. Exposure to a range of texts offers an authentic context that helps transfer grammatical knowledge to practical situations.

By integrating reading exercises with activities focused on verb tenses, students have developed a deeper comprehension of these concepts. Practicing in various contexts has allowed them to apply grammatical rules to new scenarios, demonstrating considerable progress in

managing verb tenses. This method has effectively linked grammatical theory with its application in real texts.

Additionally, reading has provided insights into how verb tenses appear in different styles and genres, enriching students' understanding of their flexibility and variability. This approach has enabled students to see how verb tenses influence the tone and cohesion of texts, enhancing their ability to use these tenses in their own writing.

One notable benefit is the increased ability of students to identify and correct grammatical errors in their own work. Interaction with diverse texts has heightened students' critical awareness of verb tense usage, improving their self-assessment skills. This self-evaluation process is essential for developing independent and long-lasting grammatical skills.

Furthermore, engagement with a variety of texts has supported the development of synthesis and analysis skills. By working with texts that employ different verb tenses, students have learned to integrate grammatical information and analyze how verb choices affect the overall message. This skill contributes to a more comprehensive understanding of language.

Another significant improvement is in students' ability to grasp the narrative and argumentative structure of texts. Observing how verb tenses organize and structure narratives and arguments has helped students create more coherent and well-organized texts, applying verb tenses more effectively to maintain clarity and cohesion.

Exposure to diverse texts provides essential benefits for mastering grammatical tenses. Interacting with various types of writing not only reinforces existing knowledge but also introduces new grammatical forms and uses, broadening overall understanding. This approach enhances textual analysis skills, boosts learning motivation, and promotes critical self-assessment, leading to better application of grammatical rules in both writing and speaking.

5.2.3. To evaluate the use of reading as a strategy to enhance the understanding of grammatical tenses in sixth-graders

Using reading as a strategy to enhance the understanding of grammatical tenses in sixth-grade students has proven to be highly effective. Integrating reading into grammar learning activities has shown significant improvement in students' ability to identify and apply verb tenses in various contexts. This approach has helped students connect grammatical theory more effectively with its practical use in real texts.

The results demonstrate that reading has not only improved students' recognition and application of verb tenses but has also provided a deeper understanding of how these tenses function in different types of texts. Exposure to a variety of genres and styles has enabled students to apply grammatical rules more flexibly and effectively.

Regular practice with diverse texts has also increased students' motivation for learning and enriched their educational experience. Continuous interaction with different grammatical structures has strengthened long-term retention of verb tenses and improved their skills in textual analysis and synthesis. Additionally, it has fostered a greater appreciation for the variability and flexibility of language.

Incorporating reading into the teaching of grammatical tenses has not only enhanced students' knowledge and application of these concepts but has also broadened their understanding of language. This approach has proven to be a valuable tool in the classroom and should remain a core practice for improving students' grammatical skills.

5.3. Restatement of the Research Question

How do reading interventions impact the acquisition and control of grammatical tenses among sixth-grade students at Escuela Finca Guararí, and what factors influence the effectiveness of this strategy in the learning process?

Reading interventions have significantly impacted the mastery of grammatical tenses among sixth-grade students at Escuela Finca Guararí. By incorporating reading into grammar activities, students have not only learned to identify and understand verb tenses but have also applied them more precisely in various contexts. This approach offers a genuine and diverse framework that enhances their grasp of grammatical concepts.

Regular exposure to a range of texts has greatly influenced students' ability to use verb tenses correctly in their writing. Interacting with different text types, such as narratives, descriptions, and arguments, provides students with practical examples of how verb tenses function in real-world contexts. This practical experience deepens their understanding of how grammatical rules should be applied in specific situations.

Applying verb tenses in various scenarios helps students move beyond rote memorization to truly understand and adapt grammatical rules to new contexts. This repetitive practice in diverse situations is essential for effectively internalizing grammatical structures, ensuring that students can transfer their knowledge to both written and oral communication. Additionally, this approach aids students in recognizing how verb tenses affect meaning and fluency, enhancing the coherence and cohesion of their texts. Mastering the nuances of verb tense usage contributes to more precise and effective communication.

For these interventions to be most effective, teachers must provide clear and accurate explanations of the tools and instructions. Good communication and a positive teacher-student relationship create a more accessible and engaging learning environment. Student engagement and motivation are also critical. Employing dynamic and engaging teaching strategies that align with students' interests can keep them involved and motivated, which is crucial for successful learning.

For example, visual learners might benefit from charts, diagrams, and written examples that illustrate verb tense usage, while auditory learners could grasp the material better through group

discussions and oral explanations. Kinesthetic learners, who prefer hands-on activities, can engage with practical exercises and educational games that integrate verb tenses in interactive ways. Tailoring interventions to include various teaching methods and materials helps maintain students' interest and ensures that the content is relevant to everyone.

Moreover, this approach allows teachers to offer personalized support to students who may struggle with specific concepts. Personalized support could include extra tutoring, additional resources, or adjustments in presentation methods, all of which contribute to a stronger understanding. Customizing the pace and approach also helps advanced students move forward more quickly, avoiding frustration.

Overall, reading interventions have proven to be an effective tool for improving students' grasp of grammatical tenses. The success of these interventions depends on clear instruction, student motivation, dynamic teaching strategies, and adjustments to meet individual needs. These elements are key to ensuring that students not only gain the necessary grammatical knowledge but also apply it effectively in their writing and speaking.

5.4. Unexpected Results

The evaluation of the reading interventions at Escuela Finca Guararí has shown results that far exceeded initial expectations. At first, there were concerns that students might struggle due to the complexity of the activities, the unique educational context, and the possibility that the tasks might not be engaging or clear enough. These concerns cast doubt on the effectiveness of the strategies and their impact on students' understanding of grammatical tenses.

Despite these initial worries, the final results revealed a significant improvement. Even though students initially scored poorly on Pre-Reading assessments, the clear explanations and contextualized activities, along with the use of dynamic and well-structured strategies, led to notable progress. By the end of the intervention, 83% of the students had successfully completed

the activities, understood the reading material, and answered the questions correctly, reflecting a substantial advance in their grammatical comprehension.

This unexpected success highlights the importance of adaptability in teaching. The ability of students to overcome initial challenges and reach a high level of understanding demonstrates that, with the right approach and well-designed support, meaningful improvements in learning grammatical tenses can be achieved.

Moreover, the results underscore the value of adopting a holistic approach to education. Clear communication, tailoring activities to individual needs and learning styles, and incorporating, engaging and using dynamic teaching methods have all been key to the intervention's success. These elements not only improve students' understanding and application of verb tenses but also boost their engagement and motivation, which are critical for academic achievement.

5.5 Recommendations

Although the overall results have been satisfactory, there are several aspects that should be added, omitted, or maintained for future research:

Integrating Speed Reading Techniques: Incorporating techniques such as skimming (reading for a general overview) and scanning (looking for specific information) is crucial for improving the identification and application of verb tenses. Teachers can effectively implement these techniques using tools like "Read Theory" or "FluentU." These platforms offer interactive exercises that help students practice speed reading and finding relevant information in various texts. Providing students with checklists to practice these skills can make the process more structured and focused. Regular practice sessions with texts of different difficulty levels can help reinforce these skills.

Diversifying Educational Tools: To complement grammar teaching and keep students engaged, it's beneficial to include interactive activities. Tools like "Kahoot!" and "Quizlet" provide

dynamic ways to review and apply verb tenses through games and quizzes. These platforms enable students to participate in debates, role-playing, and group exercises in a fun and engaging manner. Additionally, the "SMART Interactive Whiteboard" can facilitate group activities and educational games that encourage active participation. Incorporating activities such as simulations and collaborative projects can also diversify the learning experience.

Continuing to Use Reading as a Central Tool: Selecting a variety of texts that align with students' interests is essential. Platforms like "Raz-Kids" and "Epic!" offer access to a wide range of texts tailored to different levels and topics, allowing students to practice applying verb tenses in authentic contexts. These digital resources also provide tracking features that help personalize reading according to each student's individual needs and progress. Furthermore, incorporating book clubs and group discussions about the texts read can enhance the understanding and use of grammatical tenses.

Adapting Activities to Individual Realities and Needs: Personalizing educational activities to address the diverse ways students understand and process information improves learning effectiveness. Tools like "ClassDojo" and "Google Classroom" can be used to tailor assignments and provide additional resources based on each student's progress and specific needs. These systems allow teachers to design personalized interventions and make real-time adjustments to meet different student needs. Implementing periodic diagnostic assessments can help identify specific areas of need and adjust teaching strategies accordingly.

Encouraging Active Participation and Providing Continuous Feedback: Active participation and continuous feedback are fundamental for effective learning. Applications like "Socrative" and "Edmodo" facilitate classroom interaction and allow teachers to provide instant feedback. These platforms also enable students to reflect on their performance and receive additional support when needed. Creating an environment where students feel comfortable sharing

their answers and discussing grammatical concepts can significantly enhance their understanding and application of verb tenses. Regular tutoring and mentoring sessions can also provide additional personalized support.

Incorporating Technological Resources: Using technological tools can enrich the educational experience and provide additional opportunities for practicing verb tenses. Resources like "Duolingo" and "Grammarly" offer interactive exercises and real-time grammar correction, allowing students to practice and receive feedback on their use of verb tenses. Additionally, integrating educational mobile apps can make learning more accessible and engaging outside the classroom. Implementing a blended learning system that combines classroom instruction with digital resources can also enhance learning outcomes.

Applying Positive Reinforcement Strategies: Recognizing and celebrating students' achievements can increase their motivation and willingness to learn. Implementing reward systems like "Badges" or "Points" on educational platforms can incentivize students to put more effort into applying verb tenses. Additionally, classroom recognition and celebrations can foster a positive and motivating environment where students feel valued and encouraged to continue improving their grammatical skills. Creating an achievement mural or honor roll can be a visual and tangible way to acknowledge students' effort and progress.

Appendices

Appendix 1. Pre-writing

Reading Quiz

General Instructions:

1. Read the instructions carefully.
2. Use pencil only. Avoid smudges.
3. Check the test with the teacher before you do it.
4. If you have doubts, wait to be assisted by the English teacher.

I Part: Multiple Choice.

Instructions: Read the following sentences, look the picture and mark with an **X** the picture's name. 1 point each.

A Day at the Beach

Last Saturday, Alai and her family went to the beach. It was a sunny day, and the sky was clear and blue. They packed a big picnic basket with sandwiches, fruits, and cold drinks. Alai's little sister, Emma, was very excited because it was his first time at the beach. As soon as they arrived, Tom ran towards the water, laughing and splashing.

Alai and her parents set up a colorful umbrella and spread out their towels on the warm sand. Alai loved collecting seashells, so she decided to take a walk along the shore. She found shells of all shapes and sizes. Some were shiny and smooth, while others were rough and had tiny holes. She put the prettiest ones in her bucket to show her mom later.

After a while, Alai and Emma built a big sandcastle together. They used a small plastic shovel and a bucket to shape the towers and walls. Tom wanted to add a moat around the castle, so he dug a trench and filled it with water from the sea. When they finished, their sandcastle looked amazing. Emily took a picture to remember their fun day at the beach.

I Part: Multiple Choice.

Instructions: Read the following sentences, and answer regarding the text.

Questions:

1. Where did Alai and her family go last Saturday?

2. What did they pack in their picnic basket?

3. Why was Emma excited about going to the beach?

4. What did Alai like to collect along the shore?

5. How did Emma and Alai make their sandcastle look amazing?

II Part: Multiple Choice.

Instructions: Read the following sentences, look at the text, and mark with an **X** the correct answer

1. What did Alai's family pack in their picnic basket?
 - a) Hot dogs, chips, and juice
 - b) Sandwiches, fruits, and cold drinks
 - c) Pizza, apples, and milk
2. How did Emma feel about going to the beach?
 - a) She was scared
 - b) She was excited
 - c) She was tired
3. What did Alai like to collect along the shore?
 - a) Rocks
 - b) Seashells
 - c) Seaweed
4. What did Alai and Emma use to build their sandcastle?
 - a) A spoon and a bowl
 - b) A small plastic shovel and a bucket
 - c) Their hands and fee

III Part: True or false question

Instructions: Read the following sentences, look the text and mark with an **X** the if it is true or false.

1. Last Saturday, Alai and her family went to the mountains.
 - True
 - False
2. The sky was cloudy and gray on the day Alai's family went to the beach.
 - True
 - False
3. Alai found seashells that were all the same size and shape.
 - True
 - False
4. Alai and Emma built a small sandcastle together.
 - True
 - False
5. Alai took a picture of their sandcastle to remember the day.
 - True
 - False

Appendix 2. Reading exam



MINISTERIO DE
EDUCACIÓN PÚBLICA

GOBIERNO
DE COSTA RICA

Dirección Regional He
Escuela Finca Guararí
English Department
Reading Exam



Section: 6- _____

Teacher: _____ Time: 40 minutes

Student's name: _____

Date: _____

Score: _____



General Instructions:

1. Read the instructions carefully.
2. Use pencil only. Avoid smudges.
3. Check the test with the teacher before you do it.
4. If you have doubts, wait to be assisted by the English teacher.

I Reading Part: Multiple Choice.

Instructions: Read the following sentences, and mark with an X the correct answer.

Read the following text and choose the correct answer for each question.

My daily Routine

Anna always wakes up early. Every day, at 7 AM, she has breakfast with her family. While eating breakfast, Anna and her family talk about their plans for the day. Today, Anna ate toast and drank orange juice. Tomorrow, she plans to have cereal and milk for breakfast. Anna remembers that last Sunday, she had pancakes for breakfast, her favorite.

1. What does Anna eat every day at 7 AM?
 - A) Cereal with milk
 - B) Toast and orange juice
 - C) Pancakes
2. What will Anna have for breakfast tomorrow?
 - A) Toast and orange juice
 - B) Cereal with milk
 - C) Pancakes
3. What did Anna have for breakfast last Sunday?
 - A) Toast and orange juice
 - B) Cereal with milk
 - C) Pancakes

Carlos' Trip

Carlos is planning a trip to Japan. He and his family will travel next summer. They have been saving money all year for this trip. Last year, they visited Spain and enjoyed it very much. Carlos is excited because it will be their first time in Asia. They plan to visit ancient temples and try traditional Japanese food.

1. Where will Carlos travel to next summer?
 - A) Spain
 - B) Japan
 - C) Asia
2. How long have you been saving for the trip?
 - A) One month
 - B) All year
 - C) Since last year
3. What did you visit last year?
 - A) Ancient temples
 - B) Spain
 - C) Japan

Maria's New Job

Maria started a new job two months ago. She works in an office in the city center. She likes her job because it is challenging and she learns new things every day. Before this job, she worked in a store. Maria plans to stay at her new job for many years. Today, she is preparing a presentation for her coworkers.

1. How long ago did Maria start her new job?
 - A) One week ago
 - B) Two months ago
 - C) One year ago
2. Where did Maria work before her new job?
 - A) In an office
 - B) In a store
 - C) In the city center
3. What is Maria doing today?
 - A) Talking to her coworkers
 - B) Preparing a presentation
 - C) Learning new things

John's House

Juan moved into a new house last week. His new house is big and has a beautiful garden. Juan and his family are very happy with the move. Juan's old house was small and had no garden. This weekend, they plan to have a party to celebrate the move. Yesterday, Juan bought flowers to decorate the garden.

1. When did Juan move into his new house
 - A) Last week
 - B) Last month
 - C) Yesterday

2. What is the difference between the new house and the old one?
 - A) The new one is smaller
 - B) The new one has a garden
 - C) The old one had a garden

3. What did Juan do yesterday?
 - A) He organized a party
 - B) Bought flowers
 - C) He moved

Appendix 3. Poll

Poll

Below are some quick questions. Please choose the option that best describes your opinion, have fun, and thanks for sharing your opinions!

How often do you read outside-of-school assignments?

- Always
- Sometimes
- Never



How would you describe your general interest in reading?

- Very interested
- Somewhat interested
- Not very interested

What type of reading do you prefer?

- Comics
- Fables
- Both equally

How much time do you spend reading daily?

- More than 30 minutes
- Between 15 and 30 minutes
- Less than 15 minutes

Do you feel that reading helps to improve your grammar?

- Yes, I do
- No, I do not
- Not sure

Do you feel that reading helps you improve your vocabulary?

- Always
- Rarely
- Not sure



What is your favorite place to read?

- At school
- At home
- I read anywhere

How would you rate the number of books assigned to you at school?

- Adequate
- Fair
- Insufficient

How important do you think reading is in your academic development?

- Very important
- Somewhat important
- Not very important

What advice would you give to motivate your classmates to read more?

- Share recommendations
- Organize book clubs
- Reading together
- Other suggestions (specify) _____



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