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Development of A1 L2 Learners' Literal Reading Comprehension of Short Online

Animated Stories through Vocabulary Pre-Reading Activities

Julieth Ximena BLANCO MELO

Research Report submitted

in partial fulfilment of the requirements for the degree of

Master in English Language Teaching – Autonomous Learning Environments

Directed by Diana Angelica PARRA PEREZ

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chia, Colombia

2016

Acknowledgements

Abstract

The skill of reading plays an important role in the process of learning a foreign language, whether the learners are children or adults; it is well known that good readers perform better in other language learning skills (Anderson, 2003). However, little attention has been paid to the use of vocabulary teaching complemented with technological tools like online animated stories to promote the development of children's reading abilities. The present qualitative action research project was based on the completion of vocabulary pre-reading activities with A1 L2 third graders, for the comprehension of short online animated stories. Reading tests in the format of true/false and multiple choice question were used to assess how the activities done affected their level of reading comprehension of the animated stories. Interviews were conducted with students and questionnaires were administered to their parents to gather data on their perceptions about the use of multimodal technologies. The data collected were analyzed under the principles of the grounded theory approach, and the results obtained showed that the performance of the children in literal reading comprehension improved, and also their positive perception about the use of multimodal technologies to learn English. This lent support to the notion that having students do vocabulary activities complemented with the use of multimodal technologies is an effective approach to develop skills for reading comprehension;therefore, it is reasoned this approach should be more widely adopted by the EFL educational community in the context of elementary education in Colombia.

Keywords: reading comprehension; ICTs; engagement; multimodal technologies.

Resumen

Las habilidades de comprensión lectora juegan un papel importante en el proceso de aprendizaje de una lengua extranjera, tanto para aprendices jóvenes o adultos; es bien sabido que los buenos lectores tienen éxito en el desarrollo de otras habilidades de aprendizaje de la lengua. Sin embargo, no ha habido suficiente investigación en relación al uso de estrategias tradicionales como la enseñanza del vocabulario combinada con el uso de tecnologías multimodales para promover el desarrollo de comprensión lectora. El presente estudio se baso en el desarrollo de actividades de aprendizaje de vocabulario con el fin de lograr la comprensión lectora de historias animadas. Los niveles de comprensión de lectura fueron evaluados a través de tests de comprensión con formato de verdadero/ falso y seleccion multiple basados en el contenido de las historias. Una vez terminada la implementación, se aplicaron entrevistas a estudiantes y un cuestionario a los padres de familia para conocer sus percepciones sobre las actividades desarrolladas y el uso de tecnología. Luego de analizar los datos con la teoría fundamentada en datos, se encontró que las actividades realizadas con el vocabulario y los recursos multimodales contribuyeron al mejoramiento de su comprensión de lectura literal y además, generaron emociones positivas en los estudiantes. Estos resultados muestran que el uso de estrategias tradicionales como la pre-enseñanza de vocabulario en conjunto con la implementación de tecnologías multimodales deben ser mayormente consideradas por los actores de la enseñanza de Inglés como lengua extranjera en la educación básica primaria en Colombia.

Palabras clave: Comprensión de lectura, tecnologías de la información y la comunicación; tecnologías multimodales.

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Chapter 1: Introduction

1.1   Introduction to the study

One of the demands of the current Colombian educational system on its students in primary and secondary levels refers to the development of language proficiency, including their first language Spanish, but also giving particular consideration to the English language; this is evident in the formulation of a public document presenting a set of standardized competences related to learning English (Standards for English learning, Ministerio de Educacion Nacional, 2006).

Reading in English is one of the competences, among others, considered in the public document mentioned above. Specific learning outcomes addressing reading skills are illustrated thoroughly, portraying abilities for comprehension of sentences and short texts. The capacity for a learner to comprehend sentences and short texts shows what is called the first level of comprehension or literal comprehension, in which the reader is able to convey the meaning of what is directly stated in the text from the words that compose it (see 2.2.1.1.). The ability of literal comprehension is the first and therefore the most important step of the learning process to reach higher levels of comprehension.

Reading is a component of literacy connected to many of the academic tasks in which students are involved during their time at school, and it is even connected to social and cultural development (Graff, 1981); then, reading constitutes an essential skill for any individual. The capacity to read is defined as a complex process that embeds many elements like sensory, perception, thinking, and association (Roe, Smith, & Burns, 2011). This means that reading is more than a matter of understanding words. Good reading abilities help a learner achieve academic success at all ages (Pretorius & Naudé, 2002). Essentially, students who begin

elementary school are in the initial stage of a process to refine their reading capability, which requires the acquisition of basic reading comprehension skills like word recognition, word decoding, and awareness of word order that leads them to reach the level of literal reading comprehension. Therefore, the use of pedagogical strategies in the classroom becomes crucial to support this process.

Based on the aforementioned considerations concerning reading comprehension and pointing out that the population of this study consists of elementary students, it became meaningful for me to conduct an analysis of the effects of a pedagogical strategy that involved on the one hand, pre-teaching vocabulary, and on the other hand, the use of Information and Communication Technologies (ICTs), specifically, the use of online animated stories on the students' development of literal reading comprehension. The positive influence and the engagement that these resources can provide may be beneficial for students to develop other competences like ICTs literacy, positive sense of the meaning of communication and language skills apart from reading, which they will likely need to succeed in their school lives.

1.2   Rationale of the study

This study was conducted in order to contribute to the solution of the reading comprehension difficulties that a group of young learners had, which were identified after doing a needs analysis of their current abilities in English. Considering that reading comprehension is an essential skill for any learner, and that an ineffective reading ability is one of the most common causes of the poor performance of students in English (Ojo, 1993), it was worthwhile to propose and implement pedagogical strategies in the classroom that enhanced the improvement of the literal reading comprehension of the participants.

1.2.1   Needs analysis and problem statement

The population for this action research consisted of 40 third grade 8-year-old learners, who had been given instruction in English and science in English since 2012, when a bilingual project was implemented in a public school in Bogota that attends these learners (see 3.3.1 Participants). This project provided elementary students with more time for English instruction (4 hours), than the time allowed for it in other state schools, which is 2 hours a week. Also, the students received another four hours of science instruction in English.

After observing and reflecting about my teaching experience, the profile of my students and also their academic results in the subject of English, I found that the majority of them had a low level in the English tasks given to them in my classes designed to assess reading and vocabulary, according to the numerical equivalences of the evaluation system of the school. I concluded that the students were having trouble understanding short texts and statements that were used in the English lessons as part of the curriculum for bilingualism implemented in the school. This fact was reiterated after the analysis of a diagnostic reading test applied to determine their literal reading comprehension (See Appendix A: Diagnostic Reading Comprehension Test). This test consisted of seven multiple choice questions designed to evaluate comprehension of a basic level reading passage for elementary students. Once the results were analyzed, I concluded that very few students were able to understand and answer correctly all the questions, which showed that they had poor ability to identify the correct option according to what was textually mentioned in the passage, or literal reading comprehension (see 2.2.1.1).

With this in mind, I started to think of strategies that I could implement to help the students reach a higher achievement in English reading comprehension in order to accomplish the expectations and goals of the school's bilingual project. For the purpose of this research,

these ways referred to the implementation of a pedagogical strategy and a technological tool that could engage students in their English learning process, and that would contribute to the development of literal reading comprehension.

Considering that part of my implementation was going to involve the use of technology, my learners' parents were informed about the study. They also were invited to take part in the preliminary phase of the research through a questionnaire, (see

Appendix B: Questionnaire to Parents-Needs Analysis) that was designed to generally explore their views about activities based on ICTs. Once the questionnaire results were analyzed, I found that most of the parents were in agreement with the use of ICTs in order for their children to learn English, which reinforced my decisions about the selection of a technological tool to work on the improvement of the low level of literal reading comprehension in my learners, and to support students with their bilingual development, according to the requirements of the school.

1.2.2   Justification of problem's significance

In the introductory section of this paper, it was mentioned that the school was carrying out a project of bilingualism. The project was made a part of the official mission of the school, in which the following goals were stated: to develop learners' English competences, and to prepare students to have an integral mastery of the language. The inclusion of these goals within the institutional mission indicates that the school community has to devote work to reach them.

For the sake of the school bilingualism project, I considered it relevant to inquire about students' reading competences in English and how it might benefit their bilingual process, taking into account that reading is an essential skill that provides learners with a considerable amount of input and exposure to the foreign language. For that reason, it is important for learners to develop

reading comprehension skills (Al-Dersi, 2013). In addition, strong reading skills foster and ensure the subsequent and successful development of other areas of language learning (Anderson, 2003). Reading is a basic competence for learning and is one of the main skills for daily life (Fry, 2012), consequently, if students develop good reading skills they would be better prepared not only to continue with their bilingual learning process and to access better opportunities in higher education, but also to succeed in other areas of their lives.

In addition, provided that the bilingual project was to be followed and assessed by external entities such us the Colombian Ministry of Education, the Secretary of Education of Bogota and the ICFES (Colombian Institute for the promotion of higher education), and also considering that these entities often design evaluation instruments based on objective and standardized indicators of results, the school was going to be benefited if assigned a high rate. Many of the tests to assess language proficiency are given in written text form, which makes necessary to prepare students to face them effectively, which might be accomplished if they have good reading comprehension.

Furthermore, reading skills are needed in subjects other than English, and I believe that if the students have developed the level of literal reading competence in English, they could pursuit good reading competence in science, math, or other areas; such possible impacts would be relevant for these areas as well and could be an aspect for further research on reading.

1.2.3 Strategy selected to address problem

Upon consideration of different alternatives that could serve to solve the problem stated above, and based on some of the findings from the needs analysis, I decided to use vocabulary pre-reading activities as a pedagogical practice for teaching reading because vocabulary knowledge is one of the best predictors of reading comprehension (Richek, 2005) . Cunningham

(1999) and Ouellette (2009) emphasized that instant and accurate recognition of words should be the goal for all readers since this is what allows them to move through text quickly, efficiently, and fluently to reach good reading comprehension.

In addition to the strategy of vocabulary pre-reading activities, I selected multimodal ICT tools found in Internet which were online animated stories, as another strategy to improve the literal reading comprehension of the students, considering that properly used ICTs can have positive effects on student achievement (Trucano, 2005). Furthermore, multimodal technologies facilitate the retrieval of lexical information through verbal and visual channels (Silva, 2000), which in turn may contribute to the effectiveness of the visual and cognitive processes involved in reading. The decision to use this tool was based on how technologies contribute to generate in the students' engagement to learn (Higgins, 2003). Also, international studies on the use of ICTs for English learning have found them to be a positive strategy to improve English abilities and to engage students (Carr, Crocco, Eyring, & Gallego, 2008; Leu, 2002; Levy, 2012; Ybarra & Green, 2003). However, there have not been enough studies conducted in the context of Colombia with young learners that show the effectiveness of the use of ICTs in English learning.

Furthermore, I selected the online animated stories to implement them as a way to engage students in additional learning tasks, taking into account that nowadays the lives of the students are more likely to involve the use of information technology (Lynne, 2001). In fact, she mentioned that the world of cyberspace relies on literacy skills. Learning supported on ICTs could benefit the development of literal reading comprehension in my students and could also be useful to create autonomy, and supportive climates in which the permanent support of the teacher is not required; these kinds of learning climates are associated with the concept of engagement (Dincer, Yesilyurt, & Takkac, 2012).

Moreover, I have already had some ICTs experience with my students in the classroom, since I had them watch videos from English learning websites and also use vocabulary games found in EFL websites too. During these few interactive experiences with technology, the students showed great interest and motivation, they seemed as if they had taken part in the activities more actively, and also they seemed to have enjoyed them, which are attitudes that might contribute to engage them in learning. It was evident that they had used some ICT tools at home and that they were familiar with them, although these might had not been tools specifically for foreign language learning. However, this was an indicator of that the use of the online animated stories in my research was going to be well received by the students.

Taking into account that nowadays teachers are required to continuously improve their pedagogical practices, I considered it necessary to implement digital technologies in my lessons as innovative strategies and tools, which can redesign the pedagogical environment of the classroom, as discussed by Jewitt (2013). Now that we are in the era of advanced technology in communication and education, it is almost mandatory to promote opportunities for students and families to get engaged with ICTs, in order to have new learning experiences. Green and Burgess (2009) emphasized how digital technologies are requiring people to think in different and more open-minded ways about how learners learn and how teachers teach.

An additional reason to use ICT in this research as a tool to engage students in learning relied on how it could be useful to improve English overtly, in agreement with the following comment:

When I started using ICTs in my classes, I started looking at teaching English to kids from a different angle. Kids love playing games, listening to songs, dancing, watching

cartoons and being active. They can use interactive learning tools in their classes. This helps them learn both, English and ICT (Seabiscuit, 2011, para.5).

Finally, I believe that exposing students to technology helps them to have an extended worldview which takes into consideration different cultures, an aspect that is implied in the process of learning a foreign language like English. I found ICT's as an enriching means to contribute a solution for the problem addressed in this research.

1.3   Research question(s) and objective(s)

Accordingly, the research question is: How does the use of vocabulary pre-reading activities affect the development of literal reading comprehension within short online animated stories in third graders with A1 (CEFR) English? The objective of this study was to determine how using vocabulary pre-reading activities influences the development of literal reading comprehension within short online animated stories in third graders with A1 (CEFR) English.

1.4   Conclusion

In this chapter reading has been regarded as an ability developed not only in English but also in the general framework of elementary school. Teachers are tasked with the responsibility of helping students at this stage to achieve their best. It is expected that improving English reading abilities will boost students' achievements with future foreign language learning, either at the present elementary school or at other schools that include English in its curriculum.

Additionally, it is worth stating that within the school context, there has not been any action research conducted about the effects of ICTs use on the English learning processes of elementary students. For that reason, I find it meaningful to develop an action research project like the one presented, taking into account how it could contribute to further development of the bilingual program in the school.

After having described the research problem, the research question and the reasons to start working on them, it is necessary to review the theoretical framework for the discussion of the emerging constructs from the research question, and to review recent studies done in the field of ICTs for English reading with L2 learners, as well as on the use of pre-reading activities, in order to provide the basis for the development of this study.

Chapter 2: Literature Review

2.1   Introduction

After discussing the importance of reading to learn a foreign language and the value of

using pre-reading activities and multimodal technology as strategies to address the problem of

low reading comprehension, this chapter presents a review of theoretical constructs that refer to

reading comprehension and literal reading comprehension, vocabulary pre-reading activities, and

online animated stories, which are, in turn, related to technology enhanced learning (TELL),

ICTs and multimodality. Additionally, the state of the art presents a discussion of the constructs

in reference to studies related to the use of vocabulary pre-reading activities for literal reading

comprehension, and to the use of ICTs and multimodal technologies to enhance literal reading

comprehension.

2.2   Theoretical framework

2.2.1   Reading Comprehension

Reading is important not only for learning a second language but also for learning the

first language. Zúñiga (2003) states that reading in both languages combines similar skills, like

the processes of making meaning from printed texts, and the transactions between the reader, the

text itself, and the context in which a text is developed. Reading is based on previous knowledge

and involves cognitive skills and processes as well as affective strategies (Cain, Oakhill &

Bryant, 2004; Zúñiga 2003). Individuals between the ages of four and nine start using over one

hundred phonics rules, and recognizing at least three thousand words which are combined in

sentences to make meaning (Kropp, 1996). The process of learning to read involves a large part

of the elementary years of instruction at school (Torgesen, Houston, Rissman, & Kosanovich,

2007), and it is said to start with the acquisition of independent basic skills that put together help to consolidate a competent young learner-reader. Basically, the recognition of printed words and the comprehension of the message that words convey are beginning reading skills (Catts & Weismer, 2006; Hoover & Gough, 1990) .The latter implies also the fluency to extract and create those meanings conveyed (Lesaux, Crosson, Kieffer, & Pierce, 2010). Conceptually, word recognition has been defined as the ability of a reader to recognize written words correctly and virtually effortlessly. This recognition is sometimes referred to as an isolated process because it entails the ability of the reader to recognize words individually, without the support of surrounding words for contextual help (U.S Department of Education, 2009). Reading comprehension comprises both successful word recognition and the ability to comprehend spoken language (Gough & Tunmer, 1986). Strong word reading skills and verbal language ability are positively connected to reading comprehension (Leider, Proctor, Silverman, & Harring, 2013).

Recognition of words and comprehension of their message constitute compelling skills for reading, but others are involved in the reading process; these are word decoding, word order awareness, and listening comprehension. Word decoding or the acquisition of the phonological code for written words in an accurate way, constitutes a primary aspect for the development of reading comprehension (Verhoeven & Van Leeuwe, 2012). In fact, reading comprehension cannot occur effectively unless decoding skills have been mastered (Zoghi, Mustapha & Maasum, Nor Rizan Tg Mohd, 2010). Likewise, word order contributes to the semantic tone of a sentence, and it is crucial for beginner readers to have awareness of this aspect (Ryan & Ledger, 1979). Golinkoff and Rosinski (1976) suggested that children starting to read may focus exclusively on decoding individual words and fail to use syntax as an aid to determine sentence

meanings. Children who consciously find that differences in word order may affect the meaning of a sentence are more likely to take word order as a strategy to decode meaning, when there are not extra linguistic cues (Bohannon III, Warren-Leubecker & Hepler, 1984). Thus, consciousness of word order as a strategy to infer meaning is a step forward to reading comprehension, taking into account that this is a simultaneous process of extraction and construction of meaning through interaction and involvement with written language (Sweet & Snow, 2003). Listening comprehension is also a factor that affects and predicts the quality of reading (Verhoeven & Van Leeuwe, 2012), as reading and listening are closely related (Buchweitz, Mason, Tomitch & Just, 2009) because they both imply the ability to decode words and to create meaning. The processes of word decoding and word recognition are usually labeled as bottom up processes, and the development of comprehension skills such as inferences, are labeled as top –down processes (Harrington & Sawyer, 1992). Reading effectively is based on the adequate use of decoding and comprehension skills (Gough & Tunmer, 1986).

Apart from the abilities needed for a successful start of the reading process, there are certain reading competencies which intersect the progression in reading and lead it into more contextual representations. In relation to these competencies, Sainsbury and Benton (2011) designed a formative e-assessment for reading in which they presented a summary of the competencies of a developing reader, these were: developing readers are making good progress in distinguishing sounds and recognize some irregular words on sight, although they have problems with rhyming words; they also have average attainment of words and are able to differentiate initial and final consonants, consonant blends and vowels. Additionally, they are able to recognize some irregular words on sight. The realization of these skills helps to portray reading as a complex and varied process that should not be called as a unit but as the sum of

many cognitive processes and sub-skills that lead to understanding short and long printed texts. Accordingly, the development of reading comprehension goes alongside with language instruction; Gersten and Geva (2003) presented six instructional aspects that predict reading growth among English language learners, these were identified as: explicit teaching, English learning, phonemic awareness and decoding, vocabulary development, interactive teaching, and instruction geared toward low performers. Effective reading instruction helps students to find sense of written language (Cantrell, 1998; Ford, 2005), which, in conjunction to the reading skills discussed in this section, leads to reading comprehension.

2.2.1.1   *Literal reading comprehension*

Literal comprehension refers to an understanding of the direct meaning of a text, such as facts, vocabulary, dates, times, and places. Questions of literal comprehension can be answered directly and explicitly from the text (Nuttall, 1996; Pearson & Johnson, 1978).

Mohamad (1999) defined literal comprehension as the first and most explicit level of reading comprehension, involving surface meanings, in which teachers can ask learners to locate information and ideas explicitly stated in the text, and also can test vocabulary. According to Karlin (1980), the ability to read for literal meanings of stated ideas, is influenced by the mastery of word meanings in context. Literal questions have responses directly stated in the text, and what the reader does is to locate the information and copy or summarize it.

In order to know the level of understanding of texts that the students have, teachers can design a varied type of comprehension questions, which can take the form of yes/no questions, true or false, wh questions or multiple choice questions; the use of well-designed comprehension questions promotes understanding of texts , as suggested by Day and Park (2005) . For the purposes the present research project, I designed and administered paper-based reading

comprehension questions, based on the literal vocabulary and content from the online stories. For these tests I included true/false and multiple choices questions to observe evidence of the participants' understanding of ideas and facts of the stories, as mentioned in the definition of literal reading comprehension.

2.2.2   Vocabulary Pre-Reading Activities

Pre -reading activities are activities that help ensure students have background knowledge in order to help them get better reading comprehension (Graves, 1994). Vocabulary teaching is one practical pre-reading technique (Madaoui, 2013). Teachers can present vocabulary in different ways such as using flashcards, sounds, matching activities and tasks to categorize or organize words (McCarten, 2007). According to Nation (1990) vocabulary knowledge is defined as the comprehension of the different aspects of a word, which for this study included knowledge of the spoken and written form of a word, the concepts and items that the word may refer to and its meaning. Nation (1998) confirmed as well that vocabulary learning is the most important process that gives progress to learners. Similarly, Baker, Simmons, & Kame'enui (1998) stated that learning a foreign language depends heavily on vocabulary knowledge. Likewise, Aarnoutse, van Leeuwe and Verhoeven (2005) pointed out that among first and second grade students, reading comprehension could be predicted to a large extent by vocabulary. In fact, during reading, students receive receptive vocabulary input, which is composed of words recognized by learners when heard or seen (Moghadam, Zainal & Ghaderpour, 2012).

2.2.3   Online Animated Stories (ICT, Multimodal Technologies and TELL)

2.2.3.1   *ICT*

Information and Communication Technologies (ICT) include stand-alone computers, networked technologies with a multimodal interface, mobile phones with the capacity for a range of types of communication, and other technologies, which allow multimodal and interactive communication (Torgerson et al., 2004). ICTs in the present study were the tools to engage students in English reading comprehension.

As mentioned in the definition of ICT, the Internet is part of the new era of technology too; in fact, many interactive tools and resources are possible to access only through the Internet. Zúñiga (2003) stated that "the real potential of the Internet lies in its ability to provide both a foundation for language learning that is abundant with authentic textual material and, simultaneously, the means and motivation for this material to be used" (Para. 40).

Reading by means of technological tools has shown to be a positive pedagogical strategy. According to Truscott and Case (1999) as cited in Ybarra and Green (2003), students who have used computers for reading have been able to improve their range of frequently used vocabulary, fluency, and comprehension. In addition, they stated that computer based reading instruction also allowed increased interaction with texts and attends individual needs and promoting independence, since students read texts they would not otherwise be able to read. Furthermore, computer software and games provide many fun opportunities for students to practice reading and writing. There are several software packages for improving spelling, phonics skills, grammar and sight word vocabulary; the use of them turns into a language experience valuable to contribute in reading ability (Ybarra & Green, 2003).

2.2.3.2   Multimodal technologies

Animated stories like the ones used for this project are stories found on the Web, especially on English learning sites; these are shown through computer-based digital technologies that offer access to multimodality (Hull & Nelson, 2005).The concept of multimodality includes the performative, visual, aural, and semiotic understandings needed to construct and reconstruct meaning from print and non-print texts (Alvermann, 2002). Mayer (2009) defines multimodality from the perspective of a modality of representations that include printed words and pictures, like captions on screen and animations. This means that multimedia learning is knowledge built through sensorial activity. One of the principles of multimedia design is that there is increased possibility that students will be able to more effectively learn if they are exposed to simultaneous presentations of words and pictures, instead of words only.

Digital technology acts as a representation of multimodality, and multimodality itself has arisen as a new approach that views communication and representation beyond language (Jewitt, 2013). The author cited above mentioned three principles of multimodality: first, representation and communication are based on multiple modes (visual, verbal, written, gestural) that contribute to meaning; second, communicative resources are built over time to become meaning making for the people, and third, people define meaning in communicative acts according to the rules that operate during them and also according to their social context. The aforementioned concept of multimodality shows that multimodal technologies offer a complete set of ways to construct meaning, enriching the mode of language and the process of meaning making more than it is in a linear text.

The animated stories used for this research are fantastic short stories that contain multimodal elements including images, voices in audio, music, and body movements that feed

print language (Kress & Kalantzis, 2000). These components are also features that constitute new literacies which are embedded in this kind of new technology (Lankshear & Knobel, 2003). New literacies embed different ways of thinking, for instance, reading visual information is a different process compared to reading a linear text or text in a static page that only has words.

Plass and Jones (2005) proposed a model for acquiring a second language through multimedia, which illustrates that the use of verbal and visual elements provide meaningful input, meaningful interactions, and elicit output. Furthermore, Farías, Obilinovic and Orrego (2010) alluded to the theory of dual coding (Paivio, 1979) to explain the positive effects of accompanying words with visual representations in the retention of vocabulary and ideas, similarly did Plass and Jones (2005), who reported that students remembered more vocabulary from texts that included hypermedia elements.

2.2.3.3   TELL

Technology-enhanced language learning (TELL) is the study of applications of the technology in language teaching and learning. TELL is the use of technologies that improve and facilitate educational learning (Golshan & Tafazoli, 2014). The inclusion of TELL programs and devices into language classrooms is beneficial for language teaching. The creation of a positive attitude in teachers towards using technology and computers in their classes, could contribute remarkably to the educational system (Golshan & Tafazoli, 2014). Levi (2012) reports a study on TELL in independent schools in Queensland, whose findings showed remarkable outcomes in relation to language success:

Moving to TELL materials that have been successful, teachers identified a very wide range of technologies and resources, as reflected in the diversity earlier in response to the questions on technologies in use and related tasks and activities. The main point to

recall is that TELL is not a single method, but a multifaceted approach. It varies

according to the language learning goals and the technology tools in use. (p. 12).

The teachers of these schools discussed some specific technological tools which they

found interesting and beneficial for their students, such as Jing™, Quizlet, YouTube™ and

Microsoft OneNote™. Some teachers used Jing™ to record visual and audio explanations for

reading material. The online tool Quizlet was also used to learn vocabulary; this was a tool

which students enjoyed a lot. Programs like OneNote and sites like YouTube™, among others,

were said to enable students' creativity and a sense of being up to date. Among the previous

aspects mentioned by those teachers, other reasons to use TELL resources in their classrooms

were remarked, such as how they provide meaningful resources, engage and motivate students,

account for a variety of learning styles, provide interest and a change of pace, are an efficient

support for students, and allow more time for the development of tasks (Levy, 2012).

It can be said that the theoretical discussion about the concepts of ICTs, TELL and

multimodal technologies suggests them as an approach for language learning that offers teachers

and students innovation and meaningfulness, which were aspects considered for selecting them

as part of the strategies to conduct the present study.

2.3   State of the art

2.3.1   Previous research on vocabulary pre-reading activities

With respect to vocabulary teaching and reading comprehension, Chun and Plass (1996)

reported that when students were presented with vocabulary in verbal and visual modes through

multimedia, it helped them to have overall comprehension of texts; other comparable studies,

(Joshi & Aaron, 2000; Manyak & Bauer, 2009; Martin-Chang & Gould, 2008; Zhang & Anual,

2008) have reported a strong correlation between vocabulary knowledge and reading

comprehension. García (1991) also reported on vocabulary knowledge as a predictor of better

word decoding and reading comprehension. Likewise, Pringprom and Obchuae (2011) and

Laufer (1996) found that students' English vocabulary size and their ability of reading

comprehension were correlated. In addition, Kaivanpanah and Zandi (2009), and Rashidi and

Khosravi (2010) reported that depth of vocabulary knowledge was strongly related to the

performance of students in reading comprehension tests. Moreover, Azizifar, Roshani, Gowhary

and Jamalinesari (2015) reported that pre-reading activities like pre-reading questioning and

vocabulary activities were useful to increase the students' reading comprehension ability.

Likewise, Yeeding (2007) observed that doing pre-reading activities helped students to score

better on reading comprehension tests.

2.3.2   Previous research on the use of ICTs

There had been numerous studies in the field of ICTs around the world that show how

they contribute to the development of various English skills. However, and for the purpose of

this project I include only those that represent multimodality in ICTs, which was the tool

considered for my implementation. A research study based on the use of the online software Hot

Potatoes with first graders (Beltrán López & Sichko, 2013) showed that it benefited their

acquisition of beginning writing skills. The use of interactive games also proved to be an

efficient tool to support basic writing processes such us writing descriptions (Alarcón Martínez

& Anderson, 2013). One more study based on the use of software for beginners' English learning

with kids, showed how they helped them to improve their listening and speaking skills (Chacón

& Zuluaga, 2012). Gonzalez (2015) reported that the use of digital tools and multimodal

environments were enjoyable and advantageous for very young learners to develop speaking

skills. In addition, Guerrero Arroyo and Samper (2013) implemented a blended course to

improve the acquisition of lexical knowledge in English, finding that the amount of words learnt by the students increased after finishing the course. The studies cited above provide evidence about the effectiveness of ICTs for English writing, listening and speaking.

2.3.3   Previous research on the use of ICTs for reading comprehension

Studies on the use of computer software and technological applications like web quests and e-books for reading comprehension (Alshumaimeri & Almasri, 2012; Charria Gomez, 2014; Chen, Chen, Chen, & Wey, 2013; Korat, 2010 Leu, 2002; Marzban, 2011; Rátiva, Pedreros & Núñez, 2012) have found that levels of reading comprehension of the participants improved through the use of those resources. Leu (2002) stated that project based learning experiences with Internet technologies have led to emergence of new literacies, mentioning that they constitute an empowered extension of the ability to read; he reported on studies carried out on the use of talking books with beginning readers (Lewin, 1997; McKenna, 1998; Miller, Blackstock & Miller, 1994; Olson & Wise, 1992 ; Reitsma, 1988), which showed that their reading comprehension increased. Similarly, Charria Gomez (2014) conducted a study with fifth graders using e-books, reporting that this practice was positive to engage students in learning new vocabulary, as well as a generator of independency; Montalvo (2013) found that the use of blogs contributed to the improvement of high school learners' reading comprehension.

Other studies have demonstrated that the use of ICTs generates engagement, autonomy and motivation in the learners; Carr, Crocco, Eyring and Gallego (2008) reported that technology based activities for language learning contributed to increase learners' levels of confidence and feelings of joy, since they considered those activities funnier and more interesting than regular lessons; likewise, Beltrán López and Sichko (2013) reported that the use of Hot Potatoes promoted motivation to write in the students. Furthermore, Rátiva et al., (2012) conducted a

study on the use of web based activities selected according to the students' interests, in order to promote reading, concluding that students felt engaged and enthusiastic because of the use of them.

2.3.4 Justification of research question/objectives

The aforementioned studies show a high set of findings addressing both, the impact of vocabulary knowledge in reading comprehension and the impact of the use of ICTs on literacy development and other L2 skills, including vocabulary acquisition, which is related to reading and to reading comprehension itself. The discussion of all the studies provided the current study with significant insights, as they generally provided support for the benefits that vocabulary pre - reading activities had for the development of reading comprehension. These studies also supported the use of ICTs for the development of various L2 skills, including reading comprehension, and the impact they had on the engagement of the students. However, none of these studies have focused on the use of vocabulary pre-reading activities in combination with the use of short online animated stories with young learners as a strategy to promote reading comprehension skills. For that reason, the present study expanded on the concern of analyzing the effect of vocabulary pre- reading activities complemented with the use of reading tools supported on ICTs, on the development of literal reading comprehension of A1 L2 third graders.

2.4 Conclusion

The theoretical framework and the previous studies reviewed in relation to use of ICTs and reading abilities have shown that reading is a complex linguistic ability. As well, the use of ICTs has been found to support the development of English language reading skills and have had a positive impact on the learners' reading process. In the following chapter, the design of the study is shown. The research study aims to determine how multimodal technologies

accompanied with vocabulary pre-reading activities affect the development of L2 A1 learners'

literal comprehension of animated stories. This research also examines how the researcher

selected and made methodological use of appropriate and reliable instruments, followed

appropriate procedures to give an account of data that evidenced the effect of using vocabulary

pre-reading activities combined with multimodality in the literal comprehension of the

participants.

Chapter 3: Research Design

3.1   Introduction

This chapter aims to explain the research methodology followed to answer the question of this study, which attempted to find data to determine how using vocabulary pre-reading activities contributed to the development of A1 L2 third graders' literal reading comprehension of short online animated stories. This chapter describes the type of study that was conducted, the context in which it took place, and the instruments chosen and used in order to collect the data, including a description of the reasons for their selection.

3.2   Type of study

This study was framed within the theory of action research, which aims to identify and reflect on problems and weaknesses present in the classroom that need to be overcome, in order to make teaching more effective. Once important challenges are identified, there must be a strategic intervention in order to improve them, denominated the action part of the research because it is deliberately done in order to bring changes and even improvements in teaching practice (Burns, 2010). Accordingly, the present action research follows the cycle of planning, implementing the plan, observing how it works, and then reflecting on it to lead to further research (Kemmis & MacTaggart, 1988).

The first step (i.e., planning) was carried out by observing and testing a problematic situation regarding the reading skills of the students. Based on that, the teacher researcher identified a strategy to solve students' weaknesses on literal reading comprehension, with the main purpose of having positive outcomes. This strategy consisted of the use of pre-reading activities and online animated stories to foster literal reading comprehension.

In the observation phase, the researcher followed a process of data collection and further analysis to get insights about the state of the strategy implemented for solving the problem. This is the phase of action research when systematic analysis is used to interpret the data collected during the implementation of the strategy or action plan. The development of this phase will bring about support for changes in practice (Burns, 2010). In this phase, the analysis of quantitative and qualitative data was supported on the principles of the convergent design proposed in the mixed methods approach (Creswell & Plano, 2011).

Finally, in the reflective stage of the research, deep considerations were made in light of the results gathered, considering that this is done in order to foresee possible further areas for doing new research (Burns, 2010). This final phase also consisted of an evaluation of the impact the research implementation may have caused in the setting, either positive or negative. Table 1 presents in summary the stages of the design and conduction of this research.

Table 1

Stages for the Development of the Research Project

Stages	Dates
Needs Analysis (through questionnaire and diagnostic reading test)	September -2014
Definition of problem –writing introduction and theoretical framework	November 2014-May 2015
Research design	May 2015-August 2015
Definition and design of data collection instruments	August 2015
Piloting of instruments	Beginning of September 2015
Pedagogical intervention and data collection	September 21-November 13 -2015
Data analysis and definition of categories	January-March 2016
Writing results and conclusions in the final report	March-May 2016

3.3   Context

This research was carried out in a mid-size, state-run school located in Bogota, Colombia. This school has a population of up to 3000 students and includes pre-school, elementary, and high school levels. The philosophy of the school is to cultivate an integral life profile for students and to develop competences necessary for their success in their future graduate studies and occupational settings. The vision of the school is to be one of the first bilingual public institutions in Bogota by the end of 2020.

This school has been implementing a bilingual project since 2009. For the development of this project there is English Instruction that consists of four hours per week and content based instruction in science, which is also four hours per week; this hour intensity applies to the elementary students. The way the school assigns English teachers consists of placing one teacher for each elementary level from first to fifth grades.

The syllabus for English takes into account core topics found in most English textbooks for elementary grades, which are related to communicative contexts focused on the communicative needs of students at their ages. Each English teacher at the school is free to decide on his teaching methodology, as long as they comply with agreements made in the English department concerning academic contents and with institutional issues like planning terms and criteria for assessment, which considers cognitive, procedural, and axiological dimensions.

3.3.1   Participants

The participants were 40 students of third grade at the school in mention, 22 males and 18 females, whose ages were between eight and nine years. They had been instructed in English and science as a content area for three years. The students were at a beginner level, which likely met

the indicators of the Common European Framework of Reference for Languages (CEFR) for the level A1.They were students who showed special interest in the use of ICTs as part of their school life.

These students were able to follow some basic commands and some of them were able to use basic classroom language. Most of them understood and sometimes used vocabulary related to their most immediate context such as school, family and personal preferences related to hobbies and animals. In regards to reading, they could identify specific words related to the topics mentioned, but they still failed in comprehending the meaning of complete sentences in a text, which resulted in poor performances on reading comprehension tests, as revealed in the results of the test implemented for the needs analysis.

Most of the students in the group belonged to steady families that supported them affectively, and they showed a good level of self-esteem and motivation which might be due to their parental support. The parents of these students were considered also as participants, since they were encouraged to observe the attitudinal aspects of the students regarding the use of ICTs.

3.3.2 Researcher's role

My role was one of a teacher-researcher as well as being a participant in the study (Patton, 2001) by elaborating the question, the action plan, the analysis and the reflection upon the research.

My role in this research had different functions. Initially, it was to inform the students about the resources to be implemented and to have them actually make use of them. Once this process was finished, the task was to design and administer instruments for collecting data to analyze the effects of the strategy employed on the reading abilities of the students. Then I analyzed the outcomes that the data analysis provided giving proper consideration to the issues

of consistency and validity to continue with the final phase, in which the results of the research were reported.

3.3.3   Ethical considerations

An action research project has to take into account ethical issues in order to be valid and acceptable in the field of research (Burns, 1999). In this project these issues were responsibility, anonymity and confidentiality. In order to show responsibility and protocol in the study, consent letters were designed for the school principal (see

Appendix C: Consent Letter for Principal) in order to obtain her approval to conduct the research, and for the parents of the participants in order to have their acceptance and permission for the children to participate in the study. Regarding the anonymity of the students, none of the information obtained during the pedagogical intervention revealed their identities for any purpose in any phase of the research. In addition, to ensure confidentiality, data gathered during the study was not shown to any particular person or entity, and this procedure was supported by the signing of the corresponding consent letters.

3.4   Data collection instruments

The data collection instruments were designed based on the constructs and the objectives of my research, which were related to the perceptions of the students about using online short animated stories for English learning and to the effect of vocabulary pre-reading activities on their ability to reach the level of literal reading comprehension of those stories.

The data collected through the instruments described below went through a process of data triangulation (Wiersma, 1995), in order to compare the information obtained and, in this way, give validity and reliability to the findings of the research. The approach employed in this research to analyze the data previously triangulated was grounded theory, whose purpose is to generate theory about the core points of interest in the research, by means of coding and memoing strategies (Glaser & Strauss, 1967). In the present study, the core points were the use of vocabulary pre-reading activities and its possible contribution to the development of literal reading comprehension of short online animated stories.

3.4.1 Descriptions and justifications

3.4.1.1 *Interviews*

Interviews are commonly chosen in action research for the process of qualitative data collection (Burns, 1999); Marshall & Rossman (1995) stated that the call for including children's perspectives have increased as relevant and enriching to learn more about aspects of their worlds. Accordingly, I considered it fruitful to interview my students as one of the methods to collect data for my research. In that sense, semi-structured interviews were administered to a sample of them in order to explore how they felt about watching online animated stories to learn English Appendix E: Interview to Students. As my participants were young children who did not have a high level of abstract thinking, I considered it appropriate to have a direct face-to-face contact with them during an interview, rather than asking them to answer a questionnaire

3.4.1.2 *Questionnaires*

Questionnaires are an efficient way to get information on a large-scale basis and are simple to analyze (Brown, 2001; Nunan, 1992; Seliger & Shohamy, 1989). Questionnaires are classified as the following types: open- ended, close-ended, and mixed, or the combination of closed -ended and open-ended (Zohrabi, 2013).

Mixed questionnaires were applied in this research to provide the researcher with both qualitative and quantitative data, so that open-ended questions could reflect more accurate answers (Nunan, 1992) and close ended questions gave concrete information which facilitated posterior analysis. The mixed questionnaires were addressed to the parents of my participants (See Appendix F: Questionnaire to Parents), in order to gather information about the extent to which they considered ICTs as a useful tool to engage students in English learning and also to

complement the information provided by the students in the interviews, which related to their perceptions towards the online stories used in the pedagogical intervention.

The questionnaires to parents supported the collection of more reliable and concise information, by gathering data about their knowledge of attitudinal aspects generated from the interaction of their children with the activities developed in the classes for which the online animated stories were used.

3.4.1.3 *Tests*

Tests are employed to assess learners' achievements (Shohamy, 2001) and they constitute a communicative interchange between the former and the learners (Kirschner, Spector-Cohen & Wexler, 1996). In this research, tests were used to evidence the change, if any, in participants' literal reading comprehension.

The main objective of my study was to find how the use of short online animated stories had affected the reading ability of my students. To achieve this, I planned to use reading comprehension tests, taking advantage of that test questions are easy to process, which would facilitate the management of quantitative data in my project. Likewise, I determined to apply tests considering that the students are likely to feel a higher sense of motivation if they have high grades in their tests: Cohen (1980) notes that testing is one of the means to keep instrumental student motivation (Brown, 2007), which in turn, could build motivation for English reading. These reading tests were administered in the post reading stage of each one of my lessons, and during all the pedagogical intervention, in order to assess students' literal comprehension of the animated stories and gather quantitative data.

3.4.1.4 *Field notes*

Field notes are written observations about the events that occur in the classroom. These

can be written during the class, or after the class has taken place (Johnson, 2005; Marshall & Rossman, 1995). I chose field notes as an instrument to get regular data from the events occurring in the sessions of my pedagogical intervention, in order to describe aspects which were relevant to my research question, such as the behaviors of the students during activities, and attitudes towards their contact with the online resource used (See Appendix G for an excerpt of the field notes). After each one of the sessions of my classes, which were divided in pre-, while- and post-stages, I wrote a brief record of the events that had happened during them, including aspects of student's performance, their reactions and a general comment about the class.

3.4.2   Validation and piloting

The instruments chosen to gather the necessary data to answer the research question were checked and analyzed by professors of the Research Committee at Universidad de La Sabana, and also by other action researchers who were pursuing research in other institutions. This validation was done in order to see the extent to which the instruments permitted, on the one hand, to understand the views of the participants with respect to the use of pre-reading activities and online video recorded stories in the most accurate way; and on the other hand, to assure that the data provided by those instruments supported the theoretical explanations given by the researcher (Maxwell, 1996), regarding literal reading comprehension. Additionally, after piloting the instruments with a sample of participants and analyzing their answers, it was found that they could understand their structure and that the responses given provided data appropriate to accomplish the objective of this research.

The choice and implementation of the reading tests was conducted under a pedagogical design based on the frequent models for testing used in the school to evaluate the performance of the students in English, so that they had the least difficulty to understand and answer them.

3.5   Conclusion

This research design was based on the principles of action research. Consequently, it was

systematically planned and developed to gather the corresponding data. This study was

conducted under permission from the school principal and also, with the consent of the parents of

my group of participants. In the next chapter, a deeper description of the implementation of the

pedagogical strategies and the instruments during the intervention is described.

Chapter 4: Pedagogical Intervention and Implementation

4.1   Introduction

In this chapter, there is a description of the pedagogical processes developed to gather

data to answer the research question, which was about how using vocabulary pre- reading

activities affected A1 L2 third graders' development of literal reading comprehension of short

online animated stories. Based on the constructs of this question, I selected some animated stories considering the possible interests of the students and the complexity of the language contents, in order to be consistent with their previous knowledge. Then I designed an intervention built on the use of pre-reading, while-reading and post-reading activities that served to the expected accomplishment of reading comprehension at the literal level. During these stages, I implemented activities for students to learn and practice vocabulary, identify words while reading the online stories and reading comprehension workshops to assess literal comprehension of those stories.

Each one of the lessons planned for my intervention was based on the acquisition of new vocabulary that was selected from the content of the animated stories because vocabulary knowledge is one of the best predictors of reading comprehension (Richek, 2005). Furthermore, reading comprehension was assessed through reading workshops in which students were asked to identify facts, characters or settings mentioned in the stories.

4.2   Visions of language, learning, and curriculum

4.2.1   Vision of language

Language is a vehicle to make propositions about the world. Furthermore, language acts as the representation of reality, including personal thoughts and feelings (House, 1977), which can be extracted from the words (Reddy, 1979), for instance, when doing a reading activity. Considering that this study focused on reading as the construction of meaning from a printed message (Day & Bamford, 1998), language is approached throughout the practice of this activity, providing the learners with an opportunity to interact with the language of a text in order to understand a message.

Reading is very important for language acquisition; it contributes to improve achievement in the language, and it also has positive effects in spelling and writing (Harmer, 2007). Learning to read is also one of the components of literacy (Inglis & Aers, 2008), and it is the path to develop effective communication, as the main function of language. Therefore, the reading instruction given to students during this research, aimed not only to have them understand words in a text, but also to develop literacy skills and embed the learners' potential for future learning and communication.

4.2.2   Vision of learning

This study was conducted considering the bilingual project that the school is developing, whose rationale is based on the need to learn a language as a tool for life. The purpose to learn another language is to be able to understand the economic and cultural interchanges of a globalized world, taking an open minded position towards the culture of the places where other languages are spoken as well as to be able to understand the foreign language as an object of study and for the negotiation of meanings (MEN,2006). Reading in this study is the means to learn the language, as it is essentially about understanding, and implies that the readers will understand texts by constructing a meaning for themselves (Cameron, 2001). In reading, the text becomes the sender and the learner is the receiver of meanings (Reddy, 1979), to make his interpretation.

Besides, language for communication is part of the cognitive dimension of the learner, which has to do with knowledge and intellectual understanding (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956). According to the theory of cognitive development (Wadsworth, 1996) children at the ages of eight to ten are able to create meaning from reading and to identify key words of sentences that give the main idea of a text. Therefore, instruction for literal reading

comprehension is appropriate at this level, and it is influenced by the mastery of word meanings in context (Karlin, 1980).

During lessons, students were encouraged to discover language by themselves, when watching and reading the stories, in which words could be found in context. The teacher acted as a guide and facilitator of this process (Beatty, 2013) by allowing students to interact with the teacher, working to involve all the members of the class in the learning experience.

4.2.3   Vision of curriculum

According to Richards (2013) curriculum refers to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved. The curriculum involves input, process and output and can start from any of these components.

For the design of the pedagogical intervention of this study, I adopted a forward design of curriculum, which means developing a curriculum through moving from input, to process, and to output (Richards, 2013). In this kind of design, issues related to linguistic content, referred as input, become the first thing determined to then plan the methodology and the outcomes. Supported on this concept of curriculum, I designed a series of vocabulary activities to work with the language contained in online short stories, which served as the content that students were taught to reach the expected reading outcomes. Furthermore, the overall pedagogical design aimed to contribute to some of the institutional principles stated in the school where this research was conducted, which are the development of communicative skills in the students, and the use of new technologies, as abilities to build and enrich their life projects. Then, the use of the online stories, and the reading processes developed in relation to them during this research, might had been meaningful for participants' English learning.

4.3   Instructional design

4.3.1   Lesson planning

The intervention was carried out in different cycles, for a total of 21 hours. First of all, I

made a short presentation to students of the website http://learnenglishkids.britishcouncil.org/en/

that contained the stories which were used for the intervention. After this, I started doing reading

sessions based on one of the animated stories, each one of these sessions was divided into pre-

reading, while-reading and post-reading stages, to complete a cycle of 3 hours each. I

implemented a total of 7 cycles and 7 animated stories following the three stages. The lessons

were planned using the format provided in ICELT[1], in order to have a practical and detailed

description of them (see Table 2).

Table 2

Sample of Implementation Lesson Plan with the ICELT Format

Cycle 3	Story	The hungry dragon	
Stage	Aim	Procedures	Students' interaction
Pre-reading	Familiarize students with some of the vocabulary they will	The teacher will show a set of flashcards of the following words: (*hungry, noodles, meatballs, mountains,*	Teacher-Students

[1] Cambridge English. ICELT (In-service Certificate in English Language Teaching) is a teacher training course for English teachers currently teaching English to speakers of other languages.

	find in the story	*sweet, explode, plate, wake up, breakfast, mushrooms, and cabbage*) (See Appendix H: Flashcards Sample for the Story "The hungry dragon") Then some students will do activities such as point and say, listen and point out and in their notebooks; classify vocabulary in categories.	
While-reading	Identify the vocabulary taught in the context of the story.	The students will watch the video of the story (See Appendix I: Screenshots Story "The hungry dragon" for screenshots of the story); the teacher will make pauses to read the caption of the scenes. Then students will say the words they read in the story.	Students- animated story
Post-reading	Assess comprehension of facts from the story	The students will do an exercise about identifying the wrong word in sentences taken from the story. This will be done with the help of the teacher. Finally, each student will be given a workshop (See Appendix K: Reading Comprehension Test Sample) in which they have to read some sentences and write true or false.	Teacher- students Students-students

4.3.2   Implementation

The process carried out in each one of the cycles consisted on the implementation of varied tasks during the pre-, while- and post-reading sessions. During the pre-reading stage, I presented the students with flashcards[2] that included pre-selected vocabulary they would find it

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[2] The flashcards were designed by the researcher using images from the web (See Appendix H: Flashcards Sample for the Story "The hungry dragon")..

in the story. This range of vocabulary included ten to twelve words. The criteria used to select the words was firstly, that those were part of the main ideas of the story and secondly, that those were practical to be represented with printed images, as well as that they appeared explicitly and multimodally during the playback of the animated story, for instance nouns and verbs. After that presentation, the students practiced the vocabulary through different pre-reading tasks such as look and say, listen and point out, and also printed material that included activities such as classifying words in categories, writing the missing word in statements from the stories, matching images with words, among others. Then, in the while-reading stage, they read the online story while listening to it, this was done two or three times. During this stage, I made eventual pauses to the stories' player, to have students identify words, after they had read them, I elicited answers from the students regarding factual aspects of the story read, using what, who, where, and when questions. During the post-reading stage, I had the students answer a multiple choice reading test or a true/false test about literal aspects and facts of the story. Then, I checked all the tests and wrote the number of answers out of the total. In addition, at the end of the post-reading stage, I asked the students some questions about their perceptions towards the lesson, which I recorded in my field notes.

By the end of the intervention process, I conducted individual formal semi-structured interviews with a sample of participants who were selected to represent different reading proficiency levels; for this selection I also considered students who were wordy and showed good attitudes and positive social skills to establish conversations, with the purpose of obtaining the most of data from them. These data were about their perceptions of the sessions in which they had read the online animated stories and had done the corresponding activities. By this time, I also implemented questionnaires with some participants' parents to get additional information

with respect to what eventually their children had told them about the activities developed at the school during the English lessons regarding this implementation.

All the processes done during this intervention (see Table 3) accounted to get valuable data for my research, in terms of pedagogical issues as well as on attitudinal aspects of the students, which led me to answer the research question.

Table 3 *Timeline for Pedagogical Intervention*

Processes	Dates
Application of reading comprehension diagnostic test and analysis of results	September 16-2015
Reading lesson 1 (pre,while and post-reading activities)	September 22-2015-September 29-2015
Reading lesson 2	October 13-2015; October 16-2015
Reading lesson 3	October 19- 2015 October 22 -2015
Reading lesson 4	October 26 2015 -October 29-2015
Reading lesson 5	November 3-2015; November 6-2015
Application of questionnaire to parents	November 11-2015
Interviews to students	November 12-2015
Reading lesson 6	November 10-2015; November 13-2015
Reading lesson 7	November 17-2015; November 20-2015

4.4   Conclusion

This chapter offered a description of the pedagogical and methodological intervention processes used to collect data to answer the research question, which were developed using the online animated stories and the materials designed by the researcher (flashcards and some pre-reading activities) during the lessons, as well as the research instruments: reading comprehension tests, individual semi-structured interviews and mixed questionnaires to parents, all of them aimed to have information about the level of literal reading comprehension of the participants

and their possible perceptions about the use of the animated stories in reading comprehension. In the following chapter, the analysis of the data and the emerging categories from the instruments implemented during the intervention are presented, in order to provide theoretical sources for the conclusions of this study.

Chapter 5: Results and Data Analysis

5.1   Introduction

In this chapter, there is an account of the procedures used to categorize and analyze the data obtained through the different processes and instruments implemented in the pedagogical intervention, whose objective was to determine how the use of vocabulary pre-reading activities affected the development of third graders' literal reading comprehension of short online animated stories.

The pedagogical implementation consisted of lessons divided into three stages, firstly vocabulary pre-reading activities, secondly, reading the online-animated stories, and thirdly, reading comprehension tests to assess literal comprehension of the stories. Excerpts from the data collected through the instruments used are included in order to support the results obtained; in addition, the codes and categories that emerged from the data analysis are presented to evidence the effects of using vocabulary pre-reading activities on the development of third graders' literal reading comprehension of short online animated stories.

5.2   Data management procedures

The data were collected through the implementation of four instruments: researcher's field notes, an interview with students, a questionnaire to parents and a set of reading comprehension tests for each one of the stories that the participants read. Then, the information obtained from each instrument was transcribed into a matrix in Excel (See Appendix L: Matrix of Data Analysis Sample, in order to give a proper organization that facilitated posterior analysis by the researcher.

5.2.1 Validation

The data collected during the pedagogical intervention were validated mainly through the process of triangulation (Burns, 1999) by gathering several perspectives that came from the different instruments. I collected qualitative and quantitative data at different moments of the intervention. First of all, qualitative data came from field notes about the performance of students and important events of all the lessons implemented, which was complemented with data from an open ended questionnaire to parents and from the responses given by the students during the interview. The quantitative data came, firstly, from the reading comprehension tests that the students answered in each one of the lessons implemented, the results were displayed in statistical graphics after being transcribed in Excel; secondly, from the close-ended questions asked to students in the individual interviews, which was done after the pedagogical implementation. In order to give greater validity and completeness to the qualitative data (Bryman, 2006) they were triangulated and corroborated with the support of the quantitative data set, using a mixed method approach (Creswell & Plano, 2011). This process is described in the next section.

5.2.2 Data analysis methodology

The qualitative data collected for this study were managed following the principles for data analysis proposed by Corbin and Strauss (2008) using the grounded theory approach, which define the development of theory that becomes grounded when data are gathered and analyzed systematically. They established a model in which all the data are collected and put together in order to identify recurrent patterns, using three levels of coding: open coding, axial coding and selective coding. In the first level, the data are divided into similar groupings to form preliminary categories; in the second level, the preliminary categories are reorganized in groups to resemble

specific themes, and in the third level of coding these themes are integrated to form a substantial theory.

In order to carry out the entire coding process, the qualitative data provided in each of the instruments used for this research were digitized in individual files for each one of them. Then I made sight notes and color-coding over the files to identify recurrent patterns and to select the most relevant indicators of answer from the data. After these procedures were complete, the researcher set up the core categories that provide the theory for supporting the results.

The quantitative data that I collected from the reading comprehension tests and the closed questions in the interviews were also systematized in Excel, and then they were managed statistically using the graphs that the Excel program offers for this purpose, to show changes in the results of the students in reading comprehension alongside the intervention, and to illustrate their emotional perceptions about the lessons, which helped me to make comparisons and interpretations.

Considering that there were two strands of data, I used the convergent parallel design suggested in the mixed method approach (Creswell & Plano, 2011) to merge the results of both components and facilitate their comparison and interpretation, in addition for validation purposes. The procedures for this merging process of data are shown in table 4, following the design presented in Creswell and Plano (2011, p. 79).

Table 4

Convergent Design Procedures for Data Analysis

Step	Description	Procedure
1. Design the quantitative and qualitative strands, and collect the quantitative and qualitative data	• State the research question • Determine the quantitative and qualitative approach • Obtain permissions • Identify the quantitative and qualitative sample • Collect close ended and open ended data	• Statement of the research question • Defining quantitative data: Participants 'reading scores from reading comprehension tests. • Participants' parents and school principal signed the consent forms. • Implementation of the pedagogical intervention and data collection through field notes, questionnaire to parents and a mixed interview to students.
2. Analyze the quantitative and qualitative data	• Analyze the quantitative data using descriptive statistics, inferential statistics, and/or effect sizes. • Analyze the qualitative data using procedures of theme development and those specific to the qualitative approach.	• Statistical analysis of the results from the reading tests and statistical analysis of the interview's closed-ended questions, using statistical graphs. • Grounded coding: A. Open coding to the survey's open-ended questions, journals and field notes looking for indicators. B. Axial coding: look through indicators to delineate

the emerging categories. C. Selective coding: integrate the categories and analyze their relation with the research question.

3. Use strategies to merge the two sets of results	• Identify content areas represented in data sets and compare, contrast, and/or synthesize the results in a discussion or table. • Identify differences within one set of results based on dimensions within the other set and examine the differences within a display organized by the dimensions. • Conduct further analyses to relate the transformed data to the other data (e.g., conduct statistical analyses that include the thematic counts).	• Statistical analysis of the results illustrated in statistical graphs of the reading comprehension tests and of the survey's closed-ended questions A. Open coding to the survey's and interview's open-ended questions, and to the field notes looking for indicators. B. Axial coding: look through the indicators to delineate the emerged categories. C. Selective coding: integrate the categories and analyze their relation with the research question.
4. interpret the merged results	• Summarize and interpret the separate results • Discuss to what extent and in what ways results from the two types of data converge, diverge,	• Triangulating quantitative and qualitative results to answer the research question • Mixing during data analysis occurs when the quantitative and qualitative

relate to each other, and/or produce a more complete understanding. strands are mixed during the stage of the research process when the researcher is analyzing the two sets of data. First, the researcher quantitatively analyzes the data from the quantitative strand and qualitatively analyzes the data from the qualitative strand. Use of an interactive and simultaneous discussion of data, by supporting the qualitative results with the quantitative data.

The convergent design was employed to validate the data collected from the field notes, and the open-ended questions of the questionnaire and interviews, with the interaction and support of the quantitative results gathered in reading comprehension tests and the closed ended questions. The way in which the results provided by the two strands of data converged and diverged were a source of understanding to answer the research question, as suggested by Creswell and Plano (2011).

5.3   Categories

5.3.1   Overall category mapping

As mentioned in the methodology to analyze the data, the open, axial and selective coding was done for qualitative data collected from three of the instruments: the journal, the questionnaires and the interviews to students. The first coding, or open coding, allows the researcher to make an examination of the data in order to recognize units of analysis that become

a code for the establishment of core categories and subcategories (Cohen, Manion, & Morrison,

2013; Corbin & Strauss, 2008). I started this open coding procedure, using the qualitative data

provided by my journal, by color coding after doing detailed reading of it, in addition, I made

side notes in the questionnaire to parents and the interviews to students, which were generated

after reading, comparing and analyzing the answers they provided during the application (See

Appendix M: Samples of Open Coding (screenshots) for a sample of the open coding).

From these open coding strategies, I identified and made a list of indicators that

illustrated my preliminary findings:

Indicators

1. Interest in vocabulary learning

2. Increase of vocabulary remembrance

3. Ability to understand short statements

4. Positive feelings and emotions towards English learning and towards lessons

5. Positive perceptions of learning, attention and engagement with the use of online
   stories.

6. Further interest in the use of multimodal resources

7. Positive attitudes of students during the development of reading tests.

8. Time management during reading tests.

Then I proceeded to the next level of coding, which is the axial coding, in order to

establish relationships among the initial indicators to start reducing the data into specific

categories. In order to reach these specific categories, I employed the strategies of constant

reading and comparison suggested by Corbin and Strauss (2008) which helped me to unify the

list of indicators, and to produce the categories and subcategories displayed in Table 5.

Table 5

Axial Coding

Research question	Category	Indicators
How might the use of vocabulary pre-reading activities contribute to the development of third graders' literal reading comprehension of short online animated stories?	1. Improvement of literal reading comprehension	-Increase of vocabulary remembrance -Ability to understand short statements -Time management during reading tests.
	2. Emotional engagement generated by the activities.	-Interest in vocabulary learning -Positive perceptions of learning -Positive feelings and emotions towards lessons based on vocabulary activities and use of animated stories -Further interest in the stories

5.3.2   Discussion of categories

The analysis of the data collected in this study resulted in two main categories, the first

one was: *improvement of literal reading comprehension of words and short statements*, and the

second one was: *emotional engagement generated by the lessons.* The first category refers to the

evidence of the improvement in comprehension of vocabulary and short factual statements, and

the other refers to the description of emotions generated by the use of these stories in the English

lessons implemented in the pedagogical intervention.

5.3.2.1   *Improvement of literal reading comprehension of words and short statements*

This category emerged from the analysis of the data provided in my field notes and in the answers given in the students' interview, when they were asked about what they thought they had learnt with the use of the online animated stories; these data were contrasted with the results that the students showed in the reading comprehension tests.

Understanding the meaning of vocabulary is a component of literal reading comprehension (Nuttall, 1996; Pearson & Johnson, 1978) and a predictor of good achievement in reading (Richek, 2005). Huckin and Bloch (1993) pointed out, "research has shown that second language readers rely heavily on vocabulary knowledge and that a lack of this knowledge is the largest obstacle for second language readers to overcome" (p. 154). Besides, the ability of a reader to recognize written words is an indicator of the reading comprehension process (Perfetti, 1985). Some of the instruments used for this project show the process of vocabulary learning and how it contributed to students' comprehension of animated stories at the literal level. Observations registered in my field notes revealed how the students learnt new vocabulary.

During this session most students showed interest in the activities, they liked the images showed in the flashcards and the students were willing to practice pointing out to the words and then saying the.

Excerpt 1. Field Notes-September 22-2015

Before the while reading activities I asked students to mention words worked in the previous session, and I could see their active participation because they remembered all the words taught. I could conclude that the use of flashcards was a good strategy to learn new vocabulary.

Excerpt 2. Field Notes-September 22-2015

Today I asked students to tell me some of the words they had learnt from the pre reading activity, and, as in the last time, many of them were raising their hands to participate, and they remembered almost 100% of the vocabulary

Excerpt 3. Field notes- October 16-2015

The use of the vocabulary pre-reading activities which started with flashcards presentation and activities to practice the words taught showed to be a good strategy for students' vocabulary learning, because when I asked them to tell me the words they had learnt, they were able to mention all of them, that means they could retain the words. Sometimes I implemented activities in which students read sentences that included words previously presented in the flashcards, and they showed comprehension of them. These observations are supported by Prince (1996), who said that vocabulary retention is enhanced when learners temporarily isolate words from their context and make an elaborative process on them. Folse, (2004) reported that the use of pre-reading activities that highlight vocabulary in a text is a good way to encourage the acquisition of new lexis.

The answers students provided during the interview evidenced they had improved their comprehension of words. They said that after taking the lessons of this research implementation they had learnt many new words, as presented in excerpts 4 to 6.

Do you think that these classes have helped you to learn more English?

"Yes because we learn vocabulary and to talk with our family in English".[3]

Excerpt 4. Student 4-Interview

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[3] This excerpt and the rest of excerpts taken from the questionnaire to parents and the interview to students are the author's translation. (See Appendix N: Original Version of Excerpts to read the original versions).

"Yes many words".

Excerpt 5. Student 8-Interview

"Yes, new words that appear in the stories".

Excerpt 6. Student 12-Interview

The use of the online animated stories as a multimodal resource was also significant for the students to understand and learn new vocabulary. Farías et al., (2010) alluded to research on the positive effects on vocabulary retention through the use of multimedia, in which words are presented with a visual mode. Although in this study the flashcards were not shown on the screen, they did contain visual representation of words. The multimodal processing of information can generate major retention of incidental learning, as students' information processing through visual and verbal channels means for them more possibilities to retrieve lexical information (Silva, 2000), which was what the participants of this research project manifested.

The following excerpts reveal the positive perceptions of the students in regards to the inclusion of the stories in the lessons and how they were perceived as a way to learn more, possibly because of the multiple modes represented in images, voices, movements and animations of the characters, used for the students to read, interpret and recall the language.

When students were asked about their feelings regarding English lessons where animated stories were read, their perceptions were generally positive. The excerpts below show some of the most recurrent comments about students' feelings.

"I have felt fine, we learn new things, more English".

Excerpt 7. Student 1-interview.

"I am learning more things of English and stories".

Excerpt 8. Student 6-Interview.

"Excited, I learn more English and different words".

Excerpt 9. Student 12-Interview.

The excerpts below taken from my field notes reveal that, as an observer, I could notice my students' progress in terms of vocabulary acquisition and comprehension.

I implemented another one (activity) in which there were some sentences related to the facts of the story, which had a word that was wrong. The task was that they identified that word and say the correct word; I was surprised to see that they got five correct answers out of eight sentences.

Excerpt 10. Researcher's field notes- October 16-2015

Some words that they recognized easily were "chimney", "factory", and "present".

Excerpt 11. Researcher's field notes- November 02 -2015.

The student progress in their vocabulary comprehension may have responded to the versatility for learning that multimodal resources can generate, favoring the different learning styles of the students and causing in them the perception of easiness to learn (Gilackjani, Ismail & Ahmadi, 2011; Morrison, Sweeney, & Heffernan, 2003). I always observed progress in my learners and they said as well that in every lesson they had learnt something.

The following excerpts show how students used the vocabulary they had learnt to understand complete statements. One indicator of literal reading comprehension is the learners' ability to identify accurately individual words and understand the meaning that the combinations of those words create in sentences (Perfetti, Landi & Oakhill, 2005).

I could observe that they understood the meaning of most of the words included in the worksheet of the comprehension questions.

Excerpt 12. Researcher's field notes- October 16-2015.

I guided students to do an exercise about finding the wrong word in statements about facts taken from the story. There were nine statements. I was satisfied to see that most of them could quickly recognize the wrong word in the statements, and also mention the right word to replace it, it is important to say that they did not have any support to do the exercise, since I only gave the instructions of the task and went through the activity with them.

Excerpt 13. Researcher's field notes- October 22-2015.

The results of the reading comprehension tests revealed that the students understood the questions and statements included in them, which also reflected an improvement in literal reading comprehension, as there was an increase in the number of students who scored an intermediate and a high level in the reading tests (see Table 6). The establishment of these levels was designed by the researcher based on the definition of literal reading comprehension as the ability of students to decode words effortlessly and automatically, which lead them to understand the meaning of words, phrases and sentences within text (Perfetti, 1985; Perfetti et al., 2005). It was also aligned to the CEFR descriptors for reading: "readers at the level A1 can understand very short and simple texts, picking up familiar names, words and simple sentences" (Trim, Bailly, & de l'Europe, 2001, p. 26). The scale was paralleled to the number of correct answers that students got in the tests, which was used as an indicator of the extent to which they had developed the ability to recall the information stated in the online animated stories.

Table 6

Scale used to Measure Reading Comprehension Performance

Level	Low	Intermediate	High
Description of performance	The student has poor ability to recognize the meaning of words, thus, the meaning of complete statements, in order to recall what is stated in the stories.	The student is able to recognize the meaning of some words within complete statements, but still has difficulty to recall what is stated in the stories.	The student is able to understand most of the words in the statements, recalling accurately what is stated in the stories.
Number of correct answers (Tests, which were true /false and multiple choice were no more than 9 questions or statements).	From 1 to 3	From 4 to 6	From 7 to 9

The following graphs (See Figures 1 and 2) serve to illustrate that the number of students who had a low level in reading comprehension tests decreased as long as the pedagogical implementation was developed.

	Low (1-3 correct answers)	Intermediate (4 -6 correct answers)	High (7 - 9 correct answers)
■ Test 1	19	10	9
■ Test 2	6	20	7
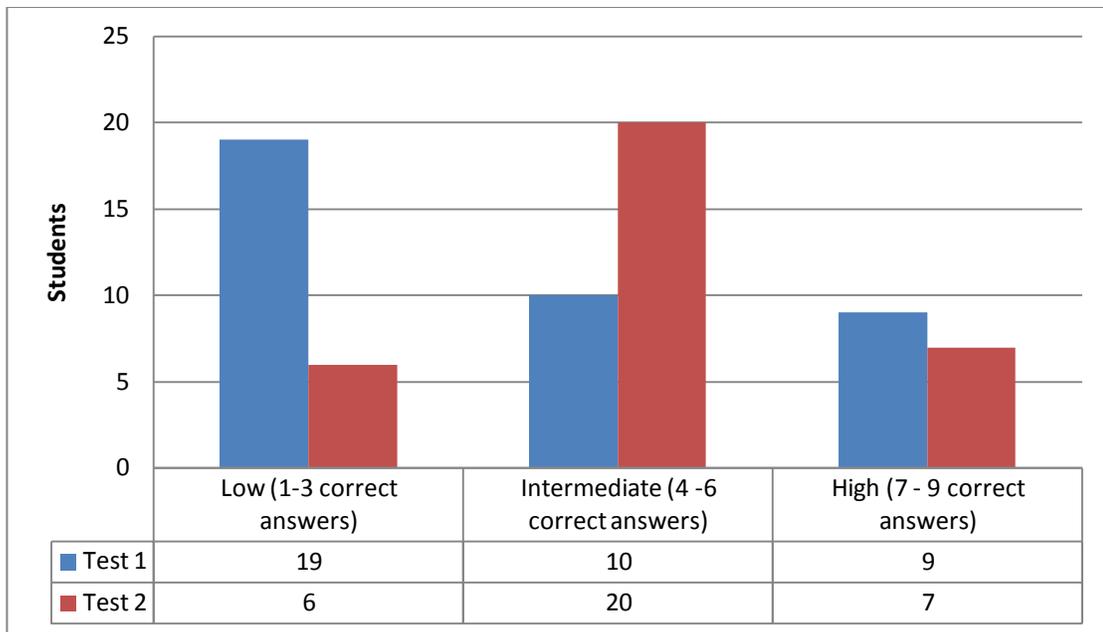
Figure 1. Graph of multiple choice reading comprehension tests results

Figure 1 shows a graph that corresponds to the performance of students in two reading comprehension multiple choice tests.In the first test, 19 students scored low, while in the other test, there was a considerable decrease of students placed at the low level and an increase of almost a 50% more of students in intermediate and high levels. This might be explained as a progress that the students had after the vocabulary pre-teaching activities and the use of the animated stories, showing the students' ongoing development of the ability to recall vocabulary, that helped them to restate the content of the stories to give the correct answers. This ability to understand and remember words involved in the process to read and answer the tests, suggested that the multiple representations included in the animated stories fostered the students' learning, memory and comprehension, as stated by Scaife and Rogers (1996).

	Low (1 - 3 correct answers)	Intermediate (4 - 6 correct answers)	High (7 - 9 correct answers)
■ Test 3	13	15	10
■ Test 4	6	15	17
■ Test 5	4	11	21
■ Test 6	5	15	14
■ Test 7	7	14	16

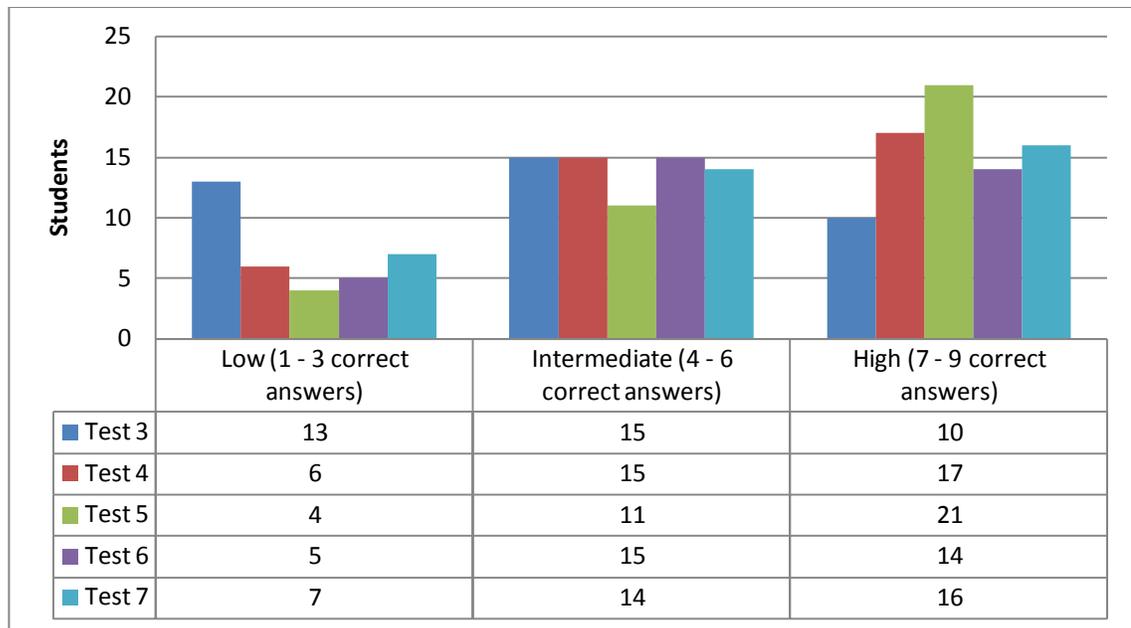*Figure 2*. Graph of true/false reading comprehension tests results.

Figure 2 shows the performance of students in the true-false tests. From test 4 on it can be seen that the number of students placed in the low level was reduced and on the contrary, there were more students placed in the intermediate and high levels than in test 3. This shows that as long as the implementation of vocabulary pre-reading activities and reading of online animated stories was held, the students gained more ability to understand the statements in the tests and to determine if they were true or false. The graphic also suggests that test 3 might had been the most difficult for students, because comparing it to the number of students placed in low level in the rest of the tests, this registered the highest number. Conversely, the results of the students in the tests 5 were the most favorable, as the 50 % of students were in the high level. This good results might have arisen from the way in which statements were organized in this test, which closely corresponded to the way in which the story was narrated. In the tests 4 to 7, the graphic shows an average of 40% of students in high level, which also represents a good progression in comprehension. These findings gave me insights about the importance of activating prior

knowledge in the students, which in this project was done through the pre-reading activities, to make more advantageous the process of learning encouraged in the multimodal resources, and to enhance comprehension. Pollock, Chandler, & Sweller (2002) mentioned that when learner's knowledge structures are activated before exposure to multimedia, its effects on learning are more effective.

Although the graphics show improvements in literal reading comprehension mostly, the fact that not all students reached the high level could have been caused by their omission of words that were not explicitly taught in the vocabulary pre-reading activities. In fact, the necessity of caring for unknown vocabulary is significant because learners, when reading for comprehension, may simply choose to ignore many of the unknown words or phrases which they encounter (Fraser, 1999 ; Paribakht & Wesche, 1999).

The discussion of this category explains that the students improved their learning and comprehension of words and short statements with the use of the pre-reading activities and the online animated stories as part of the implementation of this project.

5.3.2.2   *Emotional engagement generated by the lessons*

This category emerged from my observations and analysis of the attitudes and emotions that the students had during the lessons implemented for this research project. These were confirmed by their answers in the interviews, and also by the data gathered on the perceptions of parents of what they observed and heard from the children who commented at home about the lessons.

According to Fredricks, Blumenfeld and Paris (2004), there is one type of engagement called emotional engagement, which consists on affective feelings in the classroom and positive feelings towards the teacher and the school. Emotional engagement describes children's feelings

about peers, teachers, and school work (Ladd, Buhs & Seid, 2000; Skinner & Belmont, 1993).

The results of this study show students' insights in relation to feelings in the classroom and

feelings about school work. Excerpts below show the feelings of the students during the

vocabulary pre-reading activities developed in the first stage of the lessons.

They were very willing to participate in these activities, showing interest and enthusiasm.

Excerpt 14. Field notes- October 13-2015.

They all wanted to go in front and participate in the exercises.

Excerpt 15. Field Notes-October 16-2015.

In order to practice vocabulary, the students played "tutti fruit". They were really

engaged in the activity. They all wanted to participate; yet, they were telling words to the ones in

charge of the competence.

Excerpt 16. Field notes- November 5-2015.

These observations coincided with the affirmative answers given by the students

interviewed about whether they have liked or not the activities developed during the lessons of

the intervention. This is presented in Figure 3.

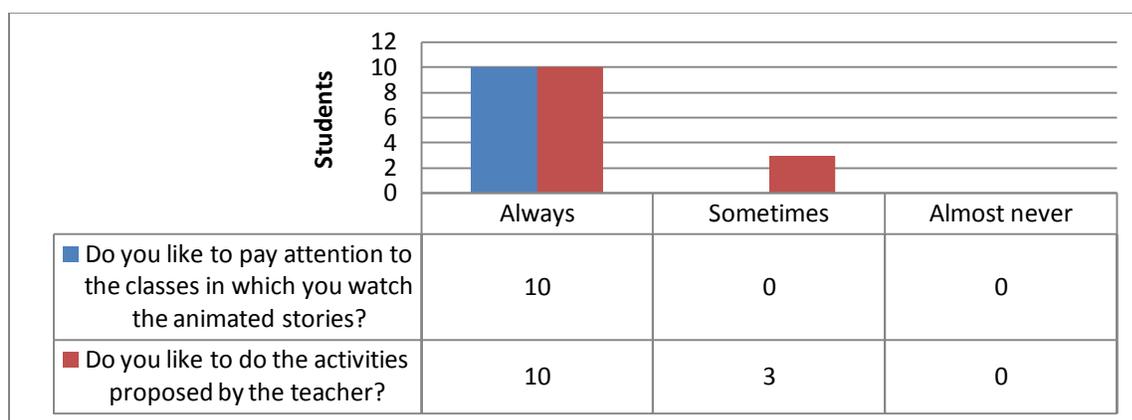|	Always	Sometimes	Almost never
■ Do you like to pay attention to the classes in which you watch the animated stories?	10	0	0
■ Do you like to do the activities proposed by the teacher?	10	3	0

Figure 3. Graph answers questions 1 and 2 in the students' interview (see Appendix E: Interview

to Students

The excerpts above and the data in Figure 3 evidence that the pre-reading activities produced in the learners feelings of interest and a strong willingness to be part of the activities, and also that they were learning English effortlessly, which made them show positive attitudes and eagerness towards them. I also observed that including variety for the pre-reading tasks implemented was a factor that motivated the students to do them.

The parents of the participants were also a source of additional information about the positive feelings that the lessons produced in the students. The excerpts ahead show that most of their answers corresponded to optimistic feelings and expressions of like of the students during the time in which they practiced vocabulary, as shown in the following excerpts.

Does your child make comments about the English class? If so, please write the comments made by him/her.

What he likes the most is to draw pictures and label them with their names.

Excerpt 17. Parent 1- questionnaire

He feels happy when doing the activities.

Excerpt 18. Parent 6 -Questionnaire

She is amazed, especially at the vocabulary, and also at everything that is related to videos, games, etc.....

 Excerpt 19. Parent 20-Questionnaire.

About any topic he is studying, vocabulary; he likes the class and is skillful in it.

 Excerpt 20 Parent22- Questionnaire.

Not also the introductory vocabulary activities were perceived positively by the students, but also the exposure to the technological resource used in the lessons. There were specific positive attitudes that I could record in the stage of the class in which learners were reading the

online animated stories. Sedig, Rowhani, Morey and Liang (2003) referred to computers' based contexts, especially those offered to kids, as resources which present colorful and varied layouts that engage learners in reasoning and cognitive processes. Some of the attitudes observed in my learners were related to these kind of features in the animated stories. This is shown in excerpts 21 to 24.

As in the last lesson, the students were very attentive and curious about watching the story. It caught their attention.

Excerpt 21. Field notes- October 16-2015.

The students watched the story about the seed, and as always, they were very attentive and interested in the animations.

Excerpt 22. Field notes- October 29.-2015.

They were concentrated when watching it as in previous sessions, and some of them were very excited about the behavior of the character (dragon).

Excerpt 23. Field notes October 22-2015.

Today the students were happy watching the story.

Excerpt 24. Field Notes-November 20-2015.

Another finding related to the emotional engagement observed in the students emerged from the interviews. All the students interviewed expressed their desire to read again the online animated stories, and even some of them had done it at home; this data let me interpret that the they had further interest in the use of this particular resource to learn English. According to Ainley, (2006) interest is defined as the link between a person and a task or topic. It entails motivation to learn and move students to make more effort and retain more content (Silvia, 2006). On the other hand, Mumtaz, (2001) stated that multimedia resources constitute learning

contexts that are relevant and memorable to the students. Likewise, Kahu (2014) said that interest is influenced by the way students are able to connect their own past experiences with their future goals. The participants of this study expressed willingness to read the online animated stories again in the future, as for them these stories represented a lively past experience. Figure 4 shows that all the students interviewed were willing to read again the animated stories.
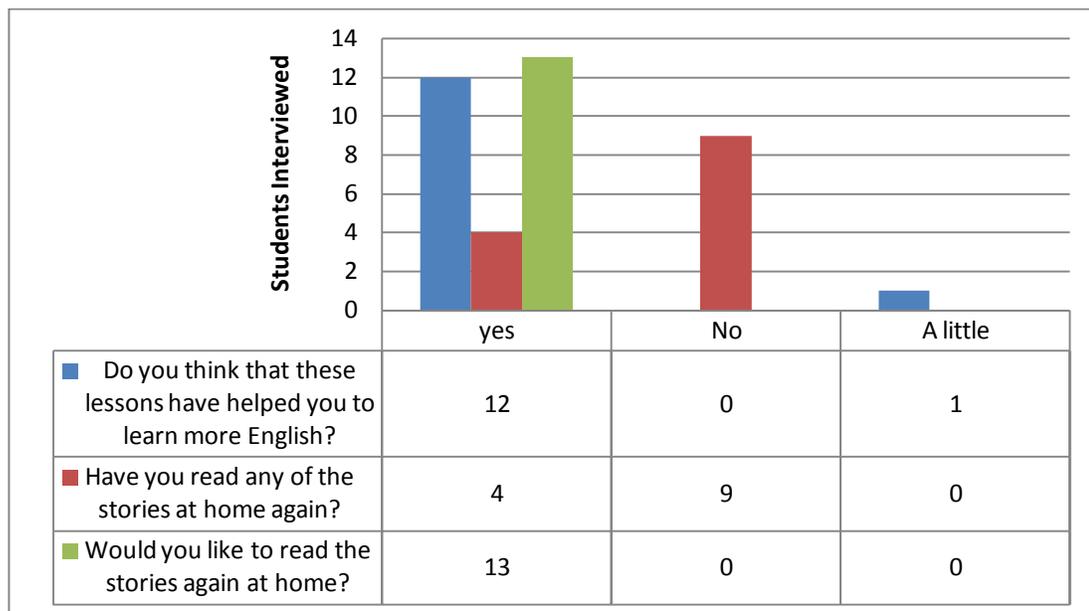
	yes	No	A little
■ Do you think that these lessons have helped you to learn more English?	12	0	1
■ Have you read any of the stories at home again?	4	9	0
■ Would you like to read the stories again at home?	13	0	0

Figure 4. Graph answers questions 5, 6 and 7 in the students' interview (see Appendix E: Interview to Students

By the same token, some parents reported on the interest of their kids to use multimedia resources to learn English like videos, which are of the same nature of the stories. This means that the students were consistent with the answers given in the interviews and what they told to their parents, as observed in the next excerpts from the interview.

¿Have you observed that your child is becoming interested in looking for activities to learn English in the internet, such as videos, games, songs or any other?

"Yes, videos of animated movies".

Excerpt 25. Parent 1-Questionnaire.

"yes, he looks for songs, videos, readings and games ".

Excerpt 26. Parent 19- Questionnaire.

"yes, videogames and sometimes songs in English".

Excerpt 27. Parent 26-Questionnaire.

Additionally, when the students were asked about how they felt in the lessons reading the

online animated stories, their answers explicitly referred to interest and positive feelings. This

can be seen in the excerpts 28 to 31.

What were your feelings in the English lessons in which the animated stories were shown?

"I feel cheerful; I like to learn".

Excerpt 28. Student 2- Interview.

"Excitement, is amazing"

Excerpt 29. Student 5-Interview

"I have felt clever, intelligent and I am more engaged".

Excerpt 30. Student 9-Interview

I feel I am engaged and well behaved".

Excerpt 31. Student 7- Interview

The previous excerpts show that the students had emotions described in a high degree, and they

manifested that these stories influenced positively their thinking and cognitive development.

Some students expanded on their answers manifesting a perception of learning more. This

could be explained as the perception of meaningfulness that the stories had for the students. Altas

(2014) stated that second language acquisition with multimedia aims to support learning through

words and pictures in order to provide a meaningful learning environment. Thus, it helps learners

to construct meaning in the target language, which requires a transfer of knowledge into the situational context of the language. The excerpts 33, 34 and 35 confirm this perception. Do you think that these lessons have helped you to learn more English?

"Yes because I study more things, I learn more".

Excerpt 33. Student 5-Interview.

"Yes because it helps to my development".

Excerpt 34. Student 7-Interview.

"Yes, I agree with the news, learn English by watching videos and playing".

Excerpt 35. Student 10-Interview.

Once more, the students' responses support that the use of multimodal resources represent a meaningful and engaging way to learn; some of them manifested awareness about the advantages of them and the sense of these resources as ways to make learning more effective.

5.3.3   Core category

After the analysis and reduction of data through the coding process, the core category in the present study was defined as: *the use of vocabulary pre-reading activities and multimodal technologies to present language enhances literal reading comprehension and emotional engagement.* When learners are allowed to learn vocabulary prior to a reading task, which can be described as explicit vocabulary instruction, they are given support to expand, consolidate and elaborate their lexicons (Hunt & Beglar, 2005). Likewise, when the students are exposed to vocabulary through multimodal technology, they are likely to improve their literal reading comprehension, which is reflected in the identification of correct answers in reading comprehension tests. The use of vocabulary instruction and the presentation of online animated stories as multimodal resources, which presented the vocabulary in a particular context, were

meaningful for the population of this study, in terms of contributing to better literal reading comprehension, and to be generators of emotional engagement.

5.4 Conclusion

The analysis of the findings of this study has shown that the use of vocabulary pre-reading activities is a good strategy to enhance students' literal reading comprehension, which in this research was the comprehension of the meaning of statements contained in online animated stories. The participants of the study showed progress in literal reading comprehension tests, after they were taught specific vocabulary taken from the animated stories that they could recognize in the tests. The findings also showed that the use of vocabulary activities and multimodal resources like the online animated stories produced emotional engagement, which might pursuit motivation for children to learn English. The next chapter presents the conclusions and implications of these findings for the context of English teaching and learning.

Chapter 6: Conclusions and Pedagogical Implications

6.1   Introduction

The present study examined the effects of employing vocabulary pre-reading activities with A1 L2 third graders in their literal reading comprehension of short online animated stories. The implementation of these activities was meaningful to boost students' literal reading comprehension of the stories, as they increased their scores in reading comprehension tests. These results were similar to the results of other studies based on vocabulary teaching and use of multimodal resources, showing that the use of this pedagogical strategy plus technological tools had a positive impact on the learners reading comprehension. Additionally, the use of multimodal resources, which for this study were the online animated stories, prompted students' positive feelings towards learning English, issue represented in the emotional engagement they gained with the classroom and the tasks. It is important to conduct similar pedagogical implementations to improve reading comprehension and engagement in young learners.

6.2   Comparison of results with previous studies' results

Vocabulary pre-reading activities help students to identify and decode the meaning of words to later understand the combination of them in a complete sentence. The ability of decoding and understanding words within a phrase contributes to comprehension of texts and thus, to better performance in reading comprehension tests. The participants of this study improved their literal reading comprehension after they were taught vocabulary. This finding supports previous studies that demonstrate that when students are previously instructed in vocabulary, their reading performance is positively affected (Aarnoutse et al., 2005; Chun & Plass, 1996; Joshi & Aaron, 2000; Manyak & Bauer, 2009; Martin-Chang & Gould, 2008; Nation, 1998; Zhang & Anual, 2008). The use of multimodal resources contributed to support

students' comprehension of the language in the stories, which might have helped them to retain information further used to understand and answer the reading comprehension tests. Farías et al., (2010) reported positive effects from using words accompanied with visual representations for the retention of ideas. Other studies on the use of technological resources similar to the online animated stories have also found improvements in the reading comprehension level of the participants (Alshumaimeri & Almasri, 2012; Chen et al., 2013; Korat, 2010; Leu, 2002; Lewin, 1997; Marzban, 2011; McKenna, 1998 ; Miller et al., 1994; Olson & Wise, 1992). Likewise, Jewitt (2005) notes for the potential of multimodality represented in movement and closure from screen texts, which makes a difference from common book - based literary forms, giving the reader the possibility to partially create the text being read.

The use of the online animated stories generated engagement and interest in the students towards the lessons; they showed willingness to learn and emotional engagement during them. This conclusion sustains the results of other studies based on the employment of ICTs, which report positive outcomes in relation to students' engagement (Beltrán López & Sichko, 2013; Carr, Crocco, Eyring & Gallego, 2008; Gonzales, 2015; Levy, 2012).

6.3   Significance of the results

The results obtained in this study demonstrate that pre-teaching vocabulary is a meaningful practice to enhance reading comprehension of a foreign language and should be allowed sufficient time in teaching practice. If the students are exposed directly to extensive input in the foreign language without previous lexical knowledge, they might have limitations to progress in their comprehension; teaching vocabulary is the bare step to reach the level of literal reading comprehension. During the pedagogical implementation of this study, the students learnt the routine for vocabulary teaching activities, which helped them to remember words. This is

supported by Kamil (2004) as he said: "once students know what is expected from them in a vocabulary task, they often learn rapidly" (p. 217). Therefore, English lessons should start with a vocabulary component, even if they are not focused on reading development. Vocabulary should have a place in the English syllabi and assessment plans of elementary schools and other English learning environments, even in virtual classrooms. Vocabulary knowledge cannot be taken for granted, neither neglected by teachers; this study has shown that it plays an important role in the process of comprehension of language as a whole, offering the possibility to have effective interactions and meaning making with written texts.

This study considers the Colombian policies for English learning (Ministerio de Educacion Nacional, 2006) in which third graders are expected to understand short stories narrated in basic language and to recognize words and short statements in books. In order to have students reach this standard, the use of vocabulary pre-reading activities could be established as the introductory stage of the process of L2 reading in Colombian elementary schools, because these activities help students to develop word recognition, as an ability involved in reading comprehension. Furthermore, vocabulary teaching is a practical pre-reading activity (Madaoui, 2013) and as such, means a positive contribution to students' reading comprehension (Graves, 1994).

Furthermore, the variety of interactions that multimodal technologies offer for learners show that nowadays students need to be provided with opportunities to make use of them. Findings in this study have demonstrated that multimodal technologies are engaging and meaningful for learners when implemented in reading lessons. Multiliteracies have become essential competences for communication in a contemporary era, and they provide more benefits for reading and writing (Walsh, 2010). Then, the development of digital literacies is part of the

21st century skills, and this generation cannot be denied to take part of the development of those skills. Learners who will use new technologies are also required to develop metacognitive strategies, inquiry, media and independent learning (Potter, Lohr, Klein & Sorensen, 2000), which means that being digitally literate is more than knowing how to use technological tools and applications, and represents a substantial characteristic that certainly will make them more competitive in all that relates to learning and education.

6.4   Pedagogical challenges and recommendations

The results of this study mainly revealed that the use of vocabulary pre-reading activities had an important positive effect on the literal reading comprehension of the participants. However, the vocabulary taught needs to be rich and sufficient in order to be helpful for further comprehension of texts. Similarly, vocabulary needs to be made useful for many contexts, this means not only knowing the definition of a word but also how it functions according to the context (Stahl, 2005).

Regarding the activity of reading online animated stories, it is advisable to allow students to reread them, because it helps to increase vocabulary knowledge (Biemiller & Boote, 2006), which might result in improved reading comprehension. Although some learners struggle due to their differences in learning styles and learning pace, frequent exposure to the language is beneficial for their learning achievement.

With respect to levels of reading comprehension, it is expected that once students have advanced in literal reading comprehension with the use of explicit reading strategies, they can move to higher levels, enhancing their reasoning and stimulating their use of other reading strategies. Educators and researchers point out the need for testing and teaching a minimum of two reading comprehension factors, literal and inferential (Pettit & Cockriel, 1974). However,

studies have reported that teachers tend to ask their learners only literal questions (Mohamad, 1999), but the objectives of reading comprehension should not be limited despite the learners are just at the elementary level of education, it is necessary to invest more effort in the promotion of the first starts of critical thinking and reading.

From the insights gained during the intervention carried out in this study, it is recommended to train students on healthy listening and reading habits to make proper and potentially more effective use of technology. The effectiveness that technology may enhance for learning will be beneficial if the students have an appropriate level of self-regulation and willingness to focus on task and to practice healthy listening and reading habits, otherwise, advantages of technology for English learning might be wasted.

6.5   Research limitations on the present study

The implementation of a study supported on the pre-teaching of vocabulary for reading comprehension often demands careful planning and qualification to select the most appropriate words to be taught and the techniques to do so. Anderson and Nagy (1991) stated that children may need to know specific words to understand particular lessons. In this study, there were time limitations for having taught a wider selection of vocabulary, considering that this was the strategy that the students used or were expected to use, to understand the stories and then to answer correctly in literal reading comprehension tests.

Students need to have enough opportunities of exposure to words to learn them. Stahl (2005) emphasized that vocabulary instruction should provide students with opportunities to encounter words repeatedly; however, there was not always enough time during the study to provide students with longer exposure to the words taught. Additionally, it was a constraint to have a better design of the wording of statements and questions for tests. The way in which

questions are organized can benefit students' comprehension, and the use of well-designed comprehension questions promotes text understanding (Day & Park, 2005). Probably the order I gave to the questions/statements in the reading comprehension tests and the grammatical variations in them might have not been proper at all for the students to have full understanding and to know the right answer. This means that the aspect of question design must continue being an important issue if tests are used for future studies on reading.

Another drawback was the large number of students in the classroom, which sometimes required more time for the teacher to develop the activities, as it was necessary first to prepare them for the lesson, and to give all the students the opportunity to take active part in all of them. Additionally, I consider that results might have varied if the students had chosen the online stories that were going to read.

The instruments used to gather information about the perceptions that students had of the pedagogical strategy and the online animated stories were not as efficient as I expected at times, mostly because the population showed a tendency to give limited responses, due to their age and level of abstract thinking. The findings regarding perceptions and feelings might have varied if there had been more time to pilot the instruments with other populations similar to the one of this study, in order to make changes aimed to increase the effectiveness of the process of data collection.

6.6   Further research

Although the use of reading comprehension tests is the most common method to assess reading comprehension, it is advisable to conduct a study similar to the present in which the instruments to assess reading vary from tests. Asking students to report on a text might be used as a strategy to study reading comprehension skills. Oral reading fluency is a reliable and

efficient predictor of elementary students' scores on traditional reading measurements (Fuchs, Fuchs, Hosp & Jenkins, 2001). The use of this technique may imply to train students in speaking skills; however, it is likely to provide important indicators of reading comprehension.

It is also recommended for a future study on reading to consider the interests and expectations of students for the selection of reading material, as it might be positive to increase engagement and motivation in reading (Johnson & Blair, 2003). In this study, the students could have been given the possibility to choose the online stories by showing them their titles or some of their images, this would have been an opportunity for autonomy. Perhaps this might have had some influence in the results, either in comprehension or in engagement, and especially in this last one because sometimes children tend to focus their attention on what they strongly like. In addition, the conduction of future studies in relation to vocabulary pre-teaching and reading comprehension should be given more time, to gather more data and to provide the researcher with a better pace of analysis.

Another field of interest for further research refers to the implementation of reading strategies that contribute to reading comprehension different to explicit teaching, such as self-questioning, which maintain interest in the reading activity and enhance recall (Clark, Deshler, Schumaker, Alley & Warner, 1984). Even more, further studies in relation to self-assessment are recommended to be done, this in order to enhance awareness of comprehension.

It is necessary to extend research on the implementation of pedagogical strategies combined with multimodalities with other populations of different ages and contexts. Increased research in this area would provide important insights on the impact of implementing traditional teaching methods with digital technologies in the field of foreign language teaching in Colombia.

6.7   Conclusion

Teaching a foreign language requires a process of scaffolding, no matter the skill which is intended to develop. In this study, the skill of reading was considered as of relevant importance for the target population of students, because they needed to understand messages and language as a whole. Due to this significant need, the use of vocabulary pre-reading activities was implemented to scaffold a reading process that involved comprehension of online animated stories; after a series of exposures to vocabulary and the aforementioned type of multimodal technology, students showed advances in their reading comprehension, which were revealed in the tests that they completed. These results show that vocabulary plays a significant role in the development of comprehension of the sentences that form a story, similarly with the use of multifaceted technological tools, which in addition, are a potential for the development of new literacies. Teachers and stakeholders of this generation need to care and ensure that different aspects of language like vocabulary, not being this the only one, are taught, and that teaching and learning are enriched with the use of digital technologies that involve multimodal experiences.

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Appendix A: Diagnostic Reading Comprehension Test[4]

READING COMPREHENSION DIAGNOSTIC TEST

Name:_____

My name is Scarlet. I have a twin sister. Her name is Susan. We are five years old.

It's father's day today. Susan and I are spending the whole day with Dad. Mom bought tickets to

a football game. She bought us new pants to wear. We are going to the game with Dad. We like

going places with dad. He is a pilot and is very busy. We are happy that he can take us to the

football game. Dad likes football and we like it too.

Susan and me like to eat hot dogs and pop corn in football games. Football is very interesting

and we are going to have fun at the game with Dad today. It is a special day.

Answer the questions,

1. Who are the characters in this story

   a) Scarlet and Susan   c) Mom, dad, Scarlet and Susan

   b) Dad   d) Scarlet and dad

2. What did the mother buy them to wear at the football game?

   a) Hats   c) Sweaters

   b) T-shirts   d) Pants

3. What game are they watching with Dad?

   a) Basketball   c) Baseball

   b) Football   d) X-box

4. How old are Scarlet and Susan?

---

[4] Test adapted from a reading comprehension test in www.kidslearningstation.com

a) Ten years   c) Nine years

b) Five years   d) Fifteen years

5. Who bought the tickets for the football game?

a) Mom   c) Susan

b) Dad   d) Susan and Scarlet

6. Susan and Scarlet eat hotdogs and _____ in the football game

a) Hamburgers   c) pop corn

b) Sodas   d) Cookies

7. Today is:_____

a) Mother's day   c) christmas

b)   Father's day   d) My birthday

8.   Dad's occupation is:

a) Cook   c) teacher

b) Pilot   d) Taxi driver

Appendix B: Questionnaire to Parents-Needs Analysis

CUESTIONARIO DE INVESTIGACION

A continuación encontrara una serie de preguntas encaminadas a conocer algunas de sus percepciones relacionadas con el uso de sitios de internet para niños, relacionados con inglés. Se solicita responder la encuesta en su totalidad.

 Recuerde que esta encuesta es de carácter confidencial.

1. ¿Su hijo utiliza internet para realizar tareas de Ingles?

<div align="center">SI   NO</div>

Si contesto que si, diríjase a la pregunta **3**. Si contesto que NO, diríjase a la pregunta **2**

2. ¿Le gustaría que su hijo utilizara recursos en Internet para realizar actividades de ingles complementarias a lo que hace en el colegio?

<div align="center">SI   NO</div>

Si contesto que si diríjase a la pregunta **3**

3. ¿Con que frecuencia su hijo utiliza internet para realizar actividades relacionadas con el Ingles u otras relacionadas con tareas del colegio?

A) Todos los días   B) Cada 3 días   c) 1 día a la semana   d) nunca

4. Cuando sus hijos desarrollan tareas de Ingles o utilizan páginas web relacionadas con Ingles,

Ellos

A) Lo hacen por si mismo   B) Lo hacen con la guía suya   C) lo hacen con la

guía de un amigo

5. Usted tiene acceso a Internet,

A) En su propia casa   b) en casa de un familiar o vecino   C) En un café

 6. Si no tiene Internet en la casa, podría disponer de un tiempo aproximado de entre ½ y 1 hora para

acompañar a su hijo a hacer una tarea de Ingles en Internet.

SI   NO

7. Si tiene Internet en la casa, podría disponer de un tiempo aproximado de entre ½ y 1 hora para orientar

a su hijo a hacer una tarea de Ingles.

SI   NO

Para responder las siguientes dos preguntas, marque **una** de las opciones relacionadas en la escala

de valores. (1, 2, 3, 4, 5)

8. En qué medida está de acuerdo con las siguientes propuestas,

1.   - Asignar tareas de Ingles que impliquen el uso de recursos educativos que se encuentran en **Internet**

1. Totalmente de acuerdo

2. De acuerdo

3. Parcialmente de acuerdo

4. En desacuerdo

5. Totalmente en desacuerdo

2.   - La realización de actividades que se encuentran en **Internet** podría mejorar el nivel de comprensión de

Ingles en los niños

1. Totalmente de acuerdo

2. De acuerdo

3. Parcialmente de acuerdo

4. En desacuerdo

5. Totalmente en desacuerdo

Appendix C: Consent Letter for Principal

Bogotá, septiembre 19 de 2014

Señora

Ana Virginia Rodrigues de Salinas

Rectora Colegio XXX

Por medio de la presente yo **Julieth Ximena Blanco Melo,** docente de Ingles de primaria en la JORNADA TARDE, me permito solicitar un permiso para llevar a cabo la fase preliminar de una investigación en la misma Institución con los estudiantes del grado 202 , llamada **THE EFFECT OF THE IMPLEMENTATION OF ICTs IN STUDENTS IMPROVEMENT OF ENGLISH READING COMPREHENSION**. El objetivo general de la investigación es analizar como el uso de la tecnología y el Internet dentro y fuera del aula, pueden beneficiar el desarrollo y potencializacion de las habilidades de los estudiantes para la comprensión lectora en Ingles.

Esta investigación hace parte de los requerimientos académicos para obtener el grado de magister en la Universidad de la Sabana. Cabe aclarar que tanto los datos recogidos, como su análisis y posterior resultado son de carácter confidencial y netamente académicos, conservando la anonimidad de quienes participaran en la investigación.

Agradezco la atención y colaboración prestada.

Appendix D: Consent Letter Participants' Parents

Bogota, Septiembre 25 de 2014

Señores

Padres de familia curso 202

Asunto: Carta de consentimiento informado

Por medio de la presente solicito su permiso para llevar a cabo una investigación con sus hijos acerca de el "fortalecimiento de las habilidades lectoras en Ingles a través del uso de las TICs", con el fin de mejorar sus niveles de comprensión lectora en el area de Ingles. Esta investigación hace parte de la maestria en Didactica del Ingles que actualmente curso en la Universidad de la Sabana.

Para la presente investigación solicito que respondan el cuestionario que será enviado posteriormente, el cual esta orientado a conocer sus percepciones sobre el uso de TICs como forma de fortalecer el aprendizaje del Ingles en los niños, tema en el cual se fundamentara mi proyecto de investigación.

Cabe aclarar que la participación de los estudiantes durante esta investigación no será tomada en cuenta como valoración oficial de la asignatura y que su identidad será estrictamente confidencial .

Como muestra de su consentimiento a esta solicitud, favor firmar con número de cedula.

Atentamente,

Julieth Ximena Blanco

Licenciada en Ingles

_____   _____

Padre de familia   Estudiante

Appendix E: Interview to Students

1. Me gusta prestar atención en las clases en las que hemos visto las historias animadas

    a) Siempre   b) A veces   c) Casi nunca

2. Me gusta desarrollar las actividades propuestas por la profesora

    a) Siempre   b) A veces   c) Casi nunca

3. ¿Cómo te has sentido en las clases de Inglés en las que has visto las historias animadas, emocionado, con ganas de aprender, o un poco aburrido?

4. ¿Hubo algo que no te gusto de estas clases?

5. ¿Crees que con estas clases has aprendido mas Inglés? SI-NO, explica por qué.

6. ¿Has mirado las historias en casa nuevamente?

7. ¿Te gustaría mirar de nuevo las historias en la casa**?**

Appendix F: Questionnaire to Parents

Cuestionario Padres de Familia

¿Su hijo le ha comentado acerca de lo que hizo en el colegio en la clase de Ingles?

Si   No

¿Qué comentarios hace su hijo sobre la clase? Escriba uno o varios comentarios.

¿Ha percibido que su hijo se encuentra interesado en buscar recursos para aprender Ingles?

Si No

¿Usted tiene Internet en casa?

Si   No

¿Acompaña a su hijo mientras navega en Internet

Si No

Si contestó que sí, responda a la siguiente pregunta

¿Su hijo busca páginas de Internet que contengan actividades para practicar Ingles como videos

o juegos?

Appendix G: Sample of Field Notes

Pedagogical intervention-session 1

September 22-2015

I started doing the pre-reading session of my first pedagogical implementation. For this session I did a presentation of vocabulary that students would find in the first story. For that presentation I used a set of flashcards. During this session most students showed interest in the activities, they liked the images shown in the flashcards and the students were willing to practice pointing out to vocabulary and then saying it. During the classification of words, I had them to work in four categories (objects, actions, places and people), they liked this activity and some of them found easy to classify the vocabulary, however, the students were confused with the meaning of the categories actions and places, for that reason I helped them to correct the exercise, clarifying examples of actions and places., for them to know where to place each word.

Before the while reading activities I asked students to mention words worked in the previous session, and I could see their active participation because they remembered all the words taught. I could conclude that the use of flashcards was a good strategy to learn new vocabulary. To finish the pre-reading stage I asked students three questions related to their favorite soccer teams, in which I included words like "soccer team", "posters" and "cheer up". Although some students were able to guess the meaning of these words to see what the question was about, I had to guide them to answer the questions to give a yes/ no answer, which was comprehensible for them. All the students answered the questions.

September 28-2015

For the while reading stage I gave the students the story in printed form and asked them to underline the words they recognized (their meaning) . They did the task but I observed that some students did not understand the instruction, because although they underlined words which were shown in the flashcards, they underlined others that they did not know their meanings, since I asked them for that and they actually did not know the meanings.

Appendix H: Flashcards Sample for the Story "The hungry dragon"

MUSHROOM Brown mushroom clip art on. (2014). Retrieved from: www.clipartpanda.com	**MEATBALLS** Meatballs clipart. Retrieved from www.worldartsme.com	**HUNGRY** Hungry man.(2014). Retrieved from: www. clipartpanda.com
NOODLES Ramen noodles clipart. (2015).Retrieved from: www.clipartkid.com	**MOUNTAINS** Pinmountains clip art. (2014). Retrieved from: www. clipartpanda.com	**SWEET** Sweets clipart.(2014). Retrieved from: www.clipartpanda.com
CABBAGE Vegetable clip art. (2014). Retrieved from: www.clipartpanda.com	**PLATE** Plate setting color clip art. (2014). Retrieved from: www.clipartpanda.com	**WAKE UP** Wake up.(2014). Retrieved from: www.clipartpanda.com
EXPLODE Our explosion 2 clip art image. (2014). Retrieved from: www.clipartpanda.com	**BREAKFAST** You make my breakfast. (2014). Retrieved from:www.clipartpanda.com	**CHICKEN** Clip art.(2014) .Retrieved from:www.clipartpanda.com
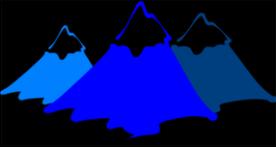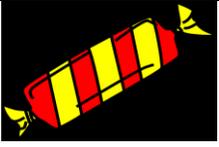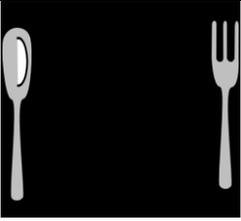
Appendix I: Screenshots Story "The hungry dragon"

Screenshot 1. The British Council. (2012). Contributed by © Cambridge English Online. The hungry dragon. Retrieved from: https://learnenglishkids.britishcouncil.org/es/short-stories/the-hungry-dragon
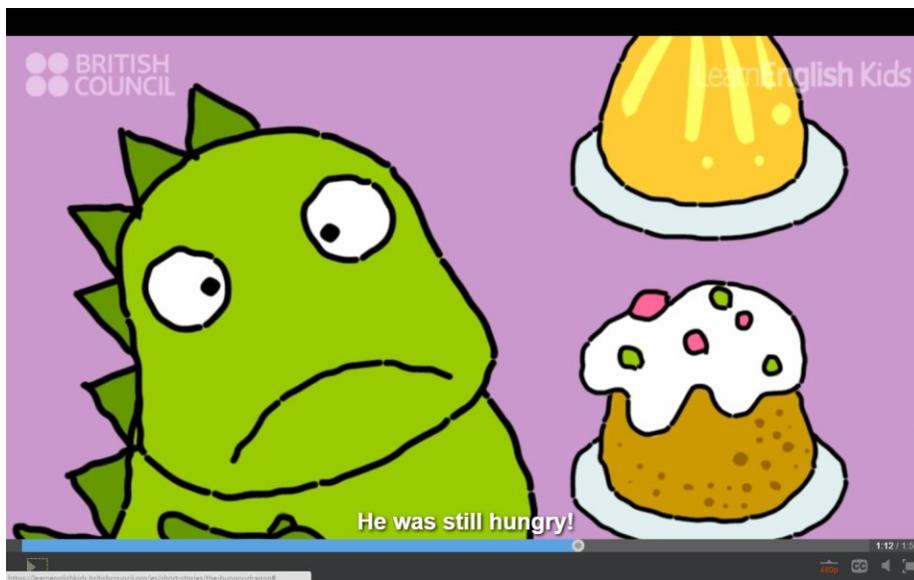
Screenshot 2. The British Council. (2012). Contributed by © Cambridge English Online. The hungry dragon. Retrieved from: https://learnenglishkids.britishcouncil.org/es/short-stories/the-hungry-dragon

Appendix J: Vocabulary Workshop: What is the wrong word?
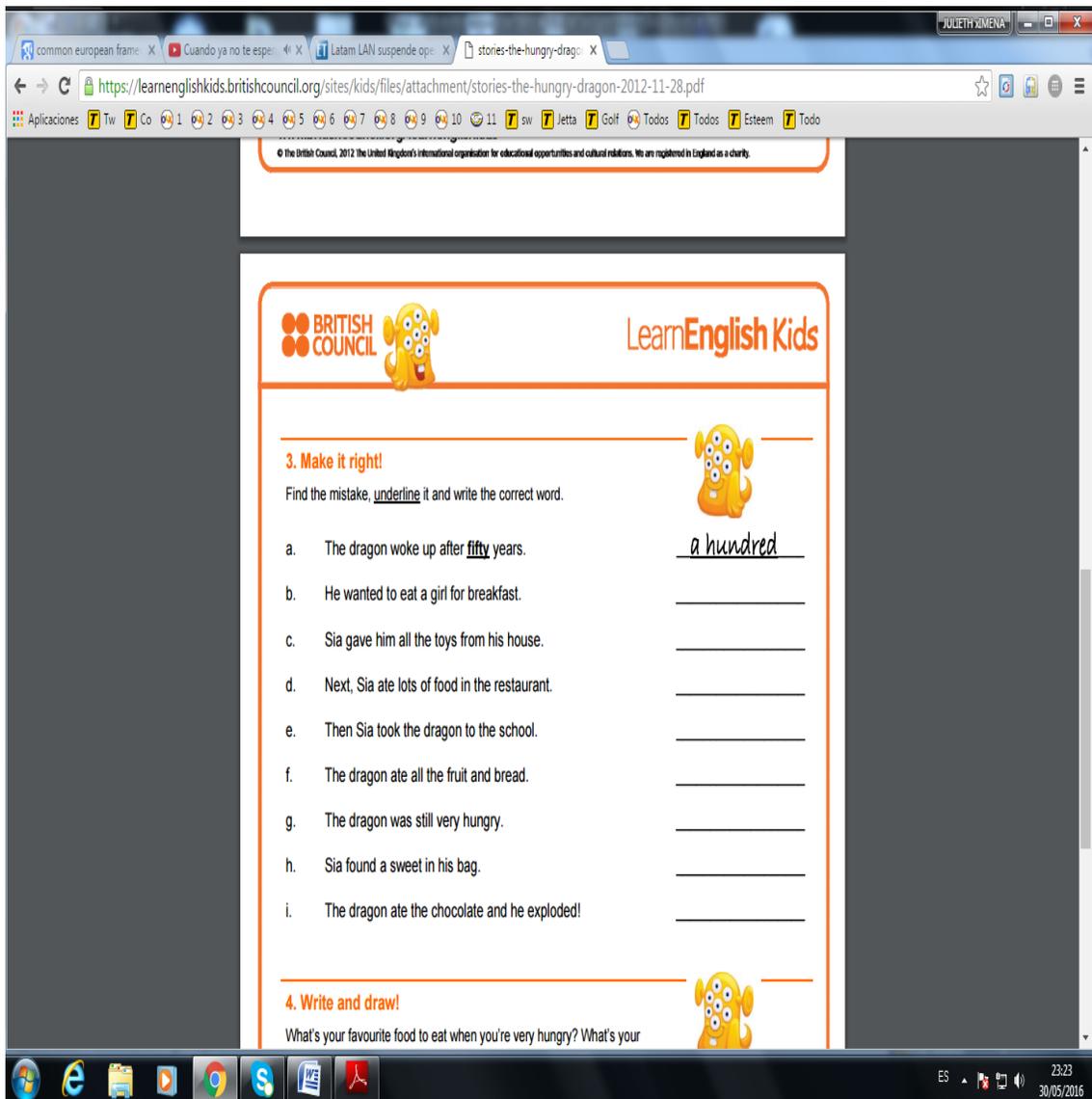
Screenshot vocabulary workshop. The British Council. (2012). Contributed by © Cambridge English Online. Activity for the story "the hungry dragon". Retrieved from https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-the-hungry-dragon-2012-11-28.pdf

Appendix K: Reading Comprehension Test Sample

<div style="border:1px solid black">

Reading Test

Write **true** or **false** in front of the sentences:

1. The dragon lived in the sea.

2. The dragon wanted some lunch.

3. The dragon was hungry.

4. The dragon wanted to eat a boy.

5. The dragon was in a zoo.

6. The dragon went to a restaurant and to a shop.

7. The dragon ate bananas.

8. The dragon exploded when he ate the sweet.

9. The dragon had too much food.

</div>

Sample of reading test

Appendix L: Matrix of Data Analysis Sample
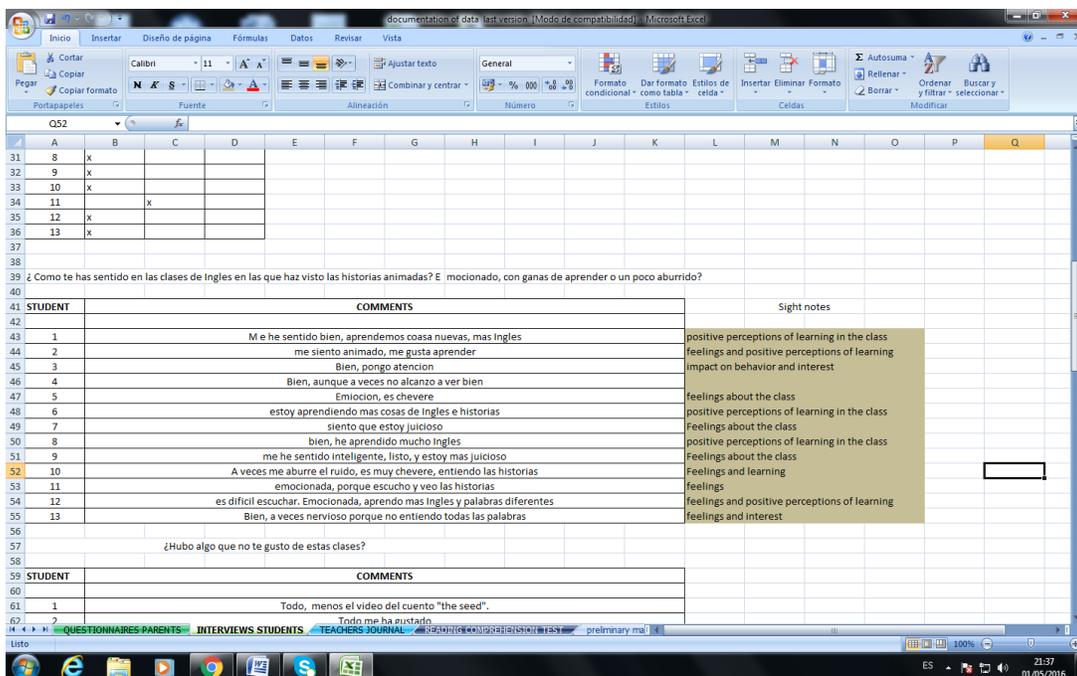

Screenshot. Initial matrix of data analysis

Appendix M: Samples of Open Coding (screenshots)

Screenshot. Color coding in field notes

Screenshot. Margin notes in interviews to students

Appendix N: Original Version of Excerpts

¿ Crees que con estas clases has aprendido mas Ingles?

Si porque conocemos vocabulario y para hablar con nuestra familia en Ingles.

Excerpt 4. Student 4-Interview

Si hartas palabras.

Excerpt 5. Student 8-Interview

Si, palabras nuevas que aparecen en los cuentos.

Excerpt 6. Student 12-Interview

¿Cómo te has sentido en las clases de Inglés en las que has visto las historias animadas?

Me he sentido bien, aprendemos cosas nuevas, mas Ingles.

Excerpt 7.Student 1-interview.

Estoy aprendiendo más cosas de Ingles e historias.

Excerpt 8. Student 6-Interview.

Emocionada, aprendo mas Ingles y palabras diferentes.

Excerpt 9 .Student 12-Interview.

Excerpt 10. Researcher's field notes- October 16-2015

.

¿Su hijo le hace comentarios sobre la clase de Ingles? De ser así, por favor escriba los

comentarios que hace.

Lo que más le gusta es hacer dibujos y escribirles el nombre.

Excerpt 17. Parent 1- questionnaire

Se siente feliz cuando realizan actividades.

Excerpt 18. Parent 6 -Questionnaire

Está encantada, ante todo con el vocabulario, además de todo lo relacionado con videos, juegos, etc.

Excerpt 19. Parent 20-Questionnaire.

De algún tema que está viendo, vocabulario; le gusta la clase y se le facilita..

Excerpt 20 Parent22- Questionnaire.

¿Usted ha observado que su hijo se muestra interesado en buscar en internet actividades relacionadas con Ingles, como videos, juegos, canciones u otros?

"Si, videos de películas animadas".

Excerpt 25. Parent 1-Questionnaire.

"Si, busca canciones, videos, lecturas y juegos".

Excerpt 26. Parent 19- Questionnaire.

"Si, videojuegos y a veces canciones en Ingles".

Excerpt 27. Parent 26-Questionnaire.

¿Cómo te has sentido en las clases de Ingles en las que has visto las historias animadas?

"Me siento animado, me gusta aprender".

Excerpt 28. Student 2- Interview.

Emoción, es chévere.

Excerpt 29. Student 5-Interview

Me he sentido inteligente, listo y estoy más juicioso.

Excerpt 30. Student 9-Interview

Siento que estoy juicioso.

Excerpt 31. Student 7- Interview

¿Crees que con estas clases has aprendido más Ingles?

*"Si porque veo más cosas, aprendo má*s".

Excerpt 33. Student 5-Interview.

"Si porque me ayuda a mi desarrollo".

 Excerpt 34. Student 7-Interview.

"Sí, estoy de acuerdo con las noticias, aprender Ingles viendo videos y jugando".

Excerpt 35. Student 10-Interview.