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TESIS

*THE ROLE OF READING COMPREHENSION TO IMPROVE GRAMMAR AND  
VOCABULARY IN FRESHMAN STUDENTS AT CRULS*

POR

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THESIS

*THE ROLE OF READING COMPREHENSION TO IMPROVE GRAMMAR AND  
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BY

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# DEDICATION

This work is dedicated especially to my mom for always believing in me and in my goals. I know that wherever you are, you wish me the best and above all that I continue to build my present and future.

To my father, grandmother, sister and brother for their good wishes.

To my tutor for her good advice, responsibility and discipline towards my work.

To my friends, thanks so much for your friendship.

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# ABSTRACT

## ABSTRACT

This research aims to estimate the importance of reading comprehension to learn and to improve vocabulary and grammar at Centro Regional Universitario de Los Santos specifically in freshman students of the bachelor's degree in Humanities with a specialization in English. The problem statement of this research focused on emphasizing the importance of reading comprehension in improving English language use, enhancing grammar and vocabulary. Also, the objectives of this research focused on determining the role of reading comprehension in learning, cultivating new vocabulary and gaining a high level of fluency in the language. Consequently, the research question was answered by giving a test to forty-five students at The Centro Regional Universitario de Los Santos. Therefore, this is a descriptive research based on an experimental study to evaluate and to know the studied population in a direct way, by which it was possible to collect and analyze the information. In this way, it was possible to verify the hypothesis put forward. Finally, at the end of this research, after having scientifically proven the point studied, it is recommended that The Centro Regional Universitario de Los Santos and the University of Panama in general, take into consideration the results of this study, as they are positive results that can significantly help the student and enhance the study area.

## RESUMEN

En esta investigación se busca estimar la importancia que tiene la comprensión lectora para aprender y mejorar vocabulario y gramática en el Centro Regional Universitario de Los Santos específicamente en estudiantes de primer año de la licenciatura en humanidades con especialización en inglés. El planteamiento del problema de esta investigación se enfocó en resaltar la importancia que tiene la lectura comprensiva para mejorar el uso del idioma inglés, potenciando la gramática y el vocabulario. También, los objetivos de esta investigación se enfocaron en determinar el rol de la comprensión lectora para aprender, cultivar nuevo vocabulario y ganar un nivel de fluidez alto en el idioma. Por consiguiente, la pregunta de investigación se respondió mediante la aplicación de una prueba a cuarenta y cinco estudiantes del Centro Regional Universitario de Los Santos. Por lo tanto, esta es una investigación descriptiva basada en un estudio experimental para evaluar y conocer a la población estudiada de manera directa, por el cual permitió recopilar y analizar la información. De esta manera se pudo comprobar la hipótesis planteada. Finalmente, al culminar esta investigación luego de haberse comprobado científicamente el punto estudiado, se le recomienda al Centro Regional Universitario de Los Santos y a la Universidad de Panamá en general, tomar en consideración los resultados de este estudio; ya que, son resultados positivos que pueden ayudar significativamente al estudiante y potenciar el área de estudio.

# INTRODUCTION

This project studies the influence of reading comprehension on improving vocabulary and grammar in the learning English process, specifically in students of Centro Regional Universitario de Los Santos (CRULS). It is focused on reading comprehension's benefits in enhancing knowledge and student performance, and what students can do to improve.

Chapter I states important aspects such as the background of the study, and the statement of the problem to understand what is happening and to determine its causes. Next, the significance of the study highlights the importance of this research. The objectives, such as the general objective and the specific objectives of this study. Also, the scope of the study, the limitations, and some definitions of key terms.

Chapter II develops important aspects of reading comprehension to improve the students' English learning process in vocabulary and grammar. Which covers the reading benefits, reading strategies, types of reading, different skills acquired through reading comprehension, and the impact of reading comprehension on language improvement.

Chapter III establishes the methodological framework used in the research, starting with the types of research, the source of information, the population and sample, the hypothesis, the variables which are dependent and independent, and finally the description of the instrument.

Chapter IV analyzes the results obtained through the application of the instrument used to determine the validity of the problem and emphasize the solution, which is the role of reading comprehension to improve grammar and vocabulary.

CHAPTER I:  
GENERALITIES

### **1.1 Background of the study**

Gamboa (2017) in her study at National Pedagogical University of Colombia states that students have problems when they read books because they do not know how to understand the texts without translating all the words using a dictionary. Also, she notes that students need to develop their reading comprehension skills. Therefore, the same author argues that the reader must give meaning to those words and phrases that are read to build knowledge during the reading process. The construction of meaning implies that the reader establishes a relationship between the text and his or her previous knowledge to obtain the meaning or understanding of the text (pp. 160-162).

Likewise, Nurdini & Marlina (2017) argue that someone's vocabulary affects the capacity to learn languages. This study is based on Indonesian students. The authors state that those students have difficulties to read texts in English because of their lack of mastery and understanding of vocabulary and unfamiliar words, so they cannot achieve reading comprehension.

Nurdini & Marlina (2017) and Gamboa (2017) state that when students encounter difficult words in reading, they often ask the teacher for help or go directly to the dictionary. Therefore, Nurdni & Marlina (2017) argue that using a strategy while reading to gain vocabulary is called vocabulary journal. This means that students find words that are considered difficult or unfamiliar while reading.

According to Daskalovska (2015) there are few studies on grammar acquisition through reading. Ponniah's study cited by Daskalovska in her research argues that in this piece of research a practicum was conducted in which participants were divided into three groups.

The first group was formed by students who studied in English medium schools and who had the habit of reading English books; the second group does not read books in English; however, studied in English medium schools at same way. The third group studied English as a second language only in English classes. The results showed that the punctuations on the grammar test were different in each group because the first group that read book got points between 67.5 to 95%. However, the other groups' scores were lower. The second group got between 40 to 70% and the third group between 12.5 to 40% of the total test score. This means that the participants in the first group said that they did not apply grammar rules while taking the test but used their acquired knowledge of grammar intuitively by reading books in English.

Comprehension is linked to reading and vocabulary. This study showed that reading comprehension directly influences vocabulary. Also states that a well-read student, but when she was asked what she was reading, she said nothing. Therefore, she may not understand the word or may have difficulty understanding how one word relates and connects to another. Comprehension is the ability to understand and apply what you read or learn. Vocabulary is the collection of words you know. Reading comprehension involves understanding, analyzing, and synthesizing words, sentences and ideas. Words are everywhere. Therefore, the better your vocabulary and vocabulary knowledge, the better your comprehension (Terry, 2023).

According to Stratford (2023) Educating these education procedures at the same time can lock in understudies in dynamic preparing, making strides execution in both ranges, in this case grammar and vocabulary. Likewise, she argues that there is little prove that a corresponding relationship exists between the two which means that moving forward one may move forward the other. It is particularly vital to expressly

and straightforwardly educate these abilities to our most youthful understudies. She also puts emphasis on Read-Aloud. Instructors can join lexicon into a read-aloud, to begin with by perusing through the book and recognizing vocabulary words to be focused on for instruction.

## **1.2 Statement of the problem**

Students today have problems with reading because they do not like to read. This is a problem where Lee, a Panamanian writer, cited by Jaen (2021) argues that in Panama there is little reading culture and people do not have time to sit and read a book. Therefore, when they are learning English, it is difficult for them learn the different skills to improve it as a foreign language. For that reason, the role of reading comprehension is important for all English language learners, specifically in the first-year students of the Centro Regional Universitario de Los Santos. In addition, throughout the four years of study within this degree program and years before entering the university, reading has a big influence in many aspects of our learning. In this case to learn a new language because reading develops our four linguistic skills and enhances us to improve day-to-day to become a better speaker. Next, reading injects different types of knowledge in our brain to have a pre-powerful growth in English language acquisition. As Steve Kaufmann (2022) states, reading is a phenomenal technology, and he speaks around twenty-one languages. Therefore, for him the brain is good for this ability. Also, if you want to learn how to do something, one of the fastest ways is by reading. With reading you must commit to reading a text, and then you take notes and that becomes decoding meaning. Thus, developing the ability to read can guarantee academic and professional success. Reading is tremendously powerful.

Another problem is the latest study of academic performance in different fields such as science, mathematics, and reading. In this case reading, according to Pisa (2018),

Panama's results are below the average for The Organization for Economic Co-operation and Development (OECD) countries and below the regional average for Latin America and the Caribbean. This means that in accordance with the results seen, in Panama, 36% of 15-year-old students reached the minimum levels of reading proficiency established in the United Nations Sustainable Development Goals (SDGs) for education of the United Nations (p. 7). Therefore, the position in our educational system according to PISA cited by Irma (2023) occupied the 59th ranking in reading. This represents a downfall and a big problem in the future of young people's learning since reading represents a significant advance for the student's development in the learning process. Therefore, those students who will later enter college and then choose their career path, for which some will take English as their center of study, will not benefit from reading since their performance will be low and unfavorable. For this reason, discovering and using reading as part of learning a second language can significantly increase a student's performance, making it more favorable and enjoyable for them.

As well as Baratz Community (2017) argues that reading is one of the cornerstones of knowledge acquisition. Reading is one of the best skills that students can acquire. Reading allows us to gain all kinds of knowledge and to better understand our surroundings.

Taking into consideration what has been stated, the following research questions can be presented:

Why is reading comprehension crucial for first-year English students when it comes to acquiring grammar and vocabulary skills?

### 1.3 Significance of the study

According to Nair, M (2022), reading gets your mind working across different areas. For starters, it has to do with comprehension to process the words you read. Therefore, it helps you with analytics skills, stimulates memories and expands your imagination by reading new words from one page. Reading is a neurobiological process that works out your brain muscles. When we read, we can help to slow cognitive decline and slow down the fading process of our memory.

Also, Yang (2012) states through the University of California, that reading decreases the level of beta-amyloid, which is a protein in the brain that help with Alzheimer's disease.

Therefore, this research is important because it helps students with their linguistic skills and teaches them the role of reading comprehension in the English reading process. Moreover, students need to develop their reading skill to get benefits from this tool to learn this language. Thus, as Winter (2023) argues that reading gives you confidence to speak and flow. Finally, reading improves your memory and give you stronger analytical thinking skills. And, to feel confident with yourself at the moment to speak is so important because those students have to become professionals in the area. For this reason, knowing the importance of reading comprehension to improve vocabulary and grammar makes reading interesting and profitable not just for students but also for professors too. Another important thing is to become familiar with the culture of the language and to know its most common expressions in everyday life. And, because of that, a great way to gain that knowledge is by reading. Just as Eastern Washington University (2022) notes that you are drawing on past knowledge and connecting a work of writing to other works, cultural contexts, and the wider world, which enhances the text's meaning and makes it more relatable while you are reading. Because reading

increases students' linguistic competence and comprehension of what they read, it becomes easier. Because understanding and remembering the text later becomes easier by making connections between new and old knowledge. Thus, we become familiar with those expressions and new words for our own use.

Similarly, this research provides the necessary knowledge to the students, since, through this study, students learn and realize that reading is part of our daily life, and just by reading a little a week, they will realize that choosing a text they like and reading it for a few seconds provides skills that perhaps they need to work on for polishing, especially grammar and vocabulary.

## **1.4 Objectives**

### **1.4.1 General Objectives**

- To determine the importance of reading comprehension to learn and improve vocabulary and grammar within the English language learning process.

### **1.4.2 Specific Objectives**

- To develop the learning process of vocabulary through reading comprehension on a large scale, thus helping students to gain a rich set of new words.
- To expand grammatical knowledge through comprehensive reading by detecting the structure of the language, such as syntax and morphology.
- To enhance language fluency by cultivating an agile way of communicating in the language using reading as a learning tool.

## **1.5 Scope of the study**

This study will be focus on freshman students of English at Centro Regional Universitario de Los Santos (CRULS), to develop their linguistic skills, above all, the vocabulary learning process and the correct use of terms, thus enhancing the structuring of paragraphs, thus injecting a natural knowledge of grammar. Also, emphasizing the

importance of reading comprehension in the English learning process and making the correct connections between students and reading are crucial for developing their learning capacities.

### **1.6 Limitations of the study**

- It was difficult to get specific information about this topic.
- During the process, it was difficult because of a personal situation that made it hard for me to concentrate.
- Sometimes it was difficult getting internet connections to do this research.
- There were problems with the population at the time of applying the instrument as the sample was not complete and had to visit them several days to finish the application.

### **1.7 Definition of key terms**

- Vocabulary: A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. (Merriam-webster, 2023).
- Grammar: The study of the classes of words, their inflections, and their functions and relations in the sentence. (Merriam-Webster, n.d.).
- Reading: The skill or activity of getting information from books. (Cambridge Dictionary, n.d.).
- Comprehension: A test to find out how well students understand written or spoken language. (Cambridge Dictionary, n.d.).
- Learning: The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns. (Britannica dictionary, n.d.)

- Knowledge: Information, understanding, or skill that you get from experience or education. (Britannica dictionary, n.d.).
- Skills: The ability to use one's knowledge effectively and readily in execution or performance. (Merriam-Webster, 2023).
- Communicate: To share information with others by speaking, writing, moving your body, or using other signals. (Cambridge Dictionary, n.d.).

CHAPTER II:  
THEORETICAL  
FRAMEWORK

## **2.1 Reading**

According to Rumelhart (1985), reading is a process that starts from looking at the surface of the language and ends with some reflections or methods of the writer's speech. Thus, reading is a mix of perceptual and cognitive processes. Reading fluency is the ability of readers and writers to communicate to acquire knowledge and information.

“Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent” (Frederick Cline et al., 2006, p. 2).

Pang et al. (2003) note that Reading is an ability that opens up new worlds and opportunities. It allows us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life. Also, Smith (1995) notes that Reading is an interactive process in which the reader's prior knowledge of the world interacts with the message communicated directly or indirectly by the text.

### **2.1.2 Definition**

Reading comprehension is the capacity to understand what is read, to thus know the meaning of words that make up a text and to meet the global comprehension of text itself. It is the process by which meaning is fabricated and related to concepts that already have meaning for the reader. In this way, the reader interacts with the whole text. Nevertheless, sometimes it is difficult to understand the text and its complexity. Even the text may be understood wrongly, recognizing that it is a complex process because it implies capturing the meaning that others have transmitted through all the information that surrounds them. Reading comprehension is not too easy because it is an operation where the reader must catch words and meanings (Ramirez, 2017).

According to McNamara (2007), reading requires mastery of multiple levels and components, making it a significant accomplishment. Think about what it takes to read a simple story. The words include graphemes, phonemes, and morphemes. Sentences contain syntactic components, propositions, and stylistic features. To fully comprehend sentences, it is important to construct noun referents, establish a discourse focus, make assumptions, and draw plausible inferences. For this reason, Ida Bagus Nyoman Mantra et al. (2020) say that reading comprehension helps students improve their skills in various subjects over time. Assessing students' reading comprehension is crucial for gathering information and drawing conclusions about their abilities and learning processes.

In addition, Butterfuss et al. (2020) state that reading comprehension stipulates the clarification of a coherent mental representation of the information in a text. Therefore, there are three interconnected aspects to reading: the reader, the text, and the activity, all situated in a broader sociocultural context. The intricacy in perusing understanding has led to a huge number of compelling models and structures that endeavor to represent the different cycles that lead to understanding perception: for example, activation of prior knowledge and integration of incoming information with currently active memory contents. Thus, distinct models and structures endeavor to represent the parts that comprise understanding appreciation, such as decoding, vocabulary, and language comprehension.

Moreover, Gibbs (2021) notes that language comprehension is the ability to understand the various elements of spoken or written language, such as word meanings and sentence structure. Language comprehension is one of the foundational components of reading comprehension.

This is why reading comprehension contains the dimensions of the problem of reading and writing; there is a profusion of texts that seek explanations, suggest strategies,

actions, models, or varied activities to reduce the negative effects of the lack of this knowledge, not only in school learning, but also in professional, technical, social, cultural or personal aspects (Castillero, 2018, p. 124).

### **2.1.3 The Importance of Reading**

Addison cited by Abke (2020), wrote these words nearly 300 years ago, before modern science and research equipment could back up his claims. But modern scientific research shows that reading can make you smarter. For example, reading fiction can increase blood flow and improve brain connectivity.

For that reason, reading is important because it develops the mind: the mind is a muscle. It takes practice. Understanding the written word is one way to improve your thinking skills. Everyone wants to talk, but few can listen. Lack of listening skills can lead to major misunderstandings that can then lead to job losses, broken marriages, and other disasters large and small. Reading helps adults focus on what others are communicating with. As it happens, Addison (1709) states that “reading is to the mind what exercise is to the body” (p.118).

Ellii (2022) argues that reading is a great way to add some energy, drama, and fun to classroom. Offer to the English students the opportunity to hear the words and be exposed to concept of reading. The reading can also activate imaginations, build vocabulary, and improve the general comprehension of language.

Besides, Klingner, Vaughn, and Boardman, cited by Ida Bagus Nyoman Mantra et al. (2020) note that perusing perception is one language expertise that has been known as a vital ability to be dominated by all understudies since it has extremely favorable advantages for the understudies to enhance their understandings of different information accessible in printed sources. Perusing is not simply planned to foster understudies'

scholastic information, yet it empowers understudies to have delight and satisfaction through perusing for joys. Thus, extensively reading for pleasure is one source of happiness, excitement, and relaxation for many people.

Coronado and Oakhill cited by Raajitha (2021) state that reading is an essential activity for many reasons, including pleasure, language acquisition, staying up-to-date on current events, and navigating a complex world. The same authors note that reading ability is very important for lots of reasons. The book inspires readers to improve their thinking skills, monitor their ideas, and evaluate their own thoughts to become better individuals. These concepts can be grouped under the umbrella term critical thinking, which encompasses creative thinking, reasoning, and logical thinking. Reading skills aid in language acquisition and the development of related concepts.

#### **2.1.4 Benefits of Practicing the Habits of Reading**

According to Concept of reading ability (2020), the more you read, the more your vocabulary grows, along with your capacity to communicate effectively. Furthermore, reading improves writing skills, which in this way, helps the reader to understand and learn different writing styles.

According to Winter (2023), reading can give you some benefits. Mental Stimulation for your Brain: when you read every day, you stimulate your mental activity, and this helps to slow down the mental disorder such as Alzheimer and dementia. Therefore, it allows to retain the brain's power and capacities. Also, to develop the knowledge, one of the great benefits of reading books is that the knowledge you gain from them can never be taken away from you. For this reason, your capacity improves. Moreover, it helps with your vocabulary expansion, when you read any books, this can improve your vocabulary to an impressive extent. Giving you confidence to speak and

flow. Finally, reading improves your memory and gives you stronger analytical thinking skills.

### **2.1.5 Reading Comprehension Strategy**

According to Cromley and Azevedo (2007) these techniques are seen as purposeful methods that are activated in a planned or intentional manner to aid in controlling, carrying out, or assessing a task, and in supporting the regulation, execution, or evaluation of a task.

Moreover, reading comprehension strategies are focused generally on understanding the written text by the students. Therefore, students learn a range of techniques that help them to understand what they read. For instance, inferring meaning from context; summarizing or identifying key points; operating graphic or semantic organizers; developing questioning strategies; monitoring their comprehension; and then identifying and resolving difficulties for themselves (EEF, 2021).

Cassie (2023) notes that reading comprehension strategies sometimes are denominated “super six”. All these strategies are used in the classroom to help students to understand their reading tasks in a better way and learn to pay close attention to details. These strategies are making connections, predicting, questioning, monitoring comprehension, visualizing, and summarizing.

## 2.2 Process Involved in Reading Comprehension

The process of making sense of a text through reading comprehension and the ultimate objective of all reading instruction is to improve a reader's comprehension of text. Reading comprehension implicates at least two people: the reader and the writer. Therefore, the process of comprehending involves decoding the writer's words and then using background knowledge to elaborate an approximate understanding of the writer's message (Keith Lenz, n.d.).

Aso, Blakeley (2022) states that reading is characterized as the mental course of disentangling characters to lay out the importance of a message. The text is represented by the symbols, and decoding requires the reader to quickly match a symbol or combination of symbols and a letter to a sound before recognizing the sound patterns that form the words. These words pass significance on to the peruser. So perusing is a functioning interaction that requires both straightforward and complex parts. The peruser should have fundamental information on the letters that make language, as well as jargon in that language and a comprehension of linguistic standards.

Goodman cited by DaCosta (2020), defines reading as a receptive language process. He points out that it is a psycholinguistic process which starts with a linguistic surface representation encoded by a writer and ends with meaning constructed by the reader. Based on these authors, it is relative to say that an intercommunication can be found between language and thought. He argues that "the writer encodes thoughts as language and the reader decodes language to thought" (Goodman, 1998, p. 12).

Montenegro (2017) notes that reading comprehension is a more complex process than identifying words and meanings. Therein lies the difference between reading and comprehension. Reading comprehension is a basic skill which is developing several related technical aspects. For instance, oral skills, enjoyment of reading, critical thinking.

The development of skills for reading comprehension is a way to make use of those tools for academic, work, and social life of students.

In 2022, Lasteri stated that comprehension is the process of understanding what is read or heard. It has to do with decoding the text or audio and getting sense. Comprehension may be difficult but can improve through practice. In addition, there exists three primary levels of comprehension, and they include: Literal level comprehension, Inference level comprehension, Evaluative level comprehension.

### **2.2.1 First level: Literal Comprehension**

Lasteri (2022) notes that literal comprehension indicates the understanding of a text, including facts, ideas, vocabulary, events, and information statement. In contrast, Danahy (2021) states that the text's literal meaning is just what it says; that is, what the story's actual events are. This degree of comprehension is crucial because it lays the groundwork for comprehending at a higher level. You could not proceed farther without comprehending the content at this level. In fact, according to Lasteri (2022), it includes finding explicit solutions to questions or data gathering for questions that begin with what, where, when, who, etc.

And according to Flores & Moran (2004), most students acquire this level of comprehension of stories early on in their education. Showing this sort of perception will in general be only a matter of zeroing in on specific places in the text and giving methodologies to support the review of data.

In 2020, Burstein & Kern note some examples of literal comprehension questions:

- What is the name of the main character?
- Where does the story take place?
- What environmental factors contribute to the shape of desert plants?" (p.91).

Answers to queries taken directly out of a text must be clear and concise to be understood literally (Lasteri, 2022). Also, the same author states that because it creates the foundation for more complex comprehension, literal comprehension is a crucial skill.

In other words, Perak (2019) notes that students must comprehend information that is explicitly stated in the text in order to demonstrate literacy comprehension skills. Students should be able to identify the main ideas, facts, details, events' sequence, patterns, and relationships clearly and explicitly between causes and effects at this level.

### **2.2.2 Second Level: Inference Comprehension**

Chandler (2014) states that deciphering the author's meaning from their words is the focus of inferential understanding. Therefore, it is the capacity to make rights inferences from the facts and information obtained or found in a text (Lastiri, 2022). Also, "we learn about some things by observing or experiencing them first-hand. In contrast, when we make inferences, we reach conclusions based on evidence and reasoning. We figure things out by applying our own knowledge and experience to the situation at hand. Helping students understand when information is implied, or not directly stated, will improve their skill in drawing conclusions. Inferential thinking is a complex skill that will develop over time and with experience" (Beers, 2003). Consequently, All the reader must do is read between the lines and draw conclusions about what is not said out loud. Once more, these conclusions are drawn from the primary concept, illustrative details, chronology, and cause-and-effect connections. Aside from comprehending figurative language, inferential

comprehension may also entail making inferences, forecasting results, assessing the author's point of view, and assessing the mood (Chandler, 2014). Typically, the following inquiries are made:

- What does the author value?
- What is the theme?
- What effect does this character/event have on the story?
- How do you think this story will end?

### **2.2.3 Third level: Evaluative Comprehension**

Lasteri (2022) notes that a more profound comprehension of the subject or occurrence is necessary for evaluative understanding. It includes evaluating and considering an event or an author's purpose, viewpoint, language, and manner of presentation. Moreover, Danahy (2021) states that what the text teaches the reader about the world outside the story is referred to as evaluative comprehension. Likewise, Basaraba et al. (2012) state that evaluative comprehension can be seen as an extension of the knowledge, skills, and strategies required for literal and inferential comprehension tasks. This extension is evidenced by the fact that the reader is required to understand the text written on the page (literal comprehension), make interpretations about the author's intended meaning and/or understand the relationships between the elements presented in the text (inferential comprehension), and subsequently analyze or evaluate the information acquired from the text in terms of prior knowledge or experiences or knowledge that is imported from outside of the text. (p.356).

According to Calva (2023) here you learn to:

- To judge the content of a text.
- Distinguish fact from opinion.

- To grasp implicit meanings.
- Analyze the author's intention.
- Judge the structure of a text.

## **2.3 Types of reading used for comprehension.**

### **2.3.1 Sequential Reading**

Castillero (2019) states that it is a type of reading that is done without haste and takes into account the entire text, without skipping anything but pausing to reflect deeply on any of its sections.

### **2.3.2 Extensive reading**

Extensive reading, (an alternative approach). It suggests that students read long texts or large amounts of text in order to gain a better understanding. This is with the intention of enjoying the text and learning easily (Erika Andrell, 2023). The same author states that students are free to choose whatever book to read. The thing is that those students feel comfortable with reading and this way they can learn. The same author notes that implementing an extensive reading approach aims to make English reading enjoyable and improve fluency, making it a pleasurable activity, with teachers encouraging it whenever possible.

An extensive reading program is a class library addition to an English course that gives students the time, encouragement, and resources they need to enjoy reading as many books as they can at their own pace and without the pressure of tests or grades. As a result, students are only competing with themselves, and it is up to the teacher to motivate and monitor them to read as many books as possible in the allotted time. Books are chosen for their attractiveness and relevance to the lives of the students, and the student chose

the books that they want, not for their literary merit, as the watchwords are quantity and variety rather than quality (Davis cited by Willy A. Renandya, 2007).

Extensive reading (ER) in an EFL/ESL context is an approach to teaching reading that aims to make students read and enjoy reading in English. ER is based on the well-established principle that we learn to read by reading. This applies to learning to read our mother tongue as well as foreign languages. When teaching reading in a foreign language, the ER approach allows students to read, read and read (Day & Bassett, 2016).

### **2.3.3 Intensive reading**

According to Brown cited by Cárdenas (2020), intensive reading gets that students analyze several texts from same topic or different ideas. The purpose of intensive reading is to focus on the content and grammatical structures. Moreover, professors can participate in the process by reading aloud, asking questions and having students predict information from texts. In this way students can understand the whole text.

Therefore, intensive reading involves thoroughly reading brief texts with specific objectives, like answering comprehension questions or understanding sentence relationships. Contrary to extensive reading, intensive reading focuses on delving deeply into a shorter text in order to enhance comprehension rather than reading numerous texts for fluency. While understanding written content can be a primary focus of intensive reading, its aims might also involve acquiring knowledge on specific topics, expanding vocabulary, and analyzing the intentions of the writers. In simpler terms, the aim of intensive reading goes beyond just understanding what is being read (Koay, 2021).

This reading approach involves thoroughly analyzing the current text. It requires a focused determination and effort to fully comprehend the content and its significance, even in the smallest details. Moreover, the act of intensive reading involves thoroughly

examining the text, dissecting sentences, and paragraphs, and analyzing each word and the structure of the text with great care (Basmo, 2023).

#### **2.3.4 Critical Reading**

According to Priozi cited by Roomy (2022), critical reading is the ability to deeply understand written materials through interpretation and evaluation, helping readers differentiate between important and unimportant information, fact and opinions, and discern the writer's purpose and tone. Therefore, Elizabeth Browning et al., (2021) state that it involves analyzing and comprehending the complete structure of the writing and how it has impacted the audience. The first step to grasping this level is analyzing the texts you read with a critical mindset. In this scenario, "critically" does not imply searching for flaws in a piece of work (although you may do so during your critical analysis). Thinking critically involves approaching a work from the perspective of a critic or commentator, with the task of analyzing a text more deeply than just its surface.

#### **2.4 Skills and Abilities Acquired from a Good Reading**

According to (2020), reading improves your thinking skills and analytical abilities. There are times that when you read, you detect some details before the books tell you that. Somehow, your Kishore mind works faster when you read.

Reading sends your analytical and critical thinking abilities into hyperdrive. Each book is like a puzzle because your mind tries to resolve everything. With each book, you improve your score.

All these skills apply to the real world. The mind of a reader is trained to notice in little details. It puts the pieces together and can find connections.

Helps you block out the noise and in this way to be more concentrated, since our days become a constant stream of interruptions and activity.

Helping to improve language, reading is one of the best ways to learn a new language or master one. Moreover, when you learn through stories, you learn much faster because knowing words through context is one of the best ways to understand the words and their meaning and in this way improve your vocabulary.

According to Lee (2023), there exist six abilities that a reader needs to understand a text and develop a good reading comprehension, which are decoding, fluency, vocabulary, sentence construction and cohesion, reasoning and background knowledge, and working memory and attention.

#### **2.4.1.1 Decoding.**

Under the simple view, skilled word recognition is simply the ability to rapidly derive a representation from printed input that allows access to the appropriate entry in the mental lexicon. Such recognition, which accomplishes a connection between a graphically based coding of letters (a graphemic coding) and the mental lexicon, allows retrieval of semantic information at the word level. (Thompson et al., 1993, p. 6)

#### **2.4.1.2 Fluency.**

According to Norville (2014), fluency refers to the ability to decipher individual words accurately and quickly and to understand words while reading. In other words, “reading fluency refers to the ability of readers to read quickly, effortlessly, and efficiently with good, meaningful expression. It means much more than mere accuracy in reading” (Rasinski, 2003, p. 26).

#### **2.4.1.3 Vocabulary.**

According to Rasinski & Rupley, (2019), vocabulary recognition has long been an important part of reading comprehension and the opportunity to use reading as a means of learning. Vocabulary can affect the comprehension of a text for both beginning and

expert readers. Simply put, readers who understand the meaning of the words they encounter that, when reading a text, they understand it better. Vocabulary readers tend to be more proficient readers.

#### **2.4.1.4 Sentence construction and cohesion.**

Lee (2023) states that understanding how sentences work may resemble a writing skill. Cohesion is about linking concepts within and between sentences. Reading comprehension depends on these abilities as well. Knowing how ideas are related at the sentence level helps to understand paragraphs and whole texts.

#### **2.4.1.5 Reasoning and background knowledge.**

According to Neuman et al. (n.d.) virtually everyone agrees that understanding the background is necessary for reading comprehension. Set forth plainly, the more you are familiar with a point, the easier it is to read a text carefully, decipher it, and retain the facts.

#### **2.4.1.6 Working memory and attention.**

According to Rosen (2023), it must explain the function of attention and the function of memory.

##### **2.4.1.6.1 Attention.**

Attention is the process that allows us to understand information. It also gives us the opportunity to select the right information. Count me in it as in a funnel. It collects the necessary knowledge and attaches it to our brain.

##### **2.4.1.6.2 Memory.**

After collecting information, the attention funnel feeds it into the brain's short-term storage bucket. This is where new information is held for the first time. Experts refer

to this procedure as 'encoding'. This is also the location where the brain manipulates novel information to enhance its utility. This process is known as 'working memory'.

The process of working memory is both active and relatively instantaneous. It facilitates the utilization of novel and acquired knowledge while engaged in an activity.

#### **2.4.1 Silent Reading**

“Silent reading is a fundamental skill for learning and personal development. This technique focuses on reading silently and quietly, which allows the person to read at his or her own pace and focus on understanding the text” (Lobo, 2021).

The same author states that silent reading is reading without uttering any sound or word. Also, it is unnecessary to worry about pronunciation because the reader’s attention is focused on the whole text and its sense. Therefore, it is much more effective in the assimilation of verbal information than oral reading, favoring the learner's performance.

According to Gardiner cited by Sanders (2020) silent reading is relatively discussed as a critical piece in the formation of reading in the classroom because it helps students develop love for reading (p. 9). Therefore, Billah’s 2015 study (as cited in Mendoza and Ortega, 2023) note that silent reading is a form of recreational or independent reading while the reader is comfortable with himself. It is thought to improve an individual's understanding by encouraging deep concentration while reading a written text. It focuses on the content of the text that can be applied in real life.

In fact, “Regularly engaging in silent independent reading provides time for students to practice word-learning strategies and to reinforce their understanding of words they already know” (Leon, 2023).

Also, many students struggle to develop good habits of silent reading and do not always transfer from the oral reading they do at home and in the classroom. Self-

monitoring and the ability to continue reading and thinking even when the material is difficult are required for silent reading (Glynisshields, 2015).

Moreover, Hiebert & Reutzel, (2010) state that “the more one reads, the more one learns and wants to read and learn. If practice makes perfect, then more time reading should lead to improved reading achievement” (p.276).

According to Lobo (2021) silent reading have some advantages:

- It greatly improves the capacity for analysis.
- Allows for superior text comprehension as the reader concentrates his attention on what he is reading.
- Increases the ability to structure sentences and vocabulary.

#### **2.4.2 Reading Aloud**

Wright (2005) states that “when reading aloud a written text, we usually reproduce each written word with the phonetic form it has in normal speech” (p.133).

Reading is a social activity that uses intonation, pronunciation, diction, fluency, rhythm and volume to give life and meaning to a written text so that the listener can dream, imagine or extrapolate feelings and emotions (Cova, 2004, p. 55). Therefore, the same author states that this definition presents an integrative approach that combines social, communicative and functional aspects of language.

According to Hardach (2020) Reading aloud has been somewhat neglected and its benefits are being overlooked. The ancient art of reading aloud produced a range of benefits for adults learning such as helping improve our memories and understand complex texts, to strengthening emotional bonds between people. In addition, reading aloud is an effective tool for developing English language skills. We explore the benefits

of incorporating reading aloud into English language learners' learning strategies for both youth and adults (EnglishRadar, 2023).

Cova (2004) states some advantages of reading aloud which are:

- Increases vocabulary.
- Improves writing and elocution.
- Enhances interest in reading.

Besides, according to EnglishRadar (2023) reading aloud improves pronunciation, increases vocabulary and word recognition, and improves fluency.

## **2.5 Impact of Reading on English Language Learning**

According to Eastern Washington University (2022) cited by Escar, students' proficiency with language increases, understanding what they read becomes simpler. This is so because the brain's "bank" is expanded by every new word, concept, or reference. Understanding and remembering the text later on is made easier by making connections between new and old knowledge. This is due to the fact that you are drawing on past knowledge and connecting a work of writing to other works, cultural contexts, and the wider world, which enhances the text's meaning and makes it more relatable. Therefore, Eastern Washington University (2022) states that for all types of students and professionals, reading comprehension is crucial for language and literature as well as for the development of critical thinking, memory, focus, and problem-solving abilities.

In such a manner that “reading allows language learners to explore topics that they love and stories that engage them” (Bostock, 2023).

Goctu (2016) states the following:

Reading for pleasure can provide learners with the language input they need for further development because through extensive reading learners are constantly

exposed to foreign language. Those learners who are always engaged in the target language application stand a better chance of learning. Moreover, extensive reading develops the overall competence of learners. When learners gain overall competence, their ability to use the language skills improves as well (p. 74).

### **2.5.1 Relationship between reading and grammar**

Sierra (2015) notes that from this point of view, grammar is closely related to cohesion, especially to text cohesion (p.12).

Therefore, Grabe (2009) notes that as a peruser takes a gander at a text, visual word-acknowledgment processes are engaged in, the main words are perceived, and the extraction of syntactic data starts. Syn-strategy handling fabricates the phrasal and clausal units that help the development of semantic suggestions. Underlying data is taken from the words that are perceived, and explicit word groupings are perceived for the primary data that they give.

Alderson's 1993 study (as cited in Urquhart & Weir, 2014, p. 264) found that the grammatical capacity improves reading, or reading capacity enhances the performance on a grammar test, or that the relationship is the result of a third factor, which he terms 'language proficiency'.

According to Grabe and Stoller cited by Xuecong Miao et al., (2023) relationship between grammatical knowledge and reading comprehension refers to the reader's ability to make connections within a text and control the acquisition of meaning during reading. Also, there is a relationship between reading and writing. As they read, students see grammatically correct sentences in context, and this can serve as a model for their own writing. Regular reading stimulates imagination and creativity, which helps make writing more descriptive and original (EC English, 2012).

### **2.5.1.1 Impact of reading comprehension in grammar learning**

According to Ana (2023), reading is an important tool for improving language skills. Reading will expose you to a variety of writing styles, sentence structures, and vocabulary, which will improve your comprehension and writing skills.

Moreover, reading is one of the best ways to learn and practice grammar. Through reading, teachers and students recognize that grammar is not an isolated skill, but rather a resource that gives meaning to the language. Therefore, reading enhances learning (Oxford University Press ELT, 2017).

Shanahan (2014) states that research over the years has shown a clear relationship between syntactic or grammatical complexity and reading comprehension. This means that as students learn to use more complex sentences in their spoken and written language, their reading comprehension will also improve.

Reading is helpful for the grammar learning process because in this way prepositions, articles, tenses are formulated by the student. In this way, basics of grammar get strengthened. Also, it is learned to frame sentences in a correct form (CANAM Group, 2023).

### **2.5.2 Relationship between reading and vocabulary**

“Language is the medium we use in much the same way a composer uses notes, the way a painter uses paint” (Prose, 2012, p. 16). Moreover, according to the same author words are the raw material with literature is made it.

“Reading works of literature helps us to expand our minds and our horizons in so many ways, and it plays a pivotal role in our acquisition and retention of new words” (Starkie, 2023).

Therefore, Starkie (2023) states that reading sharpens concentration, increases attention capacity, and improves memory. Thus, reading continues to expand vocabulary.

Likewise, according to CANAM Group (2023), your vocabulary will improve as you read. Reading books teaches you new words. You will notice that you are less likely to get stuck when speaking if you persist in reading, and your word flow will be consistent. You likewise get to realize which words fit best in a sentence. You will be able to convey your message more effectively in both speech and writing, and your writing skills will also improve further.

According to Leon (2023), there is evidence that students can improve their skills simply by reading more. It has been proven that a lot of time spent reading has a statistically significant effect on students' vocabulary, general knowledge, spelling, word fluency and reading comprehension. But students must have access to a variety of texts and the opportunity to read outside of the school day.

In addition, vocabulary is related to reading in the way of critical role in reading instruction. Therefore, it is important for comprehension and fluency. Effective vocabulary instruction means clear and systematic vocabulary and a varied promotion of the reading and listening experiences necessary to acquire knowledge. Although teaching vocabulary can be difficult, its impact on reading comprehension is far-reaching. Moreover, shared reading experiences introduce students to unfamiliar words and allow them to infer the meaning of new vocabulary (Leon, 2023).

Jager (2010) states that “Reading educators have long appreciated that there is a very strong relationship between vocabulary and reading comprehension” (p.5). In addition, the same author notes that research has taught us that a written text is only accessible and therefore learnable if the reader already knows most of its component

words. In fact, studies show that reading comprehension is at least 95% dependent on understanding the words in the text.

According to Melvin (2022), vocabulary skills are fundamental for student's academic achievement. In and out of the classroom, the success of the students depends on reading comprehension.

CHAPTER III:  
METHODOLOGICAL  
FRAMEWORK

### **3.1 Types of research**

This is descriptive research based on a quantitative approach of experimental methods and cross-sectional types. The population consists of 55 students enrolled in the first year of the English degree program at CRULS.

Descriptive research is focused on describing a demographic segment of the nature studied. One of its main characteristics is creating questions and analyzing data on a given topic. Its main objective is to provide a detailed and accurate picture of the situation or group under investigation.

Quantitative research is a famous tool, as it attempts to collect detailed and quantifiable information for later statistical analysis with the sample population.

In the experimental approach research, a group of individuals is subjected to certain conditions, stimuli or treatments. And in this way, the effects that are produced must be observed. Its main objective is to discover the causes of a phenomenon.

Cross-sectional type research is based on the collection of data by observing a group of people at a given time.

### **3.2 Sources of information**

Sources of information for this research come from first-year English students at CRULS, which corresponds to the morning and evening shifts.

### **3.3 Population and sample**

The total population used for this research is 50 students from first year of the English career. There are 29 students from the morning shift and 21 students from the evening shift, with a sample of 50 students. The sample comes from a sample calculator with a confidence level of 95% and a margin of error of 5%.

Here there is an example of the sample calculator:

**Calculadora de muestra**

Nivel de confianza:  95%  99%

Margen de Error:

Población:

Tamaño de Muestra:

Students that are part of the sample were chosen using a simple random sampling. According to Byju's (2019), "the probability sampling method utilizes some form of random selection. In this method, all the eligible individuals have a chance to select the sample from the whole sample space" (par. 6).

### 3.4 Hypothesis

H1: Reading comprehension helps students from the first year of the English career at CRULS to develop vocabulary and grammar.

H0: Reading does not help students from the first year of the English career at CRULS to develop vocabulary and grammar.

### 3.5 Variables

#### 3.5.1 Independent variable

Reading comprehension

### **3.5.2 Dependent**

Develop the cognitive process to learn vocabulary and grammar more effectively.

### **3.6 Description of the instrument**

A control group and an experimental group were used to evaluate grammar and vocabulary learning through reading comprehension, with students from the morning shift and evening shift. The morning shift was the control group with a total of 26 students, and the evening shift was the experimental group with 19 students.

First, the control group administered a vocabulary pre-test to evaluate the students' knowledge. They were given a time limit of fifteen minutes to solve it. Afterwards, they were given a reading written by the researcher, which they had to read on their own. Subsequently, once they finished reading, they were administered a post-test with vocabulary words about the passage, and questions about the reading to assess the students' comprehension and grammar knowledge.

In the same way, the experimental group took a pretest to estimate student's knowledge. The experimental group was intervened to explain the parameters of reading comprehension. Thus, following the next points according to Johnson (2014), reading comprehension covers three important aspects which teach the reader how to understand the text and help students improve their vocabulary and grammar. For instance, those aspects are word identification, background knowledge, and comprehension skills. Therefore, word identification means that the students had to identify words and learn those words to have a better understanding of the text. At the beginning of the class, it was explained how important it was to identify these words in order to better understand the text and learn new vocabulary. Next, the students were given an overview of the

reading beforehand so that when they read, they would have a better understanding of the reading itself and their vocabulary and grammar skills would have a greater impact, thus this is background knowledge. According to Prescott (2019), background knowledge is a key aspect of reading because students will more easily get the meaning of a text if they already have a general understanding of the topic at hand. The more they read and the more information they encounter in life, whether at home or school, the more they know. Also, Johnson (2014) argues that comprehension skills are used to construct meaning and retrieve information. Therefore, it was explained some comprehension skills for a high understanding of text by the students. Skills such as drawing conclusion, visualization, decoding, and questioning. Those skills were explained to achieve a better understanding of the reading and a better performance by the students. Finally, it was explained the "why" of reading and understanding what you read is different. Since it is not the same as reading a story, on the other hand, while reading and analyze the text and the words from the passage because, in this way, it interacts with the reading and emphasizes context.

Therefore, the reader can understand, draw conclusions, and, above all, learn. So, to learn new vocabulary words, new expressions, and improve their grammar knowledge. Afterward, as planned, they were given a reading written by me as well and they had fifteen minutes to read on their own. Then, they were provided with the post-test to be answered. Next, they had fifteen minutes to answer. The test had vocabulary questions and open questions according to the reading. From this, their knowledge of both vocabulary and grammar were assessed after the intervention.

No student was allowed to use cellphones, dictionaries, or any other tool to facilitate their work. The intention was for the student to use their previous knowledge and in this way evaluate their knowledge and development.

# CHAPTER IV: ANALYSIS OF RESULTS

The following are the results of the instruments applied to the control group and the experimental group to estimate the student's knowledge and learning of vocabulary and grammar using reading comprehension as a learning development tool.

To achieve the objectives set out at the beginning of this thesis, the information obtained from the different tests applied to both groups was analyzed and reviewed. Excel graphs and tables specially designed for the development of the topic were used in order to have a better understanding of the results obtained.

The results are presented in order, starting with the control group and followed by the experimental group. Each group consisted of one test, to measure vocabulary and to measure grammar knowledge through reading comprehension. Finally, the final phase shows the surveys, which cover the age range and gender.

During the analysis process, students' failures and improvements are presented through the instrument used. It analyzed carefully all the details in each group to determine the best result possible.

### **Analysis of the results.**

#### **CONTROL GROUP**

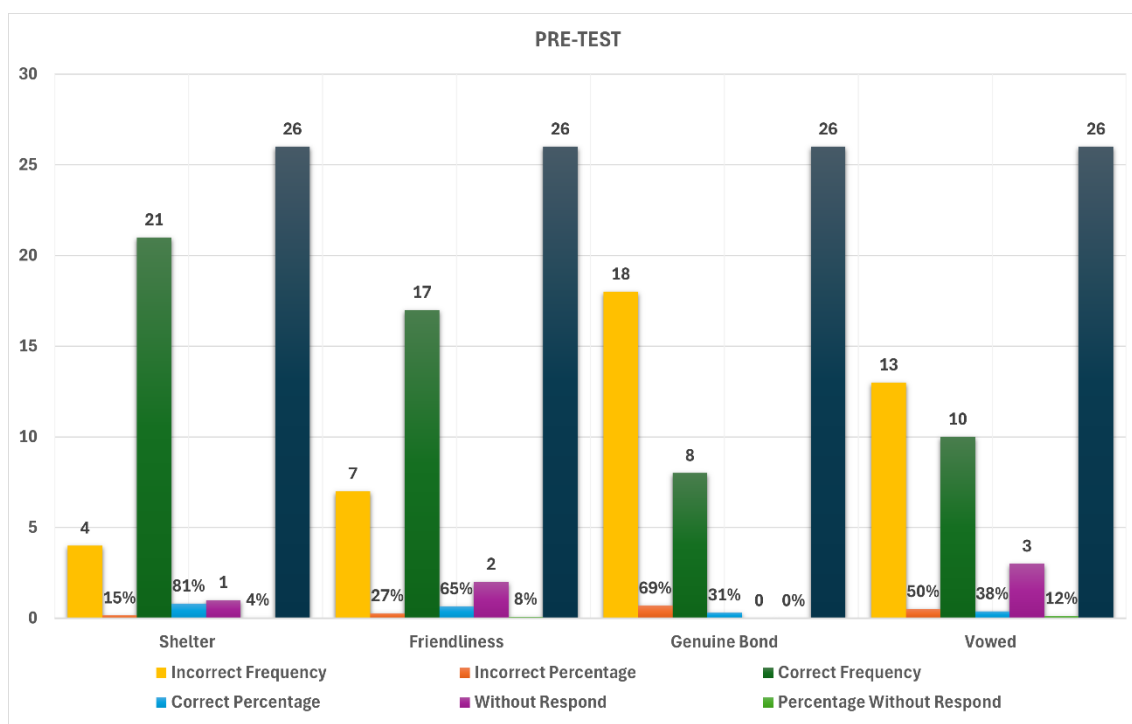
Next, the vocabulary test results are shown.

**Table N°1**

<b>PRE-TEST ANSWER</b>			
<b>Words</b>	<b>Correct</b>	<b>Incorrect</b>	<b>Did not respond</b>
<b>Shelter</b>	21	4	1
<b>Friendliness</b>	17	7	2
<b>Genuine Bond</b>	8	18	0
<b>Vowed</b>	10	13	3

**Source:** Pre-test applied to freshman students from the morning shift at CRULS, acting as a control group.

Graph N°1.



**Source:** Pre-test applied to freshman students from the morning shift at CRULS, acting as a control group.

The following graph shows the results of the pre-test on vocabulary for the students in the control group.

The test consisted of choosing the correct vocabulary answer according to the meaning of each word. The student had to choose one option from three words shown according to the meaning presented for that statement.

The results showed an interesting percentage, for the first word (**shelter**), 4 students failed the choice, which is equivalent to 15% of the population used. 21 students chose the correct option, which is equivalent to 81% of the population. Just 1 student did not answer the option.

For the second option, the word (**friendliness**), 7 students did not answer correctly, which is 27% of the population. 17 students answered correctly, which is 65% of the population. And 2 students did not answer the section. Next, the third option, the

word (**genuine bond**), this word was more difficult than the others before since students missed more than they got right. 18 students answered incorrectly, this is equivalent to 69% of the population. Therefore, 8 students answered correctly with a percentage equivalent to 31% of the sample. All the students answered the option. Lastly, the last choice of answer, with the word (**vowed**), students also failed radically. This means that 50% of the students failed in choosing the correct answer. This equals a total of 13 students in the sample. Therefore, 38% of the population got the correct answer right but were in the minority with the highest percentage of choice. However, 3 students did not answer the option, which is the 12% of the sample.

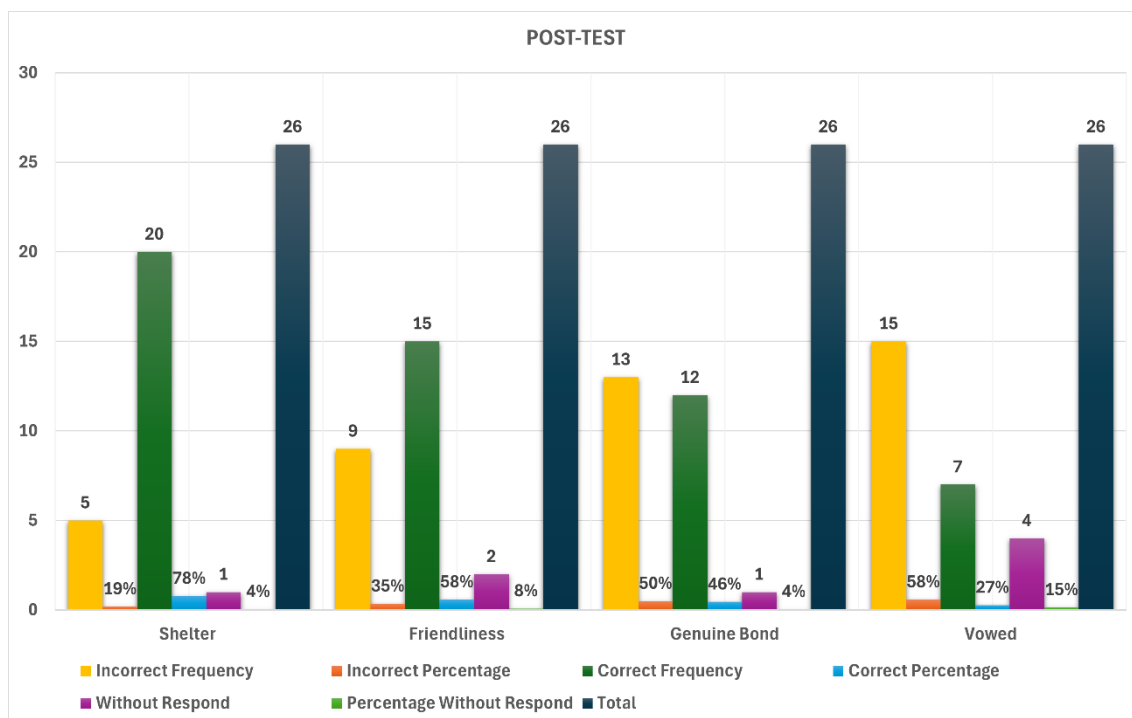
To continue with the instruments applied, the post-test is analyzed to estimate the students' improvement through reading comprehension.

**Table N°2**

POST-TEST ANSWER			
Words	Corrects	Incorrect	Do not respond
<b>Shelter</b>	20	5	1
<b>Friendliness</b>	15	9	2
<b>Genuine Bond</b>	12	13	1
<b>Vowed</b>	7	15	4

**Source:** Post-test applied to freshman students from the morning shift at CRULS, acting as a control group.

Graph N°2



**Source:** Post-test applied to freshman students from the morning shift at CRULS, acting as a control group.

First, this part of this test is the same as the pre-test. The only change is that the students were exposed to reading and thus measured their reading comprehension as previously mentioned.

In the same way, with the first word (**shelter**), 5 students answered incorrectly, which, compared to the pre-test, adds up to one more error, after having been exposed to the reading. Resulting in 19% equivalent to the failed options in the first word. Thus, 20 students answered correctly, with a total percentage of 78%, and 1 option without response. Next, the word (**friendliness**) also has a rise in incorrect answers with two numbers above. 9 students answered incorrectly, 15 students answered correctly, and like the previous one 2 students did not answer. This leaves a margin of error of 19% and a margin of success of 78%. The third word (**genuine bond**) had a good new response, in comparison to the previous one. Likewise, the number of errors by the population is

higher with 13 students and a percentage of incorrect answers of 50%, but compared to the previous one, there was a slight improvement. Previously, the numbers for the same word were 18 incorrect with a percentage of 69%. Therefore, 12 students answered correctly, resulting in a percentage of 46% correct on the post-test. Showing a positive difference of 6 new correct choices for this choice and a 15% increase in correct answers. However, 1 student remained without answering the option. Finally, the last word (**vowed**), It came up with a total percentage of incorrect answers of 58%, equivalent to 15 failed answers. On the other hand, only 7 correct answers with an equivalent of 27%. In this case, 4 students did not answer the options, one more student than before.

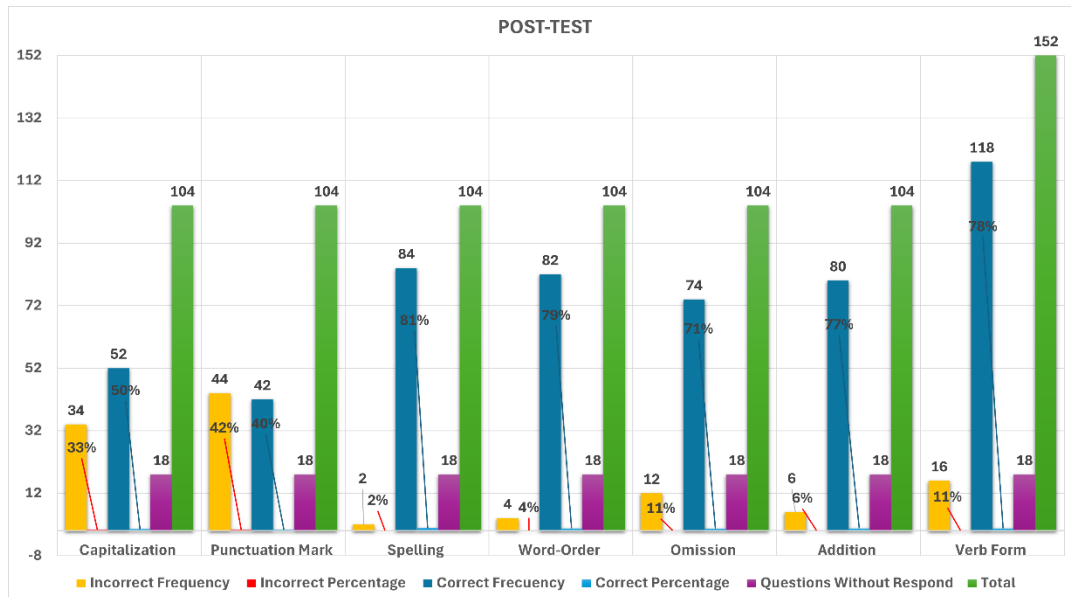
**Table N°3**  
**Post-Test**

TYPE OF ERROR	EXAMPLES	CORRECTION
<b>CAPITALIZATION</b>	<b>the</b> dog. <b>they</b> are together forever. <b>the</b> dog was sad.	<b>The</b> dog. <b>They</b> are together forever. <b>The</b> dog was sad.
<b>PUNCTUATION MARK</b>	The dog felt happy The cat was adopted I think the dog was sad	The dog felt happy. The cat was adopted. I think the dog was sad.
<b>VERB FORM ERROR</b>	Family <b>adopt</b> the cat. I think that the dog <b>be</b> happy. He <b>will</b> never be <b>separate</b> of his friend.	The family <b>adopted</b> the cat. I think that the dog <b>was</b> happy. He <b>would</b> never be <b>separated</b> of his friend.
<b>SPELLING</b>	<b>Along</b> <b>whit</b>	<b>Alone</b> <b>With</b>
	He saw <b>again</b> his friend.	He saw his friend <b>again</b> .

WORD ORDER	<p>Adopted cat is sad dog</p> <p>I think the dog felt when it was adopted happy.</p>	<p>The cat was adopted, and the dog was sad.</p> <p>I think the dog felt happy when it was adopted.</p>
OMISSION	<p>The dog sad because was adopted.</p> <p>The dog sad because the cat.</p> <p>Is the cat.</p> <p>The dog sad because the cat was adopted.</p>	<p>The dog was because the cat was adopted.</p> <p>The dog was sad because the cat was leaving.</p> <p>It is the cat.</p> <p>The dog was sad because the cat was adopted.</p>
ADDITION	<p>The dog a feel alone and sad.</p> <p>The dog is felt happy.</p> <p>The cat it is a friend.</p>	<p>The dog felt alone and sad.</p> <p>The dog felt happy.</p> <p>The cat is a friend.</p>

**Source:** Post-test applied to freshman students from the morning shift at CRULS, acting as a control group.

**Graph N°3**



**Source:** Post-test applied to freshman students from morning shift at CRULS, acting as a control group.

Next, the post-test performed by the Control Group is shown. In table N°3 the errors committed by the population studied are shown, followed by a graph that shows both the errors and the strengths of the students in this type of situation.

The student's knowledge of grammar was measured through reading comprehension. Using the reading of a particular story as a tool to learn and strengthen the student in the area shown. Therefore, students had a good performance showing a better range of correct and well-written answers within English grammar than incorrect and poorly written answers. These numbers and percentages are then analyzed in general.

First, capitalization, punctuation mark, spelling, word-order, omission, addition, and verb form are mistakes found in the student's answers.

Capitalization based in a total of 104 answers in general, 33% did not use the capitalization in their answers, this is equivalent to 34 answers incorrectly in the capitalization area. On the contrary, 52 answers were used in a correct way using capitalization in each sentence, which is equivalent to 50% of the total responses. Last, but not least, 18 questions were not answered. Therefore, this shows that the most percentage of responses were correct.

Punctuation mark in this case focuses on the period at the end of the sentence because students wrote short sentences in which, grammatically, only the period should be placed. Thus, 44 students did not put the period at the end, which is equivalent to 42% of the responses. So, in total there are 104 responses too. In other matters, 42 students used the period, which corresponds to 40% of the responses. Therefore, students had more failures placing the punctuation mark than doing it correctly. In addition, 18 responses were not answered.

Next, students had a minimal case of spelling failure with only 2 misspelled words. To this range only 2% of the responses were incorrect. In the meantime, 81% of the responses were correct, based on the total number of answers which is 104. This is a general base of answers that covers the complete sentence, counting how many sentences have spelling errors and how many do not. Consequently, 18 answers were not responded.

Also, word-order error had a minimal case with 4%, equivalent to 4 answered of the general total. This means that students did not have many problems with the order of words grammatically correct. Thus, 79% of the answers were correct so this shows that the students have good writing skills in the sentences. This percentage is equivalent to 82 correct answers. It must be mentioned that 18 questions were not answered.

The other aspect is omission, 12 answers were incorrect, corresponding to 11% of the total responses. This aspect had a little more of mistakes than the two previous aspects. However, it was not so high, and students showed a high percentage of correct answers without making this type of error, with 71% equivalent to 74 correct answers. This means that those students have good grammatical knowledge in this aspect. Notwithstanding, 18 questions were not answered by the students.

The sixth aspect is addition, in which students resulted in a percentage of 6% making this type of error, which is equivalent to 6 questions answered. However, 77% did not make this type of error, equivalent to 80 correct answers, out of a total of 104 questions in general. Unfortunately, as in the other cases, 18 questions were not answered, equivalent to 17%.

Lastly, the analysis dives into the grammatical aspect of verb form. In which we had a wide variety of correct and incorrect options. We first analyzed the total number of verb usage options in all sentences, which is 104, with a total number of verb usage

options of 152. For example, “The dog was sad because the cat was leaving”, in this example sentence, there are three options of verb form, which is “the dog was”, “the cat was”, and the verb “leaving”. That being the case, in this way, the options in each sentence were counted to show the overall number to be analyzed according to the incorrect and correct forms. Hence, 16 options of incorrectly used verb forms were detected, this is equivalent to 11% from the 152 options. On the other hand, 118 options were detected as correct use of verb form, this corresponding to 78%. Thus, students have an acceptable use of verb form. In addition, 18 questions were not answered.

Finally, mixing the whole aspects detected, students had satisfactory results in general, there was one aspect where the percentage of error was higher, which was in punctuation marks; however, their performance was favorable.

#### **Survey.**

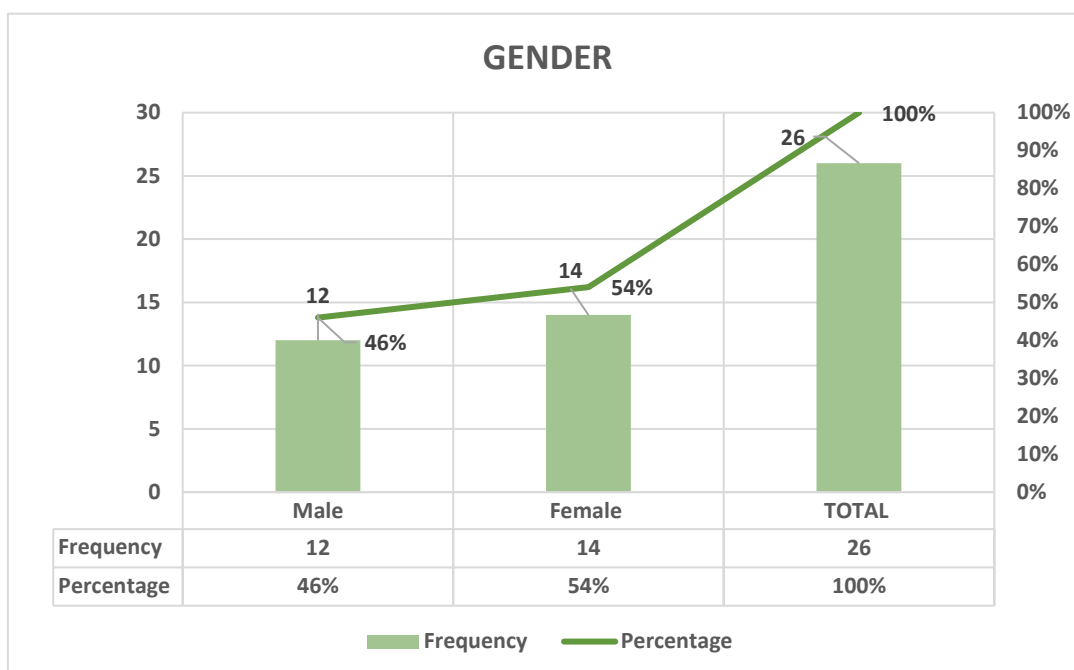
**TABLE N°4**

#### **GENDER**

Criteria	Frequency	Percentage
Male	12	46%
Female	14	54%
<b>Total</b>	<b>26</b>	<b>100%</b>

**Source:** Survey applied to freshman students from the morning shift at CRULS, acting as a control group.

Graph N°4



**Source:** Survey applied to freshman students from morning shift at CRULS, acting as a control group.

The survey was applied to 26 students of the control group, where 12 students are male, equivalent to 46% of the sample and 14 students are female, equivalent to 54 % of the population studied. Hence, there are more women than men in this group.

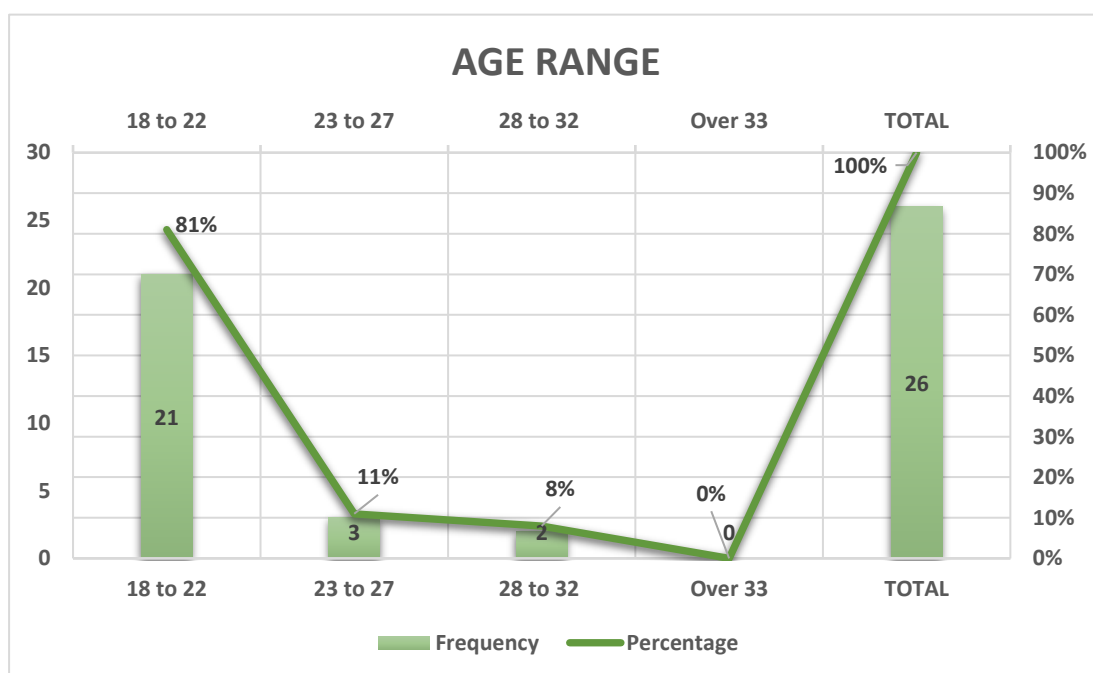
TABLE N° 5

**AGE RANGE**

Criteria	Frequency	Percentage
18 to 22	21	81%
23 to 27	3	11%
28 to 32	2	8%
Over 33	0	0%
<b>Total</b>	<b>26</b>	<b>100%</b>

**Source:** Survey applied to freshman students from morning shift at CRULS, acting as a control group.

Graph N°5.



**Source:** Survey applied to freshman students from morning shift at CRULS, acting as a control group.

The age range was estimated in 4 groups, which are 18 to 22, 23 to 27, 28 to 32, and over 33 years old.

Therefore, the most percentage of people is equivalent to 18 to 22 range, with 81%, which corresponding to 21 people. Followed by the range of 23 to 27 with a percentage of 11%, which is equivalent to 3 people. Then comes the range of 28 to 32 with only 2 people, which corresponds to a percentage of 8%. Finally, there are no people over 33 years of age.

## EXPERIMENTAL GROUP

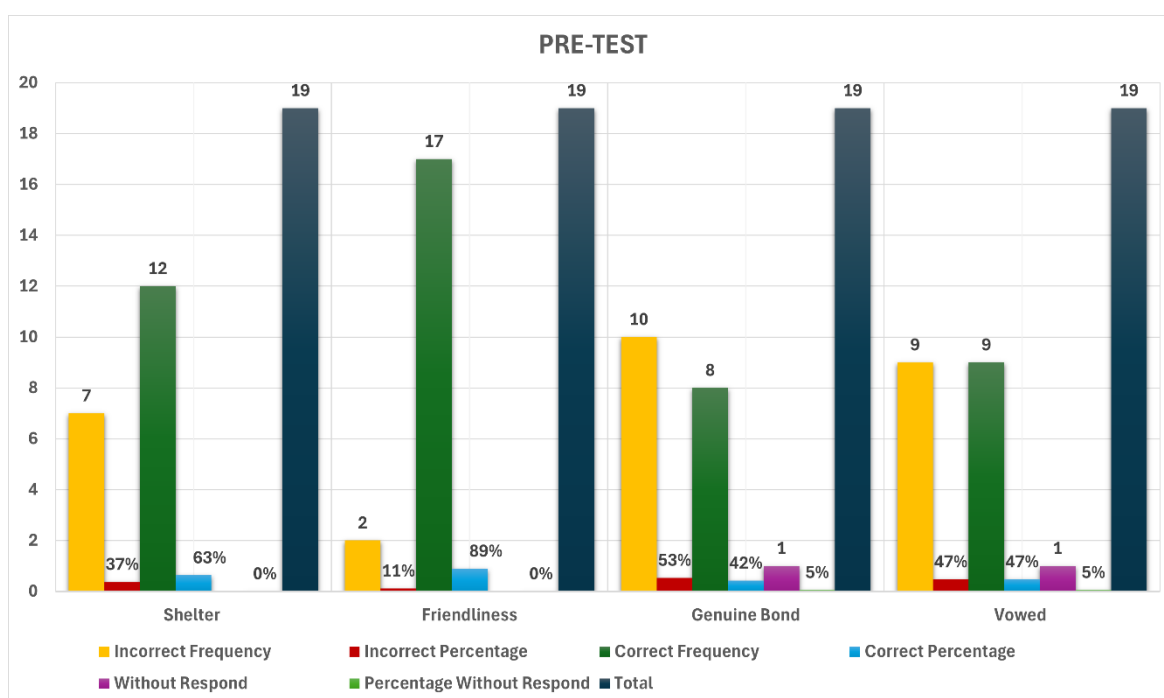
### Analysis of the result.

Table N°6

PRE-TEST ANSWERS			
Words	Corrects	Incorrect	Do not respond
Shelter	12	7	
Friendliness	17	2	
Genuine Bond	8	11	1
Vowed	9	10	1

**Source:** Pre-test applied to freshman students from evening shift at CRULS, acting as an experimental group.

Graph N° 6



**Source:** Pre-test applied to freshman students from evening shift at CRULS, acting as an experimental group.

In this group, the same procedure was applied in the pre-test. A test about vocabulary was performed to estimate the student's vocabulary knowledge. So, initial results indicate the following:

The first word (**shelter**) showed that out of a total of 19 responses, 37% failed in the choice, corresponding to 7 incorrect choices. On the other hand, 12 choices were correct, equivalent to 63%. It is important to mention that all the choices were answered.

Then, with the word (**friendliness**) 2 choices were incorrect, equivalent to 11%, and 17 answers were correct, which corresponds to 89%.

(Genuine Bond) had more mistakes than the others with 53% of the incorrect choices. On the contrary, 8 answers were correct, equivalent to 42%. Also, 1 choice was not answered.

Lastly, the word (**vowed**) had the same overall with 9 choices incorrect and 9 answered correctly. This is equivalent to 47% of the total. Also, 1 choice was not responded.

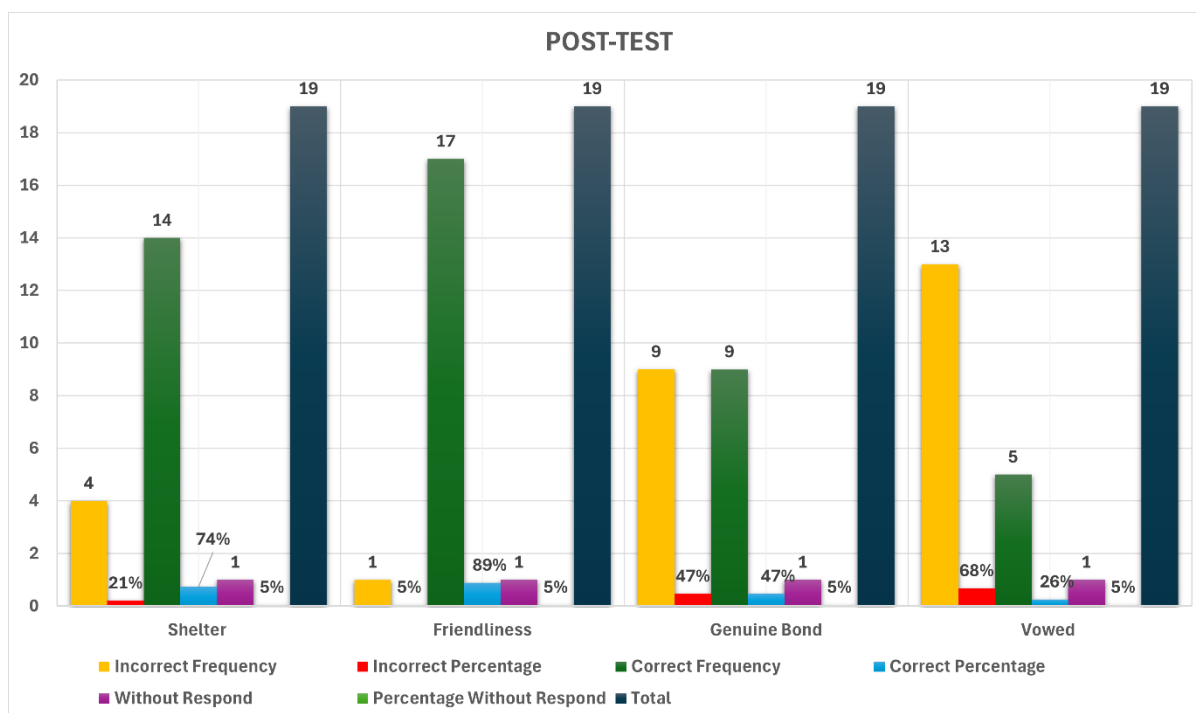
Following the procedure, before the post-test a lecture on reading comprehension was given to the students as mentioned above for them to use it as a tool for learning and improving vocabulary and grammar skills. Therefore, these results were found.

**Table N°7**

<b>POST-TEST ANSWERS</b>			
<b>Words</b>	<b>Corrects</b>	<b>Incorrect</b>	<b>Do not respond</b>
<b>Shelter</b>	14	4	1
<b>Friendliness</b>	17	1	1
<b>Genuine Bond</b>	9	9	1
<b>Vowed</b>	5	13	1

**Source:** Post-test applied to freshman students from evening shift at CRULS, acting as an experimental group.

Graph N°7



**Source:** Post-test applied to freshman students from evening shift at CRULS, acting as an experimental group.

In this test there was a positive change to the students' learning process. Thus, starting with the word (**shelter**) the answers improved an 11% compared with the control group. Word choice had a significant improvement with a total of 14 correct responses, which is equivalent to 74% of the population. On the other hand, a total of only 4 students got it wrong, corresponding to 21% of the sample. Only in 1 occasion a student did not respond, the students left the choice in blank.

Secondly, the word (**friendliness**) as a second option in the post-test kept the same number of correct answers compared to the control group. 17 choices were correct, this is equivalent to 89%. So, 1 option was incorrect and only 1 alternative was not answered.

Thirdly, the word (**genuine word**) also had an increase in the total number of correct answers, which is equivalent to 47%. This means that 9 students answered the

choice correctly. On the contrary, 9 students answered the option incorrectly, corresponding to 47% and 1 alternative was not answered.

Lastly, students failed more than doing better in this last choice, which is the word (vowed), 13 alternatives were chosen incorrectly, equivalent to 68%. Next, 5 alternatives were correct with a percentage of 26%. Without leaving out, 1 option was left in blank.

Therefore, this means that reading comprehension helps students to improve their vocabulary. This can occur if the student applies the techniques when he or she is reading a story or a book. Thus, reading accompanied by comprehension of texts and words in general is beneficial for students to improve their vocabulary.

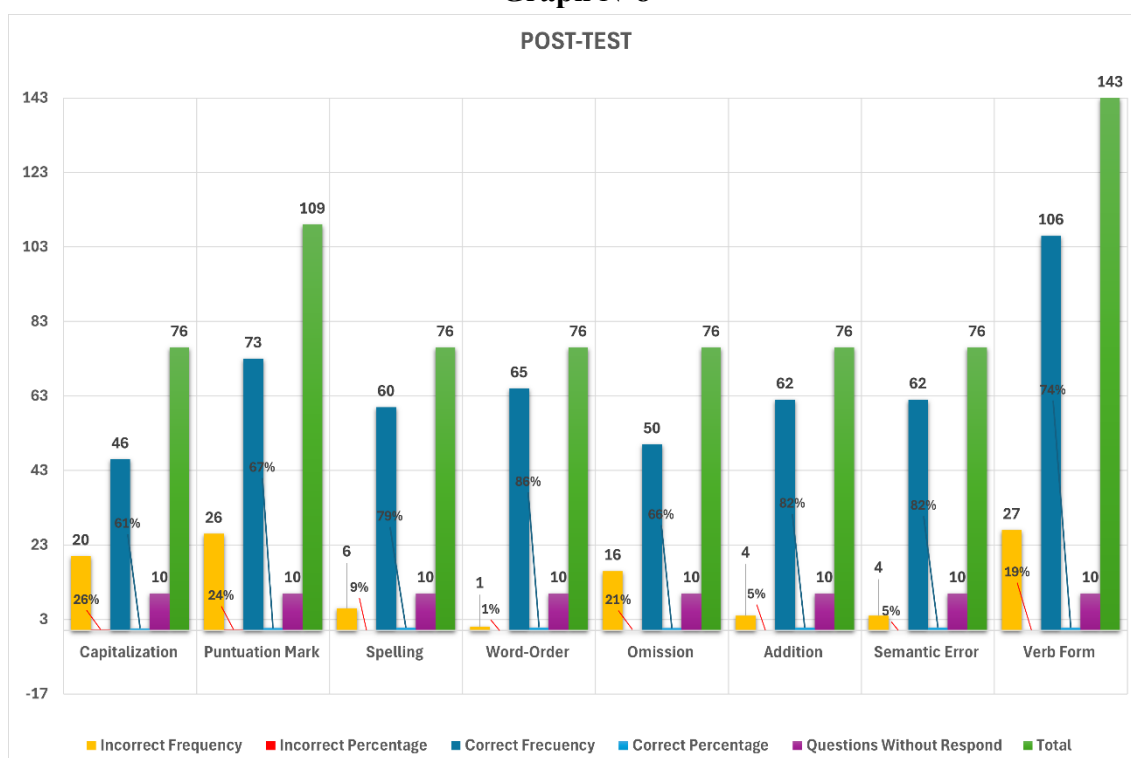
**Table N°8**  
**Post-Test**

TYPE OF ERROR	EXAMPLES	CORRECTION
<b>CAPITALIZATION</b>	the dog was adopted.	The dog was adopted.
	because one family adopted the cat.	Because one family adopted the cat.
	the cat.	The cat.
<b>PUNCTUATION MARK</b>	The cat was adopted by a family	The cat was adopted by a family.
	The cat	The cat.
	It's not felt alone	It's not felt alone.
<b>VERB FORM ERROR</b>	The dog is sad.	The dog was sad.
	The dog feels happy.	The dog felt happy.
	It feel alone.	It felt alone.
<b>SPELLING</b>	Sey	Said
	Bay	Bye
	Hi	He

<b>WORD ORDER</b>	I think felt the dog was happy.	I think the dog felt happy.
<b>OMISSION</b>	The cat is friend the dog. Stayed together again. Happy, attentive, fun.	The cat is friend of the dog. They stayed together again. Happy, attentive, and fun.
<b>ADDITION</b>	The cat is the friend of the dog. Friends for to play. The dog is felt happy.	The cat is friend of the dog. Friends to play. The dog felt happy.
<b>SEMANTIC ERROR</b>	Because your friend is going to a new family. The cat was your friend. He never be separated from your friendship	Because her friend is going to a new family. The cat was her friend. He never be separated from his friendship.

**Source:** Post-test applied to freshman students from evening shift at CRULS, acting as an experimental group.

**Graph N°8**



**Source:** Post-test applied to freshman students from evening shift at CRULS, acting as an experimental group.

As in the control group the students' knowledge was measured to estimate their learning and improvement in the grammar area. However, in this group it was different since those students received an important class about reading comprehension to improve their grammatical knowledge, and in this way, they could put into practice what they were learning through the process.

Therefore, the post-test performed by the Experimental Group on grammar is shown. In table N°6, the errors committed by the population studied are shown, followed by a graph that shows both the errors and the strengths of the students in this type of situation.

So, there are some mistakes found in this group which are very similar to the control group, the only thing is that this group made a new type of mistake, without downplaying its importance. These are the different mistakes; capitalization, punctuation mark, spelling, word-order, omission, addition, semantic error and verb form. In the graph is shown the error range and the range of students' improvement characterized by good use of English grammar.

Hence, the first aspect is capitalization, where students got 20 errors, which is equivalent to 26% from the total options of answers, which is 76 sentences. 61% of the total obtained correct answers by placing capital letters correctly. It means that, the capital letter was used only in the first word of each sentence, since they had to capitalize the first letter of each word as a rule of grammar. Thus, comparing the control group with the experimental group, the experimental group had a better percentage.

Next, the students in this sample had good results with punctuation marks too, cultivating a good use of the signs and correctly adapting the use of each one. These students not only used the period, but also made use of the comma, something the control

group did not do. Therefore, the experimental group had 109 options of punctuation marks with 26 mistakes, which is equivalent to 24%. On the other hand, this sample obtained 73 correct options equivalent to 67%. This percentage is higher than the other group, which is 40%. Nevertheless, 10 questions were not answered.

In spelling the students did a good job obtaining a high percentage of correct answers without mistakes. 79% of the questions did not have spelling mistakes, corresponding to 60 questions answered correctly. Nevertheless, 6 questions were answered with spelling errors, which correspond to 9% of questions. Also, 10 students left the question blank.

In the word-order aspect, the students had an excellent performance too. Even having a higher percentage than the control group in the writing of well-ordered sentences. The control group scored 79% of sentences well-ordered, and 4% into sentences with mistakes. On the contrary, this group only obtained 1% of mistakes equivalent to 1 poorly ordered response. And 86% answered correctly without spelling errors, which is equal to 65 sentences. Also, as the other aspects 10 sentences were left empty.

Next, the omission aspect had 21% corresponding to 16 sentences with this mistake and had 66% equal to 50 questions well responded. This means that students had a good performance structuring sentence. They did make mistakes; however, they were minimal compared to the percentage of correct answers. Not to mention that 10 questions were not answered.

The addition aspect had 4 mistakes in sentences equivalent to 4%. And 82% were correct, corresponding to 62 sentences without this type of error. Even, the other group

had more mistakes in this aspect than this group. Thus, comparing this sample with the other sample, it can be determined that the latter performed better as well.

Another aspect noted was semantic errors. This group had this type of error, and the control group did not. So, 4 sentences equal to 5% presented this mistake in sentences structure, and 82% did not commit this mistake.

Lastly, the most common error in both groups is the grammatical verb form aspect. Also, the feature with more options to commit failed in both groups too. Therefore, in this group students wrote a lot, and they had many choices of verb form, even though they were fewer students in the sample compared to the control group. To determine the difference the control group consisted of 26 and this group consisted of 19, there is a difference of 7 students. Therefore, this group had almost the same number of verb usage options. This means that they wrote more within each question presented and determined a good reading comprehension. This group used 143 forms of verbs compared to the other population which used a little more, but with 7 more students in the sample, they used 152 verb choices. A difference of only 9 options.

Thus, this category obtained 19% of verb form mistaken, which equals to 27 verb errors. Nevertheless, compared with the other group, this had more mistakes. But this group scored higher in well conjugated verb forms than the control group with 74% of the options, equivalent to 106 correct options.

To emphasize, the use of reading comprehension does improve the student's knowledge of grammar for learning English.

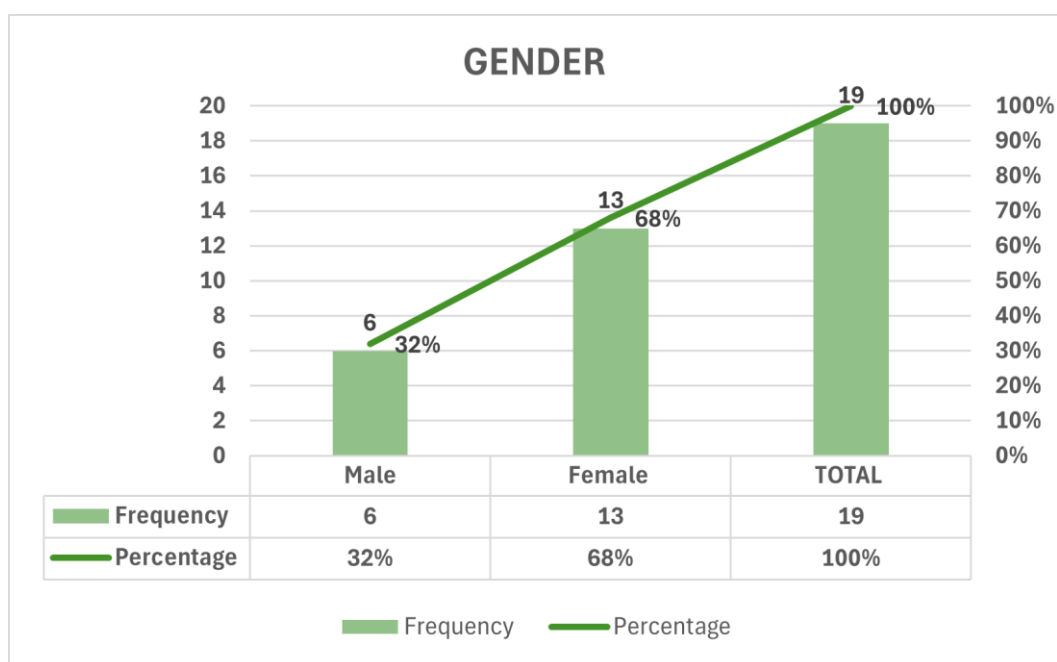
## Survey

**TABLE N°9**  
**GENDER**

Criteria	Frequency	Percentage
Male	6	32%
Female	13	68%
<b>Total</b>	<b>19</b>	<b>100%</b>

**Source:** Survey applied to freshman students from evening shift at CRULS, acting as an experimental group.

**Graph N° 9.**



**Source:** Survey applied to freshman students from evening shift at CRULS, acting as an experimental group.

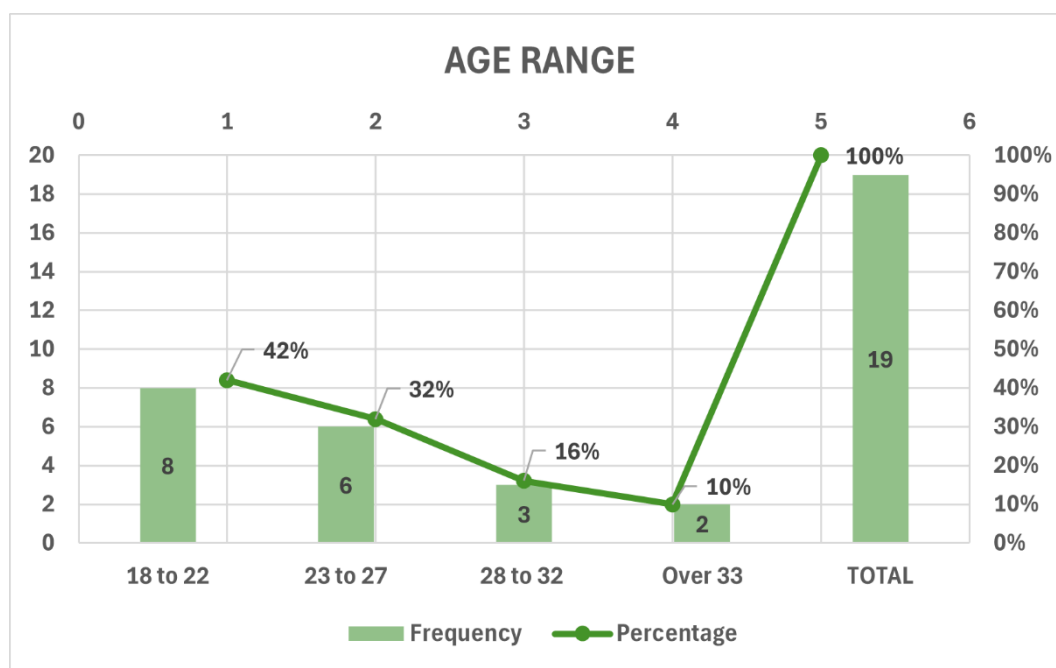
The survey was applied to 19 students of the experimental group, where 6 students are male, equivalent to 32% of the sample and 13 students are female, equivalent to 68% of the population studied. Hence, there are more women than men in this group, too.

**TABLE N° 10**  
**AGE RANGE**

Criteria	Frequency	Percentage
18 to 22	8	42%
23 to 27	6	32%
28 to 32	3	16%
Over 33	2	10%
<b>Total</b>	<b>19</b>	<b>100%</b>

**Source:** Survey applied to first-year students from evening shift at CRULS, acting as an experimental group.

**Graph N° 10.**



**Source:** Survey applied to first-year students from evening shift at CRULS, acting as an experimental group.

The age range was estimated in 4 groups too, which are 18 to 22, 23 to 27, 28 to 32, and over 33 years old.

Hence, the most percentage of people is equivalent to 18 to 22 range, with 42%, which corresponds to 8 people. Followed by the range of 23 to 27 with a percentage of

32%, which is equivalent to 6 people. Then comes the range of 28 to 32 with 3 people, which corresponds to a percentage of 16%. Finally, students over 33 with 10% equal to 2 people.

# CONCLUSIONS

After analyzing and interpreting the results of this research, the following conclusions were reached:

According to this study, reading comprehension does teach and improve students' vocabulary and grammar. This means that by reading and understanding the texts, the student can improve his or her vocabulary skills, reminding and adapting new words to his or her dictionary of words. It also enhances the student's correct use of grammar, as it teaches the student the proper spelling of words, as well as speech, and the way in which sentences are correctly formulated.

The student improves significantly by using comprehensive reading to detect the structure of the language, thus showing a good understanding of the syntax and morphology of the language. Good student observation and reading comprehension was detected. This means that reading comprehension does help students' capacity to learn new words, detect the structure of the paragraphs and how the words and phrases in the texts are written.

The student cultivates new words, improves his linguistic fluency when communicating. Within what was found, an improvement in vocabulary was estimated on the part of the student. Consequently, in the analysis it was found a gap in vocabulary with a word. However, this is a natural pattern in the learning process because it facilitates not only the recognition of new words, but also the deep understanding of their words.

Moreover, reading comprehension not only helps to enrich the vocabulary, but also serves to improve grammatical skills and language fluency. The results show that when students read using reading comprehension, they get a deeper and longer lasting learning. This means that students have an increased ability to use language more effectively, both written and spoken.

To conclude, reading comprehension is crucial for first year English learners in acquiring grammatical and vocabulary knowledge.

## RECOMMENDATIONS

- Professors always should emphasize the importance of reading to students. In this way the student has the concept of reading present most of the time.
- Be patient and understanding with vocabulary gaps. It is natural for learners to misunderstand a lot of words during the learning process. Therefore, teachers should be very understanding in this respect, as reading is a process of learning and enjoyment. Therefore, they should provide them with strategies for mastering reading comprehension.
- To create a dynamic environment of constant learning so that the student is motivated by reading and the classroom.
- Students should read at least once per week to improve their linguistic skills such as vocabulary and grammar.
- Try to do at least one tip to improve reading comprehension, such as identifying unknown words in the text you read. Try to underline them in the text itself or write them down in a separate notebook to look up their meaning to remember and adapt a new word.
- More emphasis should be placed on the analysis of texts in class to force students to use their reading skills in the classroom.
- It would be valuable to suggest research as a degree option to students. Since reading comprehension has a big field of study. This means that students can investigate other areas in the reading comprehension field. For example, how reading comprehension helps with listening or how reading comprehension improves analytical skills. Therefore, this will be helpful to others because **it** will help the school and the professors, too.

- The results of this research can have a positive impact on students since they can have a better visualization of what happens when the learner reads and understands. Most of all because it is research carried out in the same school where these students' study.
- Reading opens doors to knowledge, so students should try to create a daily reading habit and, in this way, broadly improve their abilities, not only in the language, but also in their daily life.

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## APPENDIX

This was the Pre-test used in the application of the instrument to estimate vocabulary in the control and experimental group.



## PRE-TEST

*THE ROLE OF READING COMPREHENSION TO IMPROVE GRAMMAR AND  
VOCABULARY IN FRESHMAN STUDENTS AT CRULS*

**Objective:** To determine the importance of reading comprehension to learn and improve vocabulary and grammar within the English language learning process.

**I Part.** Choose the best answer.

**Indications:** In this part, you will find vocabulary words related to the reading.

Given the word's meaning choose the correct option.

1. It is a small building or covered place made to protect people from bad weather or danger. (Collins Dictionary, n.d.).
  - A. Shelter
  - B. Company
  - C. Reunite
2. They behave in a pleasant, kind way, and like to be with other people. (Collins Dictionary, n.d.).
  - A. Genuine
  - B. Friendliness
  - C. Fun
3. It is a strong feeling of friendship, love, or shared beliefs and experiences that unites them. (Collins Dictionary, n.d.).
  - A. Genuine Bond
  - B. Admirable
  - C. Loneliness
4. To make a determined decision or promise to do something. (Cambridge Dictionary, n.d.).
  - A. Joy
  - B. Attentive
  - C. Vowed

This was the Post-test used after the Pre-test during the instrument application.



### POST-TEST

#### *THE ROLE OF READING COMPREHENSION TO IMPROVE GRAMMAR AND VOCABULARY IN FRESHMAN STUDENTS AT CRULES*

**Objective:** To determine the importance of reading comprehension to learn and improve vocabulary and grammar within the English language learning process.

**I Part.** Choose the best answer.

**Indications:** In this part, you will find vocabulary words related to the reading.

Given the word's meaning choose the correct option.

1. It is a small building or covered place which is made to protect people from bad weather or danger. (Collins Dictionary, n.d.).
  - A. Shelter
  - B. Company
  - C. Reunite
2. They behave in a pleasant, kind way, and like to be with other people. (Collins Dictionary, n.d.).
  - A. Genuine
  - B. Friendliness
  - C. Fun
3. It is a strong feeling of friendship, love, or shared beliefs and experiences that unites them. (Collins Dictionary, n.d.).
  - A. Genuine Bond
  - B. Admirable
  - C. Loneliness
4. To make a determined decision or promise to do something. (Cambridge Dictionary, n.d.).
  - A. Joy
  - B. Attentive
  - C. Vowed

This was the story used by the students to fill in the questions in the grammar part.

**UNIVERSIDAD DE PANAMÁ**

**CENTRO REGIONAL UNIVERSITARIO DE LOS SANTOS**

*THE ROLE OF READING COMPREHENSION TO IMPROVE GRAMMAR AND  
VOCABULARY IN FRESHMAN STUDENTS AT CRULS*

Reading.

**The Dog**

In the animal shelter lived a dog known for its incredible loneliness. He was often seen walking alone. However, he possessed a wonderful character full of love, tenderness, and friendliness. Nevertheless, He had never had a true friendship. Despite that, for the others, he was an admirable dog. One day a beautiful cat came to the refuge. The cat possessed an amazing attitude because everybody could talk and laugh with her. She was attentive and friendly with others. On one occasion the cat and the dog met. Even though they were of different species they got along very well. As a result, they both enjoyed each other's company. With time, both created a story together full of joy, fun, and, above all, companionship. At that moment, the dog noticed he had found his genuine bond. In addition, one day the cat was adopted by a family. The dog was sad, but he knew that it could happen. The dog was left alone again. Nonetheless, he was left with unforgettable moments and an unbreakable friendship. For this reason, both vowed to reunite and to stay together forever. Consequently, time passed, and the cat's family returned to the shelter to adopt a new pet, and they adopted the dog; hence, the dog and the cat met again and were never separated again.

(Author: Kilver Jalan Almanza Salazar, 2024).

Second part of the post-test used to estimate grammar knowledge.

**II Part.** Answer the following questions

**Indications:** The student must first read the reading previously provided by the researcher, once read, he/she must begin to respond. *(All answers must be in complete sentences).*

1. Who is the Dog's friend?

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2. Why the dog was sad?

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3. How do you think the dog felt when he made friends with the cat?

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4. How do you think the dog felt when it was adopted by the same family?

**Try to be empathetic.**

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Images where the instrument was applied to the first-year morning students acting as a control group.





Images where the instrument was applied to the first-year evening students acting as a Experimental Group.



