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Faculty of education

Thesis Submitted to Obtain the Licentiate Degree in

THE IMPACT OF APPLYING THE COMMUNICATIVE LANGUAGE TEACHING
(CLT) APPROACH, SUPPORTED BY CHATGPT-GENERATED TEXTS AND
RESOURCES, TO ENHANCE READING SKILLS AMONG SIXTH GRADERS AT
SANTA ROSA ELEMENTARY SCHOOL, MONTES DE ORO, PUNTARENAS,
DURING THE FIRST PERIOD OF 2025

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Sworn Declaration

Yo Gabriela González Arrieta, mayor de edad, portador de la cédula de identidad número 604270990, egresado de la carrera de Enseñanza del inglés I y II ciclo de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del inglés en I y II ciclo, juro solemnemente que mi trabajo de investigación titulado: “The Impact of Applying the Communicative Language Teaching (CLT) Approach, Supported by ChatGPT-Generated Texts and Resources, to Enhance Reading Skills Among Sixth Graders at Santa Rosa Elementary School, Montes de Oro, Puntarenas, During the First Period of 2025”, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

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Carrera: LICENTIATE DEGREE IN ENGLISH TEACHING, I y II CICLES.

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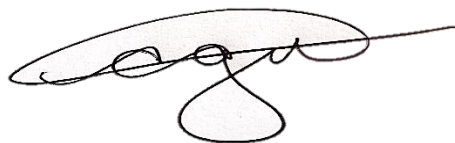
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LETTER FROM THE READER**CARTA DE LECTOR**

San José,

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Carrera Estimado señor

La estudiante Gabriela Gonzalez Arrieta , cédula de identidad 6-0427-0990, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado “The Impact of Applying the Communicative Language Teaching (CLT) Approach, Supported by ChatGPT-Generated Texts and Resources, to Enhance Reading Skills Among Sixth Graders at Santa Rosa Elementary School, Montes de Oro, Puntarenas, During the First Period of 2025”, el cual ha elaborado para obtener su grado de Licenciatura en la carrera de Enseñanza del Inglés I y II ciclo.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

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Cordialmente,



Gabriela González Arrieta

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Dedicatory

This thesis is dedicated to all those who have been my foundation, my strength, and my inspiration throughout this journey: each step I took and every word I wrote carries a part of you.

First and foremost, to God, thank you for being my unwavering guide, filling my path with light and granting me strength when doubt and fear clouded my way.

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This accomplishment is not mine alone; it belongs to all of you.

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Abstract

This research project aimed to determine the impact of applying the Communicative Language Teaching (CLT) approach, supported by AI-generated texts using ChatGPT, on enhancing the reading comprehension skills of sixth-grade students at Santa Rosa Elementary School, Montes de Oro, Puntarenas, during the first period of 2025. A mixed-methods approach was used, combining both quantitative and qualitative data collection tools. The study was conducted with a group of 20 students over a period of four weeks. During the intervention, students were exposed to customized reading materials generated through AI and engaged in interactive reading comprehension activities based on the CLT approach. Two reading comprehension instruments were administered weekly to assess progress, alongside teacher observations and student feedback. The results indicated a modest improvement in reading comprehension scores, while a significant increase in student motivation and engagement was observed. The findings suggest that the integration of AI-generated texts and communicative activities can enhance learner interest and interaction, although long-term implementation and structured reading strategies may be necessary to achieve substantial academic progress.

Key Words: Communicative Language Teaching (CLT), Artificial Intelligence, ChatGPT-generated texts, Reading comprehension, Sixth grade students, English as a Foreign Language (EFL), Motivation, Student engagement, Personalized materials, Mixed-method research.

Resumen

Este proyecto de investigación tuvo como objetivo determinar el impacto de la aplicación del enfoque de Enseñanza Comunicativa del Lenguaje (Communicative Language Teaching - CLT), apoyado por textos generados mediante inteligencia artificial utilizando ChatGPT, en el desarrollo de las habilidades de comprensión lectora de los estudiantes de sexto grado de la Escuela Santa Rosa, ubicada en Montes de Oro, Puntarenas, durante el primer período del año 2025. Se empleó un enfoque metodológico mixto, combinando instrumentos de recolección de datos cuantitativos y cualitativos. El estudio se llevó a cabo con un grupo de 20 estudiantes durante un período de cuatro semanas. Durante la intervención, los estudiantes trabajaron con materiales de lectura personalizados generados por IA y participaron en actividades interactivas de comprensión lectora basadas en el enfoque CLT. Se aplicaron dos instrumentos de comprensión lectora por semana para evaluar el progreso, además de observaciones del docente y retroalimentación de los estudiantes. Los resultados reflejaron una mejora moderada en los puntajes de comprensión lectora, pero se evidenció un aumento significativo en la motivación y el compromiso de los estudiantes. Los hallazgos sugieren que la integración de textos generados por IA y actividades comunicativas puede aumentar el interés y la participación del alumnado, aunque será necesario implementar estrategias de lectura estructuradas y una intervención a largo plazo para lograr avances académicos más significativos.

Palabras Clave: Enseñanza Comunicativa del Lenguaje (CLT), Inteligencia Artificial, Textos generados por ChatGPT, Comprensión lectora, Estudiantes de sexto grado, inglés como lengua extranjera (ILE), Motivación, Participación estudiantil, Materiales personalizados, Investigación con enfoque mixto.

Chapter I

Research Problem

1.1 INTRODUCTION

The knowledge of a second language, such as English, is an essential skill for each learner on both academic achievement and personal development. Nowadays, with globalization, the English language is found as one of the most useful skills, if not the most important, because know it is a necessity in the contemporary global society.

That is why at Santa Rosa Elementary School in Montes de Oro, Puntarenas, the challenge of strengthening reading skills among second-cycle students is pressing. Most of the students, specifically sixth graders have experienced significant disruptions in their English language education, leading to gaps in comprehension and motivation. For that reason, this investigation focusses on facing all those challenges through the application of the Communicative Language Teaching (CLT) approach.

The CLT approach has proven that it promotes interaction between students and improves language learning. This CLT approach combined with the use of AI: ChatGPT-Generated Texts and resources, can provide the students with a more modern environment in the classroom. That can motivate those who often feel frustrated during classes due to the lack of clear and concise instructions in the English language.

According to Brenes (2023), she explains on her work: the impact of inadequate instruction, especially in critical thinking and reading comprehension, this has been exacerbated by the recent shift to online learning. This situation not

only affects student's academic achievements but has also caused an increase of frustration and underperformance from the language learning process.

For all these reasons, this study is mainly based on motivating students by providing them with the space to work with personalized materials and interactive practices that can enhance their language learning, without leaving aside the specific vocabulary and grammar as well from the MEP program.

With the implementation of the CLT approach, the goal is to make the students the protagonists of their own learning and stop them to feel stuck about learning English. This approach can be explained in the words of Richards & Rodgers (2001): "The Communicative Approach in language teaching starts from a theory of language as communication. " (p. 159)

The CLT approach fosters an environment where learners can practice the target language with authentic situations, by enhancing confidence and competence. The process of meaningful communication with learners enables young people's foreign language teachers to demonstrate that English is not as complex as it may seem to young learners. Through the application of this approach combined with AI, the goal is to have a positive impact on the students.

According to Jimenez (2022): using technology and involving pedagogically innovative approaches to teach English, for example, through comics can help students to develop their reading and writing skills as well as an increase of their learning dependency. Furthermore, addressing specific barriers that students face

on the reading comprehension skill, is essential for an effective language learning success.

For all these reasons, this investigation aims in the importance to implement techniques and strategies that can improve and transform the English learning of sixth graders at Santa Rosa elementary School in a more modern and personalized setting that meets the students' needs while creating an optimal and safe environment for their linguistic development.

1.2 BACKGROUND OF THE PROBLEM

The sixth graders at Santa Rosa elementary school have encountered several difficulties due to the lack of English instruction during their first four years of school. And their attitudes toward learning English as a second language have been adversely affected by this educational gap, which has also impeded their linguistic development. This issue is particularly concerning given the importance of English in academic and professional settings, as well as its role as a global language in today's interconnected world.

Besides that, it is also important to mention that between the ages of 11 and 12 years old, the pupils are more likely to go through a transitional stage in their life where they are starting to become more independent and self-aware. They are also more prone to show opposition to novel learning opportunities at this point, especially if they believe these are challenging or impossible. For these reasons some observations from classroom interactions at Santa Rosa school reveal a pattern of negative attitudes, and lack of motivation toward English instruction.

To address this problem, it is essential to adopt some teaching strategies that are both innovative and tailored to the specific needs of these students. That is why the implementation of the Communicative Language Teaching (CLT) approach is required in this scenario. According to Brenes (2023), the results of her work show that collaborative learning is an effective tool for developing critical thinking, as students feel more comfortable in the classroom. Some participants reported improvements in their critical thinking skills due to the use of Collaborative Strategic Reading (CSR). Where she underscores the role of teachers in promoting critical reading through collaborative approaches, as in the case of the Communicative Language Teaching (CLT) approach, which facilitates a supportive learning environment. This method is particularly effective for addressing the disengagement seen at Santa Rosa school, because it emphasizes real life communication and interaction as the foundation for language learning. This approach combined with the use of Artificial Intelligence (AI) to generate personalized reading materials, based on the student's interests and existing competence levels of the students.

In other words, this investigation focuses on the importance of rekindling student's interest in the English learning and strengthen the reading comprehension skill, which is essential for their cognitive development, through innovative and personalized reading practices tailored to their needs, by the implementation of the CLT approach and the use of AI, to provide the students with a more meaningful learning. In relation to the above, it is important to highlight the significance of this study in providing students with adapted and comprehensible

material that meets their academic needs in this second language. In the words of Krashen (1985):

The Input Hypothesis claims that humans acquire language in only one way – by understanding messages or receiving ‘comprehensible input’. We progress along the natural order (hypothesis 2) by understanding input that contains structures at our ‘stage’ – structures that are a bit beyond our current level of competence. (p. 2)

For this reason this study will focus on working through different practices with adapted texts, that can be interesting and adaptable to the student’s level of English, with comprehensible grammar and vocabulary, that can be easy for them to understand, and that allows the sixth graders at Santa Rosa Elementary School to have the necessary language acquisition for their academic development in the English subject.

The reading skill is one of the most challenging for students nowadays, but it is necessary to acquire: vocabulary, grammar structures and cultural content. But the issues related to reading comprehension skills are not limited to Santa Rosa Elementary School. Brenes (2023) in her investigation: she highlights that reading is essential for the development of critical thinking, which many students struggle to cultivate, especially after the pandemic 2020. Where she worked with a third-grade group from a Private Institution, Circuit 05 during the Third Quarter of 2023. This situation has compounded existing deficiencies in language skills, as students in various settings are found with a lack of ability to analyze and interpret texts effectively. Even though the text contains words or phrases related to a basic level

of English, Students do not show interest to read and analyze the assigned reading in class. Another situation presented is when students get confused with words that are like their native language and have different meanings. These words are known as false cognates. Ruiz (2021) explained in his research that: false cognates affect reading comprehension, showing that many students find it hard to understand texts correctly because they aren't aware of these tricky linguistic similarities at some specific words. And this is something that is intended to be addressed during the implementation of this research using AI.

The idea of creating innovative and engaging texts through ChatGPT, in order to satisfy student's interests, is essential in this work. This provides teachers with the opportunity to use technology to enhance the quality of education in the classroom. Jiménez (2022): emphasizes the positive impact that reading comprehension practices can have on the students. Her research demonstrates that technological tools can improve literacy if teachers encourage students to take control of their own learning.

By creating reading materials tailored to the specific level and interests of each student, ChatGPT complements the Communicative Language Teaching (CLT) approach. By encouraging collaboration, using technology effectively, and tackling specific hurdles like false cognates, teachers can create an environment that not only enhances reading skills but also inspires students to engage more deeply with the English language. This will ensure that students receive more relevant and engaging content, helping to overcome the challenges posed by

inadequate learning access and suitable it with meaningful English reading resources.

1.3 JUSTIFICATION

The proposed research is of utmost importance due to its relevance both in the academic field and in educational practice. Nowadays with the use of technology, particularly tools like ChatGPT have taken a central role in teaching. This kind of tool transforms the way in which teachers transfer the knowledge to the students but also helps the students to have a more interactive learning experience. For this reason, the importance of putting into practice and exploring the impact of this new technology is indispensable for the future learning process.

Nowadays students are more connected to technology than ever before, and it is because it catches their attention easily, which is something good that teachers can take advantage of. Therefore, even though the use of these new technologies can be beneficial for teachers, they need to know how to use them in the right way. And there is when the purpose of using ChatGPT to create personalized texts and practices comes into play. With this research the purpose is to provide teachers with the necessary tools to incorporate technologies in a way that enhances the educational process.

Additionally, using artificial intelligence tools like ChatGPT gives teachers the chance to customize the material and presentation style, which enables them to meet the student's needs. This investigation aims to seek for the students' motivation and interest to be raised by having access to adaptable information with

the use of this AI, which will enhance their engagement and academic performance. This helps the students not just in the language part, but also this will help the students to develop other important cognitive skills such as critical thinking, problem solving, and the good use of technology that is crucial for their professional development.

In conclusion, this study not just focuses on integrating the use of AI in the classroom by improving the English learning with sixth graders at Santa Rosa Elementary School, but also to reflect, on how this new technology can transform the teaching-learning process in the classroom with activities that are fun and innovative that will enrich the classes and increase student interest in the subject of English as a target language. For these reasons, it is essential to carry out this research to fully harness the potential of technological tools in the educational context.

1.4 PROBLEMATIZATION

The learning of a second language is not always an easy task, and it is even more difficult when there has been a significant absence of classes on this subject of English as a foreign language. As is the case for the sixth-grade students at Santa Rosa Elementary School. Because as it was mentioned before, these students did not receive English classes in their first four years of school. And this has caused a considerable deficiency in their English level.

This situation has led to low linguistic competence, especially in reading, limiting their ability to improve key aspects such as vocabulary, grammatical

understanding, and cultural knowledge. In this context, there is an urgent need to identify and implement innovative strategies that can promote more effective and meaningful English learning, particularly in reading skills, which are essential for the comprehensive development of the language. Which is not merely the acquisition of words and grammar; rather, it is a dynamic process shaped by neurological, cognitive, social, and environmental factors. As Tomasello (2003) explains, children learn language through interaction and shared attention, constructing meaning from communicative contexts rather than simply absorbing vocabulary and rules.

One of the biggest obstacles that these students are facing is the lack of texts that are adapted for their English level, which represents a difficulty in their comprehension to analyze and have a deep reflection about the readings. It is important for the students to have material that allows them to progress at their own pace and level, highlighting the importance of exploring alternatives that can personalize learning.

That is why the use of new technologies like ChatGPT as an artificial intelligence that can generate text, can offer a solution for the problem mentioned before related to the sixth grader's linguistic deficiencies by providing them with personalized materials and interactive practices.

However, the use of this AI must be accompanied by a pedagogical approach like the Communicative Language Teaching (CLT). This approach can help the students to interact and discuss between them about the readings assigned in class, allowing them to have a better understanding of them. The CLT

promotes learning through discussions, reflections, and debates, allowing students to express and consolidate their ideas in English. By combining personalized reading with interactive activities based on CLT, the goal is not only to improve reading skills but also to promote deeper and more meaningful learning, where students can connect to the content with their own context and experiences.

Despite technological advances, the adoption of tools like ChatGPT in English teaching is not without challenges. Some educators may face difficulties in integrating AI effectively into their traditional pedagogical practices. It is essential to ensure that technology complements rather than replaces human interaction in the educational process. It is important to be careful about the integration of ChatGPT with existing pedagogical methodologies as long as it is used for the right reasons and harnessing its benefits without neglecting the essential role of the teacher.

Having mentioned that, the central question guiding this research is: How can the use of ChatGPT, along with the CLT approach, improve the English reading skills of sixth-grade students who have had a significant lack of prior classes? The proposed hypothesis is that the use of personalized AI-generated texts, combined with interactive discussion and reflection activities typical of CLT, will significantly contribute to the development of reading skills, enrichment of vocabulary, and understanding of grammatical structures and cultural contexts.

This study aims to explore the impact of this combination of AI technology and the CLT pedagogical approach on student performance, as well as assess the feasibility of its implementation in similar contexts. The expected results are expected to offer new perspectives on the use of artificial intelligence as a

complementary tool in the second language acquisition process, contributing to improving educational quality in foreign language teaching contexts.

1.5 PROBLEM JUSTIFICATION

English is a fundamental skill in modern education, particularly for accessing global knowledge and participating effectively in academic and social contexts. In the sixth grade, reading comprehension is essential not only for language learning but also for success across subjects, as learners begin to engage with more complex texts. However, the lack of proper English instruction has significantly limited sixth graders' ability to develop reading skills, which directly impacts their overall academic performance and motivation to learn.

This situation underscores the urgency of implementing an effective intervention. The Communicative Language Teaching (CLT) approach, which emphasizes interaction, meaningful communication, and real-life language use, has proven effective in improving language acquisition. Integrating CLT with innovative tools such as AI-powered ChatGPT-generated resources can offer students personalized, engaging, and context-rich materials that promote better reading comprehension.

By exploring this problem, the present study aims to demonstrate how the strategic use of communicative and technological approaches can enhance students' language abilities, contribute to more inclusive and effective teaching practices, and ultimately reduce the educational gap caused by weak English

instruction. Addressing this issue is crucial for empowering learners and supporting teachers in adapting to evolving educational demands.

1.6 RESEARCH QUESTION

What is the impact of applying the Communicative Language Teaching (CLT) approach, supported by ChatGPT-generated resources, on enhancing the reading skills of sixth graders at Santa Rosa Elementary School, located in Montes de Oro, Puntarenas, during the first period of 2025?

1.7 OBJECTIVES

1.7.1. General Objective

- a) To determine the impact of applying the Communicative Language Teaching (CLT) approach, supported by ChatGPT-generated texts and resources, on enhancing the reading skills of sixth graders at Santa Rosa Elementary School, located in Montes de Oro, Puntarenas, during the first period of 2025.

1.7.2. Specific objectives

- a) To identify the current reading comprehension levels and specific challenges faced by sixth graders at Santa Rosa Elementary School, using ChatGPT-generated diagnostic materials.
- b) To implement the CLT approach, supported by ChatGPT-generated texts and resources, in addressing the reading comprehension needs of sixth graders.

- c) To determine the impact of activities based on the CLT approach, enhanced by ChatGPT-generated texts and analytical questions, in improving the reading comprehension skills of sixth-grade students.

1.8 SCOPE AND LIMITATIONS

1.8.1. Scope

This research focuses on exploring innovative teaching strategies to improve the reading skills of sixth-grade students at Santa Rosa Elementary School located in San Isidro, Montes de Oro, Puntarenas, who have experienced interrupted English language instruction. The goal is to analyze the use of emerging tools, such as ChatGPT, to personalize learning and support students with low proficiency in foreign language skills, especially in reading, as they also face challenges in vocabulary, grammatical structures, and cultural understanding of English. The study centers on three key areas: using AI to personalize learning, applying the CLT (Communicative Language Teaching) approach, and the impact on reading skills and vocabulary development. The intervention takes place through interactive reading activities, such as ChatGPT, and is evaluated through interviews, surveys, and performance analysis.

1.8.2. Limitations

This study presents several limitations. By focusing on a specific group of students from a single educational institution, the results cannot be easily generalized to other contexts with different resources and backgrounds. Additionally, the limited intervention time makes it challenging to observe

sustainable improvements in students' reading skills. This study will be conducted over a reasonable period of eight months; however, it is important to note that, as a government school, it only offers five English lessons per week for each group, which are frequently interrupted by extracurricular activities. Therefore, time must be considered as a factor during the development and implementation of this study.

On the other hand, a lack of interest or motivation from some students regarding the use of this new technology and methodology could affect the results and, consequently, the objectives that are expected to be achieved. As sixth-grade students, aged 11 to 12, tend to underestimate and lose interest in many things, including academics. Since measuring the impact on complex skills such as reading and vocabulary can be subjective, it depends on the assessment tools used. Finally, it is important to mention that external factors, such as family, social, or emotional circumstances, may influence students' performance, affecting the validity of the results.

Despite the limitations, this study presents a valuable opportunity to explore the potential of ChatGPT and the CLT approach in improving students' reading skills in challenging educational contexts. The limitations frame the results within a specific context and serve as a foundation for future research.

Chapter II

Theoretical Framework

2.1 INTRODUCTION

In recent years, the Costa Rican educational system has aimed to strengthen English language instruction from early levels to meet the growing demands of an increasingly globalized and competitive world. However, despite ongoing curricular reforms, many students still struggle with reading comprehension in English, which is a key skill for overall language development. This challenge becomes even more pressing in upper primary grades, where students are expected to interpret and analyze texts with greater depth. Therefore, educators are encouraged to explore innovative methodologies and tools that promote more meaningful, engaging, and effective learning experiences.

This research is grounded in two main pillars: the Communicative Language Teaching (CLT) approach and the integration of Artificial Intelligence, specifically ChatGPT-generated texts. The theoretical framework reviews concepts related to reading comprehension, communicative language teaching principles, and the potential of AI to personalize materials according to students' needs. Together, these components offer a foundation for understanding how technology-enhanced, communicative strategies can support learners in improving their reading skills while increasing motivation and participation in the English classroom.

2.2 HISTORICAL CONTEXT

2.2.1 BACKGROUND OF THE ORGANIZATION

This research was conducted at Santa Rosa School, a public elementary school located in the semi-urban district of Montes de Oro, Puntarenas. The study

was applied to a sixth-grade group consisting of 20 students. The implementation of the research was carried out directly by the researcher, with the support of Mr. Gustavo Espinoza, the English teacher in charge of the group.

According to Mr. Espinoza, the students did not receive English instruction during their first three years of primary school due to his medical leave. As a result, their level of English proficiency is notably low, particularly in vocabulary and listening comprehension. The students come from families with a generally stable socioeconomic background; however, there is limited parental involvement in the subject of English, mainly because parents' express difficulty in understanding the language.

In terms of resources, the school faces several limitations. Although there is internet access, the connection is poor, and there is no computer lab available. The classroom is equipped with a screen, which allows for some audiovisual support during lessons, but overall, digital resources are scarce. These conditions highlight the need for practical, accessible methodologies to support English language learning in contexts with limited technological tools and academic support at home.

2.3 THEORETICAL CONCEPTUAL CONTEXT

2.3.1 READING COMPREHENSION IN SECOND LANGUAGE

ACQUISITION

The reading comprehension activity to learn a second language is a very common practice, because students can acquire new vocabulary, understanding about different grammatical structures, as well as various verb tenses, phrases,

and expressions that are commonly used in native speakers. Giving the students the opportunity to understand not just the target language but also the socio-cultural context.

To have a meaningful language acquisition in the students, is necessary to implement reading practices where they can received all the necessary knowledge but also they need to put into practice all what they have learned, and there is when the Communicative Language Teaching approach (CLT) is required for this learning scenario, because as students work deeper into the readings, they will be exposed to various activities such as class discussions, debates, critical thinking questions, among others. Because, if learning is limited to what students receive and it does not lead to practice, such learning will be forgotten. The practice of a second language through interaction and real communication is essential for true language acquisition. In the words of Krashen (1982):

The solution to our problems in language teaching lies not in expensive equipment, exotic methods, sophisticated linguistic analyses, or new laboratories, but in full utilization of what we already have, speakers of the languages using them for real communication. I will also conclude that the best methods might also be the most pleasant, and that, strange as it seems, language acquisition occurs when language is used for what it was designed for, communication. (p.8)

For this reason, in order to have a real language acquisition, students must be exposed to various activities that can enrich and contribute to meaningful learning, allowing them to use critical thinking and share their ideas through

communication. It is important for teachers to incorporate innovative methods when teaching a second language such as English and move away from traditional education, where students only memorize vocabulary and grammar that they eventually forget. And adopt instead, a more modern and interactive approach, allowing students to put into practice everything they have learned.

2.3.2 Reading Comprehension: definition

Reading comprehension is the process by which we understand the texts we read. According to this, Kirby (2007) proposes that:

Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text).

Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop “naturally” with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction. (p.1)

When students practice reading comprehension in a foreign language like English, they first identify the words they know, but the real challenge is understanding their meaning in context. This involves not just recognizing vocabulary and grammar structures but also making connections with prior knowledge and inferring the meaning of the text's implicit parts.

On the other hand, it is important to mention that reading comprehension is a difficult skill to teach if not the most difficult one, because teachers must explain to the student that this activity is not just about identifying the words they may know

but also to have a real understanding of the text in general. Without comprehension, reading becomes a mechanical task without the possibility of learning, thinking, or enjoyment. However, once comprehension is achieved, this skill transforms into an enriching activity. For that reason, it is important to be consistent with the students about practicing with reading comprehension activities in class, so as they progress, the students integrate new information and expands their vocabulary, while developing the ability to interpret, infer, and summarize what they read. In short, reading comprehension requires an active approach, where the student doesn't just read, but interacts with the text, aiming to understand it in its entirety and adapt it to their own frame of reference.

2.3.3 Importance in Second Language Learning

Learning a second language is important and beneficial for students' academic development. Especially when students are young. As is the case with the study group of sixth grade, where students are between the ages of eleven to twelve years old, the acquisition of a second language such as English is extremely beneficial for their cognitive development, thereby improving academic performance, broadening multicultural knowledge, enhancing communication, and promoting fundamental values like empathy.

The acquisition of a second language provides young learners with the necessary tools to prepare them for the future, strengthen their confidence through learning, and increase their creativity. When students are exposed to second language learning, their ability to analyze and process information in multiple contexts is strengthened, allowing them to develop cognitive skills like problem-

solving, critical thinking, and mental flexibility. According to Cummins (2000), when children develop strong literacy skills in their first language, it positively influences their ability to acquire and succeed in a second language. This is because the cognitive and academic foundations established through the mother tongue can transfer and support learning in a new linguistic context. This emphasizes that learning a second language at an early age not only promotes proficiency in both languages but also fosters the development of cognitive skills such as critical thinking and mental flexibility, as students learn to analyze and process information in multiple contexts.

In conclusion, learning a second language at an early age, such as in the case of sixth-grade students, plays a crucial role in fostering academic growth and cognitive development. By acquiring a second language like English, students not only enhance their communication skills but also strengthen their critical thinking, problem-solving abilities, and mental flexibility, ultimately preparing them for a successful future.

2.3.4 Theories of Reading Comprehension

As it was mentioned before, the reading comprehension practices for a target language acquisition can be tough sometimes for the students who are learning English, and do not count with much background knowledge related to grammar structures, vocabulary and cultural context. For that reason, it is important to provide them with different theories or techniques that can help them understand reading in a more efficient way.

Having said that, there are two strategies that can be highly beneficial in addressing the previously mentioned difficulties related to reading comprehension exercises and can be really beneficial in order to help the sixth-grade students at Santa Rosa Elementary School. These strategies are known as: Top-down processing and Bottom-up processing, these techniques can help the students to achieve a more meaningful understanding of texts. Because they are essential for effective reading comprehension. In the first place The Bottom-up processing helps students to decode words by recognizing letters, sounds, and structures, by improving fluency and accuracy. And on the other hand, The Top-down processing allows them to use prior knowledge and context to infer meaning and predict content. According to Field (1999):

In accounts of foreign-language listening and reading, perceptual information is often described as 'bottom-up', while information provided by context is said to be 'top-down'. The terms have been borrowed from cognitive psychology, but derive originally from computer science, where they distinguish processes that are data-driven from those that are knowledge-driven. (p. 338)

Each of these techniques can contribute to specific aspects and needs that either access context or delve into vocabulary and grammar in detail, allowing the reader to achieve the most accurate interpretation of the text. In the following these two processing strategies are going to be explained in more detail.

Bottom-up processing starts with the smallest units (like sounds or letters) and builds up to meaning, while top-down processing uses context and prior knowledge

to influence understanding. Both works together in listening and reading to create meaning. (Field, 1999).

2.3.5 Top-down Processing

According to Field (1999), the Top-Down Processing uses context and prior knowledge to influence understanding. This strategy helps the students when they already have a previous background knowledge about the target language. So, with this explanation, the students can identify key words and grammar structures that they already know from the readings and use them to have a better understanding about the paragraph or text. Even though they do not know all the words in the text.

2.3.6 Bottom-up Processing

On the other hand, the Bottom-up processing starts with the smallest units (like sounds or letters) and builds up to meaning. (Field, 1999). This strategy is very useful when students do not know or have enough previous information about reading, so students need to concentrate and pay attention to every single word or sentence to understand better the text.

So, now that both definitions are clear, the following questions remain: Can these two processing strategies work together? Can students use both at the same time when reading? Are they more beneficial together or separated? These questions can be answered with the following quote, taken from Field (1999):

Some researchers argue for completely interactive models of listening and reading, in which topdown and bottom-up processes extend

simultaneously through all levels. In support of such models, they cite evidence of word superiority effects, where knowledge of complete words influences the way, we perceive sounds or letters. This kind of effect is appropriately described as 'top-down' since it involves knowledge at a higher-level affecting processing at a lower level. So, note that the term 'top-down' is not always synonymous with 'contextual'. (p. 338).

In conclusion, both strategies work together to make the reading comprehension skill more efficient. By using Top-down processing students can anticipate what they are going to read and quickly understand it, while Bottom-up processing helps them to grasp the smaller, detailed parts that might be necessary to complete the overall understanding. For these reasons it is important to apply them in the classroom setting and teach the students how they work, to reduce the stress and tension that reading exercises may cause.

2.4 Challenges Young Learners Face in Reading Comprehension

Young learners face several challenges in reading comprehension, which can impact their ability to understand and engage with texts effectively. And sixth graders at Santa Rosa Elementary School are not the exception, some of the challenges that these students can face according to reading practices are on the first hand, the limited vocabulary, this is one of the most important factors related to difficulties about reading comprehension, because if the students do not count with enough vocabulary in their background knowledge, their understanding at the text will be poorly significant. As well as in the case of some difficulties by understanding text structures and grammatical verb tenses, it is known that this

basic grammar is mandatory in order to understand the sentences and their tenses as well.

And finally, but not less important to mention, and unfortunately one of the most common ones in young learners, which is the lack of motivation and interest, this is mainly due to readings that do not capture their interest, as they are not attractive to the young learners, or because they are too complex and difficult to understand, most of which tend to be boring for them. And actually, this a pretty normal and common situation nowadays, because most of the students do not like to read or they do not even count on the previous information to understand the readings.

On the other hand, it is worth mentioning that a highly influential factor in the challenges students may face when practicing reading comprehension is the lack of clear instruction from the teacher, because if the teacher is not clear enough at the time he or she provides guidance to the students, the reading activities can become even more difficult for them. In the words of Peña (2019):

La estrategia principal para abordar el contenido de cualquier tipo de textos es la inferencia; además, la orientación docente, el rescate de conocimientos previos y la relación con experiencias propias son los principales indicadores para trabajar la lectura de comprensión en el salón de clase. La lectura modelo es indispensable para lograr el gusto por la lectura en los alumnos; aquí, el docente es el principal promotor de la comprensión lectora por medio de la interacción de los alumnos con el contenido de los diferentes tipos de texto trabajados dentro y fuera del aula.

[The main strategy for approaching the content of any type of text is inference; furthermore, teacher guidance, the activation of prior knowledge, and the connection with personal experiences are the main indicators for working on reading comprehension in the classroom. The model reading is essential to foster a love of reading in students; here, the teacher is the main promoter of reading comprehension through student interaction with the content of the different types of texts worked on both inside and outside the classroom.] (p. 7)

As mentioned above, this is the reason why it is strongly recommended to use support techniques like guided reading and interactive activities that can promote critical thinking in the students, such as brainstorming, some reflection time after reading, class discussions, debates, and others that can enrich the learning process and promote in a healthy and safe way the reading habit in the young learners. For that reason, it can be a good If the teacher takes some minutes during each class to practice readings that can catch student's attention, as well as some strategies can be implement, for example: to read out loud along with the teacher or a pear can be very beneficial for them, in the words of Peña (2019):

Cuando a los alumnos se les motiva antes de leer, lo hacen mejor en voz alta y comentan de lo que puede tratar el texto. Al presentarles un objetivo claro acerca de la lectura, a ellos les agrada escuchar su contenido, comentar y participar leyendo por episodios. Al tener presente el propósito, les agrada leer de forma compartida. [When students are motivated before

reading, they perform better when reading aloud and comment on what the text might be about. When they are presented with a clear objective regarding the reading, they enjoy listening to its content, commenting, and participating by reading in episodes. When the purpose is kept in mind, they enjoy reading in a shared manner.] (p. 4)

Teachers must provide the students with readings that can catch their attention, where they can acquire key vocabulary and grammar structures that they can put into practice later on, in order to have a meaningful learning and overcome all those challenges that are commonly faced by young students when reading comprehension is difficult and provide them instead with the necessary tools to have more confidence on this practice.

2.4.1 Cognitive Development Factors

Reading comprehension in a second language, such as English, largely depends on students' cognitive development processes. Age is the most important factor to consider according to cognitive development, because the maturity of the students and as much knowledge they have, plus their personal experiences with the target language, are essential aspects that can determine how they process the information, store it, and understand it. According to Esther Lipka & Siegel (2012), the cognitive and linguistic factors influencing reading comprehension among seventh-grade ESL students. They found that cognitive aspects, such as working memory and syntactic awareness, play a significant role in how these students process and understand texts in a second language. The study emphasizes the importance of considering age-related cognitive

development when designing instructional approaches to enhance reading comprehension in ESL learners.

For this specific reason, it is indispensable for teachers to look for the right reading material for their students according to their age and level of English, in order to avoid frustration, and lack of interest about complex readings that are not suitable for their cognitive learning level. Teachers must identify the specific needs that their students can have related to readings, in order to address them effectively.

Therefore, going back with the study group of sixth graders for this research, as it was mentioned before, they clearly deal with some difficulties and certain limitations associated with their developmental stage in reading comprehension activities, for these reasons, the idea of using ChatGPT to generate personalized texts that can be adapted to their English levels and necessities can be very beneficial for them. Adding that, the activities in this research will go beyond just reading comprehension; they will also focus on fostering critical thinking among students. This will allow them to delve deeper into the readings and actively participate in their learning process, where they can share ideas and personal opinions about what they have read in class. Those are factors, specifically related to processing their attention, by impacting their ability to acquire new literacy skills and understand grammatical structures and challenges linked to the target language.

2.4.2 Age-related Cognitive Limitations

As previously mentioned, age plays a crucial role in the development of different tasks. Depending on the task, students may face difficulties when learning or acquiring information. As students grow, their brains also develop, leading to improvements in essential skills such as memory and concentration, which are fundamental when working on reading comprehension.

It is extremely important for teachers to understand and analyze what is the specific cognitive stage of development to which their students belong. Because once teachers identified what the specific stage is, it makes things much easier for them to understand the students' needs and, at the same time, provide them with the necessary materials for their cognitive growth.

For that reason, by analyzing the current situation of the sixth-grade group at Santa Rosa Elementary School, the students are between the ages of eleven and twelve years old, during which they are in the stage known as Concrete Operations. This can be explained in the words of Piaget & Inhelder (1969): "Concrete operations provide a transition between schemes of action and the general logical structures involving both a combinatorial system and a 'group' structure coordinating the two possible forms of reversibility" (p. 102).

The Concrete Operations can be understood as one where students begin to apply logical operations to concrete objects and situations. In other words, children begin to think logically, but only about tangible, concrete things. They grasp basic concepts such as cause and effect and understand that objects remain constant despite changes in appearance, with their thinking still tied to real-life experiences.

However, it is important to consider that "at the moment when the structure arrives at completion, there immediately results a mode of deductive composition hitherto unknown: transitivity, i.e., if $A < B$ and $B < C$, then $A < C$ " (Piaget & Inhelder, 1969, p. 103). Despite this, their reasoning remains tied to physical experiences and cannot be abstractly generalized to hypothetical or more complex situations.

Now, based on Piaget's work regarding the cognitive stages of sixth-grade students, it can be deduced that this group is capable of working on activities that provide prior knowledge information, such as real-life-situations with readings that connect with their previous experiences. At the same time, they can engage in problem-solving, practice critical thinking, and have a safe space where they feel free to share their opinions or create hypothetical endings for unfinished stories read in class.

In conclusion, understanding the cognitive stage of sixth-grade students makes it easier to adapt teaching strategies to enhance their learning. By providing meaningful reading, encouraging critical thinking, and creating a safe space for them to express their ideas, their cognitive development is strengthened, and their reading comprehension improves, better preparing them for future academic challenges.

2.4.3 Linguistic Challenges in Developing Reading Skills in English as a Foreign Language

Students face various linguistic challenges when learning a foreign language, which can significantly affect their ability to acquire fluency and comprehension. This is particularly true for young learners, who are often still developing proficiency in their native language. According to Cameron (2001), children learning a second language must handle the dual task of understanding the target language while continuing to develop cognitively and linguistically in their first language.

Pronunciation is often one of the most noticeable challenges for learners, especially when the phonological system of the target language differs from that of the native language. English, for example, contains phonemes that do not exist in Spanish, such as the voiced and voiceless "th" sounds (/ð/ and /θ/), which may lead to confusion and mispronunciation among Spanish-speaking learners (Celce-Murcia, Brinton, & Goodwin, 2010). Since Spanish is a phonetically transparent language—words are generally pronounced as they are written—students often struggle to adjust to the inconsistent spelling-sound relationships in English (Koda, 2007).

Another significant linguistic challenge is the limited vocabulary among learners who have not received consistent instruction. Nation (2001) emphasizes that vocabulary knowledge is a critical component of reading comprehension and general language proficiency. In the case of Santa Rosa students, who lacked English instruction during their first four years of primary education, it is understandable that they face considerable limitations in basic vocabulary acquisition. Despite being at the sixth-grade level, many of them struggle with

simple vocabulary sets such as numbers (e.g., eleven to fifty), which highlights the gap caused by the lack of early exposure.

Moreover, these students often face challenges in grammar and sentence construction due to the structural differences between Spanish and English. For instance, word order, verb conjugation, and article usage differ significantly between the two languages, contributing to errors in both understanding and language production (Ellis, 2006).

Lastly, it is important to note the difficulty students experience in developing productive skills—such as writing and speaking—when they have not yet acquired sufficient competence in receptive skills like listening and reading. As Krashen (1982) explains in his Input Hypothesis, language production is most effective when learners have first received comprehensible input that helps them internalize vocabulary, pronunciation, and grammar structures. Without a strong foundation in receptive skills, it is unrealistic to expect students to perform well in productive tasks

2.4.4 Limited English Vocabulary and Its Impact on Reading

Comprehension

Vocabulary is a fundamental component of language learning, and when students have a limited word bank, it significantly hinders their ability to communicate, understand, and progress in the target language, which in this case is English. The lack of vocabulary affects all four language skills (listening,

speaking, reading, and writing), making it a major challenge in second language acquisition (Nation, 2001).

First of all, it is necessary to understand why this situation happens. And the answer is actually pretty simple: most students do not have regular contact with English, neither at school nor, even less, at home. Why not at school, you may ask if they have many classes during the day? The average number of English as a Foreign Language (EFL) lesson in public schools under the Ministry of Public Education (MEP) consists of a total of five lessons per group, which amounts to three hours and twenty minutes per week, as each lesson lasts forty minutes. This weekly time is significantly short, especially considering that it is often interrupted by various school-related activities, such as meal breaks, civic ceremonies, the absence or medical leave of the main teacher in charge of the group, which prevents students from attending their English lessons, among other factors.

All these interruptions clearly impact on the acquisition and consistent practice of the necessary vocabulary for students' linguistic development in this subject. As Schmitt (2008) explains, vocabulary development requires repeated exposure and meaningful practice over time, which is often not achieved in limited classroom settings.

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These limitations in both time and continuity greatly reduce students' opportunities to be exposed to the language and engage in meaningful practice. As Zúñiga and Barrantes (2021) point out, when students receive limited language exposure, often as little as one hour every two weeks in some contexts, their comprehension and vocabulary development are weakened due to the lack of consistent practice and authentic interaction with the language.

In order to have a real acquisition of the key vocabulary studied in class, students must put into practice all the new words they have learnt, because if not they will forget them during the time. According to Ebbinghaus (1885) in his book: *Memory: A Contribution to Experimental Psychology*. He discusses the phenomenon of forgetting, illustrating how information is lost over time without active efforts to retain it. He introduced the concept of the "forgetting curve," which demonstrates that memory retention declines rapidly after learning, especially

when there is no attempt to reinforce the learned material. That is why the practice of the new vocabulary must be an indispensable activity for the students.

On the other hand, it is important to highlight that limited vocabulary in students is not only affected by reduced exposure to the language, but also by other relevant aspects such as cognitive overload. This is actually a very common issue because, according to Charpentier Jiménez (2023), English teachers in public schools often face the challenge of covering an extensive amount of vocabulary in each unit. Due to time constraints, students may receive too many new words without having enough opportunities to practice or internalize them. As a result, they may only retain a few—perhaps two or three—from each unit.

Another observed issue is that when students do not know a word or how to respond to a question in English, they tend to invent words. This is problematic because it can lead to the permanent memorization of incorrect forms. This behavior often arises from a fear of making mistakes, which is common among young learners who worry about being judged or mocked by their peers. Aydin (2008) explains that language anxiety and fear of negative evaluation are common affective factors that negatively influence students' participation and learning, especially when it comes to speaking and vocabulary use.

Furthermore, students in public schools are rarely exposed to English outside the classroom, which increases the difficulty of acquiring and using new vocabulary effectively. Although many have access to platforms like Netflix,

YouTube, and TikTok, these are often consumed in Spanish, which limits their potential benefit for second language acquisition.

While technology can be a powerful ally in vocabulary development, it requires personal motivation from the students and family support at home—factors that are not always present. Therefore, it is essential for teachers to understand the causes of limited vocabulary and apply meaningful and contextualized strategies to support students' linguistic growth.

2.4.5 Socio-emotional Factors

On the other hand, it is known that the emotional part plays a significant role in many important areas of our life, and the socio-emotional factors are not the exception when it refers to the acquisition of English as a foreign language. These factors can either facilitate or hinder the learning process with the students because they can be influenced by motivation, attitudes, and overall success. And the list can be really large, but in this part of the research, the focus will mainly be on socio-emotional factors such as motivation and social support.

To start, it is important to mention the impact that motivation can have on the students. First of all, it is well known that motivation is the process that drives a person to act and pursue goals. It influences an individual's behavior, attitude, and persistence in various activities. If a person lacks motivation to do something, it will be very difficult for them to achieve good results. They may finish their work, but the outcome might not be what was expected. In the context of language learning, motivation is considered a key factor influencing success. According to Dörnyei

and Csizér (1998), teachers play a crucial role in enhancing student motivation through specific strategies, such as creating a pleasant classroom atmosphere and presenting tasks in an interesting way.

When talking about motivation there are two types, intrinsic motivation and extrinsic motivation. According to this, Pink (2009) extrinsic motivation rely on external rewards and these can lead individuals to seek shortcuts rather than genuine engagement. He also explains that intrinsic motivation, drive to pursue activities because they are interesting and challenging, is crucial for fostering creativity and sustained effort in various fields, from art, science or language. Once this is said, it can be clarified that intrinsic motivation is key to improving students' motivation on a personal level. This can be worked on through interactive activities that capture their attention and spark their interest in the subject.

On the other hand, social support is another important aspect to mention and describe in this segment of the investigation. Active parental involvement in their children's education has been shown to have a significant impact on students' academic performance. According to the Annie E. Casey Foundation (2022), students whose parents are involved in their education tend to have better attendance, behavior, and grades, as well as improved social skills and greater adaptability to school.

In addition, a meta-analysis of 23 studies conducted by Castro et al. (2015) found that parents' educational expectations and aspirations have a strong positive

correlation with students' academic achievement. However, direct help with homework showed mixed results, suggesting that the type of parental involvement is crucial.

The lack of family support can lead to insufficient preparation for exams and assignments, negatively affecting academic performance. Moreover, the perception that regular class attendance is enough to pass without additional effort at home can be harmful to the development of study skills and responsibility in students.

For this reason, it is essential to identify the socio-emotional factors present in students in order to find, as much as possible, all the potential solutions that can be applied to address and eliminate these difficulties.

2.5 Communicative Language Teaching (CLT) Approach

According to the principal purpose of the present investigation, and its application of the Communicative Language Teaching approach (CLT) it is important to investigate more deeply into how it works in order to apply for the right purposes to teach a second language through more active and interactive communication. The Communicative Language Teaching (CLT) approach seeks to replace traditional methods, such as the dull memorization of words and grammatical structures, to create a more meaningful and impactful learning experience. According to Richards & Rodgers (2001): Communicative Language Teaching aims to develop learners' communicative competence by prioritizing fluency and meaning over grammatical accuracy, focusing on language as a means of functional communication.

This approach is considered highly beneficial students, as it would promote a more active and meaningful learning experience, with students at the center of learning. It gives them the freedom to create and share their ideas. Through this project, the aim is for students not only to engage them in reading activities but also to analyze texts deeply enough to express their understanding, ideas, and personal opinions, through class discussions, roundtables, debates, and other activities where they can take part in interactive conversations with their peers in environments that foster listening to others and being heard. That is why it is important to explain the role of the learner in the application of this approach and the role of the teacher as well. On the first place it is important to define the role of the learner. In the words of Richards and Rodgers (2001): "there is no text, grammar rules are not presented, classroom arrangement is nonstandard, students are expected to interact primarily with each other rather than with the teacher, and correction for errors may be absent or infrequent. " (p. 166) This quote emphasizes the unique aspects of the communicative approach, which prioritizes genuine interaction among students instead of conventional teaching. Instead of concentrating on textbooks, strict grammar rules, or a rigid classroom arrangement, it fosters a dynamic and engaging atmosphere that promotes authentic language usage and experiential learning.

In the words of Richards & Rodgers (2001)

The teacher has two main roles: the first role is to facilitate the communication process between all the participants in the classroom, and between these participants and their various activities and texts.

And the second role is to act as an independent participant within the learning teaching group. (p. 167).

This quote highlights the dual function of the teacher within the communicative approach: serving as a facilitator who enhances interaction and learning, and as an active participant who involves themselves in the process with the students. The educator facilitates dialogue without taking over, encouraging a more collaborative and student-focused atmosphere.

In summary, the Communicative Language Teaching method provides a lively and learner-focused option compared to conventional techniques. This approach fosters a supportive environment by encouraging meaningful interaction, learner independence, and the active participation of both students and teachers, allowing language acquisition through genuine communication and intentional activities.

2.5.1 Principles of CLT

Once the purpose and function of the CLT approach have been defined, it is equally important to define and study its principles for its correct application in the present study. This approach is referred to in a diverse set of principles. According to Richards and Rodgers (2001) there are five principles that represent the CLT:

- a) Learners learn a language through using it to communicate.
- b) Authentic and meaningful communication should be the goal of classroom activities.
- c) Fluency is an important dimension of communication.

- d) Communication involves the integration of different language skills.
- e) Learning is a process of creative construction and involves trail error. (p. 172)

According to those principles, the CLT emphasizes the importance of using the language in real communication settings, promoting meaningful interaction and fluency among learners. For this reason, the five principles mentioned above guide the planning and implementation of the approach in the present study:

According to those principles, the Communicative Language Teaching (CLT) approach emphasizes the importance of using the language in real communication settings, promoting meaningful interaction and fluency among learners. For this reason, the five principles mentioned above guide the planning and implementation of the approach in the present study.

Firstly, learners acquire a language by actively using it to communicate. This idea is grounded in the belief that authentic communication helps learners internalize language structures more effectively (Richards, 2006). In this study, sixth-grade students are provided with opportunities to engage in hands-on, interactive situations. After years without consistent English instruction, they can now participate in basic conversations, share points of view, and take part in brief discussions. These interactions allow them to absorb language patterns and vocabulary through real-life use rather than isolated grammar drills or rote memorization (Richards, 2006).

Secondly, authentic and meaningful communication should be the goal of classroom activities. According to Richards (2006), classroom tasks in CLT are meant to reflect real-world situations relevant to students' lives. In the present study, these activities are designed based on the learners' background knowledge, involving them in conversations about weekly readings. Activities include debates, roundtables, class discussions, and oral presentations, all of which aim to make the language more meaningful, and context based.

Thirdly, fluency is a crucial component of communication. CLT encourages students to express themselves without being interrupted for constant correction, which supports their confidence and communicative competence. Errors are considered a natural part of learning, and selective correction is used to maintain fluency and promote motivation (Richards, 2006).

Fourthly, communication involves the integration of various language skills. Reading, writing, listening, and speaking are interconnected and should be taught in an integrated manner. For example, students may begin reading to expand vocabulary and comprehension, then move on to small group discussions, written reflections, and relevant audio materials. This approach helps learners understand language in context (Richards, 2006), aligning with the integrated skill development promoted by the Ministry of Public Education (MEP).

Lastly, learning is a process of creative construction and involves trial and error. Students are encouraged to take risks in using the language, even if they make mistakes. Especially considering their limited prior exposure to English, it is essential to create a supportive environment where experimentation is seen as part

of the learning journey (Richards, 2006). Through trial and reflection, students progressively develop their linguistic competence and autonomy.

2.5.2 Focus on Communication Over Grammar

By using the communicative language teaching approach, the main idea is to focus on verbal communication over grammar. This gives students the opportunity to speak in a more open and confident way instead of stressing about using grammar correctly in order to have a real language acquisition. In the words of Richards & Rodgers (2001):

Acquisition refers to the unconscious development of the target language system as a result of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as a monitor of the output of the acquired system. Krashen and other second language acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practicing language skills. (p. 162)

Of course, grammar is important when students are learning a second language, but in this case, it will not be the most important aspect to focus on. The goal is to achieve understanding and acquisition of the foreign language, through real communication, in a way where students can experience more significant and valuable learning with different practices that allow them to learn the language and

practice it, rather than memorization of grammatical structures that students may eventually forget over time.

2.5.3 Interaction as a Fundamental Element in Communicative Language Teaching

Interaction in learning is vital. Through the Communicative Language Approach, the goal is to provide students with a space that addresses real and meaningful communication through fun activities that can provide the space to the students in order to have real interaction. "The range of exercise types and activities is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. " (Richards & Rodgers, 2001, p. 165)

By listening to others expressing their ideas, students will learn better when they communicate with one another. This interaction is vital for them, as it provides learners with opportunities to negotiate meaning, clarify understanding, and use the language in meaningful, real-world contexts. In the CLT approach, the activities and tasks are designed to promote communication and collaborative learning focused on interaction.

2.5.4 Strategies in CLT

As teachers, it is important to seek teaching methodologies and methods that enhance learning and adapt to the needs of the students. This is why, when

deciding to implement the Communicative Language Approach, one should not only focus on the positive aspects but also anticipate the difficulties involved in working with this approach, to find key strategies that assist with its proper implementation.

Taking into consideration that, the CLT is often difficult to implement in large classes with limited resources, where the emphasis on interaction and individualized feedback is challenging to achieve. (Burnaby & Sun, 1989). That is why during the implementation of this project the idea is to work with a sixth-grade group of 18 students only, in order to have a successful experience from the objectives that are expected to be achieved.

Another aspect to take into consideration is that the Communicative Language Approach does not always align with the expectations and learning styles of students in cultures that emphasize teacher authority and structured learning (Anderson, 1993, p. 143) So, for this reason, it was decided to work with this approach with this particular group as it is a very dynamic, interactive, and talkative group. The idea of implementing the Communicative Language Approach with these sixth graders will be beneficial for them because they are very bright children who always have something to say and share when it comes to expressing their ideas, which will bring out their maximum potential.

2.5.5 The Role of Pair and Group Work in Language Development

Pair and Group Work is one of the most important factors related to the Communicative Language Approach (CLT), which is important in any second

language learning environment. This approach stimulates students' interaction, which is an important way of language acquisition, because it helps the students by not just learning from what they read but also learning from other points of view and listening actively to their pairs and share ideas as well. But something important to consider is that sometimes it is better said than done, for some teachers, working with the students in groups can be a real challenge because sometimes they do not feel prepared or do not know what to do during the activities. For this reason, Finocchiaro and Brumfit "suggest that during an activity the teacher monitors, encourages and suppresses the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice. At the conclusion of group activities, the teacher leads in the debriefing of the activity, pointing out alternatives and extensions and assisting groups in self-correction discussion." (as cited in Richards & Rodgers, 2001, p. 168)

It is important that language teachers work with the students in groups, because communication through pair or group activities can facilitate the acquisition of the language a lot, as was explained before. According to Harmer (2007), pair and group work in language learning provides opportunities for learners to engage in meaningful communication, practice language skills in realistic contexts, to develop the target language fluency. The social interaction involved also fosters peer learning and reduces the anxiety of speaking in front of the entire class.

Collaborating in pairs or groups offers substantial advantages for language learners, as it encourages substantial interaction in a nurturing setting where students feel more at ease communicating. This vibrant environment fosters

teamwork, enabling students to support one another, rectify errors, and develop collectively rather than in competition. It additionally encourages fluency since students have more speaking time and experience reduced anxiety, especially those who are shy or lacking confidence.

2.6 Integrating AI (CHATGPT) into the CLT approach

Integrating AI into Communicative Language Teaching and learning can revolutionize the conventional teaching practices. In supporting second language teaching and learning, ChatGPT as an AI tool means that second language learners get better learning experience in the form of interactivity. CLT emphasizes and targets real communication, and thus AI can best support students and give them rich and ever-changing context to engage with the language.

By using ChatGPT as a text generator, the teacher can provide the AI with specific vocabulary and grammatical structures that the teacher wants to instill in the students, in order to generate interesting and engaging texts that adapt to the needs and linguistic level of the students. The point of integrating AI into the Communicative Language Teaching Approach is that it not only creates more personalized learning that caters to the needs of the students but also provides the space to create exercises in which students can work together to practice critical thinking and information analysis through interactive questions and other practices.

AI-generated texts and materials offer a powerful tool in language education by allowing content to be customized to student needs, interests, and proficiency levels, which is especially beneficial in a CLT environment. By differentiation, AI

makes it possible to provide learning content that is personalized to the learning rate and language proficiency for each different student. Further, AI can introduce different levels of cultural sensitivity and language: formal, informal, academic, or even a style specific to a certain country. This leads to the ability to practice on demand, or get immediate feedback, or to choose topics that focus on personal interest and needs. AI also aids in critical thinking through training a student to read over and assess a generated text by presenting the student with real-life language scenarios, by providing them with news articles or dialogues. In contrast to traditional resources which can become obsolete during the time, with AI-based materials it is possible to update concepts and facts representing real-life situation, popular topics, and pragmatic usage of language constantly. This makes learning more exciting and innovative with a highly individualized tool for the implementation of communicative language teaching.

2.6.1 AI-Generated Texts and Materials

One of the biggest advantages of AI usage in language education is the specificity of texts and material productions that can be created with the help of AI for students' needs and levels. This is particularly valuable in a CLT environment where effective and meaningful language use is encouraged.

According to Peachey (n.d.) "Generative AI can respond to prompts by producing a range of different media types... it can even produce text at various levels, customized according to the learner's needs, including academic or language proficiency levels." (para. 10)

In other words, texts and materials that are created by AI can constitute a beneficial resource in the learning process of language acquisition, because this material can adapt to the student's necessities, learning abilities, and learning preferences; particularly within a CLT setting.

By differentiation, AI makes it possible to produce materials in line with each learner's speed and language proficiency, a factor that makes learning incorporating for all. Also, AI can include cultural appropriateness and other levels of formality, informalities or academic ways of expressing ideas to improve the quality of education.

These attributes continue to entail the ability to practice, and feedback that is offered immediately as well as offer reflection exercises and a bunch of other different activities for the students while it contributes to increasing their motivation. With the AI, critical thinking is also promoted by providing students with generated texts to discuss, with analytical questions, assessment exercises and feedback, as well as giving them an insight into real life language by implementing chosen topics in forms of news or chats.

To sum up, in contrast to traditional readings, AI mechanisms can regularly release new material, timely for current events and relevant language trends and uses. These features make it possible for teachers to implement the AI text generated to be an adaptive, individualized and efficient tool for the application of the Communicative Language Teaching Approach (CLT).

2.6.2 Personalizing Reading Content

The personalization of the reading content means the capacity to prepare the material that will be either interesting to each learner, correspond to language level and learning style of each student. Thanks to ChatGPT, students can be provided with texts for reading that will be more appealing in terms of topics and contexts selected, as well as can be simpler, or complex depending on the student's level. Some of the advantages can be explained below:

- 1 Adaptation to each student's pace.
- 2 Creation of texts on topics of interest, which increases motivation and engagement.
- 3 The ability to generate clear explanations and examples that facilitate content understanding.

With AI, students have access to up-to-date and diversified materials without relying solely on traditional textbooks. This personalization enhances the learning process by making the texts more relevant and engaging for students, aligned with their specific interests and needs. By personalizing reading content through ChatGPT, it offers significant benefits by tailoring materials to each student's interests, language level, and learning style. This approach not only adapts to individual learning paces but also boosts motivation by creating texts on engaging topics. With the support of AI, students gain access to diverse, current, and easily understandable materials, making the learning experience more relevant and effective compared to traditional methods.

2.6.3 Contextualizing Learning for Students

In the process of CLT it is important to contextualize learning since the idea is to practice the use of the foreign language in real-life scenarios. It also allows teachers to design many related contextualized situations, for example, conversation practice tasks based on real-life scenarios where the language can be used.

An example of a contextualized scenario: Suppose a student is learning vocabulary related to tourism, thus ChatGPT can engage in dialogues about traveling, facts about travel or a tourist that may need to ask for directions, get a ticket or make a reservation. This makes learning possible in the real world setting hence providing the students with the best chance of using the language. And work with MEP programs without changing what is expected on the sixth grade English subject as a foreign language.

Contextualizing learning within CLT helps students with opportunities to use language in simulated practical settings, bridging classroom activities with real-world usage. Allowing the students to express their ideas and thoughts avoiding conversation restrictions and limitations. By implementing tools like ChatGPT, students will be exposed to practice real-life situation scenarios, by fulfilling the MEP program learning goals in a more interactive way.

2.6.4 Enhancing Reading Comprehension with ChatGPT

Although the integration of the ChatGPT in teaching language is still a relatively new concept, one of the areas that is most affected is the area of reading comprehension. Therefore, it can be stated that AI can be employed in a way that

would enhance students' performance in critical reading and comprehension of texts. Some of the benefits of enhancing reading comprehension with ChatGPT are explained below:

- a) Immediate interaction:** Besides, Student can ask ChatGPT questions in real time while reading, to increase their comprehension of the texts.
- b) Vocabulary exploration:** Students can further use ChatGPT to define a particular word or a phrase they did not understand when reading comprehending a passage or a text. ChatGPT is a really good tool that will be able to walk students through completing comprehension questions, pondering what they heard, as well as discovering more material on a subject.
- c) Personalized text:** The teacher will be able to choose the specific vocabulary and grammar structures she wants to practice with the students. And choose the English level that best fits with the student's need.

In conclusion, by incorporating ChatGPT into reading comprehension can enhance students' language learning with many benefits. ChatGPT enables students to interact in real-time directly with texts that are personalized and interesting. And at the same time clarifying any doubt or questions they might have. Making the studies more participative and interactive.

In general, ChatGPT is beneficial when it comes to comprehension activities, promotes students' reflections, provides additional information and it has also become an indispensable tool for teachers in foreign language learning.

Chapter III

Methodological Framework

INTRODUCTION

The foundation of this study is the methodological framework, which provides an organized and methodical way to investigate how the Communicative Language Teaching (CLT) approach, combined by resources created by ChatGPT, affects sixth graders' reading comprehension abilities at Santa Rosa Elementary School in Montes de Oro, Puntarenas. This chapter gives a thorough grasp of the study's execution and scope by outlining the research design, nature, and techniques used to guarantee the validity and reliability of the results.

Addressing students' difficulties with reading comprehension, a crucial ability for both academic success and lifetime learning, is the main goal of this study.

Because traditional English teaching methods frequently fail to engage students in a meaningful way, innovative approaches are being explored.

By integrating the principles of CLT with the advanced, adaptable resources generated by ChatGPT, this study seeks to provide practical insights into improving reading comprehension through technology-enhanced pedagogy.

This chapter begins by defining the type of research which aligns with applied research principles to address specific educational needs in a localized context. The research design is structured as a transversal study, capturing a snapshot of the effects of the intervention during the first academic period of 2025. Furthermore, the methodological framework is contextualized at macro and micro levels, connecting broader educational goals with the specific needs of the sixth-grade cohort.

To collect meaningful data, the study relies on both primary and secondary sources, ensuring a balanced mix of firsthand insights from the students and validated theoretical foundations. Hypotheses are established to frame the dependent and independent variables, emphasizing the relationship between the CLT approach, ChatGPT-generated resources, and improvements in reading comprehension. A mixed-methods approach is adopted, combining qualitative and quantitative data to provide a holistic view of the intervention's impact.

Additionally, the research character is defined as descriptive and correlational, aiming to identify the existing challenges and the extent to which the proposed intervention can address them. The subject of study includes sixth-grade students with diverse learning needs, selected through a non-probabilistic sampling method to ensure representation of those most affected by reading comprehension difficulties. The chapter also outlines the techniques and instruments used, including diagnostic tools, surveys, and lesson plans tailored to the students' needs, as well as the operational definitions of variables to ensure consistency in measuring outcomes.

This comprehensive methodological framework not only supports the study's objectives but also underscores its potential contribution to the field of language education. By bridging innovative teaching strategies with cutting-edge technology, the research aspires to set a precedent for future studies and practical applications in similar educational contexts.

3.1 TYPE OF RESEARCH

This study employs applied research, aiming to address a practical educational issue—improving reading comprehension among sixth graders through innovative teaching strategies. Applied research bridges theory and practice by focusing on the direct implementation of solutions within real-world educational settings.

By choosing applied research in this study the idea is to tackle a concrete educational challenge: enhancing the reading comprehension skills of sixth-grade students. This kind of research is distinguished by its emphasis on using theoretical knowledge and practical methodologies to address real-world issues. Applied research helps to directly implement creative teaching methods in real-world educational settings by attempting to close the gap between theory and practice. Specifically, this study explores how Communicative Language Teaching (CLT), supported by ChatGPT-generated resources, can provide actionable solutions to improve students' reading comprehension. This approach ensures the relevance and applicability of the findings to the actual needs of the target population, offering a meaningful contribution to the field of education.

3.1.1 Purpose applied

The purpose of this investigation is to enhance the reading comprehension skills of sixth-grade students at Santa Rosa Elementary School by integrating the principles of CLT with ChatGPT-generated resources. This approach aims to foster

interactive, engaging, and technology-enhanced learning experiences that address specific challenges in reading comprehension. This purpose

3.1.2 Temporal Dimension (Transversal or Longitudinal)

The research adopts a transversal design, capturing the immediate impact of the intervention within a clearly defined temporal framework: the first semester of 2025. This approach is ideal for investigating changes over a short and specific time period, providing a snapshot of the effectiveness of the Communicative Language Teaching (CLT) approach. By concentrating on this academic term, the study ensures a focused examination of the direct effects of integrating ChatGPT-generated texts and activities into the curriculum on students' reading comprehension skills. This temporal scope allows for a structured evaluation of student progress before and after the intervention, offering insights into the potential for scaling or adapting the approach in future semesters.

3.1.3 Framework (mega – macro - micro)

In this research, the framework is structured across two levels: macro and micro, offering a focused approach to analyzing the phenomenon of improving sixth graders' reading comprehension skills through the Communicative Language Teaching (CLT) approach.

- **Macro-level:** This level addresses the broader educational goal of improving English reading comprehension as part of national and institutional efforts to enhance language learning outcomes in elementary education. The research is conducted within the context of Santa Rosa

Elementary School, emphasizing its alignment with curriculum objectives and educational policies aimed at fostering language proficiency among sixth-grade students.

- **Micro-level:** The sixth-grade students who are the main subjects of this study are the subject of the micro-level. It examines their particular difficulties with reading comprehension, such as decoding, learning new words, and comprehending texts. By implementing the CLT approach supported by ChatGPT-generated texts and tasks, this level examines how the intervention impacts their engagement and measurable improvement in reading skills within a single academic semester.

3.1.4 Hypothesis

By offering individualized, contextually relevant materials that engage students and improve their comprehension of the English language, the Communicative Language Teaching (CLT) approach—bolstered by ChatGPT-generated texts and resources—improves the reading comprehension abilities of sixth-grade students at Santa Rosa Elementary School, Montes de Oro, Puntarenas. It is anticipated that the combination of AI tools and CLT techniques will improve student performance on reading assignments by addressing particular reading comprehension issues like a lack of interesting resources, grammatical complexity, and restricted vocabulary. This investigation counts with two different variables:

- **Dependent Variable:** The reading comprehension skills of sixth-grade students at Santa Rosa Elementary School.

- **Independent Variable:** The application of the Communicative Language Teaching (CLT) approach supported by ChatGPT-generated texts and resources.

3.1.5 Nature (Qualitative – Quantitative)

The application of a variety of techniques is intended, integrating both qualitative and quantitative methodologies in order to get more definitive conclusions.

- a) **Qualitative:** This approach examines and understands complex phenomena by gathering non-numerical data through observations, interviews, and document analysis, with the aim of identifying patterns, themes, and meanings within the participants' social or cultural context. (Creswell, 2014). This method aims to gather all relevant information by documenting the students' participation, their attitudes, and the difficulties they can face through the practice. For this reason, during this work, all the information will be collected through observations and interviews.
- b) **Quantitative:** On the other hand, the quantitative method focuses on the collection and analysis of numerical data to identify patterns and relationships between variables. It uses tools such as surveys, standardized tests, and experiments to obtain generalizable and statistically significant results, allowing for the testing of hypotheses and theories in broader contexts. (Creswell, 2014). This study will implement a quantitative method in order to examine changes in students' reading comprehension and their progress in the activities. This

information will be collected through surveys and diagnostics and tests, and others assessment instruments.

By combining these two methods, this study will have the opportunity to capture both the students' subjective experiences and the objective improvements in their academic performance, which can clearly offer a more comprehensive picture of the work applied.

3.1.6 Character

This research takes both a descriptive and correlational approach, exploring the effectiveness of the CLT method and ChatGPT-generated resources in improving sixth-grade students' reading comprehension. While each approach examines this impact differently, they complement each other.

- a) **Descriptive Research:** According to Creswell (2014), the goal of descriptive research is to analyze and describe a phenomenon's existing state without changing or modifying the variables at play. The reading comprehension challenges that sixth-grade children at Santa Rosa Elementary School confront are investigated in this study using a descriptive methodology. It gives a thorough grasp of their unique vocabulary, comprehension, and decoding difficulties.
- b) **Correlational Research:** According to Creswell (2014), conversely, correlational research looks at the connection between two or more variables to see if and how they are related. This study will employ a correlational design to examine the relationship between improvements in

reading comprehension, with the application of the Communicative Language Teaching (CLT) method, combined with ChatGPT-generated resources. This will allow a better understanding of whether there is a positive correlation between the CLT approach and reading comprehension skills, particularly as facilitated by ChatGPT-generated materials. This aspect of your study is crucial for assessing whether the intervention strategies are linked to measurable improvements in students' reading abilities.

3.2 SUBJECT AND SOURCES OF INFORMATION

3.2.1 Units of analysis

The primary units of analysis are sixth-grade students at Santa Rosa Elementary School, representing diverse learning needs and varying levels of reading proficiency.

3.2.2 Firsthand Sources

Primary Sources: Data collected directly from students, including:

- Diagnostic tests.
- Evaluation of classroom performance.
- Feedback from teachers and students.

3.2.3 Secondhand Sources

Secondary Sources: Existing literature on CLT methodologies and the use of AI tools in education. These sources provide theoretical underpinnings and context for the study.

3.3 SAMPLING AND TYPE

3.3.1 Non – probabilistic

A non-probabilistic method called purposive sampling is used in this study to make sure that the choice of participants is in line with the goals of the investigation. Rather than trying to extrapolate results to a broader population, non-probabilistic sampling concentrates on choosing study participants who fit particular requirements.

Purposive sampling is employed in this study to find sixth-grade Santa Rosa Elementary School pupils who struggle greatly with reading comprehension. To make sure that the intervention is focused on the pupils who need it the most, these students are chosen based on the results of diagnostic tests and teacher observations.

This strategy supports the goal of the study, which is to assess how well ChatGPT-generated resources and the CLT approach enhance reading comprehension.

By focusing on a targeted group, the research can:

- a) Address specific reading difficulties faced by the participants.

- b) Adapt interventions to this group's particular needs.
- c) Give thorough explanations of how the approach affects the people who stand to gain the most from the intervention.

According to Etikan, Musa & Alkassim (2016), purposive sampling is particularly effective when researchers aim to study specific characteristics or phenomena in a defined group. In this case, selecting students with reading comprehension difficulties allows the study to focus on the group most relevant to the research objectives, ensuring the findings are meaningful and applicable to the specific challenges addressed.

3.4 TECHNIQUES AND INSTRUMENTS

3.4.1 Techniques

- a. Classroom Interventions: Using ChatGPT-generated resources aligned with CLT principles.
- b. Student Engagement Activities: Interactive lessons designed to enhance comprehension skills through practical applications of the CLT approach.

3.4.2 Instruments

This research employs a variety of instruments to gather data and ensure a comprehensive evaluation of the intervention's impact on sixth graders' reading comprehension skills. It is also important to mention on this part, that all the instruments were evaluated by three different professionals in the English teaching area, in order to provide valid material for the achievement of the study objectives. The purpose and application of each instrument are outlined as follows:

a. Diagnostic Test

For this investigation it is recommended to apply a diagnostic test to assess students' reading comprehension skill, including decoding and vocabulary knowledge. This test will be administered at the beginning of the intervention to identify the initial challenges faced by students. This is for the results to guide the design of the teaching materials and strategies in order to address the specific needs of the students. This diagnostic test can be found in the Annex 1, it is also important to mention that this Diagnostic test will assess the theory and knowledge from the last year: the unit number five of fifth grade, by using the vocabulary, grammar and English level of A2 to check the level of the students to understand grammar, vocabulary and reading comprehension.

b. Worksheets and Texts

During the implementation of this investigation, some worksheets and texts are going to be needed to get the necessary results and provide targeted practice in the reading comprehension area, that require improvement. These worksheets will include activities such as understanding the main ideas, identifying details, and interpreting vocabulary in context.

These resources will be created by using ChatGPT to ensure customization based on the diagnostic test results. The worksheets and texts will be used during the classes to reinforce the CLT approach, by promoting an interactive communicative environment through reading exercises. These instruments will be applied two times per week over a period of one month, specifically in the month of

March. This in order to achieve valid and effective results in the implementation of the study.

The worksheets and texts can be found in the appendix section, from annexes 2 to 9. Similarly, it is worth mentioning that these instruments will have a focus on a formative assessment rather than a summative approach, because the idea of these materials is to promote constructive learning where the students can participate actively in their language skills assessing grammar, vocabulary, and reading comprehension from unit one, from MEP program.

c. Survey

To assess and identify the impact of the intervention, such as the effectiveness of the materials, and the teaching strategies used in class, The study will be surveyed at the end of the implementation of the methodology.

The idea of this survey is to incorporate a mix of open-closed questions for the students in order to collect both qualitative and quantitative insights. This feedback will help on refine the intervention and understand its impact on student's motivation and engagement during the implementation of the study. The survey can be found in annex 10.

d. Teacher Feedback Forms

To document teachers' observations, challenges, and successes in implementing the CLT approach with the use of ChatGPT-generated resources. Teacher Feedback Forms will be completely necessary. This form will be filled out by the teacher in charge of the group, after the intervention finishes. This teacher's

feedback will be beneficial in order to provide practical insights into how the resources align with instructional goals while it captures recommendations for future improvements in the teaching process. This specific instrument can be found in Annex 11.

e. Post-test

In order to collect the necessary information to determine whether the study was effective or not, a post-test will be conducted with the students at the end of the intervention. This test aims to implement the specific objective number three, which seeks to determine the impact of activities based on the CLT approach, enhanced by ChatGPT-generated texts and analytical questions, in improving the reading comprehension skills of sixth-grade students. This post-test can be found in Appendix number 12.

3.5 VARIABLES

3.5.1 Dependent Variable:

The sixth-grade pupils at Santa Rosa Elementary School's reading comprehension abilities are the dependent variable.

The ability to successfully comprehend, interpret, and evaluate written texts is known as reading comprehension. This variable is measured through diagnostic tests and teacher evaluations before and after the intervention.

3.5.2 Independent Variable:

The application of the Communicative Language Teaching (CLT) approach supported by ChatGPT-generated texts and resources. The independent variable

encompasses the implementation of CLT strategies, enriched with interactive and adaptable ChatGPT-generated texts and tasks.

3.5.3 Chart with Conceptual, Instrumental, and Operational Definitions

General objective:

To determine the impact of applying the Communicative Language Teaching (CLT) approach, supported by ChatGPT-generated texts and resources, on enhancing the reading skills of sixth graders at Santa Rosa Elementary School, located in Montes de Oro, Puntarenas, during the first period of 2025.

Specific Objective	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
<ul style="list-style-type: none"> To identify the current reading comprehension levels and specific challenges faced by sixth graders. To implement the CLT approach, supported by ChatGPT-generated texts and resources, in addressing reading comprehension needs. To determine the impact of activities based 	<ul style="list-style-type: none"> Independent Variable: The application of the Communicative Language Teaching (CLT) approach supported by ChatGPT-generated texts and resources. Dependent Variable: The reading comprehension skills of sixth-grade students at Santa Rosa Elementary School. 	<p>The level of understanding and interpretation of written texts, including decoding, vocabulary, and comprehension skills. This contributes to the application of Communicative Language Teaching (CLT), focusing on interactive and meaningful communication in learning. On the other hand, the measurable change in students' reading comprehension after engaging in</p>	<p>Diagnostic tools, such as reading tests and surveys, to assess comprehension challenges. Lesson plans and activities designed using ChatGPT-generated texts and tasks aligned with CLT principles. Comparative analysis of pre- and post-test results to assess improvements in comprehension skills.</p>	<p>Administer diagnostic tests using ChatGPT-generated texts to evaluate students' initial reading comprehension abilities. Develop and conduct lessons by integrating ChatGPT-generated materials to address specific reading challenges of sixth graders. Compare students' performance before and after the intervention, using test scores and teacher observations.</p>

on the CLT approach, enhanced by ChatGPT-generated texts and analytical questions, in improving reading comprehension skills.		CLT-based learning activities.		
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Chapter IV

Analysis of the Results

INTRODUCTION

During chapter four, the interpretation of the collected information from the application of the instruments and the study in general will be presented. On the first place, to provide a clear and a well-detailed explanation of the collected information, that can facilitates a better understanding for the reader, during this section: analysis of the results, and in accordance with the three specific objectives of this study, the information will be divided into three different stages: diagnostic results, implementation of the study, and final results of the study.

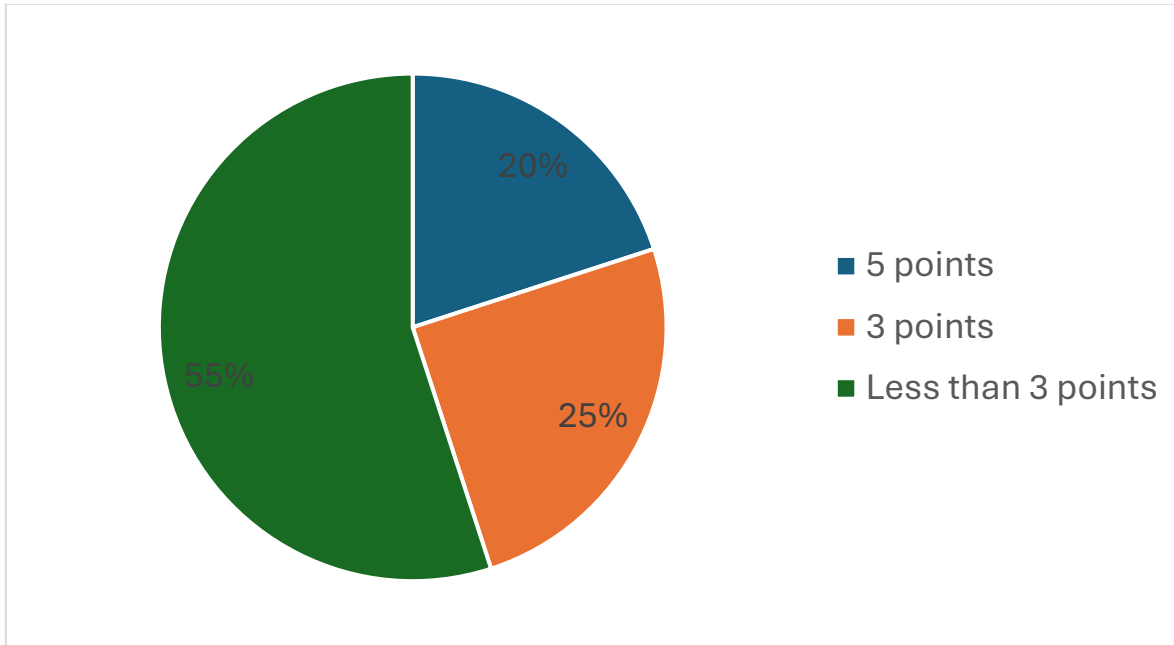
4.1 DIAGNOSTICS OF THE CURRENT SITUATION

In order to complete the first specific objective:

To identify the current reading comprehension levels and specific challenges faced by sixth graders at Santa Rosa Elementary School, using ChatGPT-generated diagnostic materials. It was necessary to develop a diagnostic test with the students, that can asses their understanding in different areas such as vocabulary, grammar and reading comprehension, taking the themes from unit five of fifth grade. The diagnostic test can be found in annex 1. It is also important to mention that during this section, all students from the sixth-grade group participated in the study, resulting in a total of twenty participants.

Vocabulary: So, to start with the explanation of the results, the understanding of vocabulary comes first, this part was evaluated thorough a matching with five points in total. Where all the twenty students participated in the task and the results can be observed in the following figure 1

Figure 1. Vocabulary results



Source: Author's own elaboration

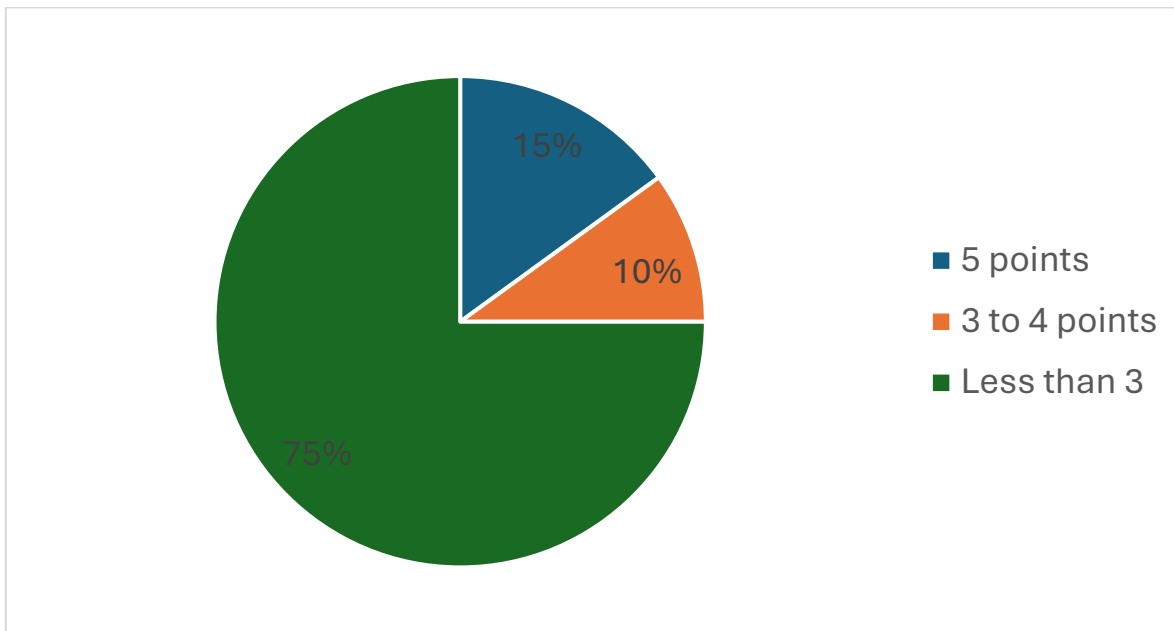
According to these findings, a sizable majority of the students 80%, which is sixteen students from twenty that took the test, who have either low or average vocabulary competency, which could hinder their capacity to comprehend and use English in more challenging situations. Just 20% of the pupils showed that they had a strong language base. This suggests that the need to strengthen vocabulary instruction and provide additional support to help students build a broader and more functional English lexicon.

In MEP programs, the list of new words per week can vary from eight to twelve words in the second cycle. This means that teachers should look for different activities that can provide the necessary vocabulary for the student's

acquisition and have a meaningful learning, because the vocabulary used in this diagnostic test, was taken from the unit five from fifth grade as it was mentioned before, so for this reason something wrong is happening, because according to the results of the first part, they could not remember much of the words provided.

Grammar: On the second part of the diagnostic test, grammar was another important aspect to consider, because to understand texts and manage the reading comprehension skill, students must know the basics specially in the verbal tenses. That is why the results of this grammar part can be found in the following figure 2:

Figure 2. Grammar results



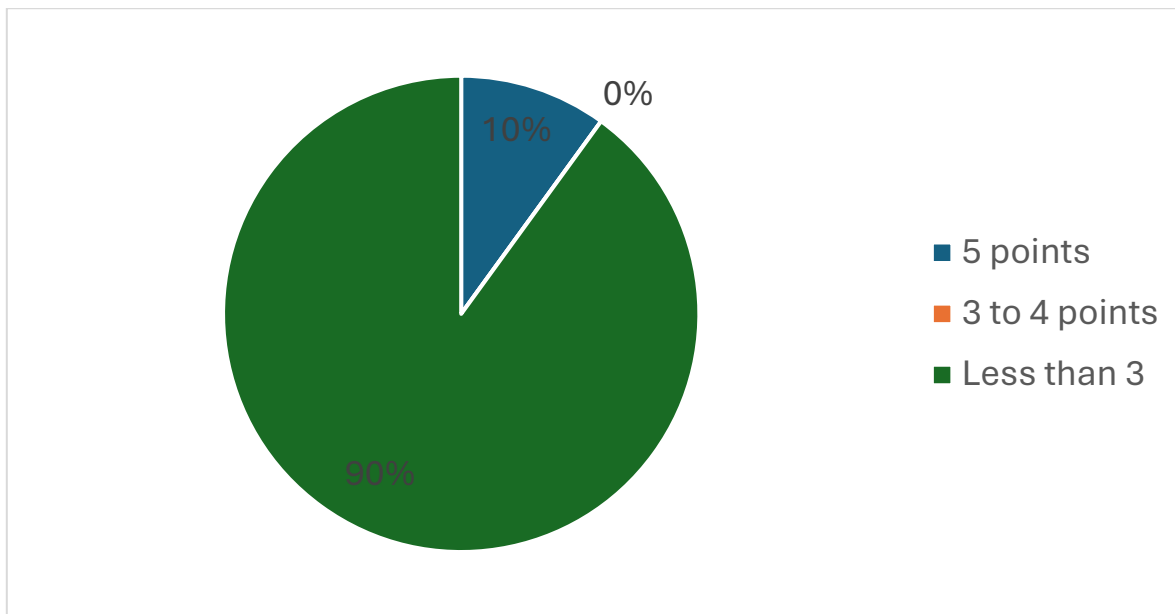
Source: Author's own elaboration

These findings point to a worrying pattern in the grammar competency of the students. Because it clearly shows that most students have poor knowledge of basic grammar structures, as seen by the great majority (75%) who did not meet the minimal acceptable level. Where just 15% of the students demonstrated

excellent grammar. These results emphasize the necessity of focusing on grammar training and practical exercises.

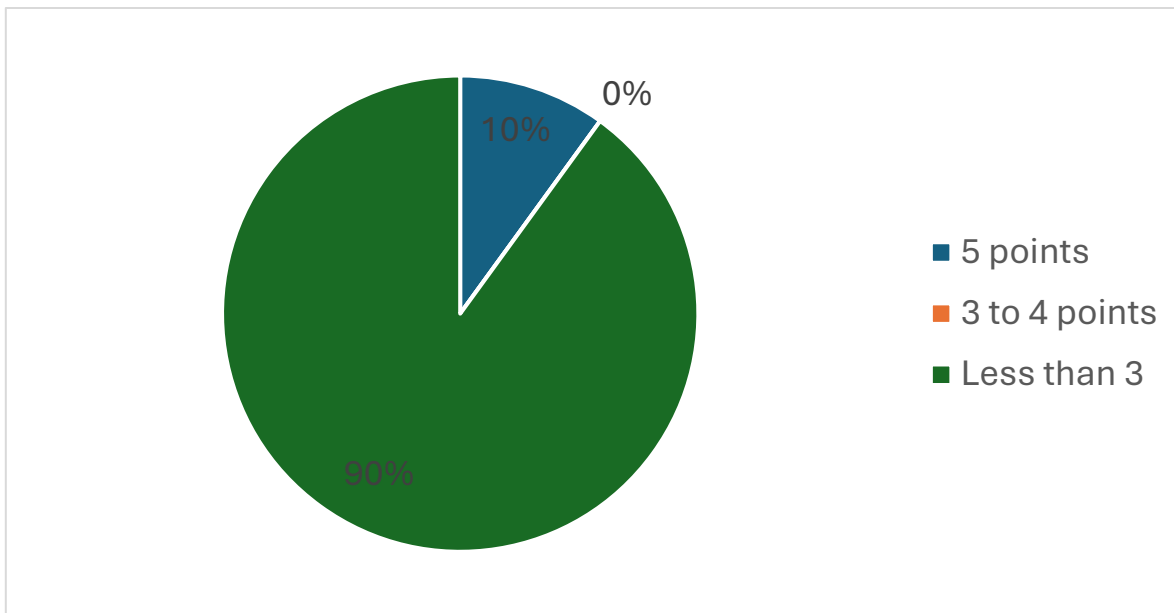
Reading comprehension: This part was the main focus of the diagnostic test's last section, which was crucial to the evaluation as a whole. Two distinct texts were used to assess this ability, and each text had five questions with a point value. As a result, each text was worth five points in total. And the following findings for the reading comprehension section can be shown in figure 3 and 4:

Figure 3. Reading comprehension 1 results



Source: Author's own elaboration

Figure 4. Reading comprehension 2 results



Source: Author's own elaboration

The findings from the two reading comprehension texts show that most pupils have a serious deficiency in this area in order to understand texts. Because as the results present 90% of participants showed only a limited grasp of the reading passages, not even reaching a basic level of knowledge. A lack of balance or advancement in comprehension skills is shown with the participants as in the mid-range (3–4 points), which indicates that students are either performing extremely poorly in this skill. These results suggest that in order to close the comprehension gap, there is an immediate need for guided reading exercises, vocabulary learning, and a reinforcement in reading comprehension activities.

As a conclusion, for the collected information in the diagnostic test, it is notable that the sixth graders at Santa Rosa School exhibit deficiencies in reading comprehension, and as whole result, with vocabulary and grammar, in accordance

with a more thorough examination of the diagnostic results and each of its sections.

As a result, it is clear that the use of some new methods and techniques that can support English language acquisition as a foreign language are completely necessary in this group. This in order to help the students grasp, that is why the use of different technology and teaching methods like the Communicative Language Teaching Approach are going to be applied during the study in order to check if they can have a positive change to help the students not just in the academic part but also by applying different techniques that can boost them and promote their motivation to overcome obstacles and cultivate the desire of learning. This application of new techniques is totally crucial for the students now that they will soon enter high school next year.

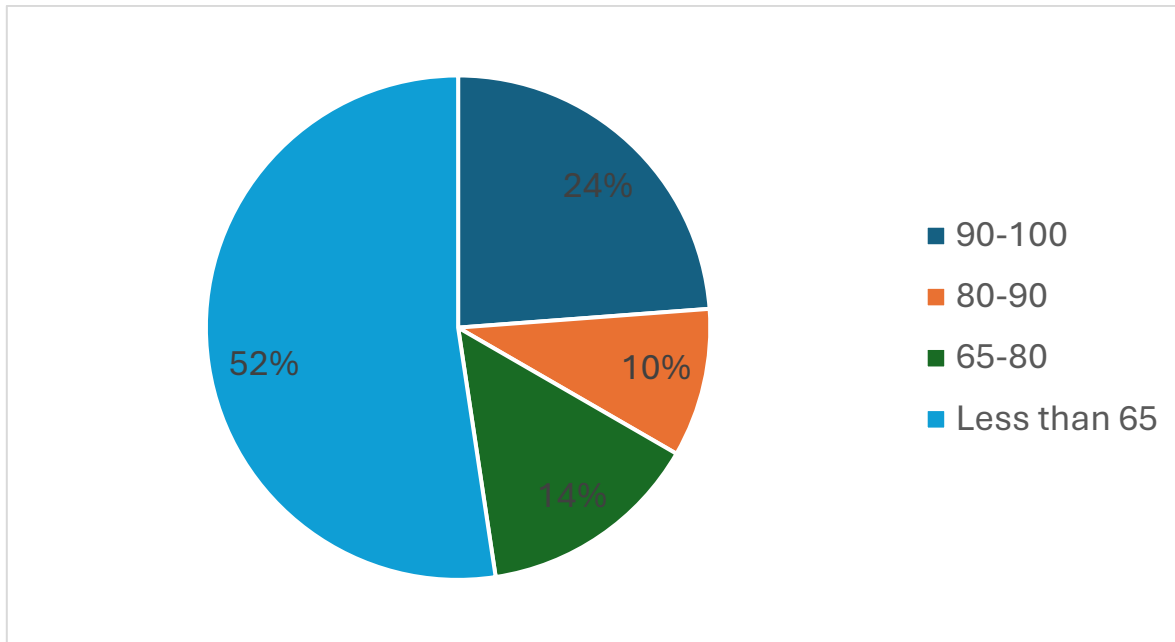
4.2 IMPLEMENTATION OF THE METHODOLOGY

Once the diagnostic was applied and the results were presented, the time to implement the study had arrived, based on the aim of fulfilling the second specific objective: To implement the CLT approach, supported by ChatGPT-generated texts and resources, in addressing the reading comprehension needs of sixth graders. An application of eight different instruments was required. These instruments were distributed to the students for a period of four weeks during the month of March. The students took two instruments per week. And the instruments were focused on two different tasks, where the first part of each appendix had to be with reading comprehension exercises with closed questions, and a second

task, where the students must interact between them in order to accomplish some speaking activities.

Although these instruments had a formative (qualitative) rather than a summative (quantitative) focus, the necessary information was collected from the AI-generated texts regarding reading comprehension through closed questions. This was done to allow for a better interpretation of students' progress and results, as well as to consider the personal and subjective interpretation of their participation and motivation during the implementation of the study. Therefore, as a first step, the following figure 5, which presents data collected from the closed questions included in the eight appendices applied to sixth-level students at Santa Rosa School:

Figure 5. Appendices results



Source: Author's own elaboration

As shown in the previous figure, there is still a significant 52% of students with a low score in reading comprehension performance. This is somewhat concerning for a sixth-grade group, especially considering that the texts were fully personalized by using the AI. However, it is important to highlight the improvement observed in 24% of the students who managed to achieve a score higher than 90 points in the applied exercises.

This analysis refers solely to the reading comprehension component. Nevertheless, it is essential to mention that these instruments also included oral interaction activities, where students were required to work in groups to carry out tasks such as role plays, oral presentations, dialogues, among others.

4.3 ANALYSIS OF THE STUDY'S EFFECTIVENESS

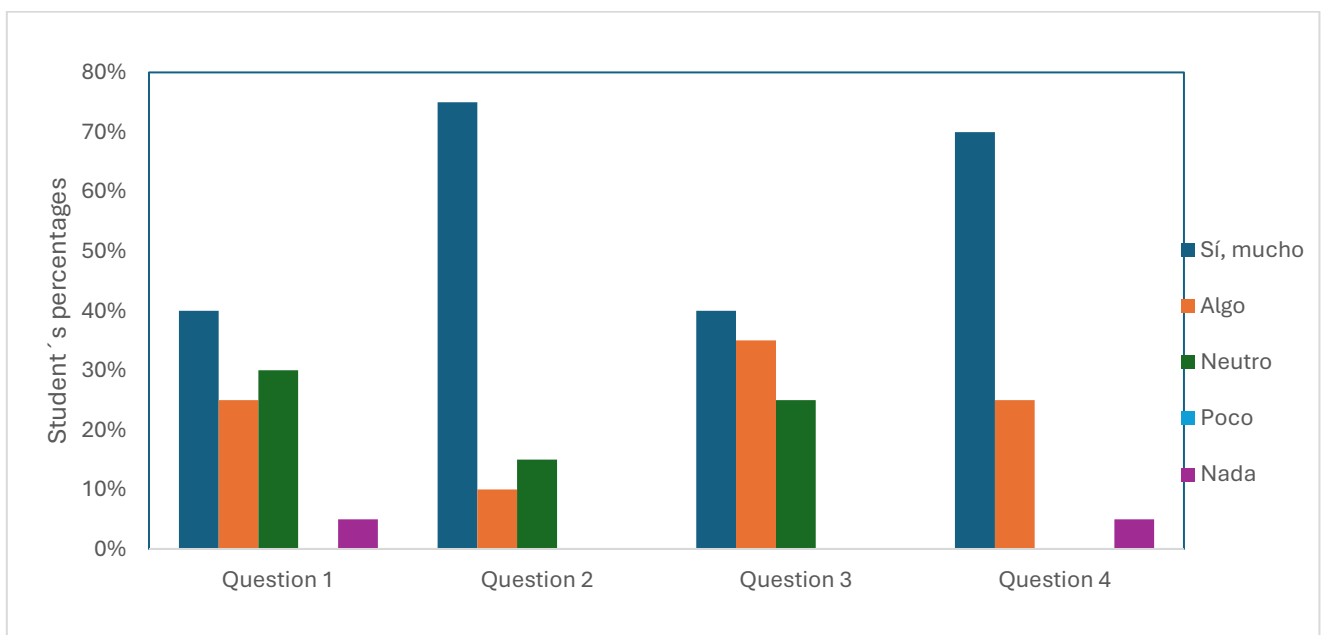
Although the reading comprehension results were not as expected, it is important to emphasize that there was indeed an improvement on the part of the students throughout the implementation of this study. That is why, after a detailed analysis, it can be summarized that student's motivation and participation showed a clearly positive change, from the application of the first instrument: Appendix 2 through to Appendices 8 and 9, that were the final ones applied to the students. At the beginning, it was somewhat challenging to encourage students to participate voluntarily, as some showed resistance and expressed boredom and negative thoughts. However, over time, a noticeable shift in attitude was observed, with increased participation and enjoyment of the activities carried out. For that reason, a survey was conducted among the students, in order to know a little bit more

about their opinions and thoughts about the activities developed in the class with them.

4.3.1 Student's Survey

As previously mentioned, an interview was conducted with the students in order to better understand their opinions regarding the materials used, interaction, comprehension, and motivation. Based on the closed-ended questions included in the interview, the following results can be observed in Figure 6:

Figure 6. Survey Questions results



Source: Author's own elaboration

However, it's equally critical to emphasize the students' thoughts on the open-ended questions. Of course, more detailed information was needed for these questions, including preferences for the resources and exercises used, recommendations for enhancements, and broad observations like: How has this

intervention improved your reading comprehension? And at the end students were also encouraged to submit any other comment or observation they might have had related to this study.

Therefore, some of the most common responses from the students in the application of this survey, were the following:

"I enjoyed the plays," "I had a good time," "I want to do more activities like this," "I learned a lot," and "I think I understand a bit better now", for this reason and in accordance to these majority answers, it can be summarized that the students did enjoy the activities carried out in class through the application of the CLT approach, where tasks were presented in an engaging and interactive way. This reflects an improvement in motivation, as previously discussed.

Note: Some photographs taken of the students during the implementation of this study were selected and included in the annex section as evidence to enrich the documentation of the study's application.

4.3.2 Teacher's Feedback on the Implementation

As part of a professional educational analysis, an interview was conducted with the English teacher in charge of the group, in order to gather her views on the use of Artificial Intelligence (AI) in the class supported by the Communicative Language Teaching (CLT) approach. The interview aimed to assess the effectiveness of these methods and their impact on student engagement.

During the interview the teacher explained that she found the AI resources highly effective, as they were personalized and engaging, accomplishing the

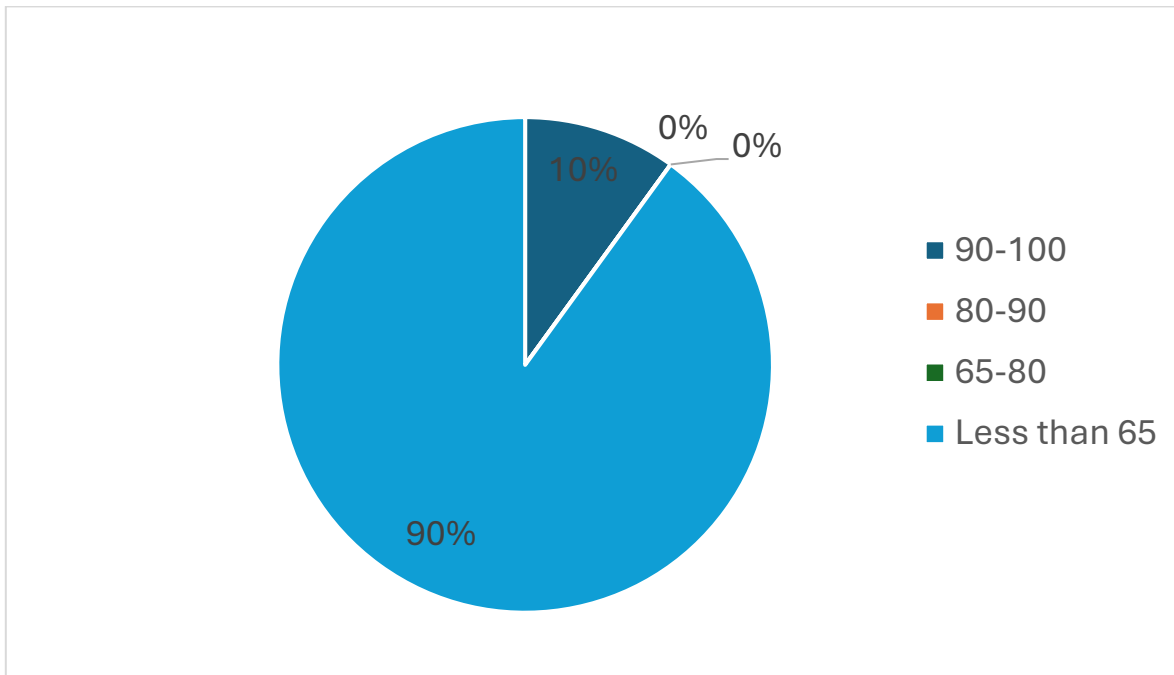
students' needs. Although there was some early resistance because of the students' lack of experience with interactive approaches, she observed that the CLT approach-based assignments boosted student interaction and that over time, this resistance decreased. The short, easily comprehensible AI-generated texts were clearly preferred by the students. In addition, the teacher also provided some recommendations related with better management of the time to develop the activities for deeper learning, confirming that AI significantly improved the overall learning experience by offering customized content.

4.3.3 Pre-Test vs. Post-Test Analysis

To accomplish the specific objective three of this study: To determine the impact of activities based on the CLT approach, enhanced by ChatGPT-generated texts and analytical questions, in improving the reading comprehension skills of sixth-grade students. The students were evaluated with a final exam to determine whether the study had been effective or not.

During this section, both instruments, the diagnostic test and the final test, are going to be compared, in order to provide a better understanding of the final results in this study. It is also important to mention that this final test had the same structure of the diagnostic test, evaluating vocabulary, grammar and reading comprehension as well, with the same quantity of questions for each part. In the following figure 7, the overall grades of the diagnostic test are presented:

Figure 7. Overall grades of the diagnostic test.



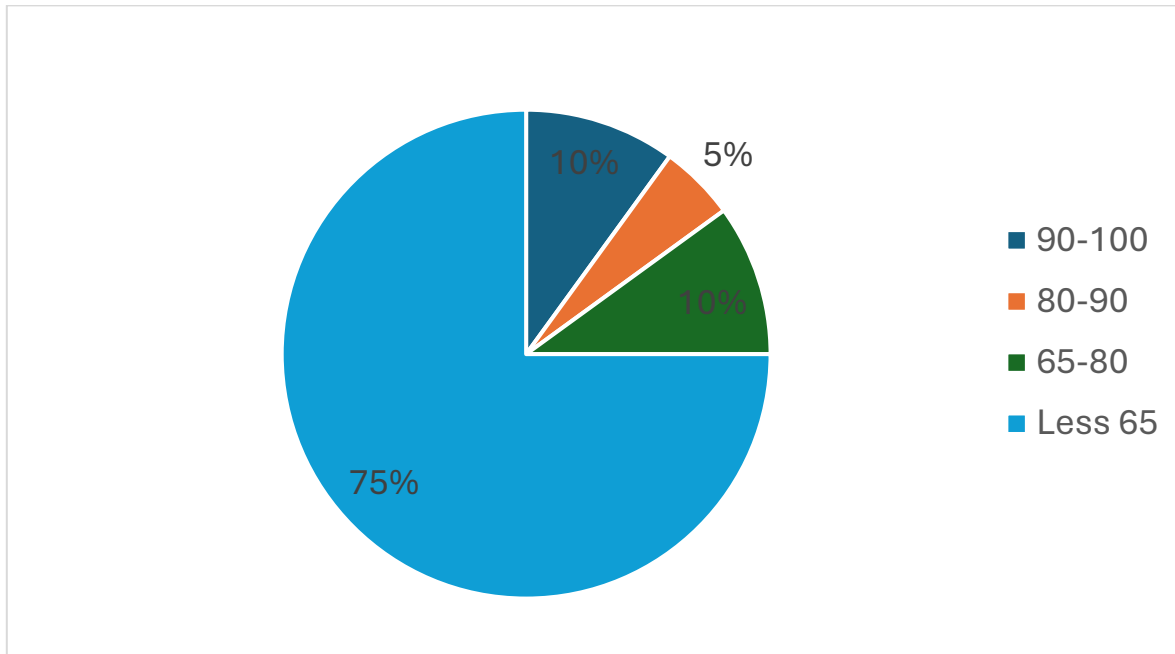
Source: Author's own elaboration

As shown in the previous chart on the final scores of the diagnostic test, it is evident that there is a low level of performance based on the total sum of all parts of the test. As a result, 90% of the students obtained a final score below 65. This clearly demonstrates a significant weakness in the students' reading comprehension skills, grammar and vocabulary, which made the intervention of the study totally necessary.

Although students performed poorly on the diagnostic test and were exposed to the application of eight different instruments that incorporated personalized text with AI and the activities that involved the CLT approach, a comparison between the diagnostic results and the final tests showed that the

results were also below expectations. These results can be observed in the following figure 8:

Figure 8. Overall grades of the final test



Source: Author's own elaboration

As illustrated in the chart displaying the final test scores, 75% of the students still failed the exam, obtaining a score below 65. Although there was some improvement over the diagnostic test, it was not significant. Merely 10% of the pupils had scores in the 65–80 range, while 15% received scores in the 80–100 range. These results suggest that although the intervention had a positive impact on a small percentage of students, the overall reading comprehension skills remained weak for the majority, highlighting the need for additional support or alternative strategies. Although, it may be said that the study had a beneficial effect on students' motivation and interest, which had not been noticed before the

intervention, even if there was not a significant improvement in the final test scores. It is true that the majority of students still had trouble understanding what they were reading on the final test, their higher participation in the activities indicates that the CLT method and the use of AI-generated texts helped to create a more engaging and dynamic learning environment for them. If comparable tactics are used or reinforced in subsequent lessons, this motivational shift may serve as the basis for future advancement.

Chapter V

Conclusions

And

Recommendations

5.1 Conclusions

This chapter outlines the conclusions derived from the analysis of the data gathered during the research process. The primary objective of this research was to assess the effect of custom AI-generated reading materials by the implementation of the Communicative Language Teaching (CLT) method on enhancing students' reading understanding. The results presented in Chapter 4 highlighted various strengths and difficulties encountered during the implementation stage. Even though the anticipated academic progress was not completely realized, the intervention offered valuable perspectives on student engagement, motivation, and the overall classroom atmosphere.

5.1.1 Regarding the problem formulation

What is the impact of applying the Communicative Language Teaching (CLT) approach, supported by ChatGPT-generated resources, on enhancing the reading skills of sixth graders at Santa Rosa Elementary School, located in Montes de Oro, Puntarenas, during the first period of 2025?

The central research question aimed to explore the impact of applying the Communicative Language Teaching (CLT) approach, supported by ChatGPT-generated resources, on the development of reading skills in sixth-grade students. The findings revealed that although there was no significant improvement in reading comprehension scores for the majority of students, the approach had a noteworthy effect on student motivation and engagement. This suggests that while technology and communicative methodologies can positively influence the learning environment, their effectiveness in academic performance depends on long-term

implementation, the integration of explicit reading strategies, and consistent reinforcement. Therefore, the research partially answers the problem by demonstrating that the CLT approach and AI tools are promising yet require complementary methods and sustained use to generate stronger results.

5.1.1.1 Regarding the general objective

- a) To determine the impact of applying the Communicative Language Teaching (CLT) approach, supported by ChatGPT-generated texts and resources, on enhancing the reading skills of sixth graders at Santa Rosa Elementary School, located in Montes de Oro, Puntarenas, during the first period of 2025.

The general objective was to determine the impact of using the CLT approach, supported by AI-generated texts, on students' reading skills. The intervention facilitated a more dynamic, student-centered environment where learners were encouraged to interact, collaborate, and take part in reading tasks more actively.

Teacher observations and interviews confirmed a shift in students' attitudes, as they became more receptive and motivated over time. Nonetheless, the improvement in reading comprehension, as measured by assessment results, remained modest. While some students demonstrated academic progress, most continued to struggle with core reading skills. This indicates that the general objective was only partially met although the intervention enhanced student motivation and participation, it was not sufficient to bring about a significant

increase in reading comprehension performance within the limited timeframe of the study.

5.1.1.2 Regarding the specific objectives

- a) To identify the current reading comprehension levels and specific challenges faced by sixth graders at Santa Rosa Elementary School, using ChatGPT-generated diagnostic materials.

The first objective was fully accomplished. The diagnostic assessment, developed with the assistance of ChatGPT, effectively captured students' comprehension levels and highlighted their main difficulties.

The data revealed that a substantial percentage of students, 90%, scored below 65, indicating serious gaps in understanding written texts. These results not only confirmed the need for pedagogical intervention but also provided specific information that guided the design of subsequent instructional materials and strategies.

The use of AI to generate these tools was instrumental in identifying diverse levels of comprehension among students, allowing for a more targeted and inclusive approach.

- b) To implement the CLT approach, supported by ChatGPT-generated texts and resources, in addressing the reading comprehension needs of sixth graders.

This objective was also achieved during the intervention phase. The application of the CLT approach created an environment that emphasized interaction, group work, and the use of language in authentic contexts.

The AI-generated texts—shorter, more relatable, and adapted to students' interests—served as an effective starting point for engaging classroom discussions and collaborative activities. Although some students showed resistance at the beginning, expressing disinterest or discomfort, they gradually adapted and became more willing to participate.

This shift in student behavior indicates that the CLT method, when applied with suitable materials and activities, can foster a more participatory and communicative classroom culture, essential for language development and overall learning.

- c) To determine the impact of activities based on the CLT approach, enhanced by ChatGPT-generated texts and analytical questions, in improving the reading comprehension skills of sixth-grade students.

The final objective was addressed through the use of tailored CLT activities and AI-enhanced reading tasks. While there were slight improvements in test results, with a small number of students moving into higher performance brackets, the majority (75%) continued to score below the expected level. This outcome suggests that while the methodology and materials were successful in increasing motivation and classroom engagement, they did not produce strong academic gains in the short term.

The results emphasize the need for a more extended and comprehensive approach, including explicit instruction in reading strategies such as inference, summarizing, and predicting. Additionally, the integration of analytical questions proved beneficial in prompting critical thinking but must be reinforced through repeated practice.

Ultimately, the research shows that the CLT approach, supported by AI tools, holds potential for improving reading comprehension, but further development and consistency are required to yield significant academic outcomes.

5.2 RECOMMENDATIONS

5.2.1 Extend the Duration of the Intervention

Considering the conclusions drawn, the subsequent recommendations are suggested for future research and classroom implementation: A primary limitation of the study was the brief duration during which the intervention took place. An extended implementation phase could facilitate greater immersion, improved adaptation to the methodology, and more significant academic progress. Upcoming projects ought to take into account a continuous intervention strategy lasting several months or throughout a complete academic term.

5.2.2 Combine AI Texts with Explicit Reading Strategies

Although AI-generated texts proved useful in engaging students, they should be complemented with explicit instruction on reading strategies. Teachers may include pre-reading activities, vocabulary previews, prediction exercises, and guided reading questions to help students develop better comprehension skills.

5.2.3 Provide Continuous Teacher Training on AI and CLT Integration

Educators have a crucial part in the achievement of any new educational initiative. Therefore, it is advised to offer professional development opportunities that concentrate on effectively integrating AI tools and CLT methods within the classroom. This training ought to feature practical sessions, instances of effective practices, and group planning.

5.2.4 Address Student Resistance through Gradual Methodological Changes

Resistance to new teaching methods is typical, particularly when students are not accustomed to interactive or technology-driven tasks. To reduce this, educators are advised to implement methodological changes slowly, allowing students to adjust and experience the advantages of new strategies. Encouraging reinforcement and student input can additionally facilitate the transition.

5.2.5 Focus on Student-Centered Learning Environments

The motivational benefits noted in this study highlight the significance of establishing student-focused learning environments. Educators ought to keep seeking methods to connect content to students' lives and interests. Promoting student autonomy, incorporating multimedia, and fostering collaboration can enhance engagement even further.

Chapter VI

Proposal

6.1 PROPOSAL OF THE RESEARCH

Based on the results obtained from the diagnostic and final evaluations, this proposal aims to address ongoing issues related to low reading comprehension among the selected group of students. Although the use of eight tools involving texts generated by artificial intelligence and a communicative approach showed a slight academic improvement, the results were not as expected. However, the progress observed in student motivation and emotional aspects represents a significant foundation for continued advancement.

Because of this, the proposal focuses on the implementation of a ten-week intervention program that integrates the use of artificial intelligence for text generation along with communicative activities, with the aim of enhancing reading comprehension and stimulating students' interest.

The program will consist of the weekly use of AI-personalized reading texts, together with interactive activities based on the Communicative Language Teaching method. Each session will include elements of reading, verbal expression, and writing, allowing students to engage meaningfully with the texts. This method not only seeks to improve reading performance, but also to promote a more positive attitude toward reading activities in English.

6.2 PLACE TO DEVELOP THE PROPOSAL

The initiative will take place at a public high school situated in the area where the diagnostic and final assessments were performed. This institution accommodates a varied student demographic and has demonstrated the necessity

for creative and inspiring approaches to improve English language abilities. The school possesses fundamental technological resources that enable the incorporation of AI applications, including computers, tablets, and internet access.

6.3 OBJECTIVES OF THE PROPOSAL

6.3.1 General Objective

- a) To improve students' reading comprehension and motivation through the use of AI-generated texts and communicative language teaching strategies.

6.3.2 Specific Objectives

- a) To implement a ten-week reading program using personalized texts created with AI tools.
- b) To increase student participation and engagement through communicative language activities.
- c) To assess the impact of the proposed program on students' reading comprehension performance.

6.4 SUGGESTED ACTIVITIES

a) Weekly Reading Workshops:

Students will participate in reading brief, AI-created texts customized to their interests and language proficiency following the MEP program parameters, for at least ten weeks, incorporating one or two reading comprehension texts per week with some analytical activities at the end. During these reading workshops it is recommended to ask the students to read aloud, the teacher can do it, while the

whole group follow the reading together, this can also help the students to work fluently and listening as well.

Another recommendation is to include vocabulary games in order to review the keywords learned in the class per unit, and finally promote comprehension activities at the end, where the students can have partner discussions, in order to promote the critical analysis is on readings and listening to other ideas.

b) Group Speaking Tasks:

To continue with the application of the CLT approach it is totally recommended to develop some speaking tasks at the end of each reading. Like the ones presented in the study.

It is important to remark that these oral activities must be developed in groups in order to promote interactive and active communication between the students, that is why during their development, the teacher can ask the students to collaborate in a whole group or in small groups to talk about the material and share their viewpoints after each reading. By developing a class discussion, a debate, or a role play together. This will encourage engagement and aid in strengthening understanding within a relevant context.

c) Creative Writing Sessions:

Even though the study is based on improving students' reading skills, it can be also a good idea to practice in some writing exercises as well, since at MEP students must work on the four language skills, it can be very beneficial for the students if they can answer some questions by writing the answers after reading a

text. Students will be motivated to compose brief answers or to produce their own responses while reading some of the paragraphs provided by the teacher.

Additionally, AI tools, like ChatGPT generated text can be utilized by the students in order to help them with this writing skill by correcting grammar mistakes and promoting more independent learning and constructive criticism.

d) Peer Feedback and Presentations:

Having feedback is always something good, and if that feedback comes from another classmate, it can be better, having the support of your classmates is always something good, that is why, during this proposal, it is highly recommended to have periodic presentations, this will allow students to share what they learned and receive feedback from their peers as well. This promotes autonomy, accountability, and collaborative learning. Because the students will be better listeners at learning from others' ideas and opinions.

e) Final Evaluation Activity:

Of course, most of the activities recommended before are conducted to a formative assessment, but summative evaluation is always required in order to check if something is really having positive and good results with the student's language learning, that is why a final assessment will be administered to compare progress with the initial diagnostic results. Surveys or interviews can also be applied to evaluate changes in student motivation and engagement.

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ANNEXES

ANNEXE 1**Diagnostic Test on Reading Comprehension**

Objective: To assess students' ability to understand short stories and identify key details.

Name: _____

Grade: _____

Date: _____

Part 1: Vocabulary (5 points)

Instructions: Match the words in Column A with their meanings in Column B.

Column A

Fairy Tale	
Princess	
Fable	
Dragon	
Legend	

Column B

- a. A funny story.
- b. A short story with animals
- c. A magical story.
- d. A girl in a castle
- e. A traditional story

Part 2: Grammar (5 points)

Instructions: Complete the sentences with the correct form of the verb in parentheses.

- Once upon a time, there ___ (was/were) a little boy who loved books.
- The story ___ (takes/take) place in a beautiful forest.

3. The witch ___ (is running/runs) when she sees a big dog.
4. The child ___ (has/have) not finished reading the story yet.
5. What ___ (did/does) the story teach us?

Part 3: Reading Comprehension (10 points)

Instructions: Read the story and answer the questions.

Story 1:

"Once upon a time, in a small village, there lived three pigs. Each pig built a house: one made of straw, one of sticks, and one of bricks. A big bad wolf tried to blow their houses down. The brick house was the only one that stayed strong."

Questions:

1. Who are the characters in the story?

2. What were the houses made of?

3. Who tried to blow the houses down?

4. Which house stayed strong?

5. Where did the pigs live?

Story 2:

"Once upon a time, there was a kind princess who lived in a big castle. One day, she found a small, scared dragon in the forest. The dragon was crying because it lost its way home. The princess helped the dragon by giving it food and taking it back to its cave. The dragon was very happy and promised to always protect the princess."

Questions:

1. **Who are the characters in the story?**
 - a. A king and a queen
 - b. A princess and a dragon
 - c. A knight and a dragon

2. **Where does the princess live?**
 - a. In a cave
 - b. In a castle
 - c. In the forest

3. **Why was the dragon crying?**
 - a. It was lost.
 - b. It was hungry.
 - c. It was scared of the princess.

4. What did the princess do to help the dragon?

- a. She gave it food and showed it the way home.
- b. She called the king.
- c. She left it in the forest.

5. What did the dragon promise?

- a. To always help other animals.
- b. To protect the princess.
- c. To live in the castle

ANNEXE 2

Text 1: Read the text and answer the following questions:

Juan Santamaría

Juan Santamaría was a brave soldier from Costa Rica. He fought in a big battle in 1856. He helped protect Costa Rica from invaders. He burned down the enemy's stronghold, even though it was dangerous. Because of his courage, he became a national hero. People remember him every April 11th, which is Juan Santamaría Day.

Mark with an X the correct answer.

- 1 Juan Santamaría was a ____.
 scientist actor soldier
- 2 Juan Santamaría fought in ____.
 1900 1856 1990
- 3 Juan Santamaría was ____.
 brave lazy afraid
- 4 Juan Santamaría Day is on ____.
 May 1st April 11th July 4th

Activity: Role-Playing

Script:

Journalist: Good morning, Juan Santamaría! Can you tell us about your mission?

Juan Santamaría: Yes! I was a soldier in the 1856 battle. I burned down the enemy's stronghold to protect my country.

Journalist: That was very dangerous! Were you afraid?

Juan Santamaría: No, I was brave because I wanted to save Costa Rica.

Journalist: Thank you for your courage! We remember you as a hero.

ANNEXE 3

Text 2: Read the text and answer the following questions:

Sandra Cauffman

Sandra Cauffman is a famous Costa Rican scientist. She works at NASA. She studies space and planets. She helps design and build satellites that explore the universe. Sandra is very intelligent and hardworking. She shows that Costa Ricans can achieve great things in science.

A. Mark with an X the correct answer.

1 Sandra Cauffman is a ____.

scientist

soldier

actress

2 Sandra Cauffman studies ____.

medicine

space and planets

animals

3 Sandra Cauffman works at ____.

a hospital

NASA

a restaurant

Role play: Space Mission Interview

Students will imagine they are space journalists interviewing Sandra Cauffman about her work at NASA.

Script:

Journalist: Hello, Ms. Cauffman! What do you do at NASA?

Sandra Cauffman: I study space and planets. I help design satellites.

Journalist: That sounds amazing! Why did you choose to be a scientist?

Sandra Cauffman: Because I love science and space. I wanted to explore the universe.

Journalist: What advice do you have for young students?

Sandra Cauffman: Work hard and never stop dreaming!

ANNEXE 4

Text 3: Read the text and answer the following questions:

Keylor Navas

Keylor Navas is a famous Costa Rican football player. He was the goalkeeper for Real Madrid and helped his team win many championships. He is known for his quick reflexes and hard work. He inspires many young athletes in Costa Rica.

Mark with an X the correct answer.

1 Keylor Navas is a ____.

football player

scientist

actor

2 Keylor Navas was a goalkeeper for ____.

NASA

Real Madrid

a hospital

3 Keylor Navas is famous for his ____.

cooking

singing

quick reflexes

4 Keylor Navas inspires ____.

doctors

young athletes

artists

Activity: Short Oral Presentation

Students will work in pairs. Each pair will prepare a short and simple oral presentation about Keylor Navas, using words and pictures. One student will describe his career, and the other will describe why he is important. The teacher will provide sentence starters like "Keylor Navas is..." and "He plays..." to support the students.

ANNEX 5**Text 4: Read the text and answer the following questions:****Yokasta Valle**

Yokasta Valle is a Costa Rican boxer. She is a world champion in her weight category. She is strong, fast, and determined. Yokasta trains every day to be the best. She proves that women can be great athletes too.

Mark with an X the correct answer.**1** Yokasta Valle is a ____. boxer singer scientist**2** Yokasta Valle is a ____. slow runner world champion painter**3** Yokasta Valle trains ____. every day never once a year

4 Yokasta Valle proves that ____.

- only men can be athletes
- women can be great athletes
- boxing is easy

Activity: Class Discussion

The teacher will lead a simple discussion with the students about why Yokasta Valle is important. Students will share their thoughts using simple sentences like "She is strong" or "She is a champion." The teacher will write key words on the board to help students express their ideas.

ANNEX 6

Text 5: Read the text and answer the following questions:

Superheroes and World-Famous People

Last year, a brave police officer stopped a speeding car in the city. The driver was in danger, but the officer acted quickly and saved him. In another story, a firefighter ran into a burning building to rescue a family. A young woman also became a hero when she saved her baby from a flood. These everyday heroes show courage and kindness, just like superheroes in movies.

Activity: Class discussion

The teacher will make a round table, to discuss with the students the following questions:

1. What did the police officer do?
2. Why was the driver in danger?
3. What did the firefighter do?
4. How did the young woman save her baby?
5. How are these people similar to superheroes?

ANNEXE 7

Text 6: Read the text and answer the following questions:

Superman vs Batman

Superman is stronger than many superheroes, but Wonder Woman is as strong as him. Batman is the smartest hero, but Iron Man is more intelligent. Every hero fights crime in a different way. They all work to protect people and make the world a better place.

Questions:

- 1. Who is stronger than many superheroes?**
- 2. Who is as strong as Superman?**
- 3. Who is the smartest hero?**
- 4. How do superheroes help people?**

Activity: Debate

The teacher will divide the group into girls and boys for them to ask them to choose a favorite hero in common, in order to describe different characteristics and use the comparatives to create sentences on the board and check which group is the winner.

ANNEXE 8

Text 7: Read the text and answer the following questions:

My Hero is the Best

A hero is not just someone with superpowers or a famous name. A real hero is someone who cares for others, helps when needed, and makes the world a better place. My hero is the best because they inspire me to be kind, brave, and strong.

Heroes can be teachers who help us learn, friends who support us, or family members who love and protect us. They don't need to wear a cape or fly—they just need a big heart and the courage to do what is right.

I want to be like my hero. I will help my classmates, respect my teachers, and always try to do my best. Even small actions can make a difference. That's why my hero is the best, and one day, I hope to be a hero too!

Activity: Expressing ideas

Students make a circle to reflect on the reading and express with short phrases what their hero is. And what makes her or him to be their hero! The teacher helps the students in case they need it and at the end the teacher asks the students to make a drawing about their hero and write down some sentences to describe it.

ANNEXE 9

Text 8: Read the text and answer the following questions:

I Can Be a Hero

First, I must know the needs of my community. I observe my school and classmates to see what problems they have. Some students feel lonely, others need help with their homework, and some classmates are sad because they don't have friends.

Next, I must think of a plan to help. I decided to be kind and help others. I can share my lunch with a classmate who forgot theirs, help a friend understand a lesson, or invite a new student to play during recess. Small actions can make a difference.

Finally, I must work hard to be a good citizen. I respect my teachers and classmates, keep my school clean, and always try to be helpful. If I see someone being bullied, I stand up for them or tell a teacher.

Every small action can make a big change in the world. By being kind, helpful, and brave, I can be a hero at school!

Activity:

Community Project: Students create a plan with the teacher's help in order to provide ideas and create a plan to help the school, at the end the students create a mural.

ANNEXE 10**Survey 1: Student's Feedback on the Intervention**

Purpose: To gather feedback from students about their experience with the reading comprehension intervention and the effectiveness of the resources and teaching strategies.

Instrucciones:

- Por favor, responda todas las preguntas con honestidad.
 - Para preguntas cerradas, marque su respuesta con una "X" en la casilla.
 - Para preguntas abiertas, escriba sus respuestas en el espacio proporcionado.
-

Sección 1: Preguntas Cerradas**1. Eficacia de los Materiales**

¿Qué tan útiles fueron los materiales (hojas de trabajo, textos, etc.) para mejorar su comprensión lectora?

- Muy útiles
- Algo útiles
- Neutros
- Poco útiles
- Nada útiles

2. Interacción

¿Qué tan interesantes le parecieron las actividades durante la intervención?

- Muy interesantes
- Algo interesantes
- Neutras
- Poco interesantes
- Nada interesantes

3. Comprensión

¿Las actividades le ayudaron a comprender mejor las ideas principales y los detalles de las historias?

- Sí, mucho
- Algo
- Neutro
- Poco
- Nada

4. Motivación

¿La intervención le hizo sentir más motivado/a para leer?

- Sí, mucho
- Algo
- Neutro

Poco

Nada

Sección 2: Preguntas Abiertas

1. Materiales y Actividades

¿Qué fue lo que más le gustó de los materiales y actividades utilizados en esta intervención?

2. Sugerencias de Mejora

¿Qué cambios o mejoras sugeriría para mejorar las actividades de lectura en clase?

3. Opinión General

¿Cómo le ha ayudado esta intervención con la comprensión lectora? Proporcione ejemplos si es posible.

Notas Adicionales (Opcional):

ANNEXE 11**Teacher Feedback Form**

1. On a scale of 1-5, how effective were the ChatGPT-generated resources in enhancing students' reading comprehension?

1 - Not effective at all

2 - Slightly effective

3 - Moderately effective

4 - Very effective

5 - Extremely effective

2. What aspects of the CLT approach worked well for your students?

3. Were there any challenges in using the materials or the CLT approach?

If yes, please describe them.

4. How did students respond to the reading activities? Were they engaged?

- 5. What recommendations do you have for improving the resources or teaching strategies used in the future?**

- 6. Do you think the integration of technology (ChatGPT) facilitated the learning process? Why or why not?**

ANNEX 12**Final Test****Diagnostic Test on Reading Comprehension**

Objective: To assess students' ability to understand short stories and identify key details.

Name: _____

Grade: _____

Date: _____

Part 1: Vocabulary (5 points)

Instructions: Match the words in Column A with their meanings in Column B.

Column A

Hero	
Scientist	
Virus	
App	
Password	

Column B

- a) a dangerous computer problem
- b) a brave person who helps others
- c) a program that helps you learn
- d) a person who studies science
- e) secret word to access something

Part 2: Grammar (5 points)

Instructions: Complete the sentences by choosing the correct answer for each of the statements:

1) Claudia Poll ___ (train) every day.

- trains trained training

2) Franklin Chang ___ (work) at NASA.

- worked works working

3) They ___ (use) a tablet for class.

- use uses using

4) If you see a strange email, you ___ delete it.

- should can both

5) What is the correct negative imperative?

Don't click on strange links.

Not click strange links.

No click strange links.

Part 3: Reading Comprehension (10 points)

Instructions: Read the story and answer the questions.

Text 1: Costa Rican Role Models

Franklin Chang-Díaz is a Costa Rican astronaut. He worked for NASA and went to space many times. He is very intelligent and worked hard to become an astronaut. Another important person is Claudia Poll. She is a swimmer and won a gold medal for Costa Rica in the Olympics. She trained every day and never gave up. Franklin and Claudia are famous for their success and dedication.

Choose the correct answer:

1. Who is Franklin Chang-Díaz?
 - a) A pilot
 - b) A teacher
 - c) An astronaut

2. Where did he go many times?
 - a) To the moon
 - b) To space
 - c) To school

3. What did Claudia Poll win?
 - a) A book
 - b) A gold medal
 - c) A phone

4. What sport does Claudia Poll do?
 - a) Swimming
 - b) Running
 - c) Cycling

 5. Why are they important?
 - a) Because they are rich
 - b) Because they are dedicated and successful
 - c) Because they have a lot of friends
-

Text 2: A Smart Way to Use Technology

Lucas and Mariana are students. They use laptops and tablets to study. Lucas uses a learning app to read science books. Mariana writes notes on her tablet. One day, Lucas clicked on a strange link in an email. After that, his computer got a virus. His teacher told him to never click on unknown links. Now, Lucas is more careful, and he uses antivirus software.

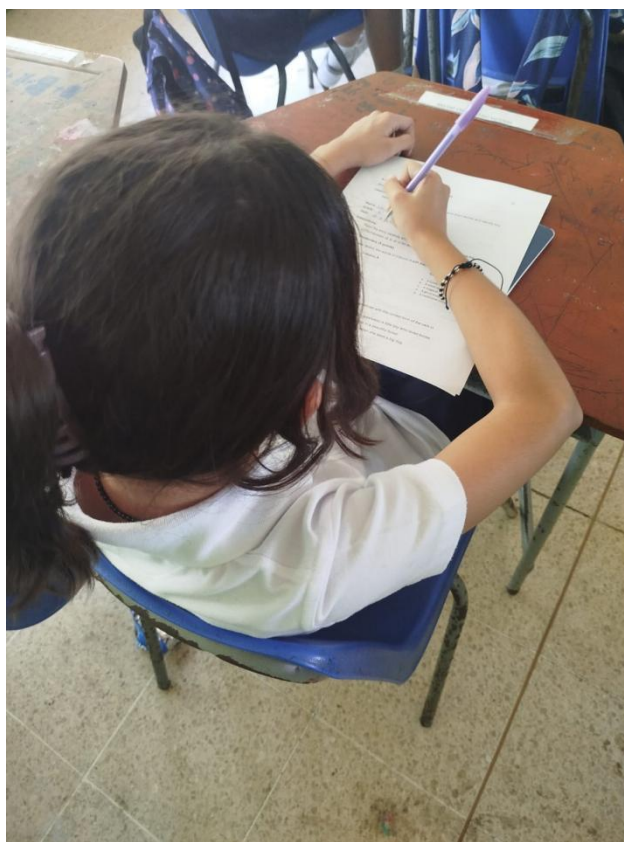
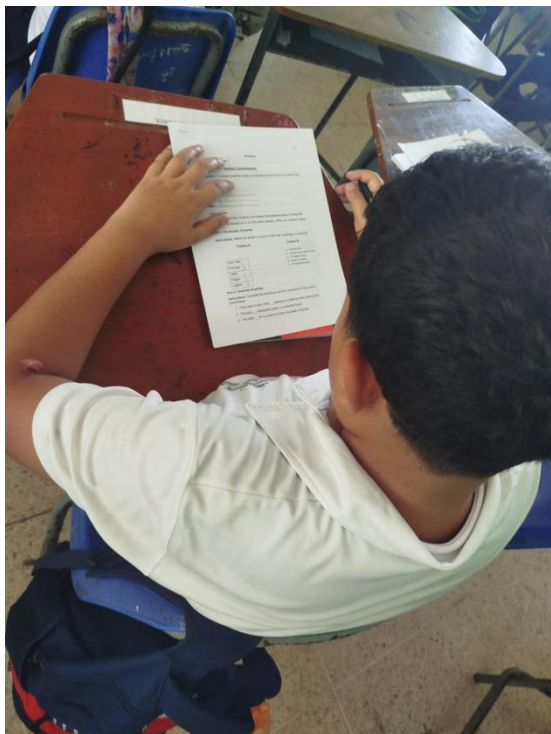
Choose the correct answer:

1. What does Lucas use to read science books?
 - a) A paper book
 - b) A learning app
 - c) A calculator

2. Where does Mariana write her notes?
 - a) On the board

- b) On paper
 - c) On her tablet
3. What happened when Lucas clicked on a strange link?
- a) He won a prize
 - b) His computer got a virus
 - c) He called his teacher
4. What did his teacher say?
- a) Click more links
 - b) Don't use tablets
 - c) Don't click on unknown links
5. What does Lucas use now?
- a) New games
 - b) Antivirus software
 - c) A new keyboard

Annex 13: Diagnostic test evidence



Annex 14: Application of study evidence

