

# UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS

School of Educational and Foreign Languages

Thesis Submitted to Obtain the

## **Bachelor in English with emphasis on Teaching**

The Benefits of Using Short Readings as a Strategy for the Acquisition of Better Pronunciation  
Alongside Students' Fluency to Foster the Practice of Reading in Students of 5<sup>th</sup> Grade at Escuela  
Patio de Agua in Vázquez de Coronado During the First Quarter, 2024.

Student

David Francisco Valverde Céspedes

Thesis Mentor:

Rigoberto Gutiérrez Albenda

Thesis Reader:

Dinier Amador Serrano

San José, Costa Rica

Mayo, 2024

# **Chapter I**

## **Introductory Framework**

In this investigation project, you will be able to find relevant information about the application of short readings in students to enhance their fluency and pronunciation. Some of the goals that are interesting to achieve are the ways teachers can learn the importance of implementing these activities in class to foster the students' learning through a useful and fun class at the same time; this can help students to engage their brain and be familiar with the language. Besides, these activities could be carried out by using digital tools that might catch the students' attention and, at the same time, let them know they can improve and even master their reading skills when relating to the world of short readings.

To better understand what is expected, this investigation provides the stated objectives that will help analyze students' main problems in their reading skills, which can be various factors interfering with their learning process. Therefore, by implementing these classroom activities, teachers and students can gradually notice an improvement when reading.

### **1.1 Problem Statement**

This project aims to investigate some common factors involving fifth-grade students' fluency and pronunciation skills at Escuela Patio de Agua in Vázquez de Coronado when reading short passages aloud. There should be a reason behind this situation. While these students are typically between 10 and 11, a critical question arises: Why do some struggle with developing their reading skills effectively?

Potential obstacles include the negligence parents exhibit towards their children, failure to set aside time at home for reading practice, the lack of motivation from teachers and students, or a disconnect between the reading material and the student's interests. It is important to recognize that individual preferences play a role, and finding engaging reading materials tailored to their interests can be transformative. "Teachers can increase students' motivation to learn by the support of students' autonomy, relevance, relatedness, competence, teachers' interests in the subject, and self-efficacy" (Ferlazzo et al., 2015, as cited in Johnson, 2017, p. 46)

## **1.2 Objectives of the Investigation**

### **1.2.1 General Objectives.**

- To analyze the use of short readings as a strategy for the acquisition of better pronunciation alongside students' fluency to foster the practice of reading in students of 5<sup>th</sup> grade during the I quarter at Escuela Patio de Agua in Vázquez de Coronado, 2024.

### **1.2.2 Specific Objectives.**

- To identify the common pronunciation and fluency problems that the students of fifth grade may present when reading aloud through reading techniques.
- To apply activities that may rehearse the students' fluency and pronunciation, such as short readings through a short period of time, to improve their learning process.
- To assess the outcomes by applying short readings in 2 stages, the first one as a pre-test and the second one as a post-test as a strategy for rehearsing pronunciation and fluency.

## **1.3 Justification of the Study**

The main focus of this investigation project is to analyze the significant importance of applying short readings in a selected group of people (fifth grade) located at Escuela Patio de Agua in Vázquez de Coronado. The purpose is to enhance students' fluency alongside pronunciation. In Costa Rica, private and public schools are increasingly incorporating various teaching methods to prepare their students for the future better. However, in some cases, students who migrate from public to private schools often encounter challenges regarding reading aloud. This problem arises from a lack of reading and practice in school and at home.

Consequently, students struggle with reading and verbal expression as a result. Therefore, introducing these techniques at an early age remains crucial to avoid such issues. Teachers are also responsible for motivating them in reading, letting them know its importance and all they can get by reaching a good level of reading skills. Pardede (2010) discovered that short stories offer an engaging resource for personal enjoyment and can significantly pitch to students' enhanced proficiency in language development.

Therefore, professors have the chance to incorporate activities that foster student motivation as a way to enhance their language acquisition. When students get deeply involved in a story, they naturally get better at learning language, and they can figure out how words work in sentences.

The main goals for this project are to identify the pronunciation and fluency problems in the group. Eventually, it is aimed to implement activities that improve students' fluency and pronunciation in their learning process. This includes reading, fluency, and articulating words clearly and effectively. Moreover, seeking a way to help students overcome their hesitation when reading aloud in front of their classmates can significantly boost their self-confidence. As

mentioned, the idea is to implement short readings and read them several times to develop fluency and improve the correct pronunciation of the words they read.

The expected outcomes when applying this approach are identifying the possible mistakes students might make when reading. Therefore, students can gradually improve their reading skills by using short stories. Moreover, this improvement in reading skills is expected to positively impact their overall academic performance, particularly in subjects that require extensive reading and communication skills. Additionally, in terms of materials, various resources such as short readings like articles, short stories, informational texts, arguments, and any other materials that are considered important will be used.

Furthermore, as the school offers technological tools, the teacher will use them to create engaging activities that students can incorporate into their learning process. These tools can be used for activities that enhance pronunciation, such as spelling words, dividing words into syllables, applying rising and falling intonations, recognizing word stress (nouns or verbs), and reading questions correctly, among other things. In terms of acquiring fluency, these tools can help students understand punctuation marks like commas and periods (mechanics). To provide an overall view of what is desired, students will participate in multiple exercises to demonstrate that using these tools effectively will improve their reading skills, inspire others to do the same and learn from their experience.

The suggested solution may involve repeating these stories; as time goes by, the students will develop their reading skills appropriately. As the students spend more time becoming familiar with the readings, they will gradually see an improvement in their reading abilities. This gradual

improvement is expected to reflect not only their academic achievements but also their overall confidence in reading and communicating.

The timeline has yet to be established, but based on what will be done, it is expected to achieve these goals in a short period, a maximum of one week. The person who will carry out this project hopes to conduct a pre-test to identify the deficiencies or errors that the students are experiencing when reading. Once these issues are analyzed, students will practice addressing these mistakes until they achieve better pronunciation and fluency. After practicing, the students will have a post-test, which includes an oral rubric, to assess their outcomes and determine the effectiveness of the research. To address this, we will actively engage with students to emphasize the program's benefits and create a supportive learning environment.

In conclusion, this research will provide a wealth of information, not only for students but also for teachers. This project will prove how the application and implementation of short readings in students can be a crucial activity that allows them to enjoy what they read and even develop a hobby. Educators needing help understanding the significance of these practices could gain a better understanding by reading what will be presented in this document. This comprehensive approach aims to improve reading skills and nurture a love for reading and effective communication among students, which are essential life skills that will benefit them in the future.

#### **1.4 Antecedents**

First Background: International

Sciacca (2001), in a study conducted as a thesis at California State University, San Marcos, titled "Repeated Readings Facilitate Fluency in Primary Language Learners," examined the application of the repeated reading method with second-grade students in San Diego County. These

students came from diverse socioeconomic backgrounds, with 40% being Hispanic, 40% White, 20% African American, and a smaller percentage consisting of Native Americans and Pacific Islanders. In this study, students were taught to divide books into sections, and each student in a group was assigned a section to practice and read over a week. During their reading sessions, students individually timed their readings of sections to complete the story, following along with their fingers.

Although all students listened attentively to the reading, they were only responsible for the assigned section. Throughout these reading sessions, discussions encompassed relevant historical elements, phonemic awareness, semantic and syntactic knowledge, reading expression, and vocabulary review in various contexts.

Significantly, the reading sessions showed increased participation and enjoyment of reading. The graphs presented in the study illustrate a notable improvement in reading ability over a short period. Timing their readings made them active participants in their teaching and learning process, providing them with support and confidence in their verbal expression skills, which improved significantly over the days. This document provides evidence of progress in fluency due to this method. The repeated reading method is essential in the learning of reading and requires minimal parental involvement. It teaches students to practice independently at home, making them autonomous learners with a growing interest in the world of reading.

#### Second Background: International

Oviedo (2017), in his research project titled "Short Stories in the Development of English Language Reading Comprehension for Eighth-Grade Students at Amazonas School, Academic Year 2016-2017," conducted a qualitative-quantitative study. He focused on a workshop of

interactive activities designed for the previously mentioned student population to foster a love for reading and the English language.

Through this project, he addressed a prevalent issue in educational systems: a critique of the traditional pedagogical approach. Many educators work in environments where academic stimuli for language learning are often lacking, hindering critical and reflective thinking. Oviedo emphasized the importance of the education system encompassing listening, speaking, reading, and writing skills while fostering critical thinking through resources that hold significant value, such as short stories. By integrating short stories into the curriculum, students can connect reading to real-life contexts and expand their vocabulary.

Consequently, Oviedo's research revealed that, based on surveys conducted, less than 50% of the participating students could identify elements within a narrative, and only 47% could recognize the structure of a short story. However, over half of the students began to perceive the importance of narratives as aids in their learning process. He also acknowledged the significance of employing engaging and playful methodologies for students and utilizing cognitive strategies. Oviedo's work underscored the need for an inclusive and didactic approach that can be achieved by implementing short stories as a mediation strategy.

### Third Background: National

Sevilla and Méndez, in their article published in the University of Costa Rica's journal (2005) titled "Towards an Understanding of the Benefits of Short Stories in Oral Communication Courses," conducted a quantitative study with twenty-two students at the Professional Training Center in Ciudad Quesada, Costa Rica, part of the National Learning Institute (INA). Their research

delves into the importance of short stories to enhance students' confidence, security, motivation, and positive engagement with reading.

The study used various instruments, including an ordinal scale, an observation checklist for classroom dynamics, a checklist to measure the evolution of self-confidence, and a self-evaluation scale to confirm the progress in using this resource. Among the results obtained from these instruments, it was evident that incorporating short stories into the educational system is paramount for many educational institutions. This inclusion fosters smooth communication, demonstrating self-assuredness and comprehension on the part of the participants, which arises from a positive attitude toward reading.

Sevilla and Méndez also acknowledge that the study promotes cultural competence in the English as a Foreign Language classroom. Therefore, within the current landscape of language education and second language acquisition, this pedagogical approach aligns with the conventional methods employed in the Costa Rican education system. According to the authors, implementing short stories goes beyond academic learning; it encompasses the development of self-confidence in applying reading within the classroom.

#### Fourth Background: International

The research conducted by Mrs. Raeanna Dee Wertz had several significant objectives. Primarily, the study aimed to examine the impact of a specific teaching method, known as 'repeated reading,' on the reading fluency of fifth-grade students. Furthermore, the research was particularly geared towards students with low socioeconomic status and those who were second language learners. These students often encounter unique challenges when it comes to acquiring reading skills. Therefore, the study had the explicit goal of addressing the specific needs of these student

populations. It sought to bridge the academic disparities among students, focusing on English Language Learners (ELLs), by identifying effective strategies to enhance their reading proficiency. This research was conducted within the broader educational context, as mentioned in the document, considering initiatives such as 'No Child Left Behind,' which underscored schools' need to demonstrate improvements in student achievement, including reading proficiency.

In addition to its primary objective of improving reading fluency, the study delved into the potential impact of repeated reading on students' self-efficacy. Self-efficacy denotes an individual's belief in their capability to attain specific goals. Fostering a sense of self-efficacy can yield positive outcomes, such as heightened motivation and increased engagement in reading activities.

Ultimately, this research aspired to contribute valuable insight into educational practices and pedagogy by evaluating the efficacy of repeated reading as a strategy for building reading fluency, particularly among ELLs and students from disadvantaged backgrounds. In sum, the study was an endeavor to address educational challenges, elevate reading proficiency, and enhance the academic journey of fifth-grade students, particularly those grappling with additional obstacles. It also aimed to offer pertinent guidance to educators and policymakers in education.

#### Fifth Background: Historical

The research conducted by J. Hansen describes short stories as concise fictional prose narratives that are shorter and briefer than a novel, including not only a small group of settings but also characters. He also states that this literary form promotes basic features in its settings, providing a concise narrative style, and often needs more complex plots. Also, he describes that despite their brevity, they are evaluated based on their capacity to offer a complete and satisfying portrayal of their characters and their performance.

In his research, he also states that while short stories are primarily associated with modern literature, it is important to note that short prose fiction has existed for centuries, predating the 19th century's definition of the genre. Various brief narratives have been enjoyed throughout history, including anecdotes, allegorical romances, moralizing fairy tales, myths, and condensed historical legends. While these early forms do not precisely align with the modern concept of a short story, they form a significant part of the literary landscape from which the contemporary short story emerged.

On the other hand, another similar research by Prospect that relates the origins of the true modern short story can be traced back to America, considering Nathaniel Hawthorne's publication of "Twice-Told Tales" in 1837 as a significant beginning. When Edgar Allan Poe discovered Hawthorne's writings, he was among the first to carefully study the differences between a short story and a novel. He described a short story as a tale you can easily finish reading in one sitting.

## **1.5 Scope**

During this investigation, several goals must be accomplished. For instance:

1. To identify some of the reasons behind students' self-perceived struggles when reading aloud, such as difficulties with fluency arising from unfamiliar vocabulary pronunciation or challenges with proper pause placement at punctuation marks like periods and commas. Then, they should conduct a pre-test to evaluate their reading skill. At the end of the research, after continuous practice, a post-test can be applied to assess the effectiveness of these implementations.

2. It is aimed to facilitate interactive activities that encourage students to work together in groups, fostering a sense of commitment and responsibility. It is understood that mistakes can be valuable opportunities for learning and improvement, so there will be occasions when students will receive constructive feedback to help them enhance their skills.
3. Another goal is to ensure that, little by little, the student turns reading into a hobby, finding readings that awaken the hidden flame of they may not be aware of. Accomplishing this entails offering a variety of readings where they feel free to choose the ones that catch their attention the most.
4. It is also a goal to gather valuable insights directly from the student through surveys, enabling them to assess the extent to which short stories can contribute to their gradual improvement in fluency and pronunciation.
5. Finally, another goal is to collect crucial information so that everyone looking for a similar topic can analyze the cases and find out how effective their application could be.

## **Chapter II**

### **Theoretical Framework**

The present research is aimed at the fifth-grade student population during the first quarter of the 2024 academic year at Escuela Patio de Agua in Vázquez de Coronado. Among the students are 3 females and 5 males, totaling 8 students aged between 10 and 11 years. This school is located in Vázquez de Coronado, in the province of San José.

The main objective of this research is to analyze the use of short readings as a strategy for improving pronunciation and fluency in students to encourage reading practice. This strategy focuses on crucial aspects such as proper language pronunciation and promoting a liking for reading. The goal is to create a playful and creative interaction with texts for the students, thus generating an educational environment that promotes their active and meaningful participation in language classes' teaching and learning process. This way, teaching methodologies for life are developed.

By implementing this research in the context of "Escuela Vázquez de Coronado," the aim is not only to improve the reading skills of the student population but also to foster a genuine love for reading in various spaces. This initiative focuses not only on the academic aspect but also on the personal development of each student, promoting vital skills, such as autonomy, empathy, creativity, and self-confidence through reading, considering the age of the population.

In summary, this study aims to enhance the reading level of eighth-grade students and enrich their educational experience by providing them with valuable tools for intellectual and emotional growth. In doing so, it is expected to significantly contribute to the educational process of students,

preparing them to face the challenges of the contemporary world with a solid foundation of reading skills and an enduring love for learning.

## **2.1 The Reading Skill**

### **2.1.1 Its definition**

This research work shows the importance of reading skills in learning the English language. Exploring the diversity of reading and analyzing the development of this skill over time, it is recognized as a fundamental pillar in education. Bojovic defines this skill as "A reading skill is a cognitive ability a person can use when interacting with the written text" (p.1). The author's contribution emphasizes the cognitive nature of the reading skill, showing that it involves decoding written words on a page and a broader mental process of reader analysis that includes text comprehension, interpretation, and contextualization.

All these cognitive skills are in play when someone is reading productively. This active interaction between the reader and the story makes it unique and relevant, requiring various cognitive abilities in the student body.

Focusing on the academic context, the importance of developing reading skills in students in this century provides them with the ability to understand, analyze, and be critical thinkers and acquire a broad range of vocabulary and fluency in applying the language. Reading is considered an integral activity that includes this interaction with what is being read and its comprehension. To understand a text, it takes time and appropriate resources. Balancing reading skills and language proficiency when teaching English reading with the established objectives is essential. The adoption of reading strategies and techniques in the classroom, which are crucial for effectively

interacting with authentic English texts, is successful through the analysis of various factors, such as the type of training students have received in previous years, at home, as well as the time they have studied English, skills, duration, and methodological strategies used in class.

## **2.1.2 Techniques of readings (intensive reading and speed reading)**

### **2.1.2.1 Intensive reading**

Intensive reading means reading to understand a text deeply and going even further to understand a text better. Besides, when students engage their brains using intensive readings, they should have their goals already stated, for example, identifying how a sentence can be linked.

It needs focus and attention to comprehend what the text is all about. For students, it is a good way to understand texts better, improve how well they read, and feel more confident in their reading, making this a complete exercise to enhance their knowledge and skills. If a student struggles with reading, considering it tough, intensive reading is useful to boost their skills and self-assurance. One top way to better understand what is in a text is to practice intensive reading. It helps you remember what you read and can improve your writing skills. According to Nafa, he cites another author explaining what intensive reading is:

Brown (1989) points out that intensive reading (narrow or zoom-in reading) is a close classroom-paced activity where about 500 words are usually chosen for understanding the literal meaning, grammatical relations, discourse markers (connectors), lexical items, and other surface syntax details. Intensive reading also aims to enable readers to understand the author's tone and figurative language, identify the core vocabulary, and master word attack skills through the word

families and splashes, in addition to the rhetoric and implications of the text. Consequently, intensive reading aims to develop language mastery and understanding of the integrated work's vocabulary and grammar.

This is why intensive reading not only develops students' language skills but also contributes significantly to their personal and cognitive development, exposing them to various words and phrases in diverse contexts that broaden their vocabulary and reinforce their development of reading, writing, and speaking skills in English classes.

As mentioned earlier, reading is a complex and deliberate activity involving interaction, comprehension, and flexibility, requiring a dedication of time and resources. Reading comprehension refers to giving meaning to what is read in the text. Theoretical aspects are analyzed, leading to what is mentioned, such as the importance of recognizing reading skills and methods. There is another research by Tibinko (2018) who defines intensive reading as:

Intensive reading is a reading for detailed information. This type foresees maximum comprehension and exact understanding of all information and critical analysis of it. It is thoughtful and slow reading, which means purposeful analysis of content with the support of the language and logical connections of the text. Here, students can reread material several times. In this reading, the main object is information, not the language material. After reading, students need to retell, discuss, and use the following material. The speed is fifty – sixty words at one minute. Students should understand one hundred percent. For this type, teachers use interesting texts that have cognitive value for students. (650)

In line with what the author has expressed, it is important to recognize intensive reading as a highly beneficial technique that encourages students to engage in more comprehensive reading, emphasizing the importance of details, thus broadening their cognitive horizons in the learning process. Through this method, it becomes possible to identify even the students' cognitive abilities and how they can analyze and comprehend texts.

### **2.1.2.2 Speed Reading**

Speed reading is a skill that involves the brain and eye muscles working together efficiently to read quickly. Our brains naturally prefer visual processing. Speed reading boosts the speed at which a student can read without making it harder to understand or remember the information. The good things about speed reading are that it helps with work, studying, having fun, and learning. Durukan (2020) approaches its use with a unique perspective: "Today, the most frequently used language skill in reaching rapidly developing information is reading. Obtaining the information that is rapidly increasing day to day requires the speed of reading and the level of comprehension to increase as well" (p.185).

Based on the information above, it is crucial to recognize speed reading as a valuable skill in today's context, where the volume of daily content and information consumption is high. Therefore, within the context of this research on short stories, the use of speed reading as a technique can play a vital role in various aspects of language teaching.

Through rapid reading, students can review much material relatively quickly, enhancing their fluency and vocabulary, which is essential for gathering information from various sources and preferences. They can explore a vast world of readings across different genres, allowing for a more comprehensive understanding that significantly benefits their teaching and learning process.

Furthermore, by rapidly reading short stories, the student population can evaluate various academic perspectives, which provides them with a critical outlook on the world around them, as seen through their readings.

## **2.2 Principles of Short Readings**

### **2.2.1 Its history**

The skill of reading has played a crucial role throughout human history, and if one delves into the question of 'why? It becomes evident that this importance arises from the fact that humans predominantly acquire information through reading. This includes a wide array of mediums, such as labels, letters, signs, advertisements, and various other written forms of communication. Reading not only streamlines the transmission of knowledge but also empowers individuals to grasp and engage with their surroundings. It is a fundamental tool for education and communication, serving to disseminate information and foster deeper connections between people and the content they come across.

The short story was traditionally shared through oral traditions. However, it was not until the 19th century, with the rise of middle-class literacy in the West and the introduction of magazines and periodicals to meet the reading public's demands, that a formal publishing platform for short fiction ranging from five to fifty pages came into existence.

Also, short stories and brief narratives have been around in various forms for centuries, demonstrating the enduring nature of this literary art. The roots of this storytelling tradition can be traced to timeless classics like Scheherazade's tales, Boccaccio's Decameron, and Chaucer's

Canterbury Tales. These narratives also found their place in subplots within plays, novels, satires, pamphlets, sagas, essays, and biblical stories.

In the early to mid-19th century, writers such as Hawthorne, Poe, and Turgenev demonstrated their ability to craft classic and timeless short stories that captured the imagination of readers. Their success in creating enduring narratives from the outset suggests that the potential for such storytelling has always been latent in the human imagination.

While it is often claimed that the origins of modern short stories can be traced back to the mid-19th century, the true beginnings of the genre, especially in America, can be attributed to Nathaniel Hawthorne. His publication of 'Twice-Told Tales' in 1837 marked a significant turning point, cementing the foundation for developing modern short stories.

### **2.2.2 What are short readings?**

A short story is a tiny tale, keeping things short and sweet. It zooms in on a crucial moment or event, usually featuring just a handful of characters. What is fascinating is that short stories are all about being concise, using a simple setting, and straightforward storytelling. People get to know the characters through what they do and how they interact, even though they might need to learn their complete background. Sometimes, a short story is not about telling a whole story; it is more about creating a specific mood or atmosphere.

When people think about it, short stories have their unique charm. Since they are super short, they focus on one main theme, one central plot, and just a few key characters, making them different from novels that can have lots of plots, themes, and major characters. It is a versatile way

of storytelling, always evolving. Interestingly, short stories let the author share their thoughts and experiences, giving us insights into life and the wild world of human imagination.

Besides, short stories are more than just fun to read and talk about; they are like mental workouts. They are made to entertain, broaden our understanding of the world, and exercise our vocabulary well.

An individual's progress in the initial stages, from beginner to intermediate levels, is often swift, typically spanning a period of 2 to 3 years. However, upon reaching the intermediate to advanced level, it is observed that this transition takes more than four years. This can be attributed to lower proficiency levels requiring simpler vocabulary and sentence structures. These levels predominantly involve highly contextual language situations characterized by familiarity, repetition, and reliance on non-linguistic cues such as gestures and intonation.

Hence, educators must exercise caution when selecting reading materials for students, especially when introducing short readings. It is essential to align the reading choices with the student's interests to ensure they grasp the content and relish the reading experience. This is because fostering genuine interest significantly enhances their comprehension and enjoyment of the material.

### **2.2.3 They are used for:**

Short stories are a powerful tool to enhance the allure of reading, bolster reading comprehension skills, impart cultural awareness, instill moral values, offer effective teaching resources for students, and revive prior knowledge. Abu Zahra and Farrah (2014) state that using short stories in the ESL classroom exposes students to distinctive educational, intellectual, cultural, and linguistic opportunities.

Reading is undeniably one of the fundamental skills students must master, integral to their learning process. Interacting with reading material requires the reader to direct their attention, fusing previously acquired knowledge and skills to decipher the author's message. It is a complex cognitive process in which the reader perfectly interweaves textual information with prior knowledge and abilities to reconstruct the meaning intended by the author.

#### **2.2.4 Applications that can be done by implementing readings in the learning stage**

Reading is a more active process than people might realize. Teachers in language classrooms employ various techniques to make reading interactive and meaningful, encouraging students to engage actively. To illustrate, the KWL technique asks students what they know, want to learn, and have learned after reading. This approach can spark enthusiasm for the entire text. Teachers typically break reading down into three vital phases: pre-reading, during-reading, and post-reading. Each phase plays a crucial role in effective reading. Although some may underestimate the importance of reading compared to grammar or writing, it is a skill that requires careful teaching and could be more complex.

First, "pre-reading", often called the warm-up before reading, is basically the initial step teachers use to prepare students for a text. In essence, students need to know little about what they will encounter. Its main purpose is to familiarize students with the text, offer some background information, and activate their existing knowledge about the subject. The goal is to provoke their interest and get them thinking about what is inside the text. During this phase, students may identify the essential elements of the story or essay, such as its central theme or primary argument. Common pre-reading activities involve discussing the author or text type, background information,

examining illustrations and titles, and quickly surveying the text's structure, vocabulary students will find within texts and main points.

Then, "during reading," also called "while reading," activities are about helping students become better readers. These exercises teach them reading tricks, boost their language skills, and help them understand tough parts of a text. However, there are challenges for teachers: some students are different; they learn in different ways, and teachers cannot assume students will understand if a strategy is applied to all, so they need different tricks. Still, teachers can figure out these helpful tricks, explain which ones each student needs to work on and provide practical exercises like 'guided reading' sheets. These exercises include figuring out word meanings from context or word formation, understanding sentence structure, finding specific information, and learning how to use a dictionary effectively.

Eventually, post-reading activities follow reading and serve two purposes: they check comprehension and encourage deeper analysis when necessary. Real-world reading aims to understand the author's perspective and integrate new information, so foreign language reading should go beyond mere comprehension exercises. Different strategies are needed for different text types; scanning works for ads, while predicting and tracking cohesion are useful for short stories. Besides, group discussions after reading can help students focus on what they did not understand, so it will lead them to explore the reading as a group, digging into deep analysis and, as a result, giving a better understanding.

### **2.3 Listening skill**

### **2.3.1 Its definition**

The ability to listen involves understanding and correctly interpreting messages in communication. It is a crucial part of effective communication because, with good listening, people can easily understand each other. This can lead to communication problems and frustrate the person sending the message. According to the members of the International Listening Association (ILA), the following definition Listening is *"the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages."* p.10.

Listening is not just about hearing the words; it is about paying attention to how the message is delivered, including the language, tone, and non-verbal cues like body language. To be a good listener, a student needs to be able to pick up on both the spoken and unspoken parts of the message, it could also be called "making inferences", this means that there could be a message that is not said directly by the speaker during a conversation, so the person who receives the message has to guess what the other person meant just by getting a few parts of it. For example, if someone is telling a person that a relative is in a hospital and that his motorcycle was shattered, the person who received the message could assume that the motorcyclist suffered an accident, which is why he is in the hospital.

It is important to note that listening is not a passive activity. A student should be as actively engaged in the process as the speaker. This active kind of listening is often called "active listening."

### **2.3.2 Fluency in reading**

Reading fluency encompasses much more than reading words on a page; it is about rapidly and effectively comprehending, developing, and connecting ideas. This skill of extracting

information promptly and precisely within the context of the English language stands as a vital pillar, enriching language proficiency through the virtues it demands.

This acquisition or developmental process in terms of fluency does not just grant students access to a wealth of knowledge. It contributes significantly to their vocabulary, written expression, and self-assured communication abilities. Fluency in reading in a second language is essential in an academic context and for their participation in various aspects of daily life.

Fluency has become a recurring theme in modern classrooms when learning a new language, particularly English as a foreign language. This contemplation has fostered the notion of an essential expectation and skill for those aiming to excel in mastering a target language. Such mastery necessitates time and effort, making fluency an indispensable benchmark for demonstrating genuine English language proficiency. Consequently, this section delves into the intricacies and expectations surrounding fluency in the learning process.

In the process of learning English as a foreign language, it has frequently occurred in the minds and thoughts of both teachers and students recently. In other words, fluency is an expectation for anyone who wishes to be competent in a target language they have spent their time and effort acquiring. (p.15)

To sum up, any person who wants to improve their fluency must know it takes time to get this skill. Since this is a long process, they must fail to learn. Every skill is trained; to train it, one must dedicate time and find the motivation to achieve it. That is why, in the process of learning a new language, it is vital to work on developing skills like this.

### **2.3.3 Fluency Components**

Fluency in reading a text or passage is typically characterized by three key elements: precision, pace, and prosody (or expression) incorporation. When children exhibit weak text-reading fluency, it is often indicated by their tendency to misread numerous words in a passage, read the text at a slow rate, or read in a manner that needs more natural flow and appears robotic. Within these skills, the three main focuses will be broken down, letting the audience know more about them.

### **2.3.3.1 Accuracy**

Accurate reading for a student means correctly pronouncing written words, allowing them to understand a word's meaning based on their spoken vocabulary. This skill depends on their ability to efficiently decode words and use 'orthographic mapping,' which involves using letter-sound relationships to blend letters into words.

### **2.3.3.2 Rate**

The way a student reads matters because if they read slowly, it is harder to understand. Automaticity is when they can read words easily without any effort, and it is like when you see someone reading for a long time without getting tired, and it looks natural. Reading words automatically is important because it lets the student pay more attention to the text's meaning instead of struggling with the words.

A student does not suddenly start reading fast. For a student learning to read, their speed gets better with practice. It is because they get better at remembering words and can read for longer without getting tired.

### **2.3.3.3 Prosody**

Prosody is the third part of good reading. It is about reading with expression, getting the text's rhythm, tone, pitch, pauses, and stresses right. To do this, the student needs to read words well and understand how to break the text into meaningful parts. Furthermore, prosody and comprehension go hand in hand. Students can read the text with the right tone and pitch if they understand it. On the other hand, when they read with prosody, they are more likely to understand the text better, remember it, and get what it is about.

### **2.3.4 Identify common mistakes**

As mentioned earlier, the ability to read is one of the most important skills. Many people learning this language make mistakes when reading due to multiple factors that affect their fluency, intonation, or even the correct pronunciation of words. In this case, the teaching person must remember that anyone in the learning process will need help, so they must be very attentive to identify which factors prevent their learning from gradually improving. Among these, the teacher must pay attention to factors such as:

#### **2.3.4.1 Poor Word Recognition**

Some readers who find reading a challenge have trouble figuring out words. They might pause a lot or get stuck when encountering a word they do not know. Some try to figure it out independently, while others wait for assistance. To help with this, teachers should give personalized lessons using fun and interesting reading materials to keep their students excited about reading.

#### **2.3.4.2 Mispronunciations**

Sometimes, students need to correct their words when they read out loud. It could be because the reading is too hard, or they may not be paying close attention. Regardless, figuring out why they are making mistakes is a good idea. If they have not been taught properly, the teacher can start teaching them how to break down words, use phonics, and understand context clues. Teachers can also help them learn words they should already know and build up their overall vocabulary. This could enhance their self-confidence and, at the same time, build their trust with a prepared mind when they are about to read aloud.

#### **2.3.4.3 Vocalization or Lip Movements during Silent Reading**

Vocalization is a term used to describe the habit of readers pronouncing words aloud when they are supposed to be reading silently. This practice may present a negative impact on the reading process. It slows down the reader and can distract from their understanding of the text. In some cases, vocalization occurs because the reader has spent too much time reading aloud or received inadequate instruction on reading silently. It is important to address this habit to improve reading efficiency and comprehension.

#### **2.3.4.4 Identifying Words Similar in Spelling**

Some kids have trouble telling words apart when they are spelled a bit differently. They are rushing to read fast and must think about the words' meaning. Sometimes, they even reach the end of a passage and have to go back to make sense of it. Doing things like practicing sounds and learning about words that sound or look the same (homophones and homographs) can help these readers improve.

### **2.3.4.5 Substitutions/Insertions**

Sometimes, students might replace by mistake or add information that completely alters the meaning of the text. This could be because they must pay more attention to what they have in front or read too quickly. To address this, it is helpful to ask open-ended questions (with neither yes or no answers) that require them to provide precise words from the text in their responses. This approach encourages them to focus on the finer details in the text.

## **2.4 Pronunciation in reading**

### **2.4.1 Its definition**

Pronunciation is a vital part of reading skills; it involves how a person produces the sounds of language (in this case, English). It does not refer to the sounds but also to how people say them. To be more specific, it is like if someone talks loudly or softly, highly or lowly, and for how long they hold each sound, so it depends a lot according to these factors. When a person talks, there are three parts to consider: when people make the message, that is called encoding; the message itself, and when people understand it, that is called decoding. Pronunciation is the part where people make sure the words sound right, and it is also what someone hears and judges when someone talks. Farmand, Z., & Pourgharib, B. (2013), in their article "The effect of English songs on English learners," mentions that:

Pronunciation is how we pronounce a word, especially in an accepted or generally understood way. The way we speak also conveys something about ourselves to the people around us. Learners with good pronunciation are more likely to be understood even if they make errors in other areas. Pronunciation also includes

attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as intonation, stress, rhythm, vowels, consonants, and voiced and voiceless sounds. p.841

This highlights the importance of individuals recognizing that proper pronunciation is crucial for ensuring mutual understanding in communication. Some language learners intend to convey a question. However, due to their pronunciation or intonation, the person listening might have to figure out if the speaker is asking a question or making a statement, which could lead to confusion during the conversation.

## **2.4.2 Its importance**

Pronunciation is one of the most important parts of speaking. How well someone can understand others is significantly influenced by the quality and accuracy of their speech. If someone has good pronunciation, this leads to the person communicating appropriately, allowing the other one to grasp what is being said. However, mistakes in how that person says things can cause big problems in understanding, even more than grammar or vocabulary mistakes. That is why teaching pronunciation and how people learn to speak are becoming more important in discussions about learning a second language.

## **2.4.3 Activities to enhance fluency and pronunciation**

### **2.4.3.1 Dictation**

One of the methodological strategies that can be employed in the classroom is dictation; it is a technique that has been used many times, especially in learning a new language. In the context of English lessons, it is a tool that enhances the fluency and pronunciation of students. Ait Hamouda

(2016), in his exploratory study on the impact of dictation as a technique on the development of student's oral comprehension, mentions that:

The most important benefit of dictation is its possible ability to encourage students to listen and to develop accurate listening. It combines the four skills, improves vocabulary, and promotes autonomy. In the same respect, students can correct the mistakes made during dictation. Dictation is an effective technique that is used both for teaching and learning. Its most important advantages are that dictation can aid students in detecting and correcting syntactical mistakes, ensures attentive listening, and teaches students by training them to make a distinction between sounds. p.20

Rescuing what the author expressed, dictation involves active listening; this repetition significantly improves students' pronunciation. That is why, within this thesis, the importance of auditory learning, listening, and word repetition, as well as their writing and visualization on paper, is analyzed and mentioned as a support for students to internalize the sounds of the language, providing them with a tool that helps enhance their pronunciation in English classes.

#### **2.4.3.2 Spelling**

This section emphasizes the importance of using Spelling as a pedagogical strategy that supports students' pronunciation, as it reinforces phonetic and oral skills at various educational levels. This technique is not only about spelling words but also promotes the development of phonetic, auditory, and oral skills in students. Breaking down words into individual sounds teaches students to visualize the relationship between letters and sounds, which aids in language pronunciation.

Furthermore, another aspect that benefits from using this strategy in the classroom is that students learn the correct spelling of words, which is intrinsically linked to their pronunciation and auditory memory when recalling and reproducing the sounds in the provided words. "A more technical-sounding word orthography is often used in more academic works but is generally avoided here. Spelling is what ordinary people do every day when writing and what learners do in class." (Brown A, 2018). As the author mentions, spelling is something learned from a young age and can be developed through academic activities or strategies used in class by teachers.

Spelling is a fundamental aspect that leads to numerous improvements in pronunciation in adolescents when used effectively as a teaching strategy, particularly in the case of the English language.

#### **2.4.3.3 Completing songs**

For this section, the impact of using songs as a pedagogical tool to enhance auditory skills and pronunciation is recognized, particularly in the case of students learning the English language. This acknowledges that music is a playful, creative, and meaningful resource for students, making it appealing and enjoyable for the student population, creating a learning environment that facilitates language teaching and learning. Farmand and Behzad (2013), in their article "The Effect of English Songs on English Learners Pronunciation," mention that:

One of the most important difficulties for foreign language learners is dealing with unfamiliar and meaningless sounds, which can cause learners' anxieties and decrease their motivation. Based on these problems, music and songs can be essential tools to increase the learners' motivation and decrease their anxiety. Using music and songs could change a mood or create an atmosphere. Besides, using songs

or music in English classes may contribute to language acquisition in several dimensions. p.840

Emphasizing what the authors mentioned, getting familiar with the sound of the language through music as a resource can improve one's ability to understand it and enhance one's linguistic knowledge, including its natural pronunciation. Students often remember song lyrics and melodies from the music they enjoy, which helps vocabulary retention and pronunciation. This musical memory contributes to a significantly meaningful learning experience. That is why this strategy is valuable for improving auditory and pronunciation skills. It further motivates and engages students in class, creating a more dynamic classroom environment and effective language acquisition.

## **2.5 Teacher's role in the classroom**

### **2.5.1 A positive model to follow**

In the educational context, the role of the teacher in the classroom is not limited solely to providing knowledge or structured academic skills in the basic subjects of the Costa Rican educational system. It goes much further. The role of the teaching professional often serves as an example for students in terms of their attitude in the classroom, professionalism, listening, and attention skills.

This interpersonal ability impacts their academic performance and their sense of self in the space and in the classroom (personal and social development). Therefore, this thesis also critically addresses the role of the teacher as a positive role model to follow and their influence in classes. In his book "You Gotta Be the Book," Wilhelm, J. D. (2016) highlights the importance of connecting with and recognizing students' interests from a humanistic perspective. He advocates

for viewing the student as an active participant in their learning process and reminds us not to lose sight of the sense of humanity in this profession that requires it so much.

We are in a human profession, and we need to learn how to listen to one another, learn from one another, and name and celebrate one another's successes, learning together how to use struggle as a tool toward more conscious competence with the complex tasks of reading and learning, as well as demonstrating that learning through actual accomplishment. p.21

The charisma required for a profession like education shows that teachers must be positive role models to follow. This profession inspires and motivates the population; enthusiasm, commitment, and creativity arouse students' interest.

For the specific approaches of this thesis, the population envisioned is adolescents, a group for whom sparking interest can often be challenging in various subjects. Therefore, emphasizing the role of the teacher in an interactive, recursive class that promotes creativity, curiosity, and learning new strategies creates a conducive learning environment.

In a positive classroom atmosphere, meaningful learning is awakened. This space enables students to recognize stimuli from teachers, which has an impact on the teacher's influence in the classroom, and this is reflected in the self-esteem, confidence, fluency, and development of the students regarding their subject.

A teacher who provides support seeks alternatives, is resourceful, and loves to teach can teach their students to overcome challenges, believe in themselves, develop skills, and foster new

study habits relevant to the population. Teaching them this can influence their academic performance and resilience.

Teachers can also foster critical thinking and creativity as they serve as role models for their students, encouraging them to be part of the class, teaching through various strategies tailored to the population, and inviting them to analyze and try new learning methodologies. The teacher imparts academic knowledge, nurtures a love for learning, and develops life skills. They convey values and ethics demonstrated through their respect, responsibility, and even their way of communicating with their students, setting an example for the population, shaping responsible and just individuals, fair and critical citizens.

That is why the role of the teacher as a positive model in the classroom goes beyond academic instruction. This profession has the power to stimulate and guide its students in their academic and personal growth. The teacher is a part of the holistic development of the students. Every student who enters their classes is a person to teach and shape despite their differences and needs.

### **2.5.2 Motivation to engage students to read**

Reading as a pedagogical mediation strategy is a fundamental skill in the teaching and learning process. When the teacher is motivated in class, it generates motivation in their students, encouraging them to develop a liking for reading.

Currently, technology provides many resources from a young age. However, the fact that young people are so connected to it can lead to many deficiencies, such as reading skills. By

developing this skill, students can improve comprehension, fluency, vocabulary, and even oral and written expression in the educational context.

A teacher who is passionate about what they do, about teaching, about what they will present to the class inspires exploration in their subject matter. This intrinsic inspiration between teachers and students reinforces the confidence and security that students can have in the educational center, in addition to the mediation strategies that the teacher can provide to the group.

Knowing the likes and interests of a group of students, the breadth of reading, how the reading is presented, the images or format used, and understanding their favorite literary genres can guide students to develop an interest in this habit.

The motivation of the teacher is effective in promoting English reading among students. Beyond rote knowledge, conveying enthusiasm and a love for reading helps them want to learn more about the world of English reading. This is why educational institutions must recognize the importance of teacher motivation to achieve success in the development of reading skills.

## **Chapter III**

### **Methodological Framework**

The methodological foundations on which the entire research was built are laid out in the following section. This chapter addresses the methods, approaches, data collection techniques, sources of information used, and categories analyzed in this research that have been employed to carry out this thesis and achieve the set objectives.

From the validity and reliability of the results obtained, the analysis generates a clear structure for the presentation of the following sections. In this sense, this chapter will provide a detailed description of the research strategy and its design.

#### **3.1 Research Approach**

The following work proposes a qualitative research approach to obtain a Bachelor's degree emphasizing English teaching. The choice to undertake qualitative research is justified by the experiential and social nature that this topic addresses, which is named "The Benefits of Using Short Readings as a Strategy for the Acquisition of Better Pronunciation Alongside Student's Fluency to Foster the Practice of Reading in Students of 5th-Grade at Escuela Patio de Agua in Vázquez de Coronado During the First Quarter, 2024".

In this context, a qualitative approach allows for exploring school students' perceptions, experiences, and applications when using short readings to improve their pronunciation with the teacher's help. Hence, this approach enables the researcher to gather detailed and meaningful data in the context in which they operate through interviews, observations, and surveys to understand this population's learning process better.

This qualitative research enriches the study by involving the students, capturing their perspectives and how they view the use of short stories in the English language. It offers an understanding of how they feel about this strategy and how it can be relevant to the educational system by interacting with the students and exploring their experiences in secondary education.

### **3.2 Research Design**

The "action research" method was initially used for the research design, involving experimentation and direct action with the study participants who will be part of various assessment instruments. This will provide support for data collection and evaluation of the impact. Subsequently, a descriptive method will be employed, focusing on the detailed data analysis collected during the "action research" phase. Using both methods allows for contextualizing and better understanding the results of the interventions with the population, demonstrating the feasibility of the research and its relevance in the field of education. Combining these two methods offers an enriched perspective on the situation that was addressed and the relevance of using Short Stories as a creative and meaningful mediation strategy.

When this research is conducted, instruments will facilitate information acquisition that will clarify the primary objectives set from the beginning. Since it is mentioned that one of the possible reasons for students lacking fluency and good pronunciation is the lack of practice or the institution's failure to implement readings from an early age, a survey with questions related to how often short stories are used as practice or whether teachers in institutions apply them to promote reading will be conducted. Additionally, the researcher intends to conduct a pre-test to document students' results when reading short texts. After implementing practices that aid improvement, a

post-test will be conducted to analyze how much they have improved since the proposed strategies were applied.

### **3.3 Information Sources**

In the context of this thesis, it is essential to understand the different sources of information used to support the research. First and foremost, primary sources were employed, particularly specialized books on the subject and various factors explained in Chapter II, such as the necessary skills for properly implementing short stories in secondary education.

These books provided first-hand information and played a crucial role in constructing the central argument. One such book by Wilhelm, J. D. (2016), 'You Gotta Be the Book: Teaching Engaged and Reflective Reading with Adolescents,' stood out in this research. With its content directed at teaching staff, it addressed charisma and projection in teaching, the teacher's role, and the promotion of motivation that reflects the teaching profession, which was vital for this work.

Additionally, secondary sources were used, including academic journals, theses, reports, and websites. These secondary sources expanded the analysis and provided insights into current topics relevant to this thesis. The combination of primary and secondary sources strengthened the development of this work, offering a comprehensive and up-to-date perspective on the current state of general education and, more specifically, on the teaching of English.

### **3.4 Analysis Categories**

From this qualitative approach, the following content analysis categories for the objectives of this thesis are defined. Based on the previous research conducted, three main categories are identified:

**Short Stories:** These are short written texts or brief stories designed for students to read and understand within a short period. These readings may include short paragraphs, excerpts from books, articles, or other written material, including graphical images that enhance reading enjoyment. These short stories represent a significant methodological strategy in English language teaching, as they allow students to practice reading comprehension and strengthen skills such as vocabulary acquisition, fluency, and language pronunciation.

**Fluency:** Individuals can communicate in various languages easily and clearly. This encompasses the ability to speak and engage in coherent and trouble-free conversations using the language (in this case, English). Given its pedagogical relevance, fluency in English language teaching is recognized, as it promotes students' confidence in expressing themselves.

**Pronunciation** refers to the way sounds are articulated and produced, in this case, in English. It also includes the correct pronunciation of letters and their phonemes, allowing for expanding vocabulary. Improving pronunciation in English class fosters positive communication skills and is vital.

### **3.5 Data Collection Instruments**

#### **3.5.1 Survey**

The first measuring instrument is a survey with 10 closed-ended questions. It will be carried out physically, and students will be able to do it with the person that is in charge. It is crucial to mention that this survey is the primary tool for evaluating students' understanding of using short readings to enhance fluency and pronunciation in English.

### **3.5.2 Pre-stage (Diagnostic reading)**

The second measurable instrument is to apply a diagnostic reading (pre-stage) in which the student is presented with a short physical reading that contains drawings so that the student can get familiar with what they are reading. The story presents common vocabulary they can easily identify, and even more when pictures are attached next to each paragraph. Therefore, the person in charge will assess his students individually with a physical assessment rubric containing different aspects to evaluate, such as Pronunciation, Fluency, Expression/Tone, Phrasing and Pauses, and Self-Confidence.

### **3.5.3 Rehearsal Readings**

The third measurement tool involves presenting one short story. This story is crafted with a similar structure, printed, and ready to be assigned to students for reading. This reading aims to acquaint students with words and sentences containing synonyms and sometimes identical words to enhance their pronunciation skills. Explaining the correct pronunciation of words to students is crucial whenever they make a mistake. Equally important is guiding them on pauses, intonations, and expressions required for accurate reading.

### **3.5.4 Post-test (final assessment reading)**

This is the final activity for the students. It involves a different kind of reading than before, but it still follows the same familiar format. The students will be given a story to read, and the goal is to assess their progress using a rubric. The rubric, functioning like a checklist, will be used to see if there are improvements after discussing the important tips for reading stories or any text they come across. It will include observations on Pronunciation, Fluency, Expression/Tone, Phrasing and Pauses, and Self-Confidence. The aim is for improvement as they work through this activity.

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

This research aims to collect information over three days, during which the researcher will use the first day to observe the group and apply two measurement instruments: the survey and the diagnostic reading (pretest).

The survey will be administered to the students in a physical way to assess their knowledge of the short readings and their application during the learning process. Subsequently, physical readings will be used to evaluate how well students understand when reading short segments, analyzing whether they can pronounce, intonate, pause at punctuation points, and read fluently. The researcher will inform the group that the work will be carried out in randomly assigned pairs. Once the pairs are formed, the researcher will call each group to approach the table, where they will each have a short reading (the same reading) and will be explained that they will have to read the assigned segments. As they start, the researcher will individually assess them with a rubric, informing them of their improvements for the next time.

During the second day, the researcher will administer another different reading related to the previous one. Students will be taught how to read when encountering punctuation points when we have a verb or a noun and how their pronunciation may vary (this will be explained with a list of examples to clarify these topics). Once this brief explanation is given, the students will be called again as a group (in pairs) and given the other reading. Again, the researcher will provide recommendations once the students have started. After the group has presented, the researcher will give them time to repeat the same reading but already apply the given recommendations and observe how much they improved the second time. This will be applied to each pair that presents.

Finally, on the third day, the culminating activity will involve a final reading session. Students will follow the established routine, with the post-test reading serving as a comprehensive evaluation of their progress. This final reading will specifically measure the extent of improvement students achieve after receiving targeted guidance on pronunciation and fluency when engaging with short texts. The aim is to assess individual growth and inform future strategies for refining reading skills.

## **Chapter IV**

### **Data Analysis**

In this current chapter, a meticulous exploration is undertaken regarding the interpretation and analysis of the results derived from the application and evaluation process of using short readings among fifth-grade students at Escuela Patio de Agua, located in Vázquez de Coronado. This analysis stands as an exercise of scrutiny to identify and analyze students' pronunciation and fluency skills, particularly in the context of English reading practice. The ultimate goal of this rigorous assessment is to provide a detailed insight into how the use of short readings promotes the development of students' reading skills, integrating into the educational curriculum.

This comprehensive analysis not only aims to assess the proposed intervention's effectiveness but also provides valuable recommendations for the continuous improvement of educational practices in English language teaching. Inspired by the words of Catalina, M., who, citing Miles and Huberman (2014), states that "Qualitative data analysis is an activity that involves reflections, transformations, and checks, in order to obtain relevant meaning for the research problem under study," focusing this data analysis from a qualitative perspective to synthesize the information obtained.

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

This section of analysis and interpretation of the results obtained from various instruments applied during the first quarter of 2024 at Escuela Patio de Agua in Vázquez de Coronado highlights the correlation between the use of short readings as a strategy and the improvement in pronunciation and fluency among fifth-grade students. Therefore, this chapter details the various categories and factors that influenced the information-gathering process in diverse ways and the

validity of the results. The collected data reveals the authenticity of the instrument application and its significance in obtaining, from this pedagogical approach, evidence of the existing impact on the development of specific language skills.

The analysis and interpretation of results go beyond presenting tables, graphs, images, etc., allowing the researcher to make sense of the results, draw relevant conclusions, and contribute to the existing body of knowledge in their field of study. This critical analysis offers a more comprehensive and nuanced perspective, contributing to a broader understanding of research. As mentioned by Willig, C. (2014):

Interpretation is the challenge at the heart of qualitative research. We need interpretation to make sense of our data. As qualitative researchers, we aim to find out more about people's experiences, thoughts, feelings, and social practices. To achieve this aim, we need to ask questions about their meaning and significance; we need to make connections between different components and aspects of the data in order to increase our understanding. In other words, we need to make the data meaningful through interpretation.

About what the author has presented, it is important to acknowledge that data interpretation serves as a bridging element for researchers, enabling the evaluation and validation of the hypotheses posited in the study. The results of data analyses can either support or refute the research objectives, thereby contributing to the credibility and robustness of the work. This component is crucial and significant as it allows for the contextualization of results within the theoretical framework of the research topic. Furthermore, it aids in explaining why certain results were

obtained and how they relate to existing theories or the researcher's expectations in applying their instruments.

#### **4.1.1 Observation.**

Observation is a valuable instrument that, through its application, provides an inherent capacity and spontaneous quality manifested in individuals, enabling the observation and analysis of peers' actions and attitudes. It is designed for the measurement and evaluation of various situations. In addition to its instrumental function, observation is intrinsically linked to the capacity for perception and analysis developed in specific contexts and applied in a relevant manner to the research goals and specific plans. This process, therefore, becomes an integral element that can subsequently constitute the central object of study in the chosen research field. Observation stands out as one of the most fundamental research methods in the social sciences, simultaneously revealing itself as one of the most complex, as mentioned by Ciesielska, M., Boström, K. W., & Öhlander, M. (2018):

Observation is also one of the most important research methods in social sciences and, at the same time, one of the most complex. It may be the main method in the project or one of several complementary qualitative methods. As a scientific method, it has to be carried out systematically, with a focus on specific research questions. Therefore, we start with a practical guide on clarifying research objectives, accessing the research field, selecting subjects, observer's roles, and tips on documenting the data collected.

In conclusion, observation is essential, especially in the social sciences, as it is a key component in qualitative methods. Observation serves as a tool that enables a deeper exploration and understanding of the world around us and the population participating in the research.

#### **4.1.2 Evaluation rubric**

The rubric is presented as a comprehensive tool for measurement and evaluation, showcasing various categories and items related to the field and subject of study. This method collects and synthesizes the obtained information for a panoramic view of the research. All collected information undergoes analysis processes to verify its accuracy, allowing the researcher to provide a structured and specific framework that facilitates assessment and the attainment of results in the research. Allen, D., & Tanner, K. (2006), while collecting different definitions, mention that "Although definitions for the word 'rubric' abound, we use the word to denote a type of matrix that provides scaled levels of achievement or understanding for a set of criteria or dimensions of quality for a given type of performance."

In summary, the assessment rubric is a matrix that provides these levels of achievement and understanding based on specific objectives related to performance in various areas. In this way, the rubric offers a framework for evaluating performance and establishes a clear and objective framework for measuring quality and understanding the research's goals. Therefore, it serves as support for the researcher in the process of analysis and data collection.

#### **4.1.3 Questionnaire.**

A questionnaire is presented as an organized set of questions arranged in a structured manner, addressing specific topics that need to be elaborated upon. Its primary purpose lies in collecting information for subsequent interpretation and analysis. McLeod, S. (2018) defines it as:

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires are written interviews. They can be carried out face to face, by telephone, computer, or post. Questionnaires provide a relatively cheap, quick, and efficient way of obtaining information from a large sample of people.

In connection with what the author mentioned, questionnaires allow understanding and analyzing various perspectives on the topic to be investigated. They are research instruments and act as discreet observers, contributing to the investigative process and adding greater validity and relevance to the sought-after information. Strengthening the previously stated, Taherdoost, H. (2022) emphasizes the questionnaire as a fundamental tool. Its structure and nature facilitate a more meaningful analysis.

As the heart of the survey, a questionnaire is based on a set of questions to gather data from respondents. Questions are the translated form of what researchers need for their study, and they can be addressed using the respondents' answers. A questionnaire, as the main and the most dominant way of collecting primary and quantitative data, makes the data collection process.

In this way, the questionnaire is acknowledged as a valuable tool in research, enabling efficient, subtle, and qualitative data acquisition. It provides a solid foundation for analyzing and interpreting information and results in the research process.

#### **4.1.4 Interview.**

The interview plays a crucial role as an integral part of the instruments used in research. Its function is extracting first-hand information, which involves obtaining verifiable data and its

objectives. This method is carried out through direct interaction with individuals who are part of the area or subject of the research in question. The interview is an effective means to ensure the quality and authenticity of the collected information. Barrett, D., & Twycross, A. (2018) reinforce this in their research: Data collection in qualitative research:

Collecting data through interviews with participants is a characteristic of many qualitative studies. Interviews give the most direct approach to gathering detailed and rich data regarding a particular phenomenon. The type of interview used to collect data can be tailored to the research question, the participants' characteristics, and the researcher's preferred approach. Interviews are most often carried out face-to-face, though telephone interviews to overcome geographical barriers to participant recruitment is becoming more prevalent.

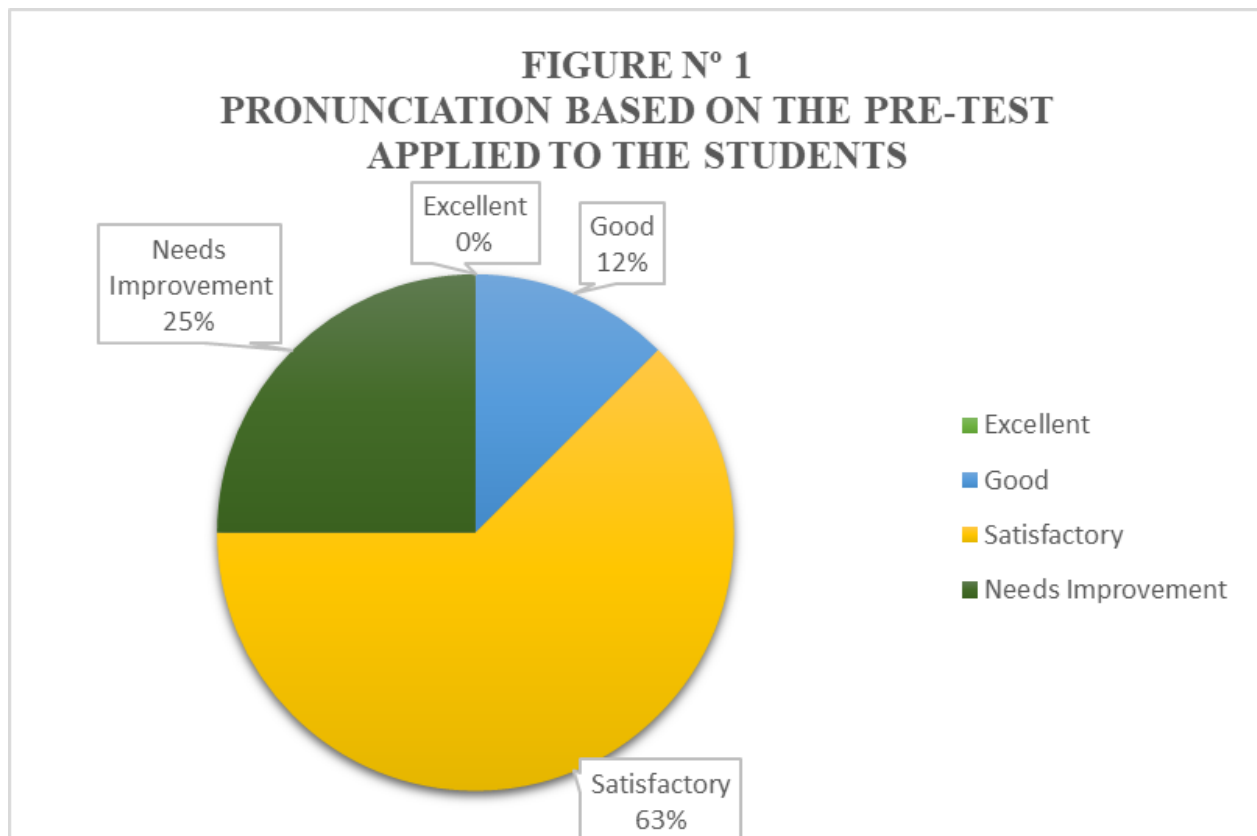
Reiterating what the authors have stated, using interviews as a data collection method is a distinctive feature in numerous qualitative studies. Interviews provide a direct approach to obtaining detailed data and reinforce and validate the active participation of the participants in the research. In this context, dialogue enables skills such as speaking and listening; therefore, it is an invaluable tool for the researcher. Powney, J., & Watts, M. (2018).

Interviews, necessarily, of course, involve people talking and listening to people. People are delightfully varied in their abilities and willingness to talk or listen, to provide accurate information, and to abide by what they have previously said or thought said they thought, or thought they said. The research interview is a very particular kind of data collection method and deserves due caution and expertise in use.

#### 4.2.1 Table N°1. Diagnostic Rubric - PRE- Test

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
<b>Pronunciation</b>	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
	0%	0	12%	1	63%	5	25%	2	100	8

**Note: Taken from the diagnostic evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 1. Evaluation of pronunciation in the diagnostic test carried out with the participant population derived from the evaluation rubric.*

The results obtained in creating Table 1 addressed the assessment of English pronunciation through a diagnostic applied to fifth-grade students via brief readings. This synthesis reveals a diverse panorama regarding levels of proficiency in pronunciation. The findings indicate that 25%

of the identified students need improvement in their skills in this area, highlighting specific areas of development identified during the diagnostic process. This discovery underscores the importance of addressing these deficiencies with personalized pedagogical interventions carried out on other days.

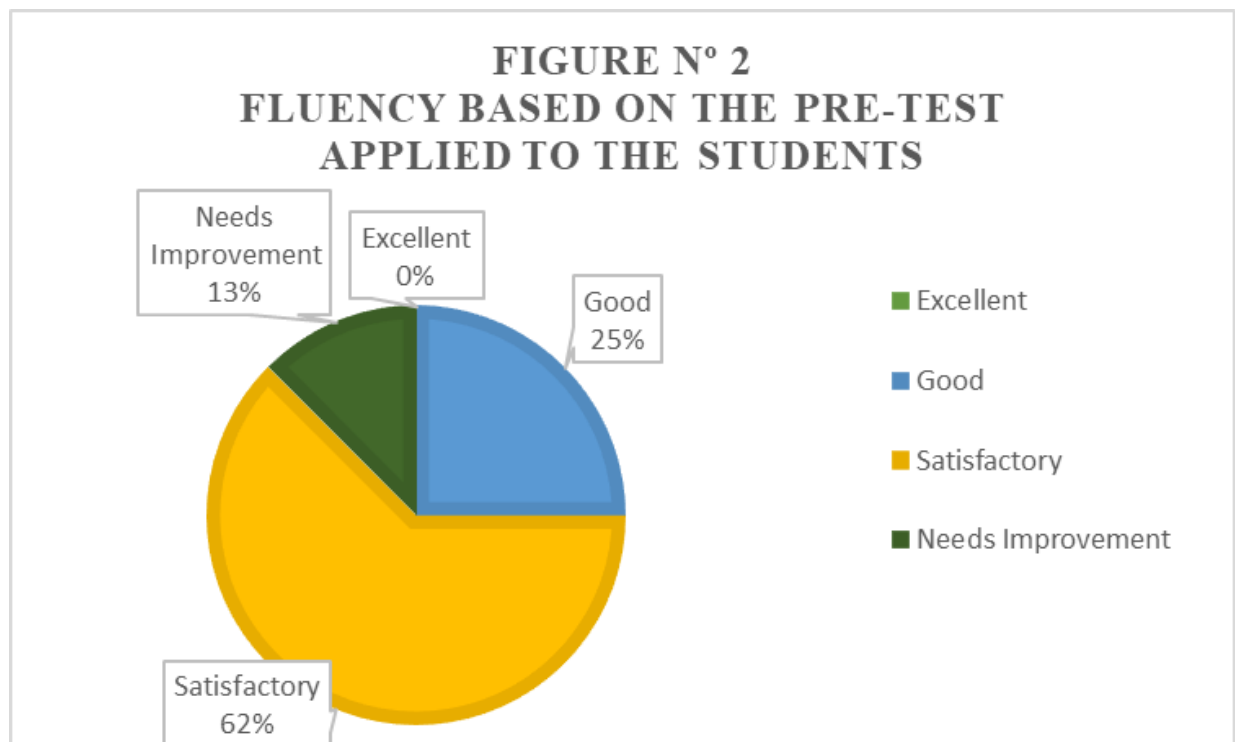
In contrast, 65% of the students exhibit satisfactory pronunciation, suggesting an acceptable level of competence overall and emphasizing the argument that it is essential to continue monitoring their progress and providing ongoing support to ensure constant development, yielding results from the visits that will be conducted. The 12% represents students who demonstrate good pronunciation, indicating outstanding performance compared to the group's average.

As observed in the presented table, no student was recorded with an excellent pronunciation rating. This information could point out specific areas of focus for developing skills in future pedagogical interventions, with the possibility of using reading and brief readings as a strategy for pedagogical mediation.

#### 4.2.2 Table N°2 . Diagnostic Rubric

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Fluency	0%	0	25%	2	62%	5	13%	1	100	8

**Note: Taken from the diagnostic evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 2: Fluency evaluation in the diagnostic test carried out with the participant population derived from the evaluation rubric.*

Delving into the comprehensive analysis of the data obtained from Table 2, designed to assess English fluency through a diagnostic applied to the fifth-grade participant population using short readings, provides more detailed and enriching perspectives. The 13% of students identified in the "needs improvement" category reveal specific areas of fluency that require targeted attention,

suggesting the possibility of designing specific pedagogical strategies to address these particular deficiencies.

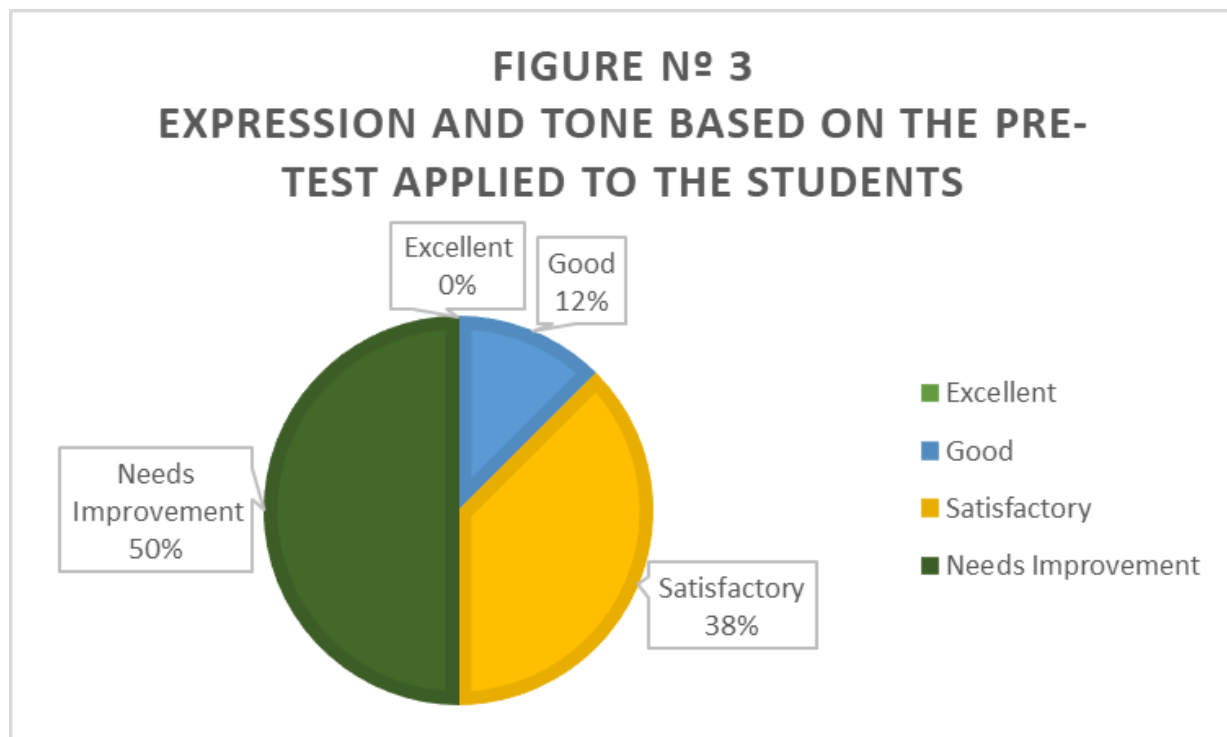
On the other hand, 62% demonstrate satisfactory fluency, but at the same time, there is an expectation to create opportunities for continuous improvement through the use of short readings as a teaching strategy and mediation for a second language. Above the average, 25% of students exhibit good fluency.

Under the collected data, there is a notable absence of excellent fluency, with 0%, drawing attention and making the process of providing specific strategies to cultivate better levels of English in schools even more relevant.

### 4.2.3 Table N°3 . Diagnostic Rubric

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Expression tone	0%	0	12%	1	38%	3	50%	4	100	8

**Note: Taken from the diagnostic evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 3: Evaluation of expression and tone in the diagnostic test carried out with the participant population derived from the evaluation rubric.*

For the next table, the evaluation focuses on expression and tone in English through an assessment conducted on fifth-grade students. The data reveal valuable results, indicating that half of the student body, 50%, requires improvements in their expression and tone when facing different scenarios that demand a particular mode of reading, conveying emotion and a sense of what is

being expressed based on the reading. This highlights the need for pedagogical intervention focused on their communication skills.

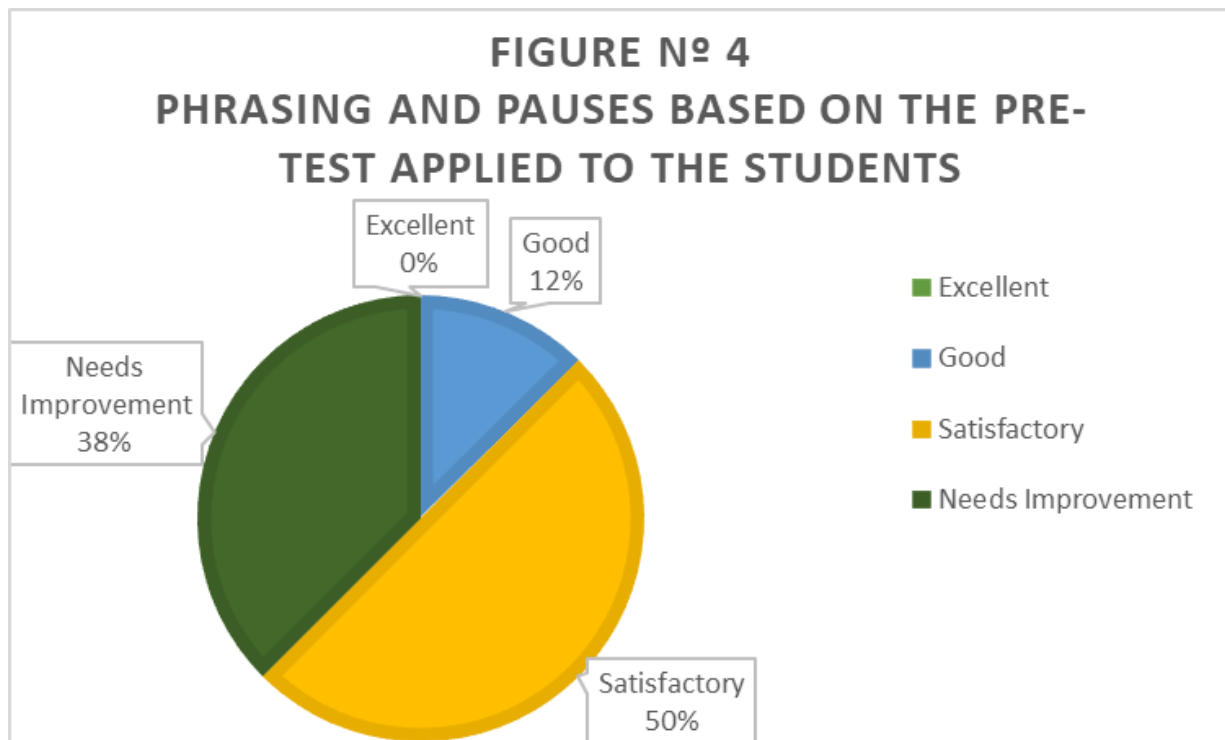
38% of students exhibit good expression and satisfactory tone, indicating an acceptable level of competence in oral expression. On the other hand, data collection recognizes that only 12% have reached a level considered as good in expression and tone. These findings underscore the presence of a challenge in oral expression within the participant population. The remaining 0% represents students who have reached excellence in expression and tone. These results not only identify areas for improvement but also offer valuable insights for implementing the mediation strategy employed in this research.

#### 4.2.4 Table N°4 . Diagnostic Rubric

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Phrasing and pauses	0%	0	12%	1	50%	4	38%	3	100	8

**Note: Taken from the diagnostic evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**

Figure N°4



*Figure 4: Evaluation of phrasing and pauses in the diagnostic test carried out with the participant population derived from the evaluation rubric.*

Table 4 aimed to evaluate phrasing and pauses in English, addressing the fifth-grade students' ability to follow grammatical rules when reading phrases and sentences. This assessment provides a panoramic and detailed view, offering significant insights into this aspect. According to the previously presented figure, it is evident that 38% of students require improvements in phrasing

and pauses, facing specific challenges in the application of grammatical rules. On the other hand, 50% of students have achieved satisfactory pronunciation, demonstrating consistent linguistic skills and an adequate level of competence in phrasing and pauses.

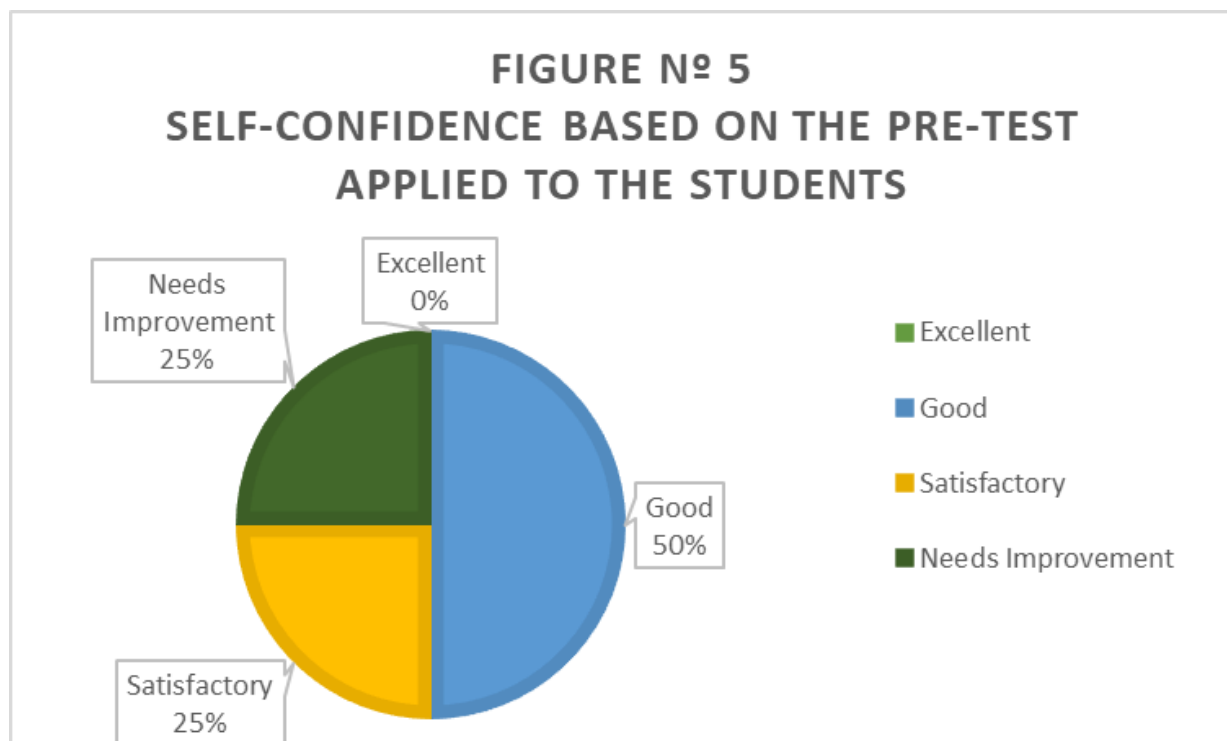
It is also observed that 12% of students exhibit good phrasing and pauses, indicating outstanding performance in this specific aspect. Their linguistic abilities stand out considerably. However, as shown in the table and figure, students have yet to reach a classification of excellent phrasing and pauses according to the criteria established in the evaluation.

In summary, the results from Table 4 provide a nuanced view of fifth-grade students' phrasing and pause skills in English, identifying specific areas for improvement and highlighting significant strengths in their oral expression. This information forms a basis for implementing visits to the population to work on such areas.

#### 4.2.5 Table N°5 . Diagnostic Rubric

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Self-Confidence	0%	0	50%	4	25%	2	25%	2	100	8

**Note: Taken from the diagnostic evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 5: Self-confidence evaluation in the diagnostic test carried out with the participant population, derived from the evaluation rubric.*

The results presented in Table 5 reveal data about self-confidence when reading and expressing oneself in English among fifth-grade students through a meticulous diagnostic process. The obtained data highlight this group's specific need to address linguistic self-esteem. The results

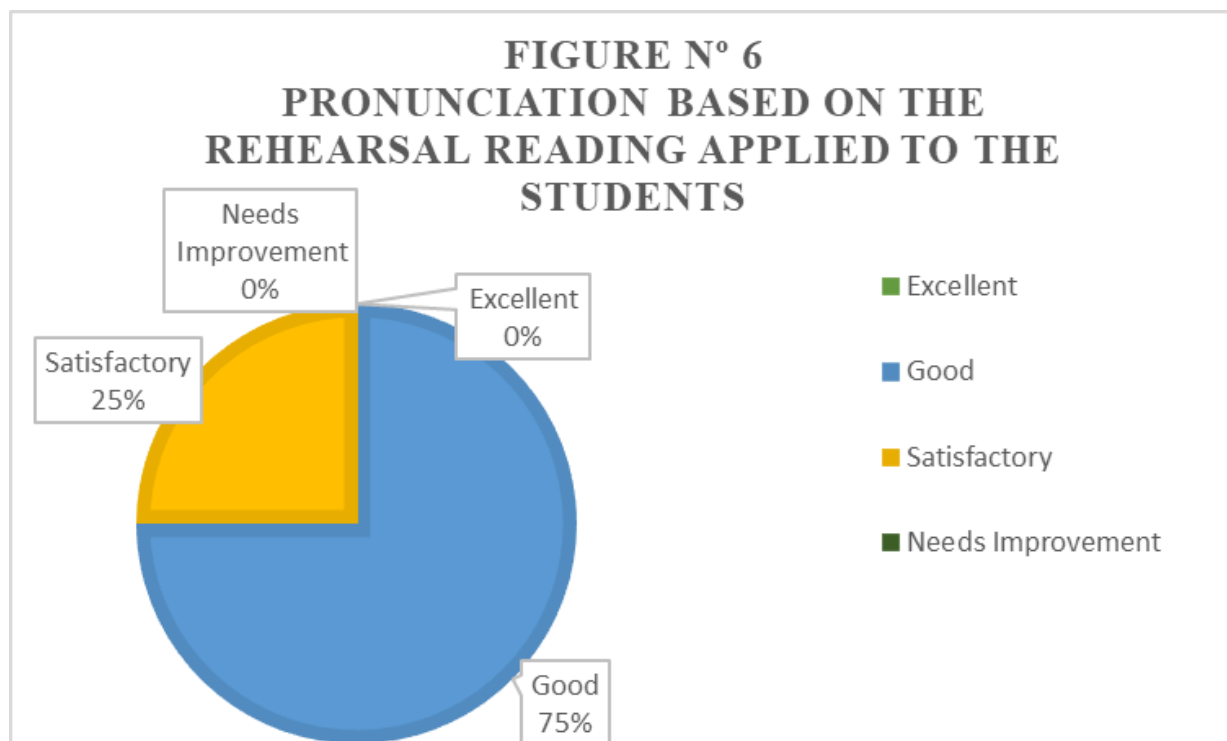
show that 25% of students fall into the "needs improvement" category, emphasizing the importance of implementing spaces that strengthen confidence and assurance in their linguistic abilities.

It is also observed that 25% of students exhibit a self-confidence level classified as "satisfactory." However, the most notable analysis is that 50% of students demonstrate "good confidence" in their reading and expression abilities in English, indicating positive factors in the educational environment contributing to the development of self-confidence when reading and expressing themselves in English. To conclude, there is a 0% in the "excellent confidence" category, suggesting the need to provide learning spaces that significantly improve this aspect through the application of readings.

#### 4.2.6 Table N°6 . Rehearsal reading evaluation

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
<b>Pronunciation</b>	0%	0	75%	6	25%	2	0%	0	<b>100</b>	<b>8</b>

**Note: Taken from the rehearsal evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 6: Evaluation of pronunciation in the rehearsal reading evaluation.*

After performing the diagnostic process, two evaluation practices were applied in this case, focusing on English pronunciation through the reading of short texts; the results reveal an encouraging and significant panorama in developing this linguistic skill. Table 6 reflects the importance of the effectiveness of the intervention process, highlighting that no student needs substantial improvements in their pronunciation with a percentage of 0%; on the other hand 25%

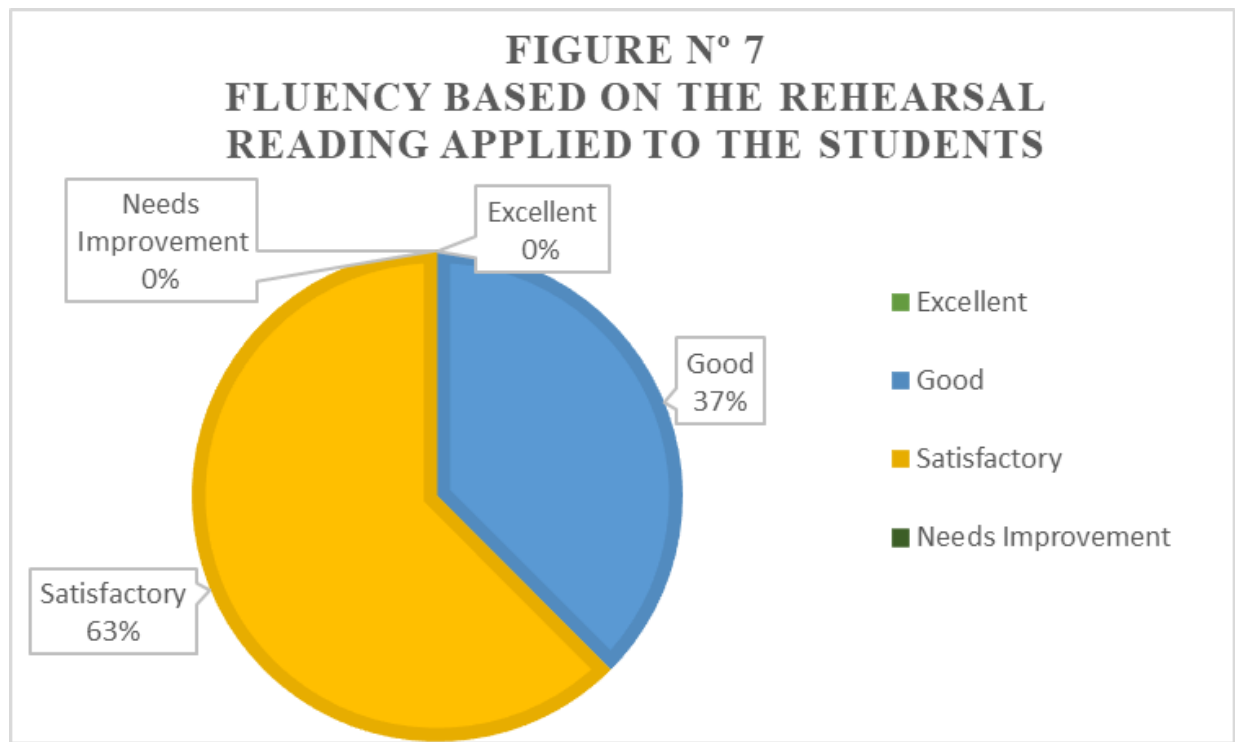
of the students have achieved a satisfactory pronunciation, evidencing a notorious progress after the implementation of the intervention practices in which they were given a second chance. This finding suggests that the strategies employed have successfully addressed and corrected the errors identified during the process.

75% of the participants present a pronunciation that is considered good, highlighting a generally high level of proficiency in this aspect. As can be seen in the figure, no pronunciation cases were classified as excellent in this phase. For this section, it is important to emphasize that the results show positive and consistent progress in the pronunciation skills of fifth-grade students when reading with teacher support and with this new strategy implemented.

#### 4.2.7 Table N°7. Rehearsal reading evaluation

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
<b>Fluency</b>	0%	0	37%	3	63%	5	0%	0	<b>100</b>	<b>8</b>

**Note: Taken from the rehearsal evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 7: Evaluation of fluency in the rehearsal reading evaluation.*

In the detailed analysis of the results obtained in Table 7, we seek to evaluate the English fluency of fifth-grade students. As previously indicated and after the initial diagnosis, followed by the application of two successive practices, it is possible to see progress in this evaluation criterion.

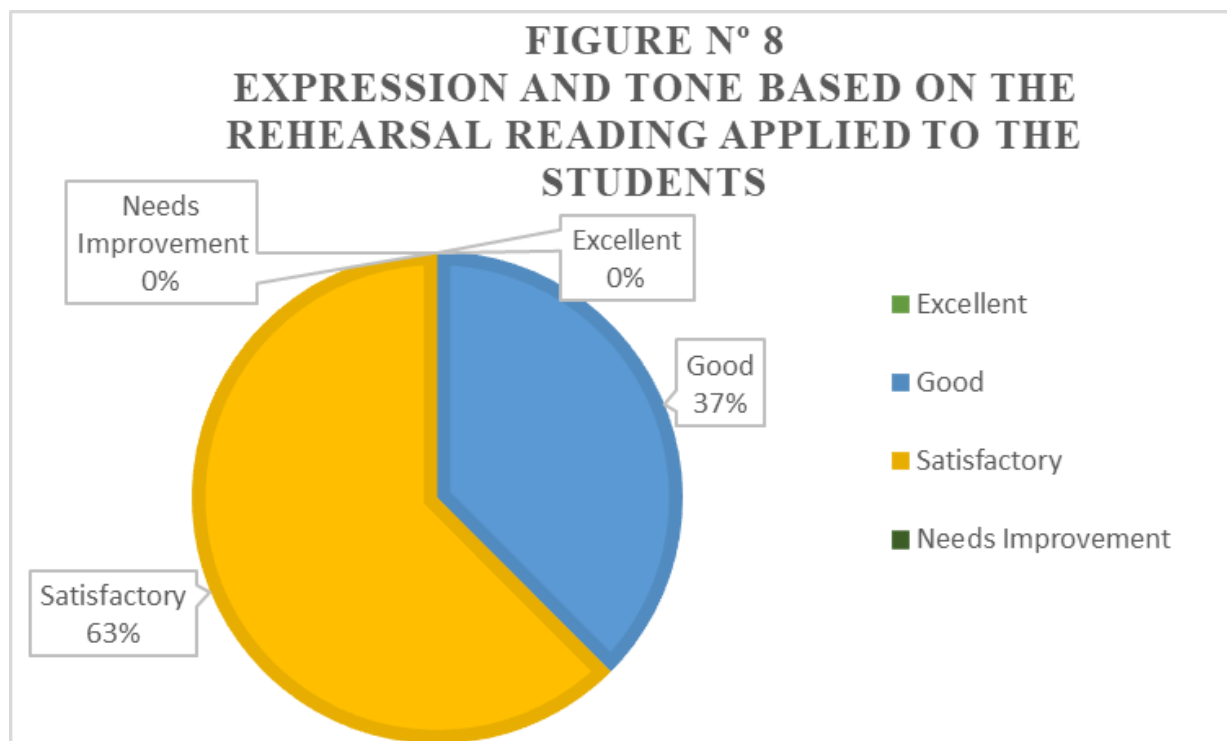
The data reveal that no student is in need of improvement, with a percentage of 0%. It is important to emphasize a considerable increase in contrast to the diagnosis of 63% of the participants who show satisfactory fluency, indicating a competent level of oral expression in English and demonstrating notable progress in the acquired knowledge.

The 37% of the participant population showed fluency considered. This This particular data shows that the application of the improved practices provided them th vital and significant support, revealing an ability to absorb and apply what was suggested. On the other hand, there were no students in the need for improvement category or in the excellent fluency level. These results indicate a noticeable success in improving English fluency and establish a solid foundation for its development.

#### 4.2.8 Table N°8 . Rehearsal reading evaluation

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Expression/ Tone	0%	0	37%	3	63%	5	0%	0	100	8

**Note: Taken from the rehearsal evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 8: Evaluation of expression and tone in the rehearsal reading evaluation.*

At the end of the diagnostic process and application of two evaluative practices, we also sought to evaluate the expression and tone in English; after their application, these were directed to fifth-grade students through reading short texts; the following results were obtained. In the first place, 0% of the students need improvement, indicating that a crucial advance in the communicative aspect is demonstrated. 63% exhibit satisfactory expression and tone, showing a

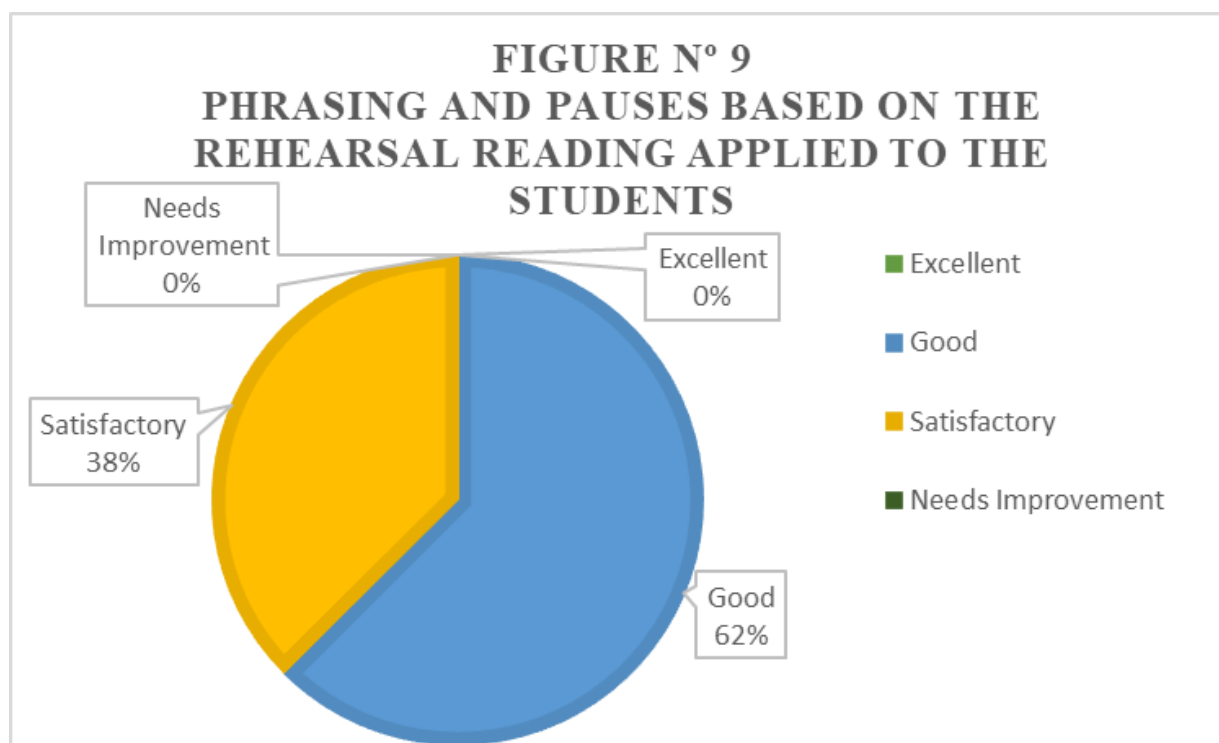
positive performance in the expression of emotions and tone when speaking or expressing themselves in English.

It is certainly encouraging to note that 37% have achieved not only a noticeable improvement but an expression and tone that is considered good, which is a counterpoint to what was applied in the diagnosis, demonstrating progress. In the category of excellent, 0% of students are located in this category. Therefore, the global results reflect significant progress in communicative competencies, and if they continue to be motivated in their classes, they can become excellent.

#### 4.2.9 Table N°9 . Rehearsal reading evaluation

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Phrasing and Pauses	0%	0	62%	5	38%	3	0%	0	100	8

**Note: Taken from the rehearsal evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 9: Evaluation of phrasing and pauses in the rehearsal reading evaluation*

In the application of phrasing and pauses in English, Table 9 shows that through the analysis and development of depth of reading, using short texts as tools for their linguistic development, it was possible to provide opportunities for correction, allowing students to correct errors identified during the first application (diagnosis and first practice).

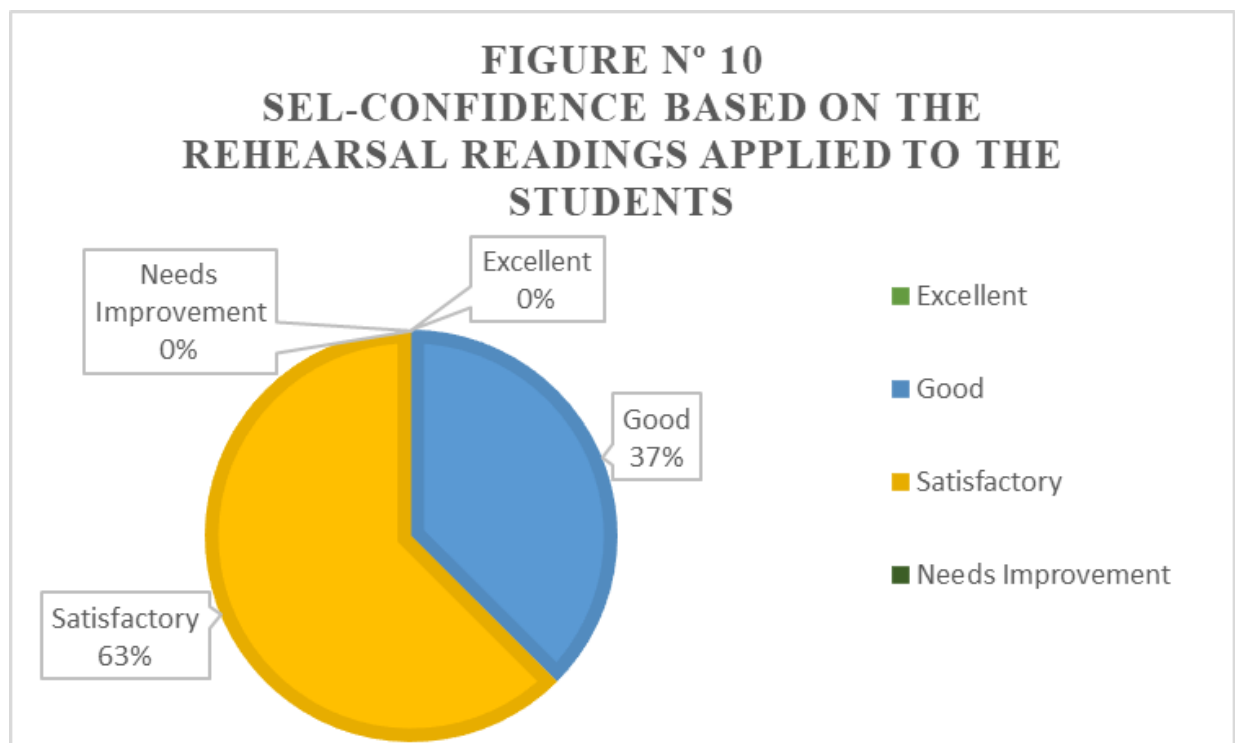
The results reveal that in the area of phrasing and pausing, 0% of the participants showed a need for significant improvement, suggesting a basis and understanding on the part of the student body. 63% showed satisfactory pausing and phrasing in implementing norms and grammatical respect when reading, marking a palpable advance in this aspect.

The 37% stood out with a good execution of pauses, but also in a phrasing that denotes comprehension and expressiveness when reading the texts provided. With these percentages, the practice with the students has left a significant teaching in the skill of phrasing and pauses. However, by cultivating reading practice in them, this percentage can be increased in the school.

**4.2.10 Table N°10 . Rehearsal reading evaluation**

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Self-Confidence	0%	0	37%	3	63%	5	0%	0	100	8

**Note: Taken from the rehearsal evaluation rubric  
RV: Reasonable Value – ABV: Absolute Value**



*Figure10 : Evaluation of self-confidence in the rehearsal reading evaluation.*

The results of Table 10, focused on the evaluation of self-confidence in reading aloud in English among fifth-grade students, emanate a reflection since, after having conducted diagnostics and applied two reading practices of short texts, many students improved their skills. Sixty-three percent of the students showed self-confidence when reading satisfactorily, highlighting improved confidence when approaching texts in public following the previous processes. Thirty-seven

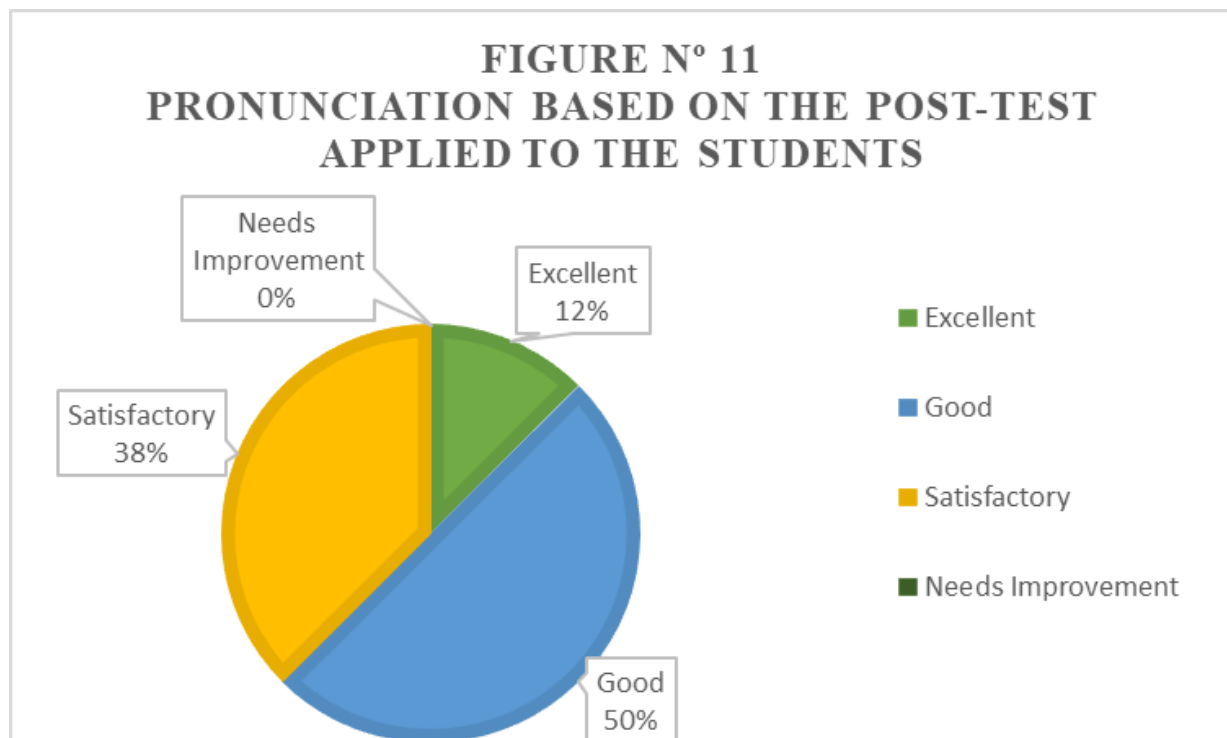
percent showed good confidence when facing the challenge of reading aloud. It is vital and encouraging to show through the table and figure that no student was categorized as needing improvement in confidence in reading aloud.

Each participant showed improvement in their confidence during the second practice and their self-confidence in reading. Although 0% showed excellent confidence, it is worth noting that there were notable improvements based on the previous tables with respect to self-confidence when expressing themselves and reading aloud in English in class, which makes this pedagogical approach investigated in this final graduation work even more pertinent.

#### 4.2.11 Table N°11. Post-test

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Pronunciation	12%	1	50%	4	38%	3	0%	0	100	8

**Note: Taken from the post-test evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 11 : Evaluation of pronunciation in the post-test evaluation.*

The results obtained in Figure 11 show how much the students have improved by constantly practicing with the short stories, resulting in 12% of the students achieving excellent pronunciation based on their school level. The readings provided during this post-test were similar to the previous readings, and it was concluded that the repetition of words was crucial to reaching this result.

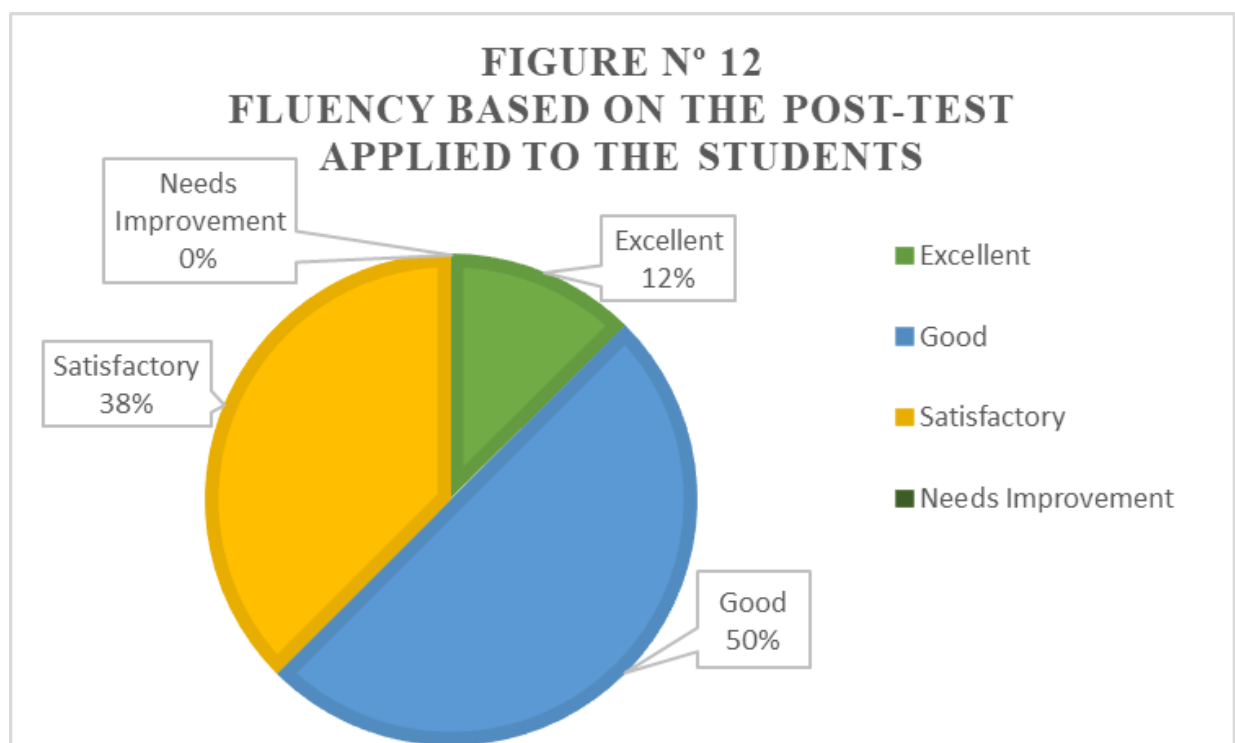
In addition, in another instance, it is shown that 50% of the students obtained a good pronunciation in their final result. Several of the students showed an improvement thanks to the corrections they were given at the time. On the other hand, 38% of the students obtained a satisfactory result, showing the need to implement more practices in relation to those given.

Finally, the results show that 0% of the students need to improve their pronunciation when reading, thus giving a good result in this area.

#### 4.2.12 Table N°12 . Post-test

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Fluency	12%	1	50%	4	38%	3	0%	0	100	8

**Note: Taken from the post-test evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 12: Evaluation of fluency in the post-test evaluation.*

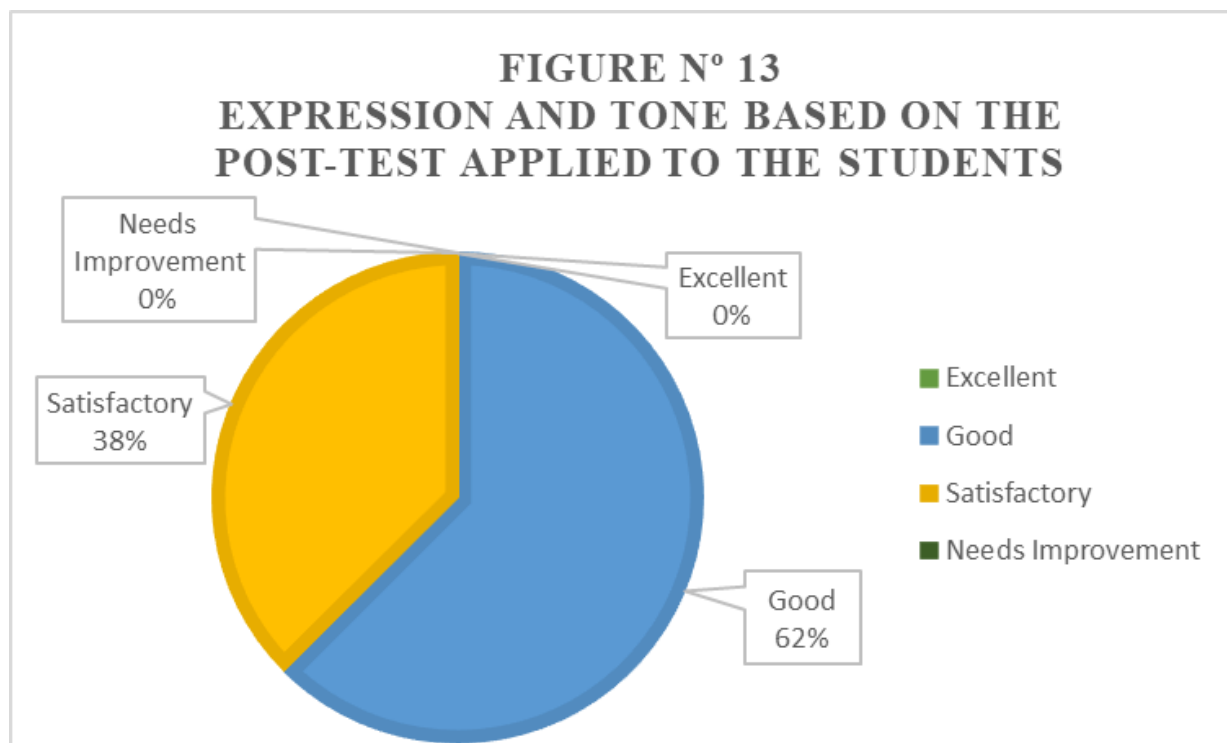
Based on the results of Figure number 12, students' fluency is noticeably and positively impacted, with 12% of the population achieving excellent fluency, demonstrating a more precise skill in reading aloud. Furthermore, another improvement observed was in students achieving a 50% proficiency in good fluency. Analyzing their reading abilities is a promising sign that students can enhance their skills when reading and learning strategies are employed properly.

38% of students achieved a satisfactory score, indicating a deficiency in fluency that needs to be addressed through various practices and methodologies to facilitate improvement. Lastly, 0% of students demonstrated that they do not need improvement in terms of fluency.

**4.2.13 Table N°13. Post-test**

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Expression and Tone	0%	0	62%	5	38%	3	0%	0	10	8

**Note: Taken from the post-test evaluation rubric  
RV: Reasonable Value – ABV: Absolute Value**



*Figure 13: Evaluation of expression and tone in the post-test evaluation.*

Through the obtained rubric, it is crucial to note the significant change that students underwent regarding expression and tone. An excellent result was not achieved, yielding a 0%; however, 62% of the students who underwent the reading demonstrated good intonation and expression when reading the provided format. Nevertheless, this was the result of various

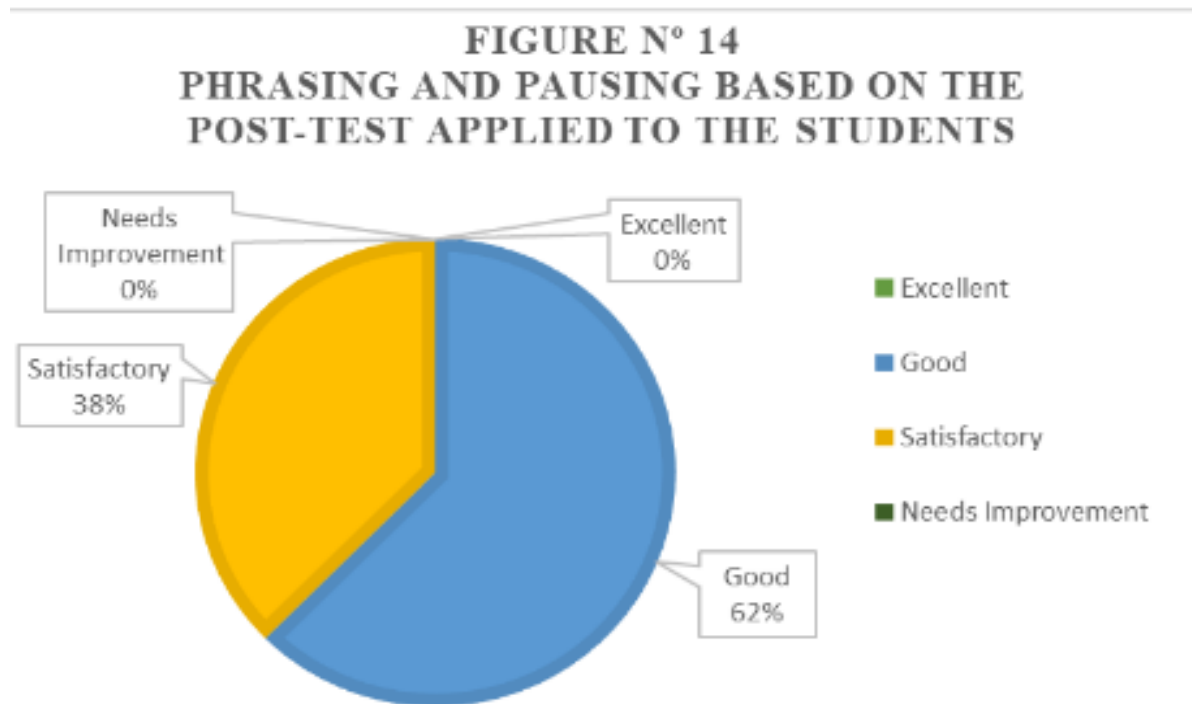
continuous practices with each student. On the other hand, the remaining 38% of the population achieved a satisfactory result, indicating some confusion in understanding the material read and, consequently, an inability to produce it correctly.

Regarding the last result, 0% of the students require improvement, concluding a notable enhancement during the application process.

**4.2.14 Table N°14. Diagnostic Rubric - PRE- Test**

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
<b>Phrasing and pauses</b>	0%	0	62%	5	38%	3	0%	0	100	8

**Note: Taken from the post-test evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 14 : Evaluation of phrasing and pauses in the post-test evaluation.*

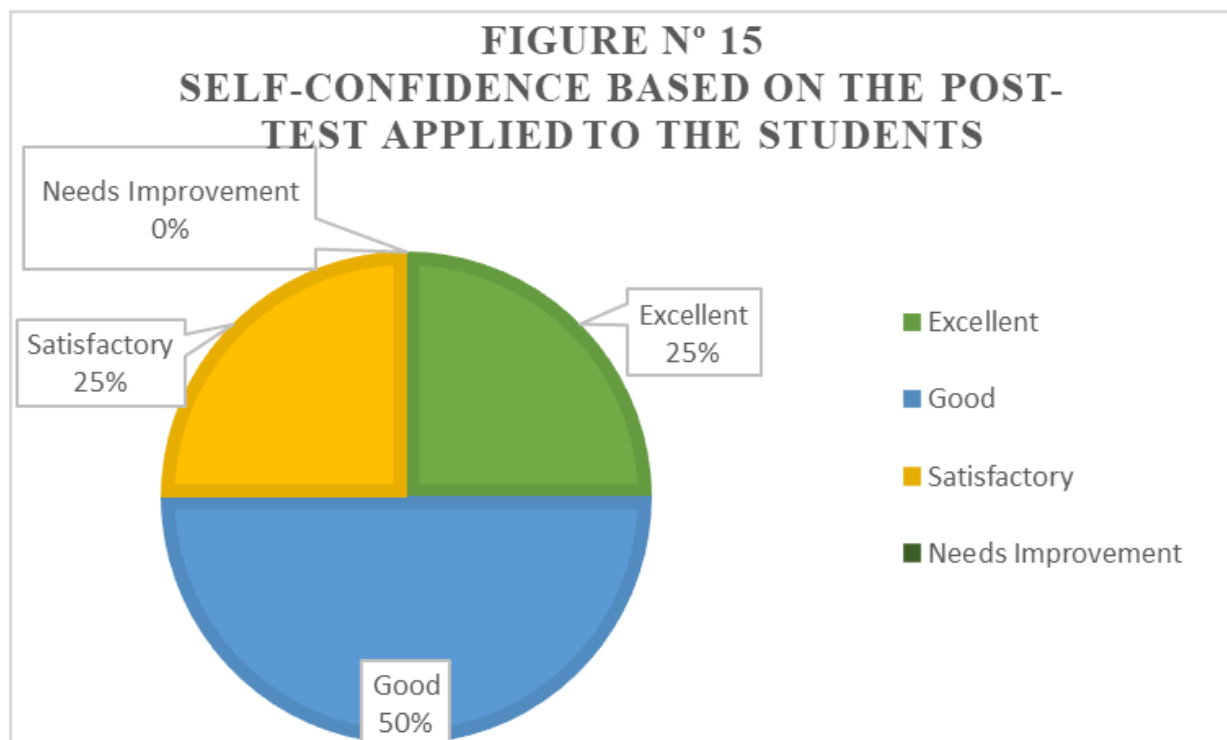
In the previous figure, it is evident that there was a significant improvement in the pauses made by students when the importance of periods and commas in a text was explained to them. A 0% result was obtained for excellent student participation in consistent pauses for periods and commas. However, 62% of the population achieved a "good" result, attributed to the constant emphasis on when they should stop to take a breath and continue. This marked a drastic change, considering that initially, students needed more knowledge of executing these pauses appropriately.

Only 38% of students achieved a "satisfactory" result, as they occasionally skipped these crucial pauses that were essential for conveying a clear understanding of the text. Nevertheless, 0% of them did not require any improvement because they already possessed a basic understanding of what needed to be done

#### 4.2.15 Table N°15 . Post-test

Criteria	Excellent		Good		Satisfactory		Needs Improvement		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Self-Confidence	25%	2	50%	4	25%	2	0%	0	100	8

**Note: Taken from the post-test evaluation rubric**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 15 : Evaluation of self-confidence in the post-test evaluation.*

Figure number 15 illustrates a highly positive change in students' self-confidence, as initially, facing new readings they had never encountered posed a significant challenge. Thanks to the process of practice and teaching, a safety bridge was built, resulting in 25% of students eventually reading in a very natural and self-assured manner. On the other hand, 50% of students

achieved a good outcome while reading without any issues. With further work in these areas, students can attain a very high level of confidence over time.

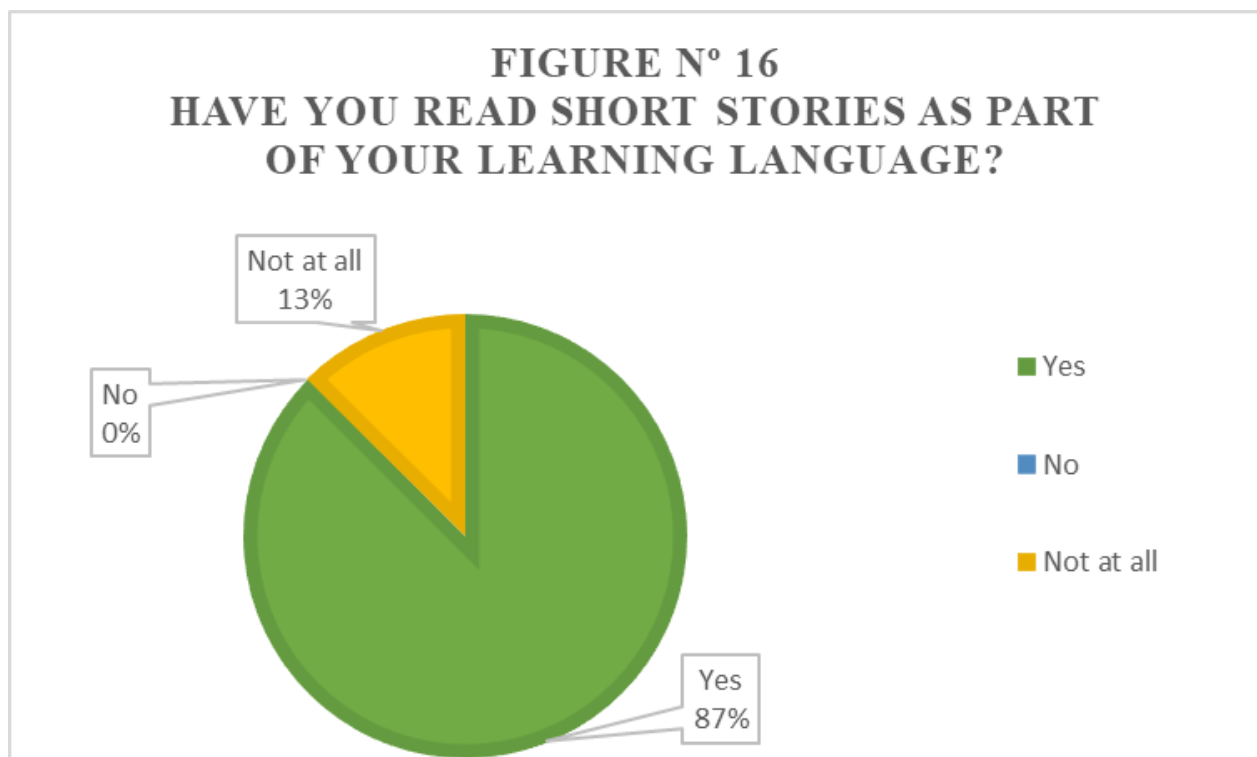
Another satisfying result was obtained, as initially, students had very low confidence due to embarrassment when making mistakes, especially during their first attempts at reading aloud. Significantly, 0% of the population required improvement in enhancing that internal courage, as gradual improvement was observed over time.

#### 4.2.16 Table N°16. Survey

Criteria	Yes		No		Not at all		Total	
Question 1	RV	ABV	RV	ABV	RV	ABV	RV	ABV
	87%	7	0%	0	13%	1	100	8

**Note: Taken from the survey**

**RV: Reasonable Value – ABV: Absolute Value**



*Figure 16: Percentages of responses obtained through the survey of fifth-grade students, corresponding to question 1.*

In summary, the survey results regarding question 1, "Have you read short stories as part of your language learning?" reveal a notable interest and commitment from the majority of participants toward reading short stories. A significant 87% affirmed reading such stories for language learning purposes, while 13% stated not having done so. Furthermore, the absence of

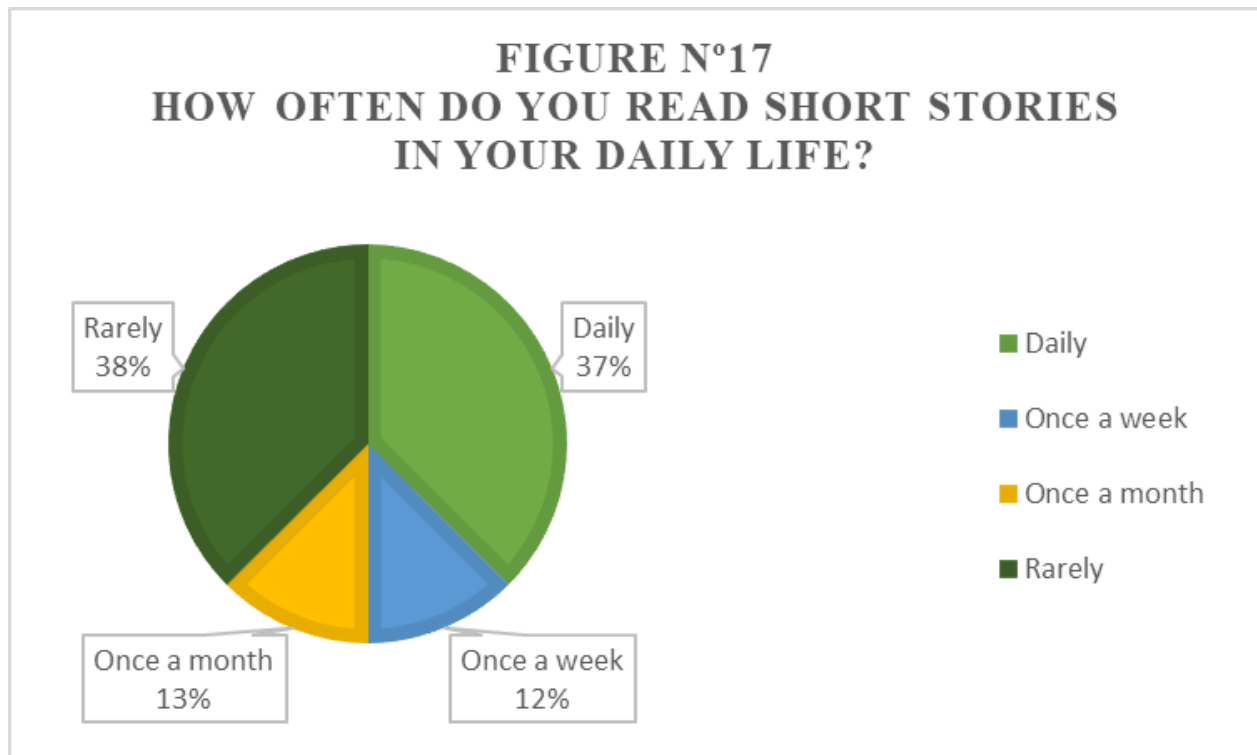
negative responses (0%) suggests that reading short stories is recognized as beneficial in the context of language learning.

These findings support the notion that including short stories is an effective and widely accepted strategy to enhance the language acquisition process for student populations at levels such as fifth grade.

**4.2.17 Table N°17. Survey**

Criteria	Daily		Once a week		Once a month		Rarely		Total	
<b>Question 2</b>	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
	37%	3	12%	1	13%	1	38%	3	100	8

**Note: Taken from the survey**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 17: Percentages of responses obtained through the survey of fifth-grade students, corresponding to question 2.*

On the other hand, the survey results regarding question 2, "How often do you read short stories in your daily life?" reveal that most participants rarely read short stories, accounting for 38%. However, 37% claim to read these stories daily, 13% stated reading short stories once a month, and 12% expressed reading once a week.

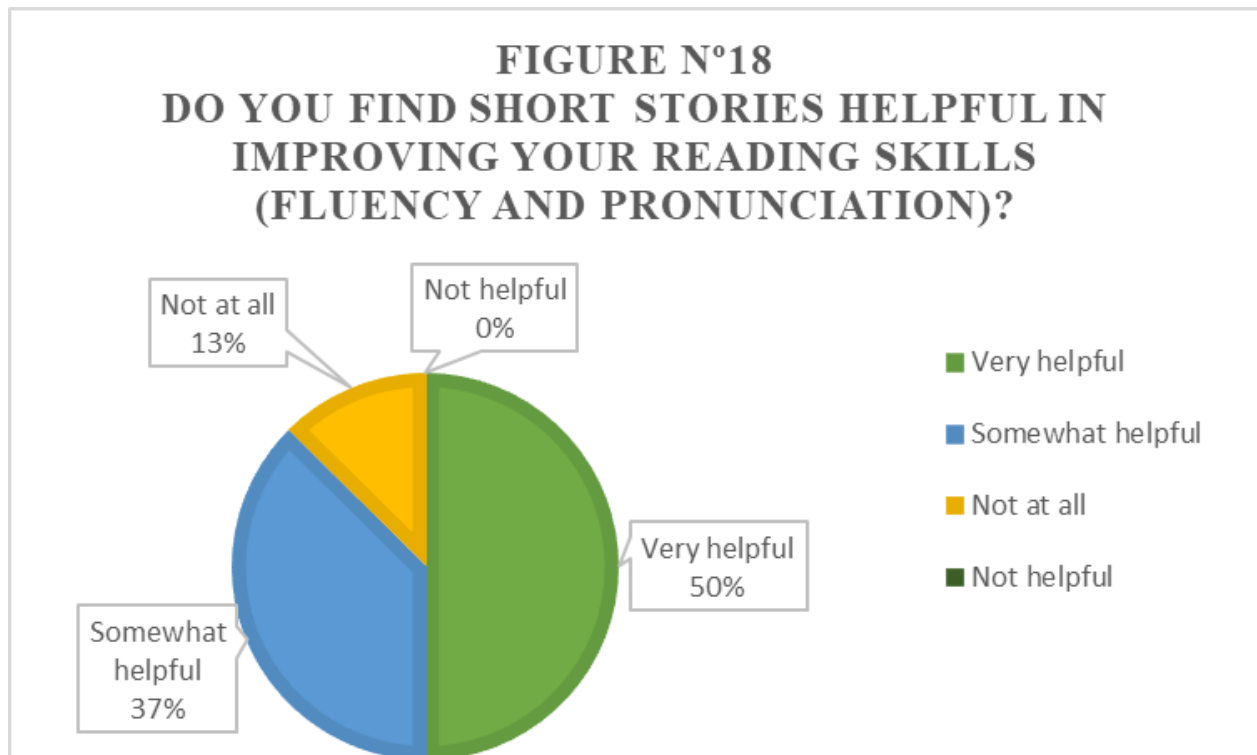
These findings support the idea that it is crucial to recognize the effective time students dedicate to reading, and this can be a determining factor in their acquisition of skills for learning a new language.

#### 4.2.18 Table N°18. Survey

Criteria	Very helpful		Somewhat helpful		Not at all		Not helpful		Total	
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
Question 3	50%	4	37%	3	13%	1	0%	0	100	8

**Note: Taken from the survey**

**RV: Reasonable Value – ABV: Absolute Value**



*Figure 18: Percentages of responses obtained through the survey of fifth grade students, corresponding to question 3.*

The survey results for question 3, "Do you find short stories helpful in improving your reading skills (fluency and pronunciation)?" reveal that the majority of participants perceive short stories as a significant tool for enhancing their reading abilities, including fluency and pronunciation. Therefore, 50% of responses indicate that short stories are "very helpful," while

37% consider them "somewhat helpful." In these percentages, there is a positive consensus regarding the positive impact of this resource.

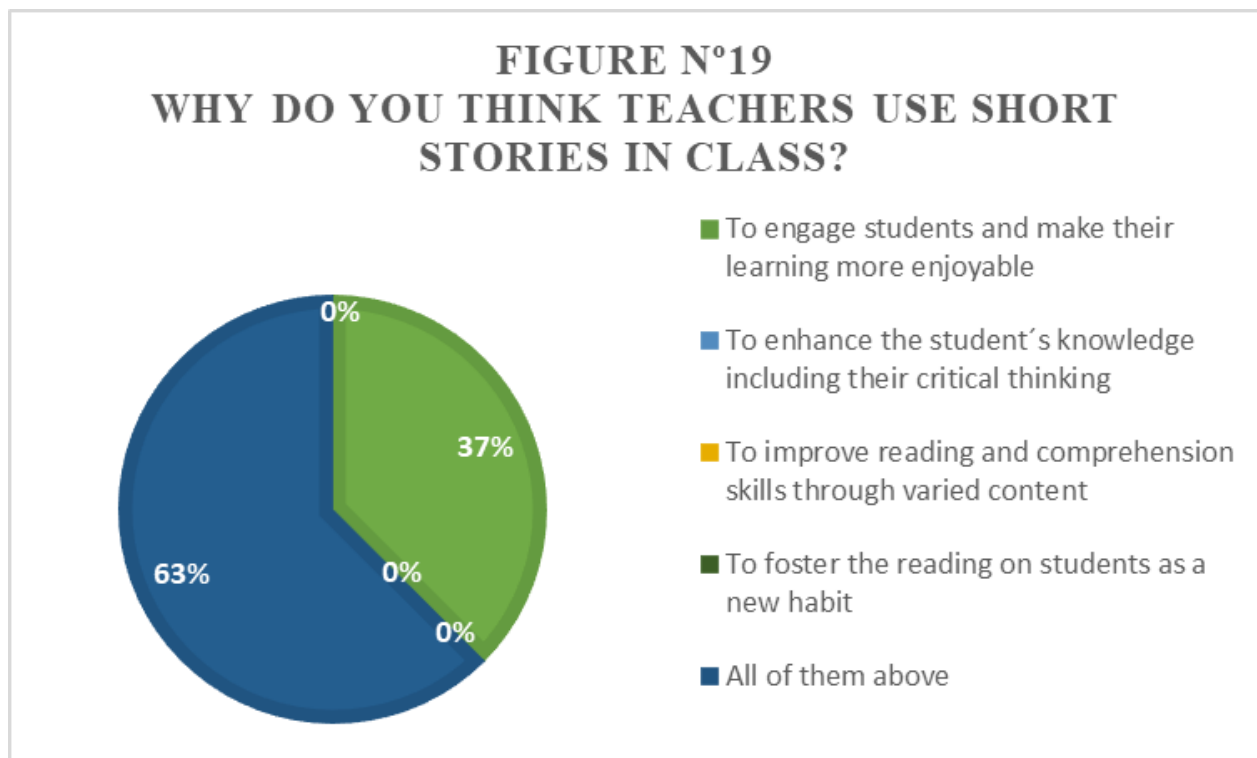
On the other hand, 13% mentioned "not at all," and no participant considered short stories to be unhelpful (0%). Based on this, a generally positive perception of the effectiveness of such a reading strategy in learning is highlighted.

#### 4.2.19 Table N°19. Survey

Criteria	To engage students and make their learning more enjoyable		To enhance the student's knowledge, including their critical thinking		To improve reading and comprehension skills through varied content		To foster the reading on students as a new habit		All of them above		Total	
Question 4	RV	ABV	RV	ABV	RV	ABV	RV	ABV	Rv	Abv	RV	ABV
	37%	3	0%	0	0%	0	0%	0	63%	5	100	8

**Note: Taken from the survey**

**RV: Reasonable Value – ABV: Absolute Value**



*Figure 19: Percentages of responses obtained through the survey of fifth grade students, corresponding to question 4.*

In conclusion, the survey results for question 4, "Why do you think teachers use short stories in class?" reveal that the majority of participants, specifically 63%, perceive that teachers use short stories in class with the goal of enhancing students' knowledge, including their critical thinking.

On the other hand, 37% believe that the use of short stories aims to engage students and make their learning process more enjoyable. These results highlight the diversity of pedagogical approaches that underscore the importance of narrative in the classroom, fostering meaningful and comprehensive learning experiences for students.

#### 4.2.20 Table N°20. Survey

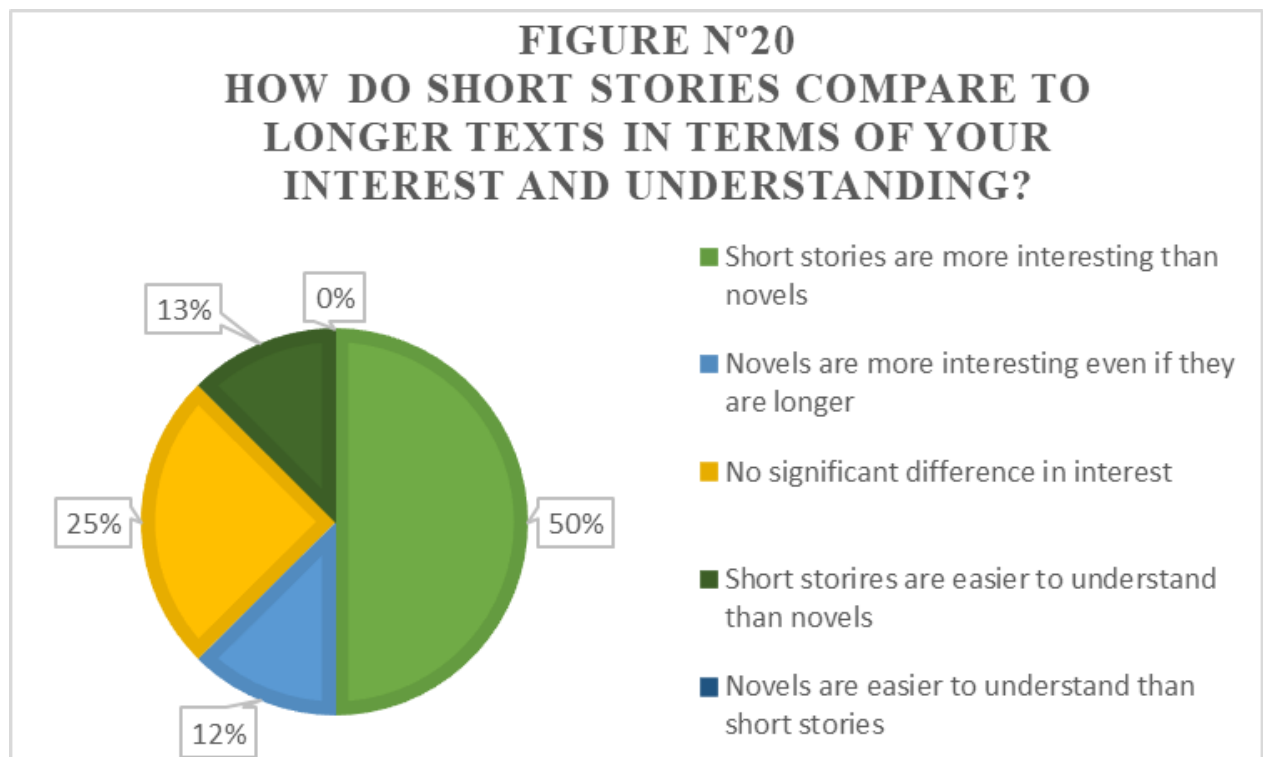
---

<b>Criteria</b>	Short stories are more	Novels are more interesting	No significant	Short stories are easier to	Novels are easier ton understand	Total
-----------------	------------------------	-----------------------------	----------------	-----------------------------	----------------------------------	-------

---

Question	interesting than novels		even if they are longer		difference in interest		understand than novels		than short stories		RV	ABV
	RV	ABV	RV	ABV	RV	ABV	RV	ABV	Rv	Abv		
5	50%	4	12%	1	25%	2	13%	1	0%	0	100	8

**Note: Taken from the survey**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 20: Percentages of responses obtained through the survey of fifth grade students, corresponding to question 5.*

In relation to the previous results, for question 5, "How do short stories compare to longer texts in terms of your interest and understanding?" it can be inferred that there is a diversity of opinions regarding the preference and comprehension of short stories compared to longer texts such as novels. Fifty percent (50%) of the participant population finds more interest in short stories, while 13% believe that short stories are easier to understand, emphasizing the effectiveness of this format in the clarity of literary expression, especially in a second language.

On the other hand, 12% of participants indicated that novels are more interesting despite their length, and 25% do not perceive a significant difference in interest. There is considerable room for diversity in the tastes and preferences of students. Additionally, it is noteworthy that none of the participants asserted that novels are easier to understand than short stories, suggesting a trend towards a preference for clear narrative in their reading.

**4.2.21 Table N°21. Survey**

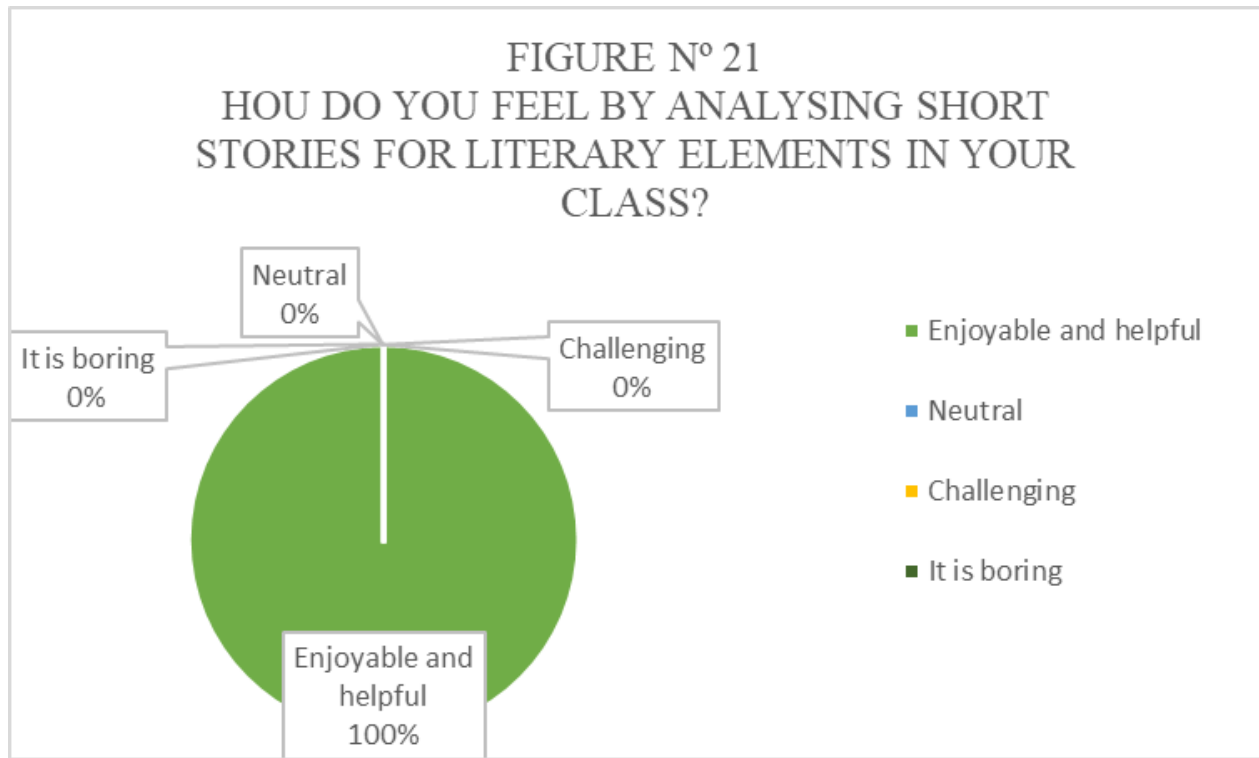
---

<b>Criteria</b>	Enjoy and helpful	Neutral	Challenging	It is boring	Total
-----------------	-------------------	---------	-------------	--------------	-------

---

Question 6	RV	ABV	RV	ABV	RV	ABV	RV	ABV	RV	ABV
	100%	8	0%	0	0%	0	0%	0	100	8

**Note: Taken from the survey**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 21: Percentages of responses obtained through the survey of fifth grade students, corresponding to question 6.*

Regarding question 6, "How do you feel analyzing short stories for literary elements in your class?" survey results revealed that 100% of participants find analyzing literary elements in short stories enjoyable and useful during their classes. Therefore, this significant level of satisfaction suggests that the activity is well-received and perceived as a positive tool by all participants. This positive feedback supports students' effectiveness and appreciation toward reading short stories, indicating that it is an advancement in their educational experience through playful teaching.

**4.2.22 Table N°22. Survey**

---

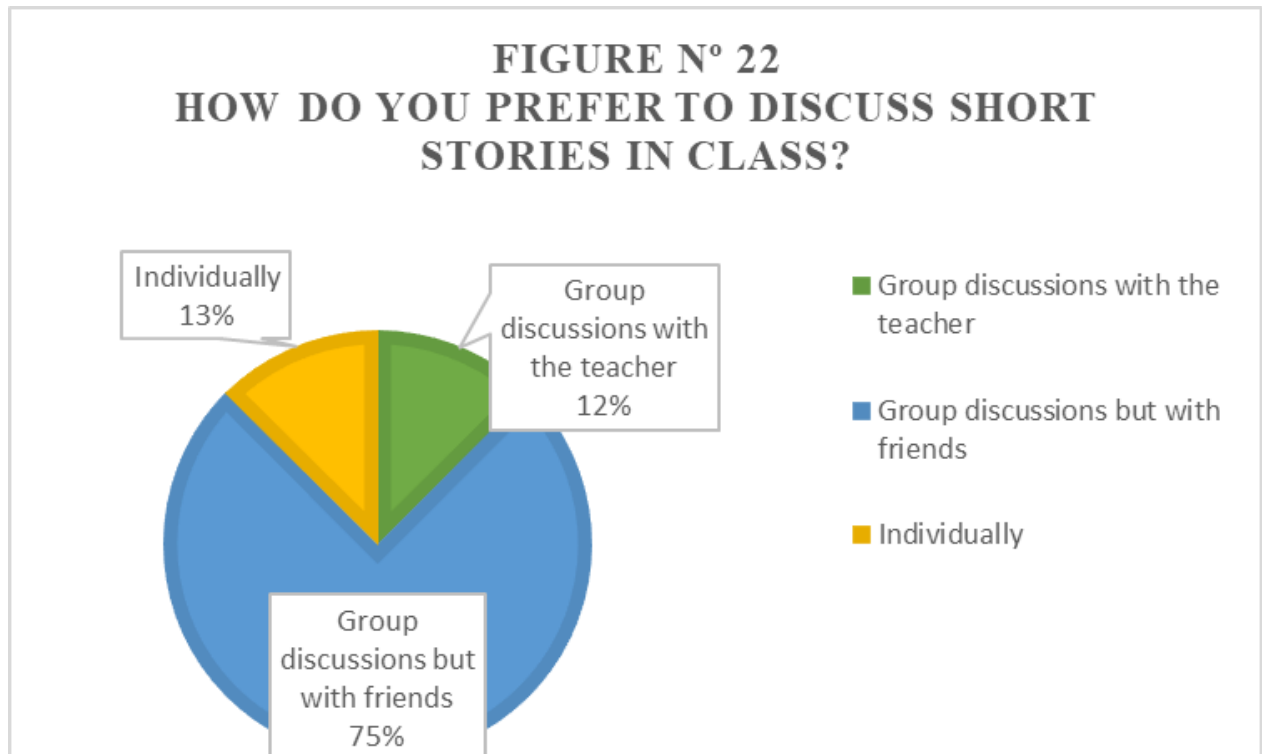
<b>Criteria</b>	Group discussion with the teacher	Group discussion but with friends	Individually	Total
-----------------	-----------------------------------	-----------------------------------	--------------	-------

---

Question	RV	ABV	RV	ABV	RV	ABV	RV	ABV
7	12%	1	75%	6	13%	1	100	8

**Note: Taken from the survey**

**RV: Reasonable Value – ABV: Absolute Value**



*Figure 22: Percentages of responses obtained through the survey of fifth-grade students, corresponding to question 7.*

In conclusion, the survey results for question 7, "How do you prefer to discuss short stories in class?" reveal that the majority of participants, 75% to be precise, prefer discussing short stories through group interactions with their friends, providing and choosing an approach in an environment that encourages participation. On the other hand, 12% opt for group discussion with the teacher, suggesting a preference for discussions more guided by an instructor, in this case, the teacher. The remaining 13% prefer to address the stories individually, leaning towards a more

personal analysis. These results provide valuable data to tailor teaching strategies and create an environment that responds to the needs and preferences of the student body.

**4.2.23 Table N°23. Survey**

---

<b>Criteria</b>	Mysterious	Science fiction	Suspense	Horror	Fantasy	Total
-----------------	------------	-----------------	----------	--------	---------	-------

---

Question 8 RV ABV RV ABV RV ABV RV ABV RV ABV RV ABV

12% 1 25% 2 12% 1 38% 3 130% 1 100 8

Note: Taken from the survey  
RV: Reasonable Value – ABV: Absolute Value

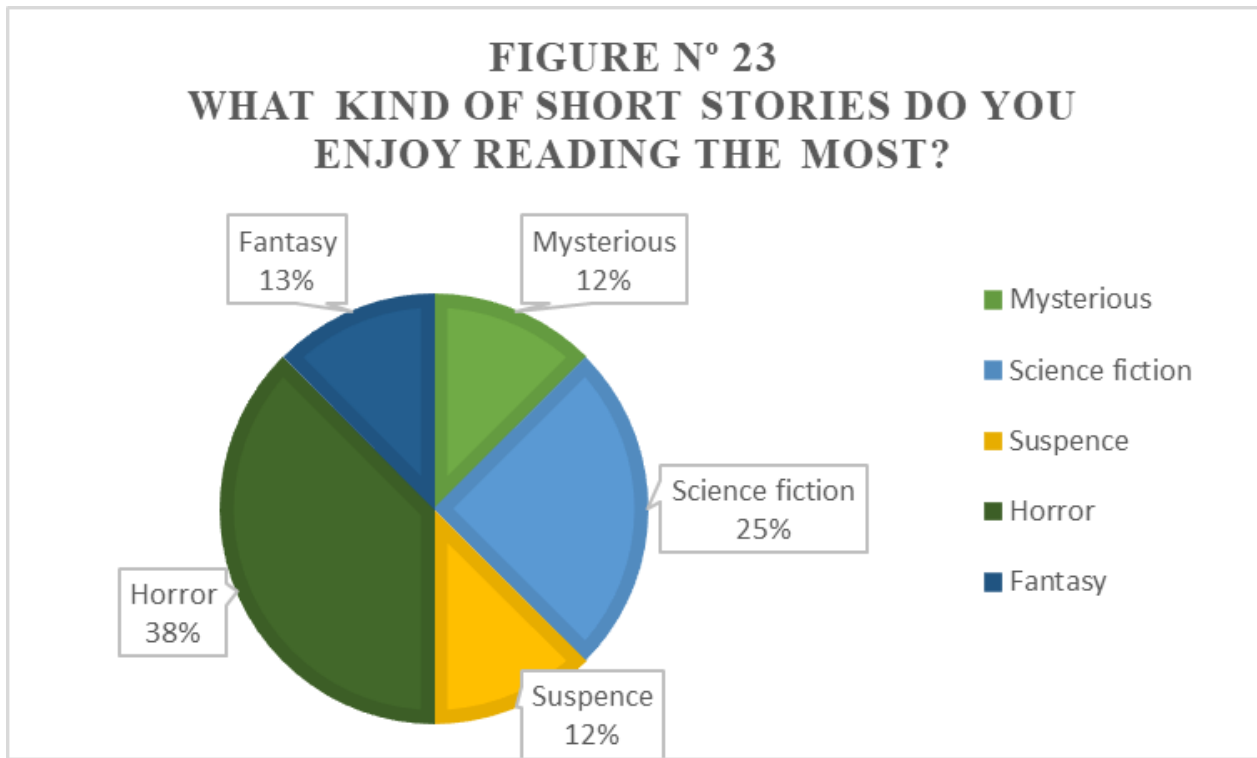


Figure 23: Percentages of responses obtained through the survey of fifth grade students, corresponding to question 8.

The results obtained in Figure number 23 regarding question 8, "What kind of short stories do you enjoy reading the most?" shows that each student has different preferences based on the genre presented to them. Twelve percent (12%) of students are drawn to mystery readings. Twenty-five percent (25%) find more enjoyment in science fiction readings. Twelve percent (12%) prefer suspenseful stories. Thirty-eight percent (38%) of the population lean towards horror stories as their favorite genre, and finally, twelve percent (12%) are interested in fantasy readings. In

conclusion, each student has their own tastes and preferences regarding the genres presented to them.

**4.2.24 Table N°24. Survey**

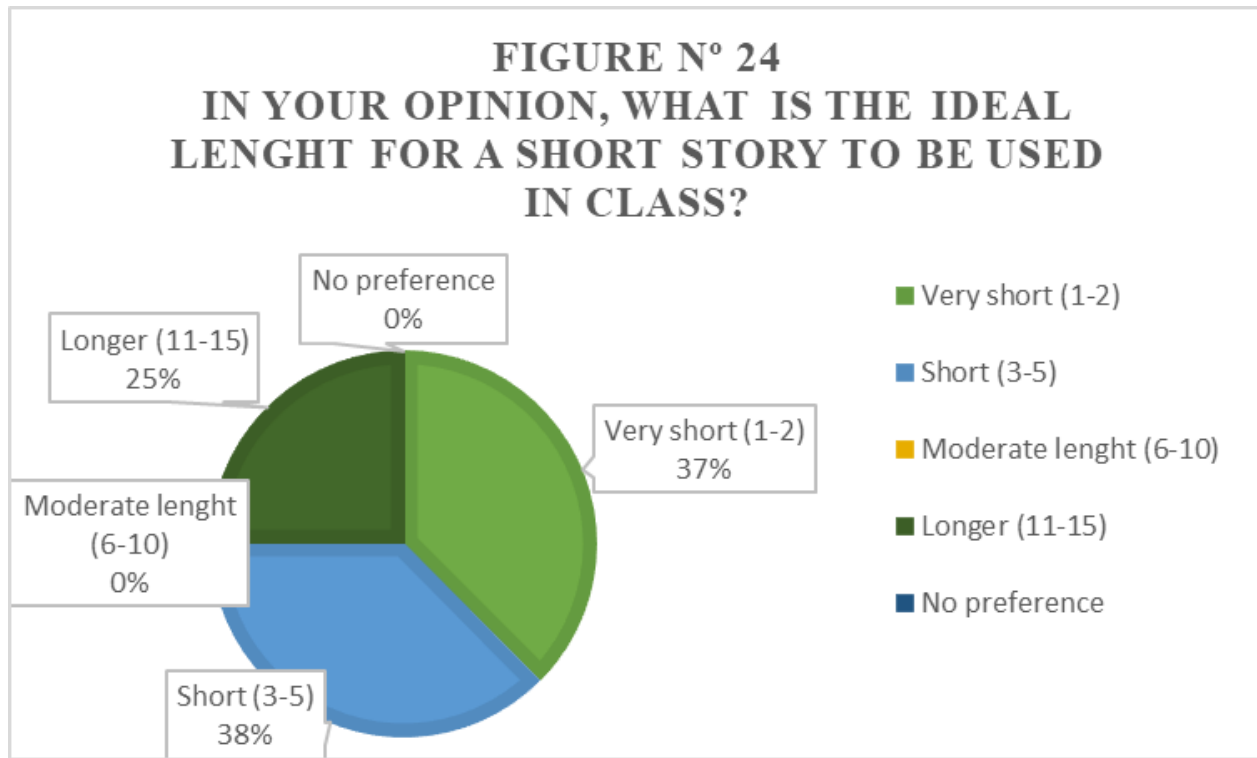
---

<b>Criteria</b>	Very short (1-2)	Short (3-5)	Moderate length (6-10)	Longer (11- 15)	No preference	Total
-----------------	---------------------	-------------	---------------------------	--------------------	------------------	-------

---

Question	RV	ABV	RV	ABV	RV	ABV	RV	ABV	Rv	Abv	RV	ABV
9	37%	3	38%	3	0%	0	25%	2	0%	0	100	8

**Note: Taken from the survey**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 24: Percentages of responses obtained through the survey of fifth-grade students, corresponding to question 9.*

This figure presents a wide variety of preferences among students, indicating that 37% believe that ideal readings should be 1 to 2 pages at most, deeming it sufficient for effective learning. Thirty-eight percent (38%) of students consider it ideal for short stories to contain approximately 3 to 5 pages for their reading enjoyment. Twenty-five percent (25%) of students prefer slightly more developed stories, with around 11 to 15 pages. Lastly, it was found that none of the students are satisfied with readings in the 6 to 10 pages range. This leads to the conclusion that everyone enjoys in their own way without creating an environment of boredom.

**4.2.25 Table N°25. Survey**

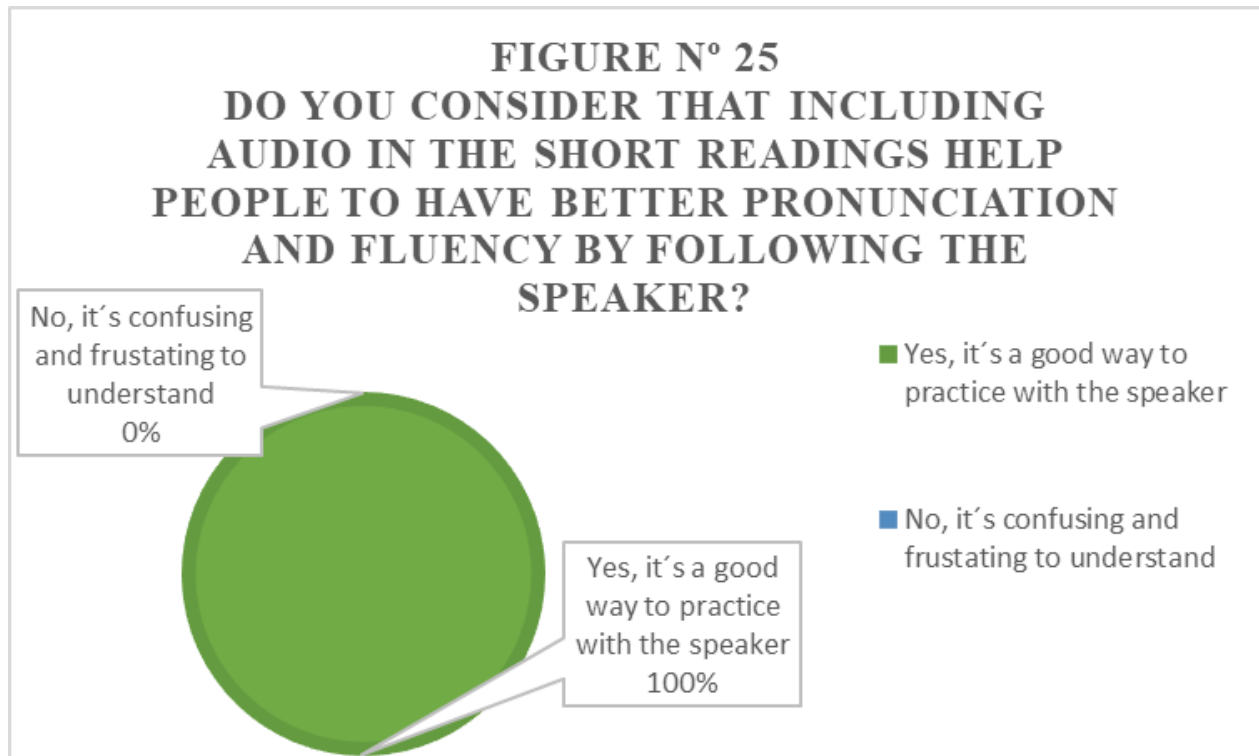
---

<b>Criteria</b>	Yes, it is a good way to practice with the speaker	No, it is confusing and frustrating to understand	Total
-----------------	--	---	-------

---

Question	RV	ABV	RV	ABV	RV	ABV
10	100%	8	0%	0	100	8

**Note: Taken from the survey**  
**RV: Reasonable Value – ABV: Absolute Value**



*Figure 25: Percentages of responses obtained through the survey of fifth grade students, corresponding to question 10.*

This table shows that 100% of students favor having readings with audios, allowing them to clarify doubts about how words are pronounced and resulting in a better understanding of multiple areas in which they could improve. 0% of students agree with the opposite of the initial result, highlighting the vital importance of including audio in readings for their learning process.

## **Chapter V**

### **Conclusions and Recommendations**

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

The present thesis entitled "The Benefits of Using Short Readings as a Strategy for the Acquisition of Better Pronunciation Alongside Student's Fluency to Foster the Practice of Reading in Students of 5th-Grade at Escuela Patio de Agua in Vázquez de Coronado During the First Quarter, 2024" represents a detailed analysis of the positive effects that emerged from the implementation of short readings as a pedagogical and playful tool in educational centers, especially in the teaching of a second language. For this reason, throughout this research, visits were made to Patio de Agua School located in Coronado, covering everything from an initial diagnosis and a survey to understand their reading abilities to interactive reading practices with the participants.

The first phase of the research consisted of a diagnostic visit, which allowed the evaluation of language skills and specific difficulties that the participating population (fifth grade) faced when learning a second language. Subsequently, a survey was conducted to comprehend the students' literary preferences and reading abilities in this specific grade, identifying their preferences regarding this type of mediation strategy. Due to their ages, the questions had to be explained to them as they needed to understand English fully. However, the students were called in pairs to read and answer the questions assigned to them by the researcher. This approach was chosen to avoid interfering with the teachers' classes in charge of the students when the information was collected.

Three short reading practices were designed and implemented to assess the progress of the students in terms of pronunciation and fluency in the second language. These practices measured the results and provided spaces for improvement, the acquisition of new vocabulary in English, and the promotion of a liking for reading. It is important to mention that the fifth-grade students felt nervous during the initial days as they had yet to engage in such an activity, especially in English.

However, after the first visit, the students gained confidence and became more cooperative, facilitating dialogue and explaining the activities conducted with them.

In this conclusion, the findings derived from these activities will be presented, and the objectives set for this research will be fulfilled within the educational context of Patio de Agua School.

## **5.2 Conclusions**

### **5.2.1 Specific objective #1.**

- To identify the common pronunciation and fluency problems that the students of fifth grade may present when reading aloud through reading techniques.

#### **Conclusion of the objective**

For objective #1 of this research, an effective identification of common pronunciation and fluency issues was achieved. This was accomplished through visits to the institution, focusing on observing students in their academic environment and their handling of a second language.

This allowed for an assessment that provided a more thorough understanding of the student's difficulties. Therefore, a comprehensive diagnosis was implemented. This diagnosis was based on an assessment rubric designed from a literary perspective, which objectively measured students' pronunciation and fluency as they read aloud the short readings presented to them. The results obtained from this evaluation process significantly highlighted the specific areas in which students faced challenges, forming the basis for addressing the subsequent objectives of this research.

Additionally, it is crucial to highlight that, beyond identifying these small but significant challenges, they have impacted students due to insufficient support in situations where they make mistakes and must be corrected appropriately. It is essential to remind students that errors are opportunities for improvement constantly, and experiencing some discomfort while reading aloud in front of others is entirely natural. Motivation plays a fundamental role in teaching, serving as the reflection in which students can find inspiration, demonstrating that this process is not only educational but also rewarding and worthy of enjoyment.

It is important to emphasize that the observation and diagnosis not only confirmed the existence of challenges in pronunciation and fluency but also provided insights for reinforcement by teachers for future interventions and educational improvements. The proposed objective was successfully achieved because both observation and diagnosis proved to be tools that guided the research for the practices intended for the planned visit to address these challenges. This recognition affirms that using short stories as a reading technique can be a relevant and key mediation strategy in the learning process of the participants.

### **5.2.2 Specific objective #2.**

- To apply activities that may rehearse the students' fluency and pronunciation, such as short readings over a short period, to improve their learning process.

### **Conclusion of the objective**

Concerning objective #2 of this research, it has been effectively evidenced that the goal has been successfully achieved. Through the process involving the visit to the educational center, a

diagnosis, and the observation of the student's linguistic skills, an approach was developed that addressed objective one and set the stage for implementing these activities.

During these visits to the institution, specific challenges faced by fifth-grade students in terms of their fluency and pronunciation in English were identified. This diagnostic phase was essential to understanding the participant's individual needs and observing whether the pedagogical strategy sought to implement (the use of short stories) was pertinent to improving pronunciation and fluency in the practice of a second language.

Incorporating short readings into learning a second language, in this case, English, has proven to be significant for acquiring improved pronunciation and fluency in the language. These activities not only provide students with the opportunity to familiarize themselves with the sounds of the language but also offer them the chance to engage with expressions of feelings and vocabulary in a more accessible and appealing manner. Short readings allow for gradual progress in English, facilitating comprehension. Hence, short readings are a crucial and viable tool for cultivating language skills and strengthening English communicative competence in students.

To conclude, thanks to the applied survey, students' various preferences for readings were deciphered, giving the researcher a clearer idea of the type of reading that students might enjoy. Accordingly, the decision was made to use readings of a certain length, incorporating images that aided in recognizing what was to be read. The students' facial expressions conveyed much when the readings were presented and explained. They could decipher the reading, making it a simpler way to appreciate words when reading.

### **5.2.3 Specific objective #3.**

- To assess the outcomes by applying short readings in 2 stages, the first one as a pre-test and the second one as a post-test as a strategy for rehearsing pronunciation and fluency.

### **Conclusion of the objective**

Based on these observations and diagnosis, three reading processes were implemented to address the identified difficulties, responding to this research's specific objective #3. The short stories created specifically for this population incorporated relevant pedagogical elements and visually appealing features, such as images that captured their attention and colors that further motivated them. This was done to stimulate the student's interest and make the reading more attractive.

During the first execution, some students showed difficulties in pronunciation and fluency (among other areas to be evaluated). However, after understanding and addressing their errors with the teacher's guidance, a substantial improvement was evidenced in the second and even more in the third attempt, which was documented in the designated assessment rubrics. This progress demonstrates the effectiveness of the designed activities and the student's ability to learn and improve when provided with the appropriate environment and resources.

In conclusion, implementing the short reading processes designed and adapted to the student population's needs yielded positive results. The interest in improving pronunciation and fluency in English among the participating population was stimulated by integrating attractive pedagogical and visual elements. Self-confidence played a crucial role, as motivating students with constructive feedback in a cheerful manner led to continuous improvement in other areas to be evaluated. Motivation and perseverance allowed the students to realize the significant difference between the first reading and the last one carried out. Therefore, despite the initial difficulties in

pronunciation and fluency during the first execution, teacher intervention and error review allowed for significant improvement in the second attempt, as reflected in the assessment rubrics, providing confidence and security in their learning process.

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

This segment states the research question remains unchanged, as the obtained results have met expectations, providing an enhanced understanding of the established context. Relevant results explained not only why many students lack confidence but also their deficiencies when reading short stories, thus offering a clearer perspective and addressing the main question established in Chapter 1.

“This project aims to investigate some common factors involving fifth-grade students' fluency and pronunciation skills at Escuela Patio de Agua in Vázquez de Coronado when reading short passages aloud. There should be a reason behind this situation. While these students are typically between 10 and 11, a critical question arises: Why do some need help developing their reading skills effectively?

### **5.4 Recommendations**

During the instrument application period, the researcher noticed that the implementation could have been improved in terms of the estimated time. For this research, it was established that it would take three days to collect information by applying various instruments that would be crucial for obtaining these results. However, a pleasant lack of time limited the information that could have been obtained with more days in mind. Taking 5 to 6 days into account would allow for a more thorough analysis and the acquisition of different results to enrich the research that was carried out.

It is also crucial to add that during the application period, the survey can be very useful for collecting valuable information, but only if more detailed questions are generated to help the person understand what is being asked. In this case, there was the experience that several students asked what a particular question meant because they did not fully understand it, so it had to be explained what was intended. Furthermore, this survey consisted of 10 closed-ended questions, so if more information is desired, open-ended questions could be added to allow the student to express their opinion more freely regarding the assigned question.

For future research regarding this topic, it would be nice to implement other types of activities that students enjoy while collecting information. For example, activities like completing English songs can be implemented, allowing students to listen while reading. Similarly, if the objective is to assess how much they can improve their fluency and pronunciation, this can be a great idea for the application and data collection. Another benefit is that it is related to students listening to accents, tones, word pronunciations, and pauses that people can make by simply listening.

Readings are very useful, but if you want to enrich the implementation with information and analysis, another instrument like the one mentioned above can be very helpful for anyone wishing to investigate a similar topic.

Regarding procedures, it is recommended to apply the instruments in a rotating manner rather than consecutively, as this can be tiring for students. Instead, by varying them, a more engaging environment can be created for them. Similarly, it should be organized to determine which points are desired to be analyzed and how they are intended to be achieved, so it is recommended that the type of instrument be used first.

## Annexes

### Lesson Plan for 5<sup>th</sup>-grade students

Date / Objectives	Activities Content and procedures	Skills to assess
<p>Monday, February 26th, 2024</p> <p>To assess the students' knowledge of short readings by applying a survey.</p> <p>To analyze the students' way of reading by placing them to read in pairs a short story.</p>	<p>During this day, the teacher will be introduced to the class by the school principal.</p> <p>Then, the teacher will introduce himself and give the students a brief explanation of the project to be completed.</p> <p style="text-align: center;"><b>Activities</b></p> <p><b>1/</b> The first activity to be completed is to hand out some physical surveys for the students to complete. They will be given the instructions and in case they do not understand something, the teacher will be there to help in case they need it.</p> <p><b>2/</b> The second activity to complete is a short reading (pre-test) in which the students are going to be called in pairs to take turns reading certain passages out loud.</p>	<p>The teacher will use a rubric to assess the student's progress when reading.</p> <p>Some points to assess are their pronunciation, fluency, expression/tone, pauses and phrasing, and self-confidence.</p>
<p>Thursday, February 29th, 2024</p> <p>To show understanding of how to read properly a text by teaching them some reading techniques.</p>	<p>During the second day, the teacher will apply the second reading (rehearsal reading) to the students. They will be taught some of the techniques to foster the way they read and do it better. Later that, they will be called in the same pairs to read out loud but at the same time apply the suggestions the teacher taught them. The idea is to teach them what to do when there is a comma, a period, an exclamation mark, a question mark, in what situations they can raise and fall their voice, etc.</p>	<p>The teacher will use a rubric to assess the student's progress when reading.</p> <p>Some points to assess are their pronunciation, fluency, expression/tone, pauses and phrasing, and self-confidence.</p>
<p>Tuesday, March 05th, 2024</p> <p>To assess the students' outcomes by applying what was taught in a final reading.</p>	<p>On the last day, the teacher will let the students know that it will be his last day with them and that he is going to apply the final reading (post-test). Therefore, he is going to tell the students to read once again a short reading but this time applying the advice suggested by the teacher to have a better way of reading different passages. The idea is to corroborate that by practicing different reading, students can get better. They are going to be called to approach with the same pairs they had since the first day so that they can even be more comfortable when reading out loud.</p>	<p>The teacher will use a rubric to assess the student's progress when reading.</p> <p>Some points to assess are their pronunciation, fluency, expression/tone, pauses and phrasing, and self-confidence.</p>

# The Jungle Adventure

1

Once upon a time, in the colorful country of Costa Rica, a group of fifth-grade students went on an exciting school trip to explore a beautiful rainforest. Their science teacher, Ms. Rodriguez, led the way, and everyone was super excited to discover all the amazing things in the diverse ecosystem.



2

As they walked on the narrow paths, the students were amazed by the tall trees and colorful leaves all around them. The air was filled with the beautiful sounds of unique birds and the rhythmic chirping of crickets.

Suddenly, a nice guide named Carlos appeared. He told the students that they were about to discover a hidden waterfall, a special treasure in the heart of the rainforest. The students' eyes lit up with excitement.



3

The path brought them to a stunning waterfall hidden behind a curtain of vibrant green plants. The sunlight made the water sparkle, creating a magical feeling all around. The students couldn't resist jumping into the natural pool under the waterfall, enjoying the refreshing water against the warmth of the tropical sun.



4

As they continued their journey, the students encountered a variety of wildlife, from colorful butterflies to curious monkeys swinging through the trees. Ms. Rodriguez shared fascinating facts about the flora and fauna, encouraging the students to appreciate the rich biodiversity that surrounded them.



5

After a day filled with exploration and discovery, the group gathered around a bonfire in the evening. They listened to traditional Costa Rican folktales told by their guide, Carlos, who shared stories about the importance of preserving the rainforest for future generations.



6

The students fell asleep that night with dreams filled with the wonders of the Costa Rican rainforest. The next morning, they bid farewell to the magical place, carrying not only memories of their adventure but also a deep appreciation for the natural beauty that Costa Rica holds.



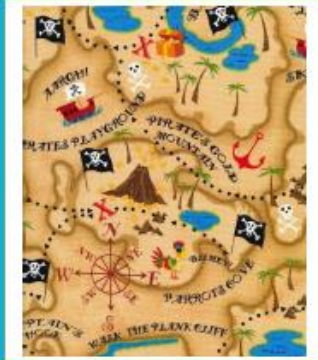
7

Finally, the sixth-grade students returned to their school with a newfound understanding of the importance of environmental conservation, inspired by the enchanting rainforest adventure that would stay with them forever.



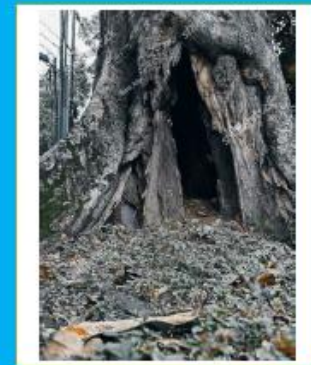
# The Mysterious School Trip

One sunny morning, a beautiful class embarked on an exciting school trip. Their destination: a mysterious island known for its hidden treasures and exciting adventures. The students were super excited as they boarded the bus, ready for a day filled with discovery.



When they arrived, their teacher, Mrs. Turner, gave each student a map and a list of clues. And so, the treasure hunt started! The clues guided them through thick forests, chattering streams, and steep hills. The students teamed up, excited to find the special treasures waiting for them.

As they approached an ancient tree, the map hinted at a secret passage. The students, with curiosity in their eyes, discovered a door carved into the tree's trunk. It was an entrance to a hidden cave filled with treasures of all shapes and sizes. The room echoed with gasps of amazement.



While exploring the cave, they found a chest filled with books and scrolls. Mrs. Turner explained that these were the treasures of knowledge, waiting to be unlocked by curious minds. The students realized that the real treasure was the adventure of learning.

As the day went on, they faced different challenges, such as walking across a shaky bridge and figuring out more clues. During their journey, they discovered that words, similar to treasures, could mean different things. They found it amusing when they saw a bat (the flying animal) hanging upside down, just like they often did during recess.



The school trip turned out to be an unforgettable adventure, where the students not only hunted for treasures but also discovered the richness of language. With newfound knowledge and a sense of accomplishment, they returned to school, cherishing the memories of their exciting day.

## Lily's Memory Jar: Collecting moments in a New Town

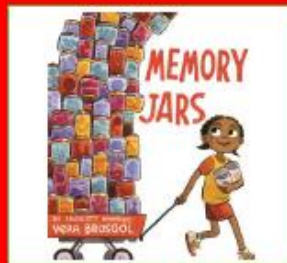
Once upon a time in a cozy village, there was a curious girl named Lily. Lily loved collecting colorful stones she found near the river. Each stone had a story, and Lily made sure to remember every tale.

One day, Lily's family decided to move to a new town. As she packed her things, she worried about leaving behind her favorite stones and the stories they held. Her mom, seeing Lily's concern, suggested they create a special memory jar.

In the new town, Lily continued her stone collection. Every time she found a new one, she wrote a little note about where she found it and why it was special. These notes went into the memory jar. Soon, the jar was filled with tiny notes, each one a reminder of the adventures Lily had in her new home.

Years later, as Lily looked at the memory jar, she realized how those simple notes had turned into a treasure of happy moments. The stones and stories became a special way for Lily to remember the places she explored and the friends she made.

And so, in that little town, Lily learned that memories, like her collection of stones, were not just things to hold but stories to share and cherish. Each memory, no matter how small, added a splash of color to the canvas of her life.



# Evaluation Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Pronunciation</b>	Pronounces words clearly and accurately, showing a strong command of phonics.	Pronounces most words clearly, with few errors that do not impede understanding.	Pronounces some words inaccurately, hindering overall clarity.	Pronunciation errors significantly impact understanding.
<b>Fluency</b>	Reads with excellent fluency, demonstrating a natural and smooth flow.	Maintains a good level of fluency with occasional minor disruptions.	Some disruptions in speech flow, impacting overall fluency.	Frequent disruptions and hesitations.
<b>Expression/Tone</b>	Expresses emotions and tone effectively, enhancing the overall interpretation.	Expresses emotions appropriately, with some variation in tone.	Limited range of emotions expressed, and tone is somewhat inconsistent.	Difficulty in conveying emotions appropriately, and tone is often inappropriate.
<b>Phrasing and Pauses</b>	Uses appropriate phrasing and pauses effectively to enhance comprehension.	Demonstrates good use of phrasing and pauses, contributing to overall understanding.	Some inconsistencies in phrasing and pauses, affect comprehension.	Limited use of appropriate phrasing and pauses.
<b>Self-Confidence</b>	Reads with strong self-confidence, exhibiting assurance in their abilities.	Generally confident with occasional moments of uncertainty. A positive attitude is maintained.	Some signs of nervousness or insecurity, impacting overall confidence.	Demonstrates significant nervousness or insecurity, hindering overall performance.

Student's name:

Total points: 20

Points obtained:

Final grade:

Additional comments:

## References

- Ait Hamouda, I. (2016). *An Exploratory Study on the Impact of Dictation as a Technique in Developing Learners' Listening Case Study: First Year Students of English at Biskra University* (Doctoral dissertation). [Microsoft Word - Chapter 01+02\\_supervisor Walid Aounalli Imene\\_10-5-2016.docx \(univ-biskra.dz\)](#)
- Allen, D., & Tanner, K. (2006). Rúbricas: Herramientas para hacer explícitos los objetivos de aprendizaje y los criterios de evaluación tanto para los docentes como para los alumnos. *CBE—Educación en Ciencias de la Vida*, 5(3), 197-203. [Rúbricas: herramientas para hacer explícitos los objetivos de aprendizaje y los criterios de evaluación tanto para los docentes como para los alumnos | CBE: Educación en Ciencias de la Vida \(lifescied.org\)](#)
- Barrett, D., & Twycross, A. (2018). Data collection in qualitative research. *Evidence-based nursing*. [Data collection in qualitative research | Evidence-Based Nursing \(bmj.com\)](#)
- Brian, K. (2018). *Speed Reading Step by step guide on how to double speed your reading and comprehension*. [SPEED READING - Google Books](#)
- Britannica, T. Editors of Encyclopaedia (2023, October 6). *pronunciation*. *Encyclopedia Britannica*. [Pronunciation | Definition & Facts | Britannica](#)
- Brown, A. (2018). *Understanding and teaching English spelling: A strategic guide*. Routledge. [Understanding and Teaching English Spelling: A Strategic Guide - Adam Brown - Google Libros](#)
- Boyd, W. Prospect. (July 10, 2006 ) A short story of the short story. *Prospect*. [A short history of the short story \(prospectmagazine.co.uk\)](#)

- Bojovic, M. (2010, September). Reading skills and reading comprehension in English for specific purposes. In *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures* (Vol. 23, No. 9, pp. 1-6). [Reading\\_Skills20200326-120958-d158zo.pdf \(d1wqtxts1xzle7.cloudfront.net\)](#)
- Catalina, M. M., & Arturo, G. G. (2014). *Técnicas e instrumentos de recogida y análisis de datos*. Editorial UNED. [TÉCNICAS E INSTRUMENTOS DE RECOGIDA Y ANÁLISIS DE DATOS - MARTÍNEZ MEDIANO Catalina , GALÁN GONZÁLEZ Arturo - Google Libros](#)
- Ciesielska, M., Boström, K. W., & Öhlander, M. (2018). Observation methods. *Qualitative Methodologies in Organization Studies: Volume II: Methods and Possibilities*, 33-52. [Métodos de observación | SpringerLink](#)
- Cortes, M. C. P. (2020). *English Phonics for Spanish-speaking Learners*. Greensboro College. [English Phonics for Spanish-speaking Learners - ProQuest](#)
- Daniels, H. (2001). *Literature Circles: Voice and Choice in Book Clubs & Reading Groups* (2nd ed.). Routledge. <https://doi.org/10.4324/9781032681504>
- Durukan, E. (2020). Impact of Speed Reading Training on Reading Speeds and Comprehension Skills of Secondary School Students. *Cypriot Journal of Educational Sciences*, 15(2), 184-193. [Mobile technologies in educational process Chinese University](#)
- Education & Science 2022-IV. (2023). (n.p.): Efe Akademi Yayınları. [EDUCATION & SCIENCE 2022-IV - Google Books](#)
- Farmand, Z., & Pourgharib, B. (2013). The effect of English songs on English learners pronunciation. [The-Effect-of-English-Songs-on-English-Learners-Pronunciation.pdf \(researchgate.net\)](#)

Ferlazzo, L., Sypniewski, K. H. (2022). *The ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching All Levels*. Reino Unido: Wiley. [The ESL/ELL Teacher's Survival Guide - Google Books](#)

Frazier, L. (2020). *North Star 2 Listening & Speaking*. Pearson.

Hansen, A. J. (2023, July 7). *Short story*. *Encyclopedia Britannica*. [Short story | Definition, Characteristics, Examples, History, & Facts | Britannica](#)

Hernandez, N. (2017, January 29). *12 Common Reading Errors and How to Overcome Them*. <https://www.nicadez.com/2017/01/12-common-reading-errors-and-how-to.html>

Hidayat, A. (2013). The use of songs in teaching students' listening ability. *Journal of English and Education*, 1(1), 21-29. [322-569-1-SM\\_1-libre.pdf \(d1wqtxts1xzle7.cloudfront.net\)](#)

Ho, P. V. P. (2018, December). Fluency as successful communication. In *1st National Conference on English Language Teaching Upgrade: A Focus on Fluency (CELTU 2018)* (pp. 15-24). [FLUENCY-AS-SUCCESSFUL-COMMUNICATION.pdf \(researchgate.net\)](#)

Jarosz, A. (2019) *English Pronunciation in L2 Instruction The Case of Secondary School Learners*. Springer Nature Switzerland.

[https://www.google.co.cr/books/edition/English\\_Pronunciation\\_in\\_L2\\_Instruction/XSmODwAAQBAJ?hl=es&gbpv=1&dq=importance+of+having+a+good+pronunciation&prints=frontcover](https://www.google.co.cr/books/edition/English_Pronunciation_in_L2_Instruction/XSmODwAAQBAJ?hl=es&gbpv=1&dq=importance+of+having+a+good+pronunciation&prints=frontcover)

Johnson, D. (2017). The Role of Teachers in Motivating Students to Learn. *BU Journal of Graduate studies in education*, 9(1), 46-49. [ERIC - EJ1230415 - The Role of Teachers in Motivating Students to Learn, BU Journal of Graduate Studies in Education, 2017](#)

Keller, T. (2016). *The Various Roles of the Teacher in the English Classroom*. Alemania: GRIN Verlag. [The Various Roles of the Teacher in the English Classroom - Google Books](#)

Koay, J. (October 22, 2021). What is intensive reading?. *Edumaxi*. [What is intensive reading? \(edumaxi.com\)](#)

Leavy, P. (2016). *Fiction as research practice: Short stories, novellas, and novels* (Vol. 11). Routledge. [Fiction as Research Practice: Short Stories, Novellas, and Novels - Patricia Leavy - Google Libros](#)

Multilit. (n.d). *Components of fluency*. [Components of fluency - Five from Five](#)

Nafa, M. S. (2022). *A Broad Guide to Reading and Comprehension*. Reino Unido: Cambridge Scholars Publishing. [A Broad Guide to Reading and Comprehension - Google Books](#)

Nazara, P. (2019). *Learning Vocabularies Using Short Stories at Primary School: Students' Perception*. [Archivo PDF]. <https://files.eric.ed.gov/fulltext/EJ1266152.pdf>

Pardede, P. (2015). EFL theory and practice: voice of EED UKI. In *Proceeding of EED Collegiate Forum* (Vol. 2019). [https://www.researchgate.net/profile/Parlindungan-Pardede/publication/336460072\\_EFL\\_Theory\\_and\\_Practice\\_Voice\\_of\\_EED\\_UKI/links/5da1a68592851c6b4bce5da6/EFL-Theory-and-Practice-Voice-of-EED-UKI.pdf](https://www.researchgate.net/profile/Parlindungan-Pardede/publication/336460072_EFL_Theory_and_Practice_Voice_of_EED_UKI/links/5da1a68592851c6b4bce5da6/EFL-Theory-and-Practice-Voice-of-EED-UKI.pdf)

Powney, J., & Watts, M. (2018). *La entrevista en la investigación educativa*. Routledge. [Interviewing in Educational Research - Janet Powney, Mike Watts - Google Libros](#)

Salgado, O., & Alexandra, E. (2017). *Short stories en el desarrollo de la comprensión lectora del idioma inglés para el estudiantado de los octavos años de educación general básica del colegio Amazonas, en el año lectivo 2016-2017* [Bachelor's thesis, Quito: UCE]. [T-UCE-0010-1793.pdf](#)

- Sciacca, A. (2001). *Repeated Readings Facilitate Fluency in Primary Language Learners* [Thesis Doctoral dissertation, California State University San Marcos]. [n583xv59r \(calstate.edu\)](#)
- Sevilla Morales, H., & Méndez Pérez, G. (2015). Towards an understanding of the benefits of short stories in oral communication courses. *Actualidades Investigativas en Educación*, 15(1), 75-97. [Towards an Understanding of the Benefits of Short Stories in Oral Communication Courses \(scielo.sa.cr\)](#)
- Skills you need.(n.d). *Listening skills*. [Listening Skills | SkillsYouNeed](#)
- Taherdoost, H. (2022). Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire. *Asian Journal of Managerial Science*, 11, 8-16. [Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire - Archive ouverte HAL](#)
- Tibinko, N. D. (2018). TECHNIQUES OF INTENSIVE READING. In *Современная наука: новые подходы и актуальные исследования* (pp. 648-653). [SNNPAI 2018.pdf \(science-peace.ru\)](#)
- Toprak, E., & ALMACIOĞLU, G. (2009). Three reading phases and their applications in the teaching of english as a foreign language in reading classes with young learners. *Journal of language and Linguistic Studies*, 5(1).<https://dergipark.org.tr/tr/download/article-file/104692>
- Twinkl. (n.d). *What is the Reading Method in English Teaching?*. <https://www.twinkl.co.cr/teaching-wiki/reading-method#:~:text=The%20Reading%20Meth>
- USA Learns. (n.d). *English reading*. [Reading to Learn English \(usalearns.org\)](#)
- Wertz, M. R. D. (2006). *The Effects of Repeated Reading on the Reading Fluency of Fifth Grade. Low Socioeconomic. Second Language Learners* [Doctoral dissertation, California State University San Marcos]. [5x21tf89m \(calstate.edu\)](#)

Willig, C. (2014). Interpretation and analysis. *The SAGE handbook of qualitative data analysis*, 481. [The SAGE Handbook of Qualitative Data Analysis - Google Libros](#)

Wilhelm, J. D. (2016). "*You gotta be the book*": teaching engaged and reflective reading with adolescents. Teachers College Press. ["You Gotta BE the Book": Teaching Engaged and Reflective Reading with ... - Jeffrey D. Wilhelm - Google Libros](#)

Worthington, D. L., Fitch-Hauser, M. E. (2018). Listening: Processes, Functions, and Competency. Reino Unido: Taylor & Francis. [Listening: Processes, Functions, and Competency - 2nd Edition - Debra \(routledge.com\)](#)