EFFECTS OF USING PICTURE STORYBOOKS IN READING COMPREHENSION

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LICENCIATURA EN ESPAÑOL E INGLÉS

BOGOTÁ D.C.

1. Información General	
Tipo de documento	Trabajo de Grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Titulo del documento	EFFECTS OF USING PICTURE STORYBOOKS IN READING COMPREHENSION (EFECTOS DEL USO DE LIBROS ÁLBUM EN LA COMPRENSIÓN LECTORA)
Autor(es)	Rodríguez Chavarro, José Luis.
Director	Nelson Rueda
Publicación	Bogotá. Universidad Pedagógica Nacional, 2017, 66 p.
Unidad Patrocinante	Universidad Pedagógica Nacional.
Palabras Claves	LIBROS ÁLBUM, COMPRENSIÓN LECTORA, LECTURA EN VOZ ALTA INTERACTIVA.

2. Descripción
Trabajo de grado realizado en el colegio san José de Castilla con un grupo de quinto grado. Este trabajo llevado a cabo bajo los parámetros de la investigación acción, propone la implementación del libro álbum como herramienta para promover la comprensión lectora en la clase de Inglés. Además este estudio adoptó la lectura en voz alta interactiva como medio de acercamiento a la lectura del libro álbum. Este proyecto se basó en una pregunta de investigación que se centraba en el rol que tienen los libros álbum en el fomento de la comprensión lectora. La motivación, el uso de estrategias de lectura y el uso de estrategias de aprendizaje fueron los principales elementos que demostraron afectar la comprensión lectora de los estudiantes.

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4. Contenidos

El presente documento está compuesto de seis secciones. La primera expone la contextualización, la delimitación del problema y la pregunta de investigación que fue formulada en la primera fase del proceso investigativo. Luego, la segunda sección contiene el marco teórico que da sustento científico al proyecto. Además, presenta el estado del arte y los constructos teóricos relativos al tema de estudio. La tercera abarca el diseño metodológico de la investigación, en este apartado se explica el modo en que se llevó a cabo el proyecto fase por fase. La cuarta sección contiene la intervención pedagógica que tuvo lugar como parte del proyecto de investigación. La quinta parte expone el análisis de los hallazgos y resultados obtenidos a lo largo de la intervención pedagógica. Por último, la sexta sección del documento formula las conclusiones y discute la pertinencia del proyecto de investigación, los impactos de su realización, las limitaciones que se presentaron, para finalizar con algunas recomendaciones para futuras investigaciones.

5. Metodología

La primera fase de este proyecto consistió en un periodo de observaciones de la clase de Inglés y la aplicación de una encuesta a la población con el objetivo de determinar una problemática relativa al aprendizaje de la lengua Inglesa, lo cual posibilitó el planteamiento de la pregunta y objetivos de investigación. Luego de esto se diseñó una propuesta pedagógica para dar respuesta a la problemática señalada. La segunda fase consistió en la puesta en escena de la propuesta pedagógica, se aplicaron múltiples sesiones en las que se implementó la lectura de libros álbum a través de la lectura en voz alta interactiva. Durante la aplicación de cada sesión se hizo un proceso completo de recolección de datos a través de tres instrumentos: diarios de campo por parte del docente investigador, encuestas y entrevistas a estudiantes. Luego de las implementaciones y de organizar y sistematizar la información recolectada, se realizó un proceso de codificación que permitió realizar un adecuado análisis de la misma. Finalmente se reportaron los hallazgos por medio de las conclusiones, implicaciones, limitaciones y algunas recomendaciones futuras investigaciones.

6. Conclusiones

Las conclusiones de este estudio evidencian que la lectura de libros álbum promovió la comprensión de lectura de los estudiantes, esto se dio gracias a la articulación de este tipo de libros con la lectura en voz alta interactiva. A lo largo del proceso fue evidente que este tipo de libros aumentó la motivación de los estudiantes hacia la lectura, lo cual generó un ambiente de aprendizaje agradable en el aula de clase. La lectura interactiva de libros álbum propició un escenario en el que los estudiantes tenían la oportunidad de contribuir a la construcción de conocimiento dentro de la comunidad de lectores que se creó gracias a la implementación de este proyecto. Finalmente, este proyecto sirvió como puente para atraer a los estudiantes al vasto mundo de la literatura, lo cual aumentó sus posibilidades de convertirse en lectores de por vida.

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Fecha de elaboración del Resumen:	23	05	2017

Table of contents

Abstract

This research project aimed at determining the effects of using picture storybooks for children in reading comprehension in students of course 504 of San José de Castilla School. This research takes into account the characteristics of qualitative research, specifically action research. Besides, this research implemented the Interactive reading aloud approach in order to develop a Pedagogical intervention in which picture storybooks were the main tool.

Key words: picture storybooks-Reading Comprehension-Interactive reading aloud approach

Resumen

Este proyecto de investigación tuvo como objetivo determinar los efectos del uso de cuentos ilustrados para niños en la comprensión de lectura en los alumnos del curso 504 de la Escuela San José de Castilla. Esta investigación adoptó las características de la investigación cualitativa, específicamente la investigación-acción. Además, esta investigación implementó la lectura interactiva de lectura en voz alta con lo cual se desarrolló una intervención pedagógica en la que los libros de cuentos ilustrados eran la herramienta principal.

Palabras clave: Libros Albúm-Comprensión de lectura- Lectura interactiva en voz alta

Chapter I

Contextualization and Research Problem

Context

Local Context

This research project was carried out at San José De Castilla School. This institution is located in Kennedy district in Bogotá City, specifically in the Visión de Oriente neighborhood, which is classified as social strata four by the city's administration. The school is located near an important factory in the city, which is Bavaria S.A, a beer factory. There is also a small river near the school, its name is Fucha River; besides, in this part of the city, there are two main streets: the 13th street and Boyacá Avenue. This neighborhood is a residential area, which means that there are few stores such as bakeries, copy shops, and neighborhood stores surrounding the school.

Institutional Context

The school address is Cl. 7c #78 – 20. In the institution, there is a basketball court and a football field. In addition, a computer room, a small library, and two small cafeterias can be found there. San José de Castilla School is mainly a three-floor building, in which the classrooms are distributed according to the shift, morning or afternoon. In a general sense, this school is a place with big buildings but the space outdoors is small. During the break time, there are many children playing, running and shouting in the fields. The school has buses available for around half of the students, which means that children who do not have access to this kind of transportation, need to take alternative ways of transportation such as public buses, bicycles or walking.

Regarding the classroom of the grade object of this research, it is a big room located on the third floor. The classroom has a big-size and new TV set, a sound system, and a small library. To the left and right sides of the classroom we can find two windows, covered with tape to avoid the outdoor sight, but very useful to make the classroom a well-lighted place. There are thirty-five personal desks as well. Most of the time, they were organized in lines, but during the English class, the sitting arrangement changed sometimes when the teachers asked to make a circle with the desks in order to take advantage of the space in some activities.

Participants

The participants of this study are 32 students from fifth grade 18 of whom are boys, and the remaining students are girls. Besides, their average age is ten years. The field notes in the first stage revealed some important aspects about these students such as their cognitive, socio economic and cultural characteristics. Based on these observations, it is valid to say that the children come mostly from middle class families. As stated before, the school is located in an area that is deemed strata four; however, students' homes are located in second, third and fourth strata areas. For this reason, and because not all students can use the school buses, some of the children walk or come to class by bicycle which causes that, sometimes, they arrive tired to the class.

Generally, these students are active learners; it means that they usually participate in the class activities carried out by the Teacher. They like music and drawing; these artistic subjects call their attention most of the time. If they are drawing, they focus on what they are drawing and keep silent. This feature allowed them to acquire vocabulary knowledge, when they were asked to draw an object whose written form and meaning was the main content of the instruction. Relating written from of words with their graphic representation seemed to be useful for

students, as they could know the meaning of such words without appealing to confusing explanations.

In addition, this group has good interpersonal relationships. They talk a lot among them, and they are used to share things such as toys or food; they take their toys to the school, and they play when possible, either alone or with someone else. This common characteristic in this group has positive as well as negative implications. On one hand, it could be advantageous for them, as they formed a community in which they can learn from the others. They could collaborate to enhance their peers learning. On the other hand, it could also complicate their learning process, as they were too talkative. In this regards, this group of students needed a funny and meaningful strategy that fostered interaction in the classroom.

Diagnosis

In the first stage of this project, I carried out field notes formats about students' lessons at San José de Castilla School in order to identify a common problem related to English language learning in this population. At this point of the research project, I also designed and implemented a survey in order to delimit difficulties or needs of students related to their English language learning. Here I am going to state the results of that implementation.

Firstly, I am going to list the students' strengths shown by the data. One of the most important strength is that they liked to speak in English, even if they did not have the communicative abilities to do so; learners were not afraid of participating in class, they took an active role in the classroom; students often raised their hands to speak as well. Another strength they had is that most of them like English, they were interested in the language and in learning new words. Students were competitive too, they seem to be in a competition with their partners; depending on the class activity they not only competed against the opposite gender but also by lines of

desks in the classroom, or, even, individually. As to this aspect, I also realized that they learned by imitation from the teacher as well as from their classmates; for instance, in a movement activity they watched each other in order to know what the correct movement was, or what part of their body they had to touch.

Besides, students were engaged in drawing. When students drew, they focused on what they were doing. Sometimes they drew or painted something without being asked to, or they asked if they could; furthermore, most of them affirmed that pictures and colors was what they liked the most in books. In class activities that implemented images, students' attitude towards the class was improved positively. They were more focus not only on details found in these pictures, but also on directions that the teacher gave them; which caused that they responded and got involved in better ways towards the class activities.

Moreover, students often remembered the topics of the previous classes. When the teacher asked them about a previous idea, there was always at least one student that raised his hand and gave a correct answer. Regarding this aspect, I discovered that students' participation was a valuable characteristic of this group, as they showed an ability to learn from the others by attending to their peers' interventions. Participations made by a single student helped the whole group to enhance their learning. To conclude the description of students' strengths, it is important to highlight that this group of students has good interpersonal relations, they talk a lot among them, and they even share things, as toys or food.

Secondly, students also have some weaknesses regarding their English learning. I consider that the most important weakness in this group is that they do not show a meaningful motivation towards reading. They prefer to talk about something different or play during reading activities. The teacher frequently had to stop the current activity to speak to a couple or a single student and

ask him to keep silent. It was a major problem because a lot of the class time was lost, and with this, the English learning process got slower. Another negative consequence of their talkativeness and distraction fell on the students that were really paying attention to the activity, as they got distracted because of their classmates and teacher's actions; consequently, their language learning process were not as productive as it should be.

It is also worth saying that students got distracted during not only reading activities but also during other kinds of activities such as games or writing exercises. They started getting noisy and doing things that were not related to the class. Regarding this aspect, I could notice that the duration of the activities may negatively affect students' engagement. When the activities took too much time, pupils got bored and tired, which lead them to react in the ways exposed before.

I also identified that eleven students (28% of the whole grade) did not like books. I kept this aspect in mind due to their lack of motivation to read; besides, in the observation stage, I could notice that they only worked with the English workbook, which contained pieces of text that could not be absorbing and meaningful to students in order to engage them towards reading.

To conclude with, the observations revealed that students shared a common problem that had consequences in regards to their reading skills. The classroom often became a place with a lot of noise produced by students. This became a difficulty not only in terms of time, but also in classroom management. Moreover, the language learning process was negatively impacted by this characteristic of this group. Nonetheless, they also had many strengths to be taken into account, which could help them to overcome their weaknesses regarding their English language learning. For instance, their liking for artistic aspects, learning from the others, and their active participation in the English class.

Statement of the Problem

At the beginning of this project, I took several field notes and I applied a survey. This data allowed me to determine common problems and needs of the students of grade 504 at San José de Castilla School. I realized that the children were not engaged with reading, they preferred to do something different during reading activities and this fact caused problems in the classroom. This problem had negative effects on reading, which, in turns, caused that their English language learning was considerably ineffective. Students did not pay attention during reading activities. It was evident that they were not motivated to read, therefore, the consequences could be seen in their reading comprehension. When the teacher posed questions in order to monitor students' comprehension of the text, they often did not have a tiny idea of what the text meant. Moreover, some of them affirmed they did not like books and they just used their English workbook because they had to.

Thus, in order to state a possible tool to solve this problem, I kept in mind students' strengths already mentioned in the diagnosis. First, they liked to work with images. They did not only like to watch pictures of the books, but they also liked to draw and paint, they are used to draw without being asked to do it, and in this process they are in silence. Moreover, they interact a lot among themselves, which allowed them to learn from their peers.

Finally, I decided to implement picture books for children. There are many worthy reasons to use this kind of literature with this group of students. The amusing stories and pictures depicted on these books could attract them to the reading of such texts. This kind of books have full color pictures that students will probably like. Those pictures will also be useful for them not only to comprehend the ideas and situations presented, but also to attract them to the reading activity. What is more, this kind of books can be read in short periods, which is convenient to keep the

students' engagement in this activity. Besides, picture books are designed to be read aloud by the teacher (or an adult), aiming at engaging children through literature. Reading aloud could be interactive, in order to keep in mind the talkativeness of students in the reading activities, and take advantage of this group's feature. Therefore, I will present the research question of this project in the next section.

Research Question and Objectives

Research Question

How may the use of picture storybooks affect the reading comprehension of students of grade 504 of San José de Castilla School?

General Objective

- To describe the impact of using picture storybooks in students' reading comprehension.

Specific Objectives

- To analyze the effects of using picture storybooks in students' reading comprehension.
- To determine and characterize the effects of picture storybooks for children on students' reading comprehension.
- To explore and analyze the factors that influence students' reading comprehension when exposed to the activities that take place in the interactive reading aloud of picture books.

Rationale of the study

In the previous part of this project, I delimited a common problem in grade 504 of San José de Castilla School. Here, I will state the contributions of carrying out this research project. First of all, I will describe the contributions to the students and their institution. Second, I will present the means in which this study contributes to generating new knowledge; also, to the EFL community, and finally, to the community itself.

Firstly, the implementation of this research project could contribute in different ways to students' English language learning. The most important contribution refers to their reading comprehension. Students showed to have problems related to reading, and this aspect could not be ignored taking into account the importance of reading in the first stages of learning. Research has shown that when children learn to read, they expand their general knowledge; their vocabulary also increases considerably. As they learn conventions of text, they build-up their self-confidence, which lead them to become independent readers (Sipe, 2008, as cited in Wiseman, 2010, p.432).When students are able read independently, the windows to a whole world of knowledge are open for them. Therefore, their academic life will be more successful; this, in turns enables them to become participative subjects in the democratic society in which they live.

Another contribution to students consisted in the fulfillment of the English Language Learning Standards, in this case, fifth grade reading standards[1]; in the implementation of this research project, those standards were accomplished. Besides, students had the opportunity to know and take part in a different way to learn the English language. They were involved in an English language learning environment that was new for them, that aimed at covering the necessities they had; taking advantage of their strengths in order to solve a common problem observed in this group.

On a broader scale, this project also contributed to San José de Castilla School whose PEI is "Un camino para la convivencia y la comunicación en red con el mundo"[2]. In this sense, this school considers education a human cultural activity that is essentially aimed at humanizing. For

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[1] This information can be found in the following web link: http://www.mineducacion.gov.co/cvn/1665/articles-115174_archivo_pdf.pdf (See p.20)

[2] http://www.redacademica.edu.co/webcolegios/08/sanjosecastilla/pei_presentacion.html

that reason, this school must give the students the opportunities to develop their personalities in an integrated manner. This institution provides possibilities to broaden new research perspectives helping to overcome the weaknesses in the academic processes of the students. Besides, this research project may generate some data and knowledge that the school could find useful, and then improve some educational aspects, specifically those that keep relationship with the constructs of this study.

Moreover, this research project generates new knowledge regarding to language teaching. The very immediate contribution is the knowledge generated related to the consequences of using picture storybooks with fifth graders in the English class; this project may contribute future research projects that are related to the topics presented at this one. However, it is relevant to mention that the results of this study will be directly related to the participants' characteristics, it means that this group of students shares common problems that maybe other group of students in the same grade or the same age could not have. Therefore, it is important to specify that the emerging data in this research project will be related to the specific population, and it will possible change if applied in other context.

Finally, in an even broader sense, this research project contributes to the community itself. Research is the main tool to solve problems presented in society; therefore, it is useful to change it. Without research, many possible problems in education or society could not be identified clearly, thus, it becomes a difficult job to find good alternatives in order to transform reality in positive ways. If there is a problem in education, it will be displayed negatively in society or the specific community. For this reason, teachers have to be trained researchers and observers of reality in order to accomplish the transforming feature of education.

To conclude, the implementation of this research project can make different contributions to the specific group of students, school, knowledge in general and society. Those contributions go from the specific to the general, the specific contributions to students of course 504 of San José de Castilla School, regarding their English learning and learning in general, and the general contributions can be seen in society and education.

Chapter II

Theoretical Framework and literature review

The previous part has delimited the main constructs that this research project is based on. In order to get acquainted with those constructs and their antecedents in research, I am going to review and analyze some research studies that have dealt with reading comprehension, interactive reading aloud and picture books. In this chapter, I am also going to put under discussion some theoretical statements related to the constructs of this research project. I will introduce theory about Interactive Reading aloud, children literature, picture storybooks, reading comprehension, and learning strategies.

State of the art

Research on reading comprehension has been conducted widely. For example, Mahecha, Urrego and Lozano (2011) applied two reading strategies in order to determine any improvement on reading comprehension in eleventh graders of Policarpa Salavarrieta School in Bogotá. They found a significant improvement in the reading comprehension of short texts in English by using text coding and double entry organizer strategies. To determine that improvement, they compared the students reading comprehension before and after applying the reading strategies. They highlighted the importance of those strategies not only in Reading comprehension but also in writing and speaking aspects. Besides, they pointed out the importance of taking into account aspects such as the "time, the length of the texts, the vocabulary –adapted for the students' level and some other resources– like pictures or photographs" (p. 192). They affirmed that there were some problems with time. They discovered that students enjoyed doing the activities proposed. Besides, they pointed out that children became more confident towards reading.

Based on this research, I kept in mind the time of activities in the pedagogical procedure. Hence, I planned activities that could be implemented in short periods. Besides, choosing picture books addresses findings made by these researchers. Reading such books is an activity that do not take too much time. Besides, as they affirmed, strategies that they used not only promoted reading, but also writing and speaking skills. Hence, in the data analysis chapter, it is demonstrated that the implementation of this study fostered those language skills as well.

Another project related to reading comprehension was conducted by Calderón, Carvajal and Guerrero (2009). This project was implemented at Venecia School with sixth graders who had difficult socio-economic conditions. This project aimed at introduce the skimming technique and familiarize students with it. They applied this technique in order to look for any improvement in reading comprehension. They found useful to apply the skimming technique because it permitted the students not only to capture specific vocabulary, but also the whole meaning of texts. In their study, students' motivation was one of the key concepts. They also determined that there were not difficulties when they applied the skimming technique. Moreover, they affirmed that thanks to implementing the skimming technique, reading became a meaningful and interesting process for students.

This study served as a referent to consider vocabulary, or meaning of single words, as it could be important in reading comprehension. Their study aiming at improving comprehension regarding the general idea of texts. However, they discovered that students also acquired key vocabulary that appeared in the texts they used. Based on this study, motivation to read was kept in mind in a more rigorous way in my research project.

Porras (2010) conducted a research project to determine the effects of using stories for children in the English language learning. This study was carried out at an elementary school

located in Bucaramanga. The stories were created taking into account the interests and likes of the students. As conclusions of the study, the author stated that there were positive results in the children's motivation toward reading when the stories were told or read by the teacher. Besides, the participation of students in the class activities increased, improving the comprehension of the texts and the acquisition of new vocabulary. Porras considered important to bear in mind activities that could be enjoyable and familiar to students, because it could enable them to acquire the language in effective ways.

This study beared in mind students' motivation to read. As to this aspect, it is a major factor in research dealing with reading. This author pointed out that reading aloud by the teacher was an activity that enhanced children motivation to read. This affirmation justifies the teacher's reading aloud of books for children; in this research's case, this approach is known as interactive reading aloud. According to Porras' (2010), it could result in positive results regarding attitudes and motivation towards reading. Furthermore, this author empathizes on the activities that are carried out in the English class. This researcher stated that activities that are joyful to students could improve their English learning. Therefore, I beared in mind activities accompanying the reading of picture books, not only in the reading process but also after finishing the discussion of such books.

Theoretical framework

Children literature

In the wide world of literature exists a plethora of genres. Each one of them is unique and some of them are written for a public in certain ages. As a genre, children literature consists of literary works whose public are children. According to Kifer (2009), children literature consists of the books that are written for children. In her own words, "written especially for the

enjoyment of children" (p. 4). As this author points out, books for children are those that children select and read. Besides, the main aim of this kind of books consists of entertaining people that live their early stages of life, which means that the educational purposes of literature are not the most important when producing a literary text. In this sense, literature is primarily based on offering joy to any person involved in reading literary productions, rather than teaching or educating.

In this regards, this study introduced literature as a joyful activity to do in the English class. Students could acquire the language without being concerned about the topics that were the aim of each lesson. This enabled the children to learn the contents of their grade, while they were enjoying literary productions. Consequently, this positively affected English language learning. In chapter five, it is demonstrated that students' motivation to read was enhanced due to this aspect of literature for children.

Besides, this author states that children also use to read books written for adults, and adults have started reading books written for children (p.4). Therefore, there is not a big gap that determines whether a boy is going to enjoy reading a book written for an adult reader or not, and vice versa. Hence, literature is a tool that is useful and enjoyable for any public and at any age; this is why children literature should be a vehicle to introduce the kids to the whole world of literature. However, Pokrivčáková's (2003) establishes a range for this kind of literature. This author states that "Children's and juvenile literature is a notion used for a set of literary texts (fiction, drama, poetry, and some non-fiction) written especially for children between the ages of one and sixteen" (p. 9).

Based on these statements, the average age of this study's participants fits into the range of literature for children. However, it is possible that picture books we read in the English class

were written for younger children; these are real books whose specific public are children that are native English speakers. Nonetheless, every literary production could be enjoyed by people of any age group. Therefore, the implementation of this kind of books did not implied problem in this regards.

Reading Comprehension

Research on reading comprehension has been widely conducted. In order to give a definition to this construct, I am going to quote Woolley's (2011) words: "Reading comprehension is the process of making meaning from text" (p. 15). In this statement, with the word "meaning" Woolley refers to the general understanding of a text. This author states that comprehension deals with the whole meaning of a text. Hence, if a reader gets the main idea of the content of a book, he has comprehended it. "The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences" (p. 15). According to this author, a learner comprehends a text if he understands the general meaning of that text, and the meaning of the single word is left aside. For Woolley, vocabulary does not seem to be an important factor to success in reading comprehension. However, there are several authors who refute this idea, by giving importance to vocabulary knowledge in reading comprehension.

Broomley (2002) pointed out that "Vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings making up as much as 70-80% of comprehension" (p. 528). Hence, single words should not be left aside, they constitute the whole text and this is why they are important; every single word known by a reader will help him to achieve the main reading's goal, which is comprehension. This relevance of vocabulary's knowledge in reading comprehension is also seen when Hamon (2002) states that "Many

students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies" (As cited in Hansen, 2009, p. 6). In this regards, learners whose vocabulary knowledge is poor are going to have more difficulties when understanding events of a story. Besides, this author affirms that students' success in reading comprehension is also determined by the approach used to engage children to literature. Therefore, to be more likely to be successful in reading comprehension, students should be engaged to literature through methods that support their vocabulary's learning.

In this regards, I have kept in mind these two visions of comprehension. The first does not involves the meaning of isolated words; it is more related to the overall understanding of the idea of a text. The second one includes vocabulary as a relevant factor that determines success in reading comprehension. Therefore, vocabulary knowledge could lead students into understanding the main meaning of texts, which means that general comprehension is limited by understandings of specific concepts that appear in a text. Consequently, in this study considers reading comprehension in these two levels, meaning of single words and general ideas of picture books.

On the other hand, Reading comprehension influences the reader's motivation. As stated by Urquhart and Weir (1998), "A judgement that we have not understood a text may well leave us unsatisfied, or lead us to re-read it, or perhaps reject it in disgust" (p. 85). Nevertheless, if the reader feels that he has successfully understood a text, his self-confidence and positive attitude towards the text and reading in general will increase. Hence, students' motivation to read is influenced by their comprehension's judgements. This means that learners should be encouraged throughout the reading process in order to motivate them to read and become independent readers.

Picture storybooks

This specific category of children literature is defined by Shulevitz as "publications in which the pictures stand alone, the pictures dominate the text, or the words and illustrations are equally important" (Shulevitz, as cited in Jalongo, 2004, p. 9). Therefore, pictures or illustrations are major characteristics of this kind of books. In the excessive world of literature, there are wordless books, but they are full of pictures replacing the role of words. This is just an example of the characteristic that better describes this genre. They are also known as *picture books* or *storybooks,* consequently I will use these different terms along this discussion and study.

It is necessary to make the distinction between *picture books* and *illustrated books*. In order to be a picture storybook, a book must have a balance between pictures and text. Instead of this, in illustrated books, pictures are "placed periodically in the text, often as chapter openers" (Jalongo, 2004. p, 11). Thus, the story in an illustrated book could be understood without watching the images. The text itself tells the idea the author wants to communicate. On the other hand, pictures and text work as a whole in picture books to create a story; they serve as a complement for each other, so the story could not be completely understood without reading text and pictures together. (p, 11) As Malu (2013) stated: "it is the interaction between the visual and the verbal that defines this genre".

In addition, this characteristic of picture books is important as children can make sense of the textual part regardless their weaknesses regarding their English language. In this sense, a young reader could understand the story by interpreting pictures that can be found in every page of picture books. However, text in picture books could contribute to increase the comprehension of the story, and vice versa; pictures could add extra information that the textual part could not contain.

Furthermore, it is relevant to mention that this kind of books have another important common

characteristic, "its narrative flows with a steady rhythm that makes it an excellent read

aloud" (p. 11). Accordingly, picture books as a tool to enhance reading comprehension

should be read and shared through reading aloud. Later in this theoretical framework, I

specify the advantages of using such reading approach through an interactive way.

There are many reasons to use storybooks in the classroom. Ellis and Brewster (1991) provide

one of the most important reasons, "stories are motivating and fun" (p.1). Children really have a

lot of fun reading these books. In the classroom, the whole group laughs at the same time about

the ideas and events that picture books contain, thanks to the shared social experience that takes

place during the reading process; this practice "provokes a shared response of laughter, sadness,

excitement, and anticipation" which in turns "can help build up the child's confidence" (p,1).

This quote states that by using storybooks students' self-confidence is enhanced, which is made

evident when students' motivation and participation in reading activities increases. Students feel

motivated "as they experience a strong sense of achievement of having worked with a 'real'

book" (p, 11). Anyone could think that is definitely impossible to comprehend stories written for

people who speak a different language to his own. However, picture books in a second language

are not difficult to understand if combined with efficient strategies that emphasize the use of

illustrations to enhance comprehension.

As was mentioned before, images that appear throughout picture books tell the story as well.

Therefore, when reading this kind of books, the reader definitely should keep in mind images

and their details constantly. This could enable the reader to understand the text, even if his

reading skills are not enough to recognize the written language. Hence, teachers that read aloud

these books to students must demonstrate how to make sense of the reading experience by reading pictures and text together.

In addition, "children enjoy listening to stories over and over again" (p,1). This repetition of reading experiences helps students to reinforce not only the learned vocabulary, but also the key structures that can be found in this kind of books. This leads to comprehension improvement, as well as to independent reading (Sipe, 2008, as cited in Wiseman, 2010, p.432). Moreover, repetition "encourages participation in the narrative" (p, 2). While reading picture books students are challenged to remember key words or predicting what is coming next in the story. Students enjoy testing their minds, proving that they are able to remember or predicting events in stories. Participation infers in the students' role in the English classroom, as well as in their attitudes towards the language learning.

Students' participation in reading of picture books positively influences their attitudes towards the reading activities, as their self-confidence increases with each participation. If a student decides to participate in the class and elicits a correct answer, he will feel comfortable to contribute again. This sets a learning environment that is more pleasurable for students, as they have an active role that enable them to express their ideas and contribute to build knowledge in a meaningful way.

As a further matter, reading storybooks "create opportunities for developing continuity in children's learning since they can be chosen to consolidate learning in school subjects across the curriculum" (p, 2). Due to the wide varied quantity of authentic picture books, it is possible to find the specific one to work on each topic stated in the curriculum. Moreover, using picture books creates language experiences that help learners to acquire language, due to the activities that engage them "in the use of natural, meaningful, and functional language" (Krashen, 1982. as

cited in Malu, 2013, p. 11). As an example of such activities, using Picture books offer the students different possibilities of viewing and analyze critically some common characteristics in this kind of books: "text/print, color, pictures, icons, photographs, graphics, movement, sound and music" (p.12). The critical analysis of these aspects by the students, help them not only to comprehend the texts but also to improve their communicative skills as they are immersed in activities that are related to natural language production.

Finally, using picture books could be useful to learn about moral and human aspects such as cultural features. According to Ellis and Brewster (1991) "storybooks reflect the culture of their authors and illustrators and therefore provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparison" (p.39). Therefore, this cultural knowledge is not only related to foreign cultures but also to the learners' cultures, as they can learn about their own culture by knowing some features of different cultures.

Interactive Reading aloud

Interactive reading aloud consists of reading a book aloud to a group of students, in this case, picture books. This practice is more complex than the simple read-aloud of the book; in interactive read aloud "teachers encourage children to interact verbally with the text, peers, and the teacher during books reading" (Barrentine, 1996. P, 36). On the other hand, other read-aloud styles "conclude the event with in depth class discussions about the story". The interaction that takes place throughout reading is directed not only by the teacher but also by students' interests and contributions (Wiseman, 2010. P, 433).

There are several reasons to use this strategy in the English class. Lessons that include this strategy are frequently focused on building skills such as comprehension, fluency or vocabulary (Wiseman, 2010, p.432). Thanks to the interaction that takes place throughout the reading,

students are "engaged with reading process information-how stories work, how to monitor one's comprehension, what to think as a story unfolds" (Barrentine, 1996, p.37). Hence, interactions guided by the teacher mainly consist of questions about different aspects of the text that aim at improving "meaning construction and also how one makes sense of the text" (p. 36). In regards to this idea, Wiseman (2010) defines *Modeling* as a way that allows the students to learn comprehension strategies through teacher's demonstration (p.436). For example, how to come up with predictions, or how to look at the clues from pictures in order to comprehend the story, "the relationship between page turning and moving through a story,… voice inflection and change, how language works, and what written language looks like" (Barrentine. 1996. P.38). Thus, it can clearly be seen the teamwork created by the combined use of picture books and the interactive read aloud, as in picture books pictures and text work as a whole to create a story.

However, interactive reading aloud is not only useful to improve reading skills, or to increase test scores as was stated by Serafini, F. & Giorgis, C. (2003). Also, it is a good method to create a learning environment that "provides opportunities to develop complex thinking and learning as students make meaning together and contribute to the literacy knowledge of the classroom" (Copenhaver-Johnson et al.2009; Sipe. 2008. as cited in Wiseman, 2010, p.). This meaning making in group also builds a sense of community that "develops relationships between teachers and students, and among students themselves (Serafini, F. & Giorgis, C. 2003. p. 9). Interactions given in this practice in turn inculcates moral values that will be useful for the students not only in the educative context, but also in the society in which they live. Serafini, F. & Giorgis, C. (2003) Argue that "Students learn to listen to each other's ideas and opinions…They learn to respect the diverse interpretations made possible by quality pieces of literature" (p. 9).

Furthermore, it can be said that the active role that students have throughout interactive read aloud not only "can contribute to complex thinking and learning" (Wiseman, 2010, p. 432) but also to create a "positive and accepting classroom environment" (p. 437). Students enjoy participating in the classroom. Sharing and listening to their partners opinions is a funny activity that makes of the English class a pleasurable space. Besides, this interaction also allows the learners to enhance comprehension while reading picture books.

To conclude with, interactive reading aloud fosters interaction in the classroom. Therefore, Students are able to express their ideas and have an active role in the classroom. Moreover, it allows the teacher to serve as a model of a skilled reader. Hence, students have the opportunity to know how a competent reader makes sense of a text. Finally, interactive reading aloud enable students to interact in ways that consider the development of their moral values, this creates a pleasurable learning environment that promote positive attitudes toward reading and learning in general.

Learning strategies

According to Oxford 1990 "Learning strategies are steps taken by students to enhance their own learning" (p.1). Such strategies consists in actions carried out by learners in order to use or learn the language through effective ways. Second language learners often struggle when interacting with the new language; thus, learning strategies are useful tools to help L2 learners to be successful when interacting with the new language, despite their difficulties or weaknesses regarding the English language. These strategies are also known as learning skills and problem solving skills. In a better explained way "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (p. 8). Therefore, learning strategies are highly convenient

for students of a second language. Students that deploy these activities are able to guide their own learning, which, in turns makes of learning a more pleasurable, autonomous and meaningful process. Moreover, using learning strategies have shown not only to benefit students' second language skills, but also their attitudes toward learning as they result in "improved proficiency and greater self confidence" (p. 1). As soon as students realize they are able to use some strategy to solve a problem presented in their learning, their expectations towards language learning improve considerably. Some of these strategies which are relevant in this study are compensation strategies, memory strategies, and cognitive strategies. Next, I explain each one of them briefly.

Compensation strategies:

According to Oxford, this group of learning strategies "allow learners to use the language despite their often large gaps in knowledge" (Oxford. 1990. p, 37). Hence, this kind of strategies is useful for students as they can make sense of second language experiences. Examples of these strategies consist in making guessings or using linguistic clues such as synonyms. (p, 37). In addition, using such strategies enable students to overcome their limitations regarding their speaking and writing abilities. Accordingly, a teacher could implement these strategies in reading activities by switching to the mother tongue and using mime or gestures. These activities enable the second language learners to comprehend concepts or events in texts, even if they do not know the meaning of such concepts.

Memory Strategies:

This learning strategy allows students to "learn and retrieve new information" (Oxford, 2003, p.13). For instance, by implementing this strategy students are able to learn unknown words and store them in their mind. Teachers that use memory strategies in reading activities could apply images and sounds. For example, representing sounds of animals in order to relate the new

vocabulary to students' previous knowledge. Besides, images can also be used to impart "a mental picture of the word itself or the meaning of the word" (p, 13). For instance, if students find the word "bread" in a book, the teacher could use marker and board to offer a visual aid that enable students to comprehend the new concept. In this study, picture books allow the students to implement this strategy constantly, because text is always accompanied of images that tell and complement the textual part.

Furthermore, employing body action is another memory strategy that is useful to convey meaning when reading texts written in the second language. For example, if students find the word "big" in a text, the teacher could help them to understand this unknown word by stretching his arms as much as he can. Oxford also states that this kind of strategies is useful in order to learn and memorize new vocabulary mainly in the first stages of learning. As students' vocabulary knowledge gets larger, they do not need to use memory strategies frequently. (Oxford, 2003, p.13).

Chapter III

Research design

This chapter is focused on the research design and methodology that directs this research project. First, I will explain the type research, which defined how this research was conducted. In this section, I also give a brief description of the process of gathering, analysis, and presentation of data as well as ethical considerations of this study.

Type of study

This study is going to be conducted through the qualitative approach. This approach consists in observing reality and understanding social problems. In qualitative approaches, we can find action research.

Action Research

According to Burns & Richards (2009), action research involves two activities. The first is action, which is "located within the ongoing social processes of particular societal contexts, whether they be classrooms, schools, or whole organizations" (p. 289). It aims at changing or improving something in that societal context. In qualitative researches, events only can be understood in their specific context; hence, researchers must immerse themselves into the community. The second activity stated by Burns is research, which is related to the observation and analysis of the emerging situations "in order to identify the underlying rationale for the action and to make further changes as required based on findings and outcomes" (p. 290). In this sense, through immersing, qualitative researchers are able to detect possible difficulties or problems presented in a societal context. After rigorously analyzing the specific situation, the

researcher is able to make interventions aiming at changing positively the community's reality. Besides, Burns states that action research creates the connection between the idealistic, or "the most effective ways to do the things" (p. 290) and the realistic, or as Burns said: "the actual ways of doing things" in a societal situation.

In addition, Nunan (1989) stated that "Techniques for collection action research data are generally qualitative in nature" (as cited in Burns 2003, p. 78). Therefore, the main purpose of action research is to change some problematic situation in teaching. However, quantitative methods are also used in action research in order "to complement or extend the findings" (p. 78) of qualitative research projects. Some techniques to gather data in action research are field notes, teacher journals, audio and video recordings, photographs, surveys, interviews and students' artifacts. In order to execute the concept of triangulation, as explained later in this chapter, I implemented three data collection instruments, which are field notes, surveys, and interviews. Next, I describe each one of them briefly.

Field Notes

This method to collect data in action research allows the researcher to describe and analyze events presented in the research context. Burns & Richards (2009) affirmed that those events include "non-verbal information, physical settings, group structures, interaction between participants" (p. 79). In other words, field notes give factual accounts of events that can be selected and analyzed according to the research necessities. This tool not only enable researchers to record descriptions of people and facts as they are presented in the research context, but also to make comments that complement the factual accounts register.

Surveys

Based on Burns (2009), this qualitative method to gather data is useful in many ways; for example, it allows to get information about a selected topic and obtain a general background about that or the situation in the community or group. The questions in these surveys are open-ended and multiple choice election. This method can be used to gather topics such as the interests or likes of the group, as well as habits, and opinions about the research process. In this study, I applied three surveys, the first one aimed at determining students' likes and attitudes towards language learning. The second survey was implemented to monitor student's perception of the process. This survey kept relation to the use of picture books, to check some first students' attitudes and opinions. Finally, the last survey was intended to obtain student's general perception of the whole process carried out throughout this research project.

Interviews

Interviews can be used to collect data about a specific aspect. This instrument can be implemented with students or with a colleague teacher. Interviews provide specific data; the questions can be directed taking into account the research needs, and those questions are open-ended as in surveys. The data may be gathered by writing the interviewee's answers as well as by audio recording . According to Burns (2003), interviews "generate data about the research issue and allow specific issues to be discussed from other people's perspectives" (p. 117). An example could be the main teacher's perspective on aspects related to the research project. In this study, I

Triangulation

Several methods to collect data were applied in this research in order to keep in mind the concept of triangulation, as addressed by Freeman (1998). This author states that "triangulation means including multiple sources of information or points of view on the phenomenon or

questions you are investigating" (p. 96). The purpose of triangulation is to make of a research

project a more solid work and avoid precipitated prejudices, as was stated by Miles and

Hubermas: "Triangulation is linked to eliminating -or at last minimizing- bias in findings and

thus to increasing what you are finding as you analyze you data" (as cited in Freeman, p. 96).

Hence, Triangulation makes of a research project a valid and reliable academic writing product.

Data Analysis

To analyze qualitative data collected in this research project, the emic perspective was used,

which means that data collected from people involved in the research project was analyzed as

they were found. As Burns (2003) stated, "we look at data from the perspectives of people

closely involved in the research context and analyse their opinions and views exactly as we find

them" (p. 107). In this research project, data emerged from an inductive view and were collected

bearing in mind the perspectives of people directly involved in this study. The way in which the

data analysis was carried out in this research project is known as grounded approach, Glasser

(1992) defined it as "a general methodology of analysis linked with data collection that uses a

systematically applied set of methods to generate an inductive theory about a substantive area

(As cited in Douglas, 2003, p. 47). In this sense, I kept in mind data obtained from field notes,

surveys and interviews in order to generate theoretical statement that answered the research

question stated in chapter one.

Data collection procedures

This section presents the data collection procedures carried out throughout this research

project. Basically, it was divided into two stages. The first one consisted in the observation stage,

in which I collected data about general characteristics of students, the aim of this stage was to

delimit students' needs, and seek for any possible solution. In this stage, I collected data thanks

to applying several field notes and a survey. The second stage consisted in implementing, gathering, and making reflections about raw data.

In the middle of the process I applied a second survey whose questions were directed within the framework of the problem statement. This implementation not only allowed me to discover students' perception of the pedagogical intervention, but also contributed with relevant data to be analyzed. Throughout the observation stage and pedagogical intervention, I took several field notes that generated data of major importance in order to build the present study.

Finally, I applied an interview with an aleatory group of students. This application enabled me to get data about specific concerns of this study. Because of time issues, I just could only implement this interview with six students. Each one of them answered a list of six open-ended questions. Their answers contributed with precise data that extended the evidences to be discussed in chapter five.

Data analysis methodology

Data analysis involved a set of stages that enabled the researcher to generate a theory inductively. According to Yin (2010, p.176) the first stage is known as *compiling,* which consists in organizing the data gathered through the different collection instruments. In this study, the data from field notes were organized in formats; the surveys and interview were transcribed and stored in different folders. The second stage is *disassembling,* it consists in coding the data. The aim of this stage is to find possible emerging patterns. Therefore, in this process I identified several patterns presented in the collected data. I classified data by assigning a word or phrase related to each quote in order to create categories of analysis. In this regards, Yin (2010) states that this process is to "begin moving methodically to a lightly higher conceptual level." (p.187). Hence, disassembling data was useful to generate themes and categories presented in the data. A

final stage is *reassembling,* it allowed the researcher to formulate categories of analysis based on the codes assigned in the previous stage. Next, I will present the different categories that emerged from this process.

Categories of analysis

The following table introduces the several categories that resulted from the data after carrying out the process explained above. There are two main categories, both related to the reading aspect of the language. The first one deals with comprehension which is the central construct of this project. The second one is about students' motivation to read, which is a factor of major importance too. Each one of these categories is composed by some subcategories that serve as a complement to the principal categories. The analysis and discussion of these categories is developed in chapter five.

Table 1

Categories of analysis

Categories of analysis	
Category 1: Developing children's reading comprehension skills.	**Category 2:** Enhancing children's motivation to read
Subcategory 1.1: Implementing Interactive reading aloud.	**Subcateogry 2.1:** Engaging children through literature.
Subcategory 1.2: Implementing reading strategies.	**Subcategory 2.2:** Using competition as a motivational tool

Subcategory 1.3: Promoting language learning through reading comprehension enhancement.	

Ethical considerations

As the specific community of this research project is constituted by children, a consent form was made, with which the children's parents authorized them to take part of this research project. The main purpose was that parents gave their consent to their children's participation in the Project. Moreover, instead of using students' actual names, I used a numeric codification, such as S1, S2 (Student 1, Student 2). There were four students whose consent forms were not signed by their parents, although they participated in the pedagogical intervention, their interventions were not taken into account as data to be analyzed in this study.

Chapter IV

Pedagogical intervention

The following pedagogical proposal is intended to determine how picture storybooks for children could affect the reading comprehension in students of course 504 of San José de Castilla School. First, I will describe the visions of language, teaching and classroom taken into account in this pedagogical procedure. Then, a lesson plan sample is presented according to the selected teaching approach as well as a timeline of activities.

Vision of Language

According to Tudor (2001), language is a linguistic system that aims at achieving communicative goals. Through mastering this linguistic system it can be performed a meaningful communication. Language is a way to communicate and express feelings, concepts, perceptions, etc., in a community. This vision of language stated by Tudor (2001) is related to the interactive read aloud approach implemented in this study, because it also keep in mind meaningful communication in the classroom.

Vision of teaching

Tudor (2001) establishes a vision of learning which is the experiential learning, this consists in the knowledge that is acquired through actions. Those personal actions are important to learning to take presence. Therefore, the students learning is given through experiences which can be simulated in the classroom.

Vision of classroom

Taking into account Tudor's vision of classroom, it can be said that a classroom is considered a "social as well as a pedagogical reality" (p. 104). Therefore, in this vision of classroom it

becomes the community in which the individuals experience communication. In the classroom students do not only learn academic contents but also they learn to interact with others in a social context.

Instructional Design

In order to develop a pedagogical intervention that promoted language learning I kept in mind the structure of a language lesson, as stated by Richards (1996). "They begin in a particular way, they proceed through a series of teaching and learning activities, and they reach a conclusion" (p. 113). In this regards, every class should introduce a pattern that has an introductory section, followed by some activities and an ending or conclusion.

The first part of this class pattern is known as opening or warming up, its main purpose is to "focus the student's attention on the learning aims of the lesson" (p. 114). There are several ways to begin a lesson, for example, "describe the relationship between the lesson/activities and a forth-coming test or exam… state that the activity the students will do is something they will enjoy" (p.115), etc. In this sense, warming up activities predispose students to assimilate the new knowledge by fostering positive attitudes towards the English class.

The second section is known as sequencing. This part consists in several activities carried out throughout the whole lesson. Ellis and Brewster (1991, p.27) state that there are some activities such as Presentation, in which the new language is introduced to students. Controlled practice is another kind of activities in which students have the opportunity to practice the new language. Besides, these authors state another procedure known as Production, in this kind of activities student are able to use the language they have learned.

Several activities will be performed in the sequencing of the lesson, in order to take into account the concept of pacing, which is "the extent to which a lesson maintains its momentum

and communicates a sense of development" (Richards, 1996, p. 122), in this sense, pacing refers to the time and distribution of it into the activities of the lesson plan. Richards (1996) states some strategies "to help achieve suitable pacing within lessons" (p. 123). Here I will cite two of those recommendations: "Selecting activities of an appropriate level of difficulty… Using a variety of activities within a lesson, rather than spending the whole lesson on one activity." (p. 123). This considerations were beared in min throughout this pedagogical intervention as students showed to get tired easily in activities that took long.

Finally, according to Richards (1996) the closure is the concluding part of the language lesson, it serves "to reinforce what has been learned in a lesson" (p. 124) as well as to review the learned content and prepare the students for coming learning. Some strategies that Richards (1996) states to close a language lesson are: "Summarizing what has been covered in the lesson ... Review key points of the lesson" (p. 124). These ending activities enable students to reflect on and reinforce the aim knowledge of each lesson.

Next, I present a lesson plan I designed bearing in mind the structure of a language lesson by Richards (1996) and the interactive reading approach.

Table 2

Lesson plan Sample

PROFILE		
Name of the Lesson: Answering WH Questions	**Subject:** Grammar	**Grade Level:** 504
Number of students: 32	**Duration:** 50 Minutes	**Instructional Settings:** Whole class, individual work.

General description of lesson: In this class, students will practice answering WH questions and vocabulary about animals.

OBJECTIVES

-To practice answering WH questions.

-To practice the learned vocabulary about animals.

MATERIALS   AUDIO-VISUAL RESOURCES

-"Grandpa's gold" picture book.

PROCEDURE

- **Warm up**: First of all, We are going to remember some vocabulary about animals. Students are also going to answer a few WH questions related to the animals, example: Where do elephants live? (5 minutes)

- **Presentation:**

- The Teacher will read the story aloud. Before, while, and after the reading the Teacher will ask several questions related to the story. For example: What do you think the story is about? What's happening next? Etc. (20 minutes)

- **Practice:**

- After reading aloud the story, a couple Students will come to the board, They will retell the story in their own words.

-Students will answer WH questions related to events In the story. They will answer by speaking and writing. (20 minutes)

- **Wrap-up**

-Students will draw a new scene in which a new animal joins the story. They also have to write an explanation for their drawings.(5 minutes)

- **Homework:**
At home Students will write a summary of the story in: "Grandpa's Gold". They will also write what happens next to each character.
ASSESSMENT
Students will be evaluated according to their performance in Practice, Wrap-up, and Homework. Participation in Presentation and Warm up will also be taken into account.

Timetable

The following table exposes the timeline in which picture books were read throughout this pedagogical intervention.

Table 3

Timeline

TIMELINE AND IMPLEMENTED PICTURE BOOKS			
MONTH	**DATE**	**ACTIVITIES**	**TEXTS**
OCTOBER	07/10/2015	Lesson plan 3 (Data collection)	"Sammy Snake' Birthday Party"

	21/10/2015	Lesson plan 6 (Data collection)	"Rumpelstiltskin"
NOVEMBER	11/11/2015	Lesson plan 9 (Data collection)	"Animals should definitely not wear clothing"
	18/11/2015	Lesson plan 10 (Data collection)	"The farmer' vegetables"
FEBRUARY	11/02/2016	Lesson plan 12 (Data collection)	"Willy the champ"
	18/02/2016	Lesson Plan 13 (Data collection)	"Can Piggles do it"
MARCH	10/03/2016	Lesson plan 15 (Data collection)	"Grandpa's Gold"
APRIL	07/04/2016	Lesson plan l8 (Data collection)	"Animals should definitely not wear clothing"

Chapter V

Data analysis and findings

The previous chapter presented the pedagogical intervention based on the statement of the problem in the first chapter. This section introduced the theoretical visions that supported the intervention in the classroom. These pedagogical visions determined the teaching standpoint, and, therefore, the ways in which the activities were carried out. Throughout the pedagogical intervention, I collected data that allowed me to give an answer to the research question of this study. In the current chapter I analyze these data bearing in mind the statements in the research design section.

Throughout this analysis, I have kept in mind codes that emerged from the collected data. I organized them into two main categories or themes and five subcategories. The main categories are both related to the reading aspect of the language; one of them is related to the comprehension skills and the other deals with the motivation towards reading. Next, I will introduce the findings and analysis of each category one by one, by presenting and discussing some students' occurrences or interventions taken from the gathered data.

Category 1: Developing children's reading comprehension skills

This category deals with the most important construct of this research project which is comprehension. This reading skill was the center of this study, therefore data collected aimed at determining how it was influenced by using picture books in the English class; in order to justify the category and implement the triangulation as was explained in chapter three. I am going to give specific examples from different data collection instruments, in which is evident that reading comprehension was affected in positive way. This category is composed of three

subcategories. Hence, I will analyze each one of them in order to determine in which ways the reading comprehension skills were developed with the implementation of this study

Subcategory 1.1: Implementing Interactive reading aloud

This subcategory presents the way in which the interactive reading aloud had influence in the reading comprehension when reading picture books. This is an important category due to the teamwork that picture books and interactive reading aloud creates. This combination promoted a learning environment that enhanced reading comprehension skills. Next, I will take some excerpts from the collected data, which include interventions, opinions, and students occurrences in order to determine to what extent their reading comprehension was impacted by the application of such strategy. The following examples from an applied interview are the first demonstration on how students' comprehension skills were fostered throughout the pedagogical intervention.

T: ¿Crees que la lectura en voz alta por parte del profesor te ayuda a entender mejor las historias de los libro álbum?

S3: Claro. Porque ahí nos preguntan, nosotros tenemos que responder, y si nosotros respondemos bien significa que si estamos poniendo atención y nos interesa el libro y que queremos aprender más… sobre esas historias.

S1: Si. Porque cuando no entendemos nos ayudas haciendo gestos.

(Interview, May 5th, 2015, p.2)

The answer given by S3 shows that students learned the importance of the questions that are asked by the teacher throughout the reading. While-reading questions are a special feature of interactive reading aloud. They are not only useful to monitor students' understanding of the story, but also to enhance comprehension. (Urquhart & Weir, 1999, p.186). In addition, S3's

answer states student's reading engagement was determinant during the interactive reading aloud; it can be a factor that defines how much a student comprehends a story. The more engaged a student is toward a reading activity the more he is going to comprehend the story. (See appendix 21).

On the other hand, S1's intervention exposes that using a *compensation strategy* allowed the students to enhance their reading comprehension; students learned some strategies such as reading the pictures in order to find clues that improve their understanding of the story. Students learned to use this strategy thanks to the teacher demonstration. Another example can be seen in the following student's intervention taken from the second survey.

T: ¿Cuando el profesor te lee libros álbum en voz alta entiendes mejor las historias?

S1: por supuesto que si por que las señales que el profesor hace me ayuda a entender más.

(Survey 2, February 25th, 2016)

In this example, it is clear that students' reading comprehension was fostered thanks to implementing another compensation strategy, in this case, using mime and gestures. These activities enable students to understand events in the stories, without recurring to their mother tongue. In this regards, I discovered that students enjoyed guessing the meaning of such actions carried out by the teacher, which engaged them in the reading process. Therefore, they took an active role in the classroom as they actively participated to build sense of the reading. Therefore, the teacher's role was to facilitate student's learning by showing them the ways to enhance their own learning, for example, deducing meaning from illustrations.

Throughout the reading of several picture books, students were more focused on the pictures that appeared in the books. Most of them realized the importance of the pictures to understand the text and they started reading images and text together. The following example

shows how, by implementing interactive read aloud, students recognized images in the books as a helpful tool to enhance comprehension in the reading process.

T: ¿Crees que la lectura en voz alta por parte del profesor te ayuda a entender mejor las historias de los libro álbum?

S2: Si entendia mucho más y a demas me ayudaban los dibujitos

(Survey 2, February 25th, 2016)

Several examples of this behavior during Reading aloud can be found in data I collected along the study. In order to find more instances, see appendices 47 to 50. The next example taken from the field notes is another demonstration of the relevance of the images in order to understand the events of the story.

T: What is happening here? (Showing a scene in Willy the champ, see appendix 53)

S1: Willy se quedó atrás.

S15: Willy pierde la Carrera porque es malo.

T: Very good! Pero, ¿cómo lo supiste?

S15: mmmmm… porque los micos grandes se ven borrosos porque van más rápido que Willy.

(Field Notes Nº12, February 11th, 2016, p.2)

In this picture book, Willy the Champ (2008, p.11), there was a scene in which Willy, the main character tried bike racing. However, he was not good at anything; therefore, he lost the race. In order to communicate this idea the author uses a picture in which Willy is behind the others gorilla bike racers. Besides that, their opponents' shapes are blurred. The intention here is to show that they are going faster than Willy. This example manifests the importance of working with quality picture books in interactive reading aloud, because they have colorful pictures with some meaningful features such as movement or sound, which "hold readers interest, supplying

42

elements of the story that do not appear in print" (Malu, 2013, p.11). In addition, quality picture books have illustrations that, by showing some clues of events that are going to come in the story, facilitates the dialogue and the building of meaning in the interactive reading. Urquhart and Weir (1998, p.186), affirmed that Reading comprehension is enhanced thanks to discussing visual elements by making predictions while reading aloud picture books. An example of this feature can be seen in the same book "Willy the Champ".

  T: "Sometimes Willy walked to the pool" (Willy the Champ, 2008, p.13) What is happening here? (See appendix 52)

  S13: Willy va caminando solo por la calle

  T: Si, pero Él va a un lugar. Willy va a "The pool". ¿Cuál será ese lugar? (Nobody answers) Acá el autor nos da varías pistas. Por ejemplo: ¿Qué lleva Willy en la mano?

  S5: Lleva como ropa, ¿Willy va a la lavandería?

  T: No creo. ¿Ven el hueco que hay en la pared? ¿Que se ve a través de él?

  S6: Como agua…

  S13: Ahhh ya sé, Willy se va a piscina.

(Field Notes Nº12, February 11th, p.2)

      In this part of the story, Willy, the main character carries a towel in his hand, besides there is a wall with a gorilla-shape hole that shows the presence of water behind the wall. These visual clues tell us about the coming events in the story, although the text does the same work, pictures help to clarify the idea. This case evidences how students comprehended events of the stories as they learned different ways of conveying meaning with the help of pictures that go with the text.

Subcategory 1.2: Implementing reading strategies

This subcategory is closely related to the previous one. Implementing reading strategies consists on applying activities that take place before, during and after interactive reading aloud. Such activities consist of Pre-reading predictions, While-reading questions, and after-reading evaluation and personal responses (Urquhart & Weir,1998, p.185-187). These activities taking place during picture books reading, allowed the students to enhance their comprehension of those books. Along the explanation of this subcategory, I will use some illustrations from the three different data collection instruments that I have implemented in this study. First, I will introduce a case given in a pre-reading activity:

T: What do you think the story is about? (Showing the cover of the book)

S9: La serpiente Reina.

T: O.K, y ¿que nos contará de la serpiente?

S1: Que está cumpliendo años.

T: ¡Very good! Pero ¿Cómo sabemos que está cumpliendo años?

S1: Porque hay un pastel.

(Field Notes 5, October, 7th, 2015, p.1)

Along this pre-reading activity, the teacher was directing the discussion by asking questions about the cover of the book. The role of the students consisted in building meaning of the text; it could be achieved by asking specific questions about features of the books, such as the front cover, the title, and pictures accompanying the text. This pre-reading activity helped to give a general background of the story. Students learned to identify the main character and the topic of the story even before opening the book. As was stated by Urquhart & Weir (1999) "establishing

a macroestructure for a text is an aid to more detailed comprehension"[3] (p.185). As students

activated their previous knowledge about birthdays, they knew what the story was going to be

about.

T: ¿Y qué se hace en una fiesta de cumpleaños?

S11: comer Pastel.

T: ¿Y qué más?

S7: Destapar los regalos.

(Field Notes, October 7th, 2016, p.1)

In this story, each animal of the forest comes to visit Sammy Snake in her birthday party,

so they bring different kinds of food as gifts. Activating previous knowledge about this

celebration, allowed the students to know what was going to happen along the story. Serafini, F.

& Giorgis, C. (2003) stated this feature of interactive reading aloud as a worthy reason to

implement it, as pre-reading activities "invite students to make connections between the story

worlds they create and the world in which they live". This ability to connect personal with

reading experiences "…is an important skill readers use to make sense of their literary

experiences" (p, 11). The pre-reading questions asked by the teacher guided the students into

relating what they already knew and the content of the book in order to prepare them to

assimilate the new knowledge offered by the picture book in an easier way.

Besides, While-reading activities also had a positive impact on the reading comprehension.

Encouraging children to guess the meaning of unknown words, summarize, and predict what was

coming in the stories demonstrated being useful tools to enhance comprehension while reading a

picture book. This idea was stated before by Urquhart & Weir (1999), these authors affirmed that

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[3] With the term *"macroestructure"*, This authors refer to the overall plot of a text

"using such activities support learners understanding" (p.41). Furthermore, when a pupil guessed the meaning of an unknown word, the rest of the group was beneficiated due to their peer's intervention, as they could understand the meaning of the word, thus the general understanding of the story was enhanced as well. Some examples can be found in Appendix 2 (question 4) as well as in the following intervention by student 14.

T: ¿Cuando el profesor te lee libros álbum en voz alta entiendes mejor las historias?

S14: Si entendia porque= el leia en Ingles despues nos tocaba adivinar.

(Survey 2, April 15th, 2016, p.2)

Students were challenged to guess the meaning of some words or sentences while reading picture books. It displayed a positive influence in reading comprehension when students learned to identify different clues from the text, which allowed them to understand what is going on in the story.

In addition, while-reading activities were useful tools as students could have an active role during reading sessions. When they expressed their opinions and inferences, students built meaning of the text in the reading community that was generated in the classroom. Applying these reading enabled students to learn different ways of making sense of the reading experience. Teacher's role was considerably relevant because he served as a model to learn the ways of making sense of the text. In this regards, some compensation strategies such as gestures, and deducing meaning for illustrations were noticeable convenient in order to foster students' comprehension of specific scenes of picture books.

Moreover, after-reading activities also enhanced reading comprehension. These activities consisted in questions of evaluation and personal responses. These activities were useful not only to monitor student's understanding but also to improve it. The following examples from

Interviews reveal these characteristics of after-reading activities. (See more examples in Appendix 2, Question 4)

T: ¿Consideras que las preguntas que se hacen antes, mediante y después de la lectura te puede ayudar a entender mejor las historias?

S6: Yes. Porque por ejemplo a veces no entendía unas partes y al final ya las entendía.

S1: Emmm sí. Porque tenemos que poner mucha atención, y a lo último ponemos lo que entendimos.

(Interview, May 5th, 2016, p.3)

In S6's answer, it is demonstrated that discussion and questions at the end of the reading aided students to fill some story gaps which, otherwise, might not be clarified. On the other hand, S1's answer shows that implementing reading strategies was useful to monitor reading comprehension. Throughout the practice with picture books, they realized that they had to be focused on the reading in order to understand the stories.

Subcategory 1.3: Promoting language learning through reading comprehension enhancement:

This subcategory introduces the ways in which Reading comprehension enhancement promoted the English language learning in general. It means that by using picture books in the English class students not only showed improvement regarding the reading aspect of the language, but also, different language skills such as Speaking and Writing were impacted in some way, even when they were not the focus of the project.

. Throughout the pedagogical intervention, I realized that by using picture storybooks students did not only learn the curriculum topics, as stated by Ellis and Brewster (1991, p.2) but also they learned extra vocabulary, besides, they learned the written form of the language and

how it sounds. Students learned the pronunciation of the words that appear in picture books because throughout the interactive read aloud, the teacher demonstrated the correct pronunciation of each word. Moreover, in some cases students were encouraged to pronounce the word as was shown by the teacher.

    T: What is he doing? (Pointing the pig in the picture in "can piggles do it?". See appendix 51)

    S19: Comiendo chocolate.

    S6: Watching tv!

    T: You're right S6, He is watching tv.

<div align="right">(Field Notes N°9, February 18th, 2016, p.1)</div>

In this situation, the teacher asked a question about a scene presented in "Can piggles do it" (Rodgers, 1996). The main purpose of this question was to monitor student's comprehension of a specific scene of the story. S19 answered the question in his mother tongue taking into account just a characteristic of the picture: The pig was eating chocolate; although it displayed understanding, his English language speaking skill was not showing any improvement. On the other hand, S6 articulates the scene with his previous knowledge and elicits the expression "watching tv". Although his pronunciation was not perfect, it is a sample of the promotion of language acquisition as the interaction was given in a natural way. (Krashen, 1982. as cited in Malu. P. 11). (More examples can be found in appendices 30 and 2, question 1)

    T: ¿Consideras que la lectura de libros álbum te fue útil para aprender Inglés?

    S7: Si Aprendi Ingles y también se pronunciar Ingles.

<div align="right">(Survey 2, February 25th, 2016)</div>

Here, S7's answer can be seen as an attitudinal response to the effects of using picture books. It is important to mention that students' self-confidence inferred on the way they learned. Based

on the observations made in the first stage, I could determine that students whose interventions or occurrences were applauded by the teacher, showed to have an increasing in their participation, which affected meaningfully their learning process as they were more engaged in the reading activities. For this reason, I found relevant to give a positive reinforcement to students even if their language production was not completely correct. Next, there are more examples in which students affirmed they have improved the speaking skill.

T: ¿Crees que a través de la lectura de los libro álbum puedes aprender Inglés?

S3: Si, porque cuando uno eee esos libros colaboran a entender más el Inglés porque nos ayudan a aprender las palabras de dee en inglés, como se tienen que decir, y su orden y pues yo creería que en eso ayuda los libros álbums.

S4: Si. Porque aprendo a pronunciar las palabras en Inglés, aprender los verbos, las WH questions, las actividades.

(Interview, May 5th, 2016, p.2)

Students 3 and 4's opinions demonstrate that English language learning was promoted even when the aim of the study was to foster the reading comprehension skill. Using picture books through interactive read aloud allowed students to reinforce the abilities of the language, in this case, speaking. In S3's answer, he mentioned "su orden" which referred to the written form of the words. There are several evidences that demonstrate that the writing skill was fostered too. Next, I will display some of those examples which make evident that the students' writing abilities was also promoted while using picture books with the aim of enhancing reading comprehension.

T: ¿consideras que a gracias que la lectura de los libros álbum puedes aprender Inglés?

S1: Sí, porque como hay aprende la ortografía, como se escribe, también…

49

S2: Emmm sí, porque cuando lees tú ya… mmmm… ves cómo se puede escribir y también se puede poner atención.

(Interview, May 5th, 2016, p.1)

Writing skills were fostered while working with picture books. (See more examples in appendix 11 and 2, Question 1). Students learned the written form of the language, due to the constant observing and relating text with images appearing in picture books. It is a common pattern finding pictures that match written words in this kind of books. Regarding this aspect, I realized that it was important to make special emphasis on the key vocabulary that appeared in each picture book. The following example is another demonstration of the writing skill promotion given throughout this study's pedagogical intervention. (See more examples in appendices 11 and 2, question 1)

T: S12, come on. Please, write a free time activity you like. (S3 did not understand, so the teacher proceeds to give the direction in Spanish) Escribe alguna actividad del tiempo libre que te guste… de las que aprendimos del libro.

-S12 wrote "I like swiming" on the board.

(Field Notes Nº9, February 18th, 2016, p.1)

During this activity students had to remember and write any of the free time activities that appeared in the book "Can piggles do it". They had to use the structure "I like…" as well. Although S12 did not write the expression as it appeared in the book, his intervention shows that his writing ability was fostered at some extend. Sentence structure repetition is a characteristic of picture books that is useful to enhance writing skills, as students are able to learn grammatical structures trough several examples depicted in every single book. This intervention by S12 also demonstrates that students acquired vocabulary knowledge thanks to reading picture books.

Regarding this aspect, Serafini, F. & Giorgis, C. (2003) affirmed that by reading aloud picture books students increase their vocabulary, which leads to improve writing skills (p.9).

Students' vocabulary was a factor of major relevance throughout the whole study. As was mentioned in chapter two, a rich vocabulary knowledge could becoming into a faithful understanding. It can be seen when Broomley (2002) stated that "Vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings making up as much as 70-80% of comprehension" (p. 528). Therefore, meaning of single words was beared in mind each time we read a picture book. The following examples display the way in which vocabulary development was encouraged throughout the implementation of this project.

T: ¿Consideras que a gracias que la lectura de los libros álbum puedes aprender Inglés?

S3: yes porque en los libros avian palabras en ingles y las memorisava por eso

S16: Si a mi me hicieron aprender palabras que no entendia.

S8: Si mucho porque aprendie los tiempos libres, y las clases de ropa

(Survey 2, February25th, 2016)

Several students affirmed that using picture books improved their English vocabulary. (More examples can be found in appendices 23, 29, 31, 40). In the examples above, S3's answer shows that he acquired vocabulary knowledge by constantly observing words in English that appeared in those books. His idea states that by the mere exercise of finding and watching words in English, that vocabulary stayed in his mind. Furthermore, S7 manifested that reading picture books was useful for her in order to learn unknown words. Which means that interactive reading aloud of picture books became a convenient activity to encourage vocabulary acquisition. Moreover, S8 mentions some examples of topics in which his vocabulary was increased. He mentions free time activities topics, that were learned in "Willy the champ" (2008), and "Can

piggles do it?" (1996) Picture books; S8 also stated that he also learned vocabulary about clothes which was acquired thanks to reading "Animal Should Definitely not wear clothing" (2012).

Additionally, students' positive attitude towards drawing was useful for them in order to enhance their vocabulary knowledge. This students' feature was kept in mind since because, as it was exposed in chapter one, it was a relevant characteristic of this group. Some activities carried out after reading picture books consisted in drawing some scene or character of the story; students had to draw the scene that they liked the most from the stories we read. This was an opportunity for them not only to express artistically in a way they liked, but also to learn and practice vocabulary knowledge. Besides, in throughout the pedagogical intervention I discovered that students' drawings were useful in order to monitor their understanding of specific scenes of stories.

Category 2: Enhancing children's motivation to read

This category presents and discuss the several evidences of how the motivation to read was enhanced throughout this research project. As was seen in chapter 2, motivation is a factor of major importance in this study. If students feel that they understand a text it could lead them to re-read the text (Urquhart and Weir, 1998, p. 85). Therefore, reading comprehension seriously affects students' motivation and attitudes towards reading and literary productions. Moreover, Porras (2010) found out that motivation towards reading increased thanks to the read aloud of stories for children. This researcher also discovered that participation and comprehension increased. Hence, the relationship between motivation and comprehension is a remarkable aspect of researches dealing with reading comprehension. The following examples show the different ways in which this project enhanced students' motivation to read.

T: ¿Qué fue lo que más te gustó de la clase de Inglés en los dos primeros periodos?

S5: Lo que mas me gusto fue que casi siempre leiamo un libro

(Survey 2, April 15th, 2016)

The above student's intervention is a clear evidence of their motivation to read enhancement. S5' answer evidences that students were motivated to read a picture book per class, or even to re-read a book (See more examples in appendices 15, 25, 42). As to this aspect, I realized that pre-reading activities prepared students to read in a more motivated way. It was achieved not only by discussing the title and the images that appear in the front cover, but also by positively predisposing students towards the reading. As examples of these activities, I found these ones in data collected through field notes.

T: Hoy tengo una buena noticia para ustedes.

S3, : ¡Vamos a leer un libro!

S1: ¡Libro!

(Field Notes N°7, November 4th, 2016, p.1)

In this situation, students were paying attention in order to know what activities we were going to do that class. The teacher researcher positively predisposed them towards reading by showing them that reading books in English was an activity that they would like to do. As to this aspect, I realized that the teacher researcher was able to be a worth example of an enthusiast reader and had the opportunity to "demonstrate the things that competent readers do" (Serafini, F. & Giorgis, C. 2003, p.11). Teachers who want to include this practice in their English classes must introduce reading as a funny activity that everybody will enjoy as well as he does. Students adopt the teachers' attitude towards reading, therefore this factor have to be kept in mind. In fact, there was a class in which we did not have any picture book to read, then, the following situation arouse.

T: Muchachos, hoy les traigo una mala noticia…

S5: ¿No trajo ningún libro?

T: No, pero vamos a hacer una actividad que también les va a gustar.

S6,S14,S15: Ashhh… (Their faces showed sadness expressions)

(Field Notes Nº9, November 17th, 2016, p.1)

In the above example, Students manifested to be discouraged when they realized we were not going to read any book in the English class. Most of the students reacted with sadness expressions when they realized that the teacher did not have any picture book to share in the classroom. On the other hand, students demonstrated to be happy every time the teacher arrived with a new picture book to share in the classroom. The following students' answers also evidence the reading motivation enhancement presented in this study. (More examples regarding this aspect can be found in appendices 10, 15, 24, 26)

T: ¿Qué fue lo que más te gustó de la clase de Inglés en los dos primeros periodos?

S7: Las actividades y los cuentos porque eran cheveres.

S10: Lo que mas me gusto fue los libros album y los juegos de tingo tingo tango.

S9: Pues me gusto leer y jugar tingo tingo tango.

(Survey 2, February 25th, 2016)

Several students affirmed that reading picture books was what they liked the most of the English class. Some of their answers are related with the stories they could find in picture books, as can be seen in S7's answer. Additionally, S9 said that he liked reading in general, not only referring to picture books. Furthermore, these students' answers display that they are also interested in the activities that were carried out after reading picture books. Therefore, I consider that reading of every picture book should be accompanied of well-planned activities, which not

only foster knowledge found in these books but also create positive attitudes towards English

language learning. As to this aspect, I kept in mind findings made by Mahecha, Urrego and

Lozano (2011) about the time of activities and length of texts. Besides in the observation stage, I

discovered that students got bored and tired in activities that lasted a long time, which lead them

to react in negative ways stated in chapter one. Therefore, I chose picture books and I planned

activities that did not take too much time, as it was an influencing factor students' engaging

towards reading and the English class. The following example from a survey demonstrates that

text length of picture books was a factor that positively influenced students' motivation to read.

T: ¿Qué fue lo que más te gustó de haber leído libros álbum en clase de Inglés?

S19: Eran historias muy cheveres y nos ayudaban para y eran cortas.

(Survey 2, February 25th, 2016)

After some reading sessions, I could determine that the length of the texts was a factor that

affected students' motivation. Since short length text is a common feature of picture books,

sharing this kind of books in the classroom introduced reading to students as a leisure and not

exhausting activity. The amusing stories that can be found in this kind of books also motivated

students even if those stories were short.

T: ¿Qué fue lo que más te gusto de haber leído libros álbum en la clase de Inglés?

S2: Que eran historias cortas pero interesantes.

(Survey 2, February 25h, 2016)

Every time I took a picture book to the classroom, students knew they would finish reading

the book in the first hour of class. I deduced that they felt motivated by this aspect as they could

discover and enjoy a new interesting story per class, without getting tired or feeling bored by

submitting their eyes and minds to extensive pieces of texts.

Subcateogry 2.1: Engaging children through literature

This subcategory characterizes how students were attracted to literature thanks to the use of picture books. Using such kind of books resulted in a meaningful activity that fascinated students and involved them in the world of literature. Although, at the beginning some students rejected picture books because they affirmed those books were "books for small children" (Field Notes Nº5, August 30th, 2015, p.1), the teacher showed them the several worthy attributes that this kind of books possesses. After realizing how useful those books could be for their English learning, and how funny the English class became, students started enjoying reading these stories despite the "childish" appearance, which students considered that picture books had.

T: ¿Crees que la los libro álbum puede despertar tu interés por la lectura?

S3: Si, Porque aprendo a leer y pues despierta la curiosidad, y al despertarla pues puedo aprender mucho mejor la lectura y llegaría un punto donde a mí me encantaría leer libros de cualquier clase sea en inglés o en español.

(Interview, May 5th, 2016, p.1)

This fragment form the second interview clearly reveals a way in which picture books engaged children through literature. In this case, S3 affirmed that reading picture books aroused his curiosity towards literature and reading in general. This student's answer shows that thanks to curiosity, students not only learned to read in a better way, but they also got interested in reading different kinds of books. Regarding this aspect, I noticed that dealing with a real book in English was a meaningful experience for children as they were able to understand the story presented in its pages. (Another example can be found in appendix 20) At the beginning of the pedagogical intervention, most of students thought they were not going to understand stories in picture books. They could not figure out how they would understand a story that is completely written in

English. After reading some picture books, their self-confidence progressively increased in this aspect, as they knew that there were some ways that allowed them to comprehend. I addition, this experience immersed them into the world of literature, which until the implementation of this project, was unfamiliar for most of them. The following example presents another demonstration of the engagement to literature given thanks to reading picture books.

T: ¿Recuerdan el título del libro que leímos la clase pasada?

S9: Yes… se llamaba...mmmm el del abuelo que….

S5: Grandpa's…

T: ¡Grandpa's Gold! ¿Qué tal les pareció la historia?

S1: ¡Bien!... Yo la leí con mi hermano en la casa.

(Field notes, March 10th, 2016, p.2)

This time, S1's intervention evidences engaging through literature when she said that she read the story again with her brother. This instance demonstrates that interactive read aloud of motivated students not only to re-read the story independently, but also, such in this case, to share the reading with someone else. In regards to this aspect, Sipe (2008) stated that this practice is "an important method for learning about conventions of texts that ultimately lead to independent reading" (Sipe, 2008, as cited in Wiseman, 2010, p.432). This action carried out by S1 displayed two implications; first, the student learned the conventions of the text read in class, which built-up her self-confidence in order to read the story independently. Second, she found the story so interesting that she decided to share the reading experience with a loved one. (Another example of this behavior can be found in appendix 20) According to this, I found useful to give small copies of the book to each student. It was a piece of advice that a colleague teacher gave me and students liked it a lot. Actually, some of them asked if they could take it

home. Giving small copies of the book was a good strategy as students could go over the text again and enjoy reading it at home. Besides that, they had the opportunity to look carefully to the vocabulary and sentence structure that appeared in the book.

T: ¿Qué fue lo que más te gusto de la clase de inglés en los dos primeros periodos?

S6: Me gusto las historias porque me gusta la lectura y cada vez me gusta mas.

(Survey 2, February 25th, 2016))

This instance shows that students were attracted to literature thanks to the stories that picture books contain. In regards to this, teacher's role was determinant in attracting children to literature. Students were able to discover funny stories and literary expressions every time the teacher shared a picture book to share with them. Some of them even did not know this kind of books; hence, they ignored how joyful the reading could become. "Young readers often do not know what is available for them in the world of literature" (Serafini, F. & Giorgis, C. 2003. p. 8). Without this kind of intervention made by the teacher, students could hardly have the opportunity to discover the interesting stories that we read in the English class.

Subcategory 2.2: Using competition as a motivational tool

In this study, it can be seen that students learned by collaboration among themselves, as they built their own learning thanks to the community that was created through the reading experience. In the observation stage, it was evident that students' took an active role in the classroom. They liked to be listened by their teacher and classmates. As was exposed in chapter one, interventions made individually helped the whole group to remember previous topics as well as to improve their understanding in the class activities. Therefore, the competitiveness of this group of students could be useful in order to enhance their learning. Throughout the pedagogical intervention, I discovered that competition could be stated as a motivational tool

towards reading and learning in general. Along this subcategory, I present some examples which demonstrate that competition was useful to enhance children' motivation.

T: What is happening in this scene? (Pointing a scene in "Animals Should Definitely not wear clothing")

S4: Me! Teacher! (S4 raised his hand)

S1: (S1 Raised her and, and kept silent)

(Almost half of the students wanted to participate in this while-reading activity)

(Field notes 15, April 7th, 2016, p.1)

In this kind of activities, a considerable number of students raised their hands. Some of them started shouting: "Me!", "Teacher!", and some other expressions in order to have the opportunity to participate. When the teacher posed questions at any point of the reading, students demonstrated vehement will to participate and contribute with a correct answer. I discovered that they wanted to be heard because if their answers were right, they would feel comfortable with the activity. Moreover, they also showed to be proud of themselves when their answers were right. After given an accurate answer they observed their classmates with facial expressions that displayed happiness and proud. The following excerpt from a survey shows that students liked to participate with positive contributions to the classroom. (In order to find more examples, see appendix 2, Question 6)

T: ¿Qué fue lo que más te gustó de la clase de Inglés en estos dos primeros periodos?

S9: Que todos podiamos partisipar y me gustaba partisipar mejor que mis compañeros.

(Survey 2, February 25th, 2016)

Competition was evident when each student wanted to be the first to express his or her commentaries. They knew that their ideas could be right; and the teacher would congratulate them. Otherwise, if their interventions were unprecise, they did not have nothing to lose, as this would not bring negative consequences for them. This factor motivated them to contribute actively in the classroom without being concerned about refusal actions. In this regards, teacher's approbation was useful to take them to the state of satisfaction mentioned before. This motivational state took them to be more engaged to reading, as they wanted to receive this encouragement and stick out among their peers. Furthermore, students also motivated their classmates by participating actively in the reading activities. This can be seen in the following example.

T: ¿Cuándo participas mejor que tus compañeros puede motivarte a prestar más atención en las actividades de lectura?

S6: jajaja (S6 laughs at the question)…. Yo compito con la niña del lado, S9. Porque a veces ella no contesta nada. Entonces yo le muestro que si se puede.

(Interview, May 5th, 2016, p.3)

S5's answer evidences that competition could be useful not only to motivate students who participated, but also to their classmates who stayed in silence during reading activates. It could be affirmed that children who were used to participate served as a valuable example that demonstrated that participation did not imply any over-complicated action by them. Besides, as was explained before, taking an active role in the classroom could lead students into a satisfaction state, which became an objective for students every time we read a picture book. The previous instance shows how students competed individually, as was exposed in chapter one;

besides they competed by lines of desks. Here, there is an example of this feature and its influence in students' motivation.

T: This first line of desks, repeat after me, "Mountain Goat!" (Referring to an animal that appeared in "Animals should definitely not wear clothing"

Line 1: "Motan Goat!" (Unclear pronunciation, but it was a good start)

T: Mmmmm Not bad. Please, pay attention to you partners. Now You, Line number 2. Pay attention, Vamos a mostrarles a sus compañeros cómo se pronuncia esta palabra. Quiero escucharlos bien, con ánimo!... Listen to me "Mountain Goat!"

Line 2: Mountain Goat! (Some of them shout loudly. Their pronunciation was considerably better)

(Field notes 15, April 7th, 2016, p.1)

This situation shows that students also competed in groups. When the teacher encouraged children to participate by lines of desks, they were motivated to contribute actively because they felt compromised with their group's peers. Regarding this aspect, I discovered that students' involvement in these kind of activities must be monitored carefully. In some occasions, one or two students of each line were not engaged in these activities; they did not pronounce any word at all, or, in some cases, their speaking production was incomprehensible. Therefore, the teacher had to observe and listen to each one of them rigorously, in order to monitor their engagement and pronunciation in such activities. As to this aspect, I found extremely useful to learn and keep in mind the students' names. This allowed me to call their attention in a fast and accurate way, especially when a single student was not participating; after calling his attention, I could asked him to repeat the pronunciation individually. This was considerably convenient as students had

the opportunity to have a monitored practice when they were struggling with words'

pronunciation.

All in all, this chapter presented the analysis of data collected throughout the study. The

following chapter announces the conclusions of examinations done in the present chapter as well

as the limitations and implications of the study. Finally, I remark some considerations for further

research.

Chapter VI

Conclusions and implications

Conclusions

This research project' specific objectives consisted in determining, characterizing and analyzing the effects of using picture books in the reading comprehension. After carrying out these actions, I am able to describe the impact of using such tool in students' reading comprehension, which was the general objective of this study. In order to fulfill these objectives, a research question served as a guide in the development of this project:

How may the use of picture storybooks affect the reading comprehension of students of grade 504 of San José de Castilla School?

Regarding this question stated at the beginning of this research process, students' comprehension to read was affected in several positive ways. Thanks to articulating picture books with interactive reading aloud, students were able to improve their reading skills, which led them to enhance comprehension. This combination created a pleasurable learning environment in which students were allowed to have an active role in the classroom; besides, this approach kept in mind students previous experiences, which enabled them to increase their understanding of ideas that appeared in picture books in a meaningful way. Interactive reading aloud was a crucial strategy as students learned the importance of images that could be found in picture books; observing and analyzing these pictures allowed the children to convey meaning of the reading experiences. Besides, this practice permitted applying reading strategies that fostered reading comprehension. Activities that took place before, while, and after the reading,

demonstrated to be considerably relevant strategies that promoted the students' reading comprehension of picture books we read in the English class.

Moreover, implementing picture books allowed the students to improve their vocabulary knowledge considerably; this outcome enabled them to enhance comprehension of these books as well. In this regards, the interactive reading aloud had a major role, because it endorsed vocabulary acquisition in every reading of picture books. As to this aspect, teachers that apply this strategy must be familiarized with the text in order to keep in mind and emphasize key vocabulary when reading the text with students. Furthermore, reading of every picture book should be accompanied of well-planned activities that not only foster knowledge offered by this kind of books, but also provoke positive attitudes towards the English language learning.

In addition, the results showed that picture books engaged children through literature. Reading experience of picture books arose students' interest in discovering new literary productions. These books noticeably motivated students; although their stories were short, students enjoyed reading the amusing stories and pictures in their pages. Students also learned the structures of such books; this led them to read independently, or even to share the stories with someone else. This demonstrates that the application of this study served as a bridge to introduce students to the vast world of literature.

Implications

As expected since the beginning of this study, there were several implications that resulted from the implementation of this research project. In this section, I expose these implications for San José De Castilla School, as well as for the specific group of students who were the participants of this research study.

First, the school in which the pedagogical intervention took place is able to determine the several benefits of research in educative context. The implementation of this project demonstrates that research is an essential practice that offers solution to problems that inevitably arise in educative institutions. In this regards, the school could notice, that constructivism as a paradigm for teaching and learning could stimulate teamwork by students, when they present some common characteristics such as sociability and solidarity among them. Moreover, different groups of students of this school could experience problems similar to this project' participants. Therefore, San José De Castilla School could consider apply the tools or strategies of this study.

Secondly, to refer to students, their reading comprehension was enhanced through the reading of picture books. This, in turns attracted them to literature's world, which open the doors to become skilled life-long readers. Students also learned that they could learn from their classmates, while they acquired moral values that fostered a propitious learning environment. Besides, students were able to know and take part of a new learning environment that aimed at covering the necessities they had, by keeping in mind their strengths. This allowed them to discover that they are able to take an active role in the classroom, which made of their learning a more meaningful process.

Limitations

The most important limitation of this study was time. It did not only affected the pedagogical intervention in the school, but also it caused impediments in the development of the research project' document. Some school organizational issues caused that the time of the whole research process was reduced considerably. In this regards, every single school that permits pre-service teachers to carry out research project in their institutions, should become acquainted with and propitiate solidity of research processes.

Some more limitations refer, first, to the amount of students in the classroom. Reading picture books to 32 students became a difficult job to do. In some cases, children could not see the images or text with ease. Secondly, the school stated topics to be taught each class, sometimes it was problematic to find a picture book that fitted the topic of the week. Therefore, in a couple occasions, I had to look for picture books from the internet, which quality was noticeably lower to printed commercial books.

Further research

In this section, I invite the researchers' community to explore new insights conceived within the framework of this study' results. In order to express these ideas, I will state them separately, one by one, in questions' form.

First, it is worth considering the importance of vocabulary in reading comprehension. How could drawings by students contribute to their vocabulary knowledge development?

Secondly, I invite the researchers' community to complement the definition of picture books and reading aloud. Are these books designed just to be read by and adult or teacher? What if it is considered children that read to other children? This is an invitation to extend this population of readers who implement reading aloud of picture books.

Third, another idea to consider is the influence of reading aloud in children's listening skill. What is the impact of reading picture books on students' listening skills?

Lastly, a worth-mentioning issue is that future researchers should consider linking the use of picture books with emergent technologies (visual and auditory). What effects could have reading picture books if articulated with technological aids on students' comprehension and engagement towards reading activities?

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Appendices

Appendix 1: Field notes samples

Field notes #4 Date: March 24th

Pre-service Teacher: José Luis Rodríguez Chavarro

Note taking	Note making

The class started with a warming up activity that consisted on introducing the aim vocabulary through flashcards.	-This warming up seems to be useful to engage students toward the class. There are just five students that are not completely attempting to the activity. In this activity students demonstrated to like the colorful images shown by the teacher.
Then, students are asked to make a circle, it is a movement activity. In this activity students have to repeat movement made by the teacher.	-Activities that involve body' movement seem to be useful to catch the attention of the majority of the students. Observing the activity I discovered that students learned by imitation; when they did not know what part to touch they observed their peers in order to know what part of their body the y had to touch. However, I can affirm that they get tired quickly and they need a change of activity, in order to change their attitudes towards the class.
Then, the teacher read a short story that was related to a previous topic class. ("This is" and "these are")	-I discovered that there were a lot of people who was distracted during this activity, there are some people talking, and making different things. The consequence of their talkativeness was seen when the teacher asked them a question about a character that appeared in the story. Nobody could answer correctly.
Finally, the teacher asked the students to draw an object of the story. She	- Regarding this activity, I consider that there was a change of attitude of the students towards the classroom. They were in silence and stayed in their desks.

stated five elements for students to choose.	

Appendix 2: Interview Transcript

UNIVERSIDAD PEDAGOGICA NACIONAL

FACULTAD DE HUMANIDADES - DEPARTAMENTO DE LENGUAS

LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS EN HUMANIDADES:

ESPAÑOL E INGLÉS

Interview, Date: May 5th, 2016.

Pre-service Teacher: José Luis Rodríguez Chavarro

Transcription

1. **T:** ¿consideras que gracias que la lectura de los libros álbum puedes aprender Inglés?

   Student 1: Si, porque como hay aprende la ortografía, como se escribe, también…

   Student 2: Emmm sí, porque cuando lees tú ya… mmmm…. ves cómo se puede escribir y también se puede poner atención.

   Student 3: Si, porque cuando uno… eee…. esos libros colaboran a entender más el Inglés porque nos ayudan a aprender las palabras de dee en inglés, como se tienen que decir, y su orden y pues yo creería que en eso ayuda los libros álbums.

   Student 4: Si. Porque aprendo a pronunciar las palabras en Inglés, aprender los verbos, las wh questions, las actividades.

   Student 5: Yes, Cuando vemos esas palabras y ya nos las preguntan ahí podremos saber cuál es su significado que significa que es, etc.

   Student 6: Si, porque La lectura nos va enseñando todas esas cosas. Como se dicen las palabras en inglés y lo que significan.

2. **T:** ¿Crees que la los libro álbum puede despertar tu interés por la lectura?

   Student 1: Si. Para aprender.

   Student 2: Eeee… sí. Porque las historias son bastante interesantes.

   Student 3: Si. Porque aprendo a leer y pues despierta la curiosidad y al despertarla pues puedo aprender mucho mejor la lectura y llegaría un punto donde a mí me encantaría leer libros de cualquier clase sea en Ingles o en español.

   Student 4: Si, pues para aprender más palabra que uno no conoce.

   Student 5: Pues sí. Ya que pues si un niño cree que la lectura es aburrida o algo así también necesita ahí ver como si es chévere, también debe como experimentar experiencia en eso.

   Student 6: No.

3. **T:** ¿Crees que la lectura en voz alta por parte del profesor te puede ayudar a entender las historias de los libros?

   Student 1: Si, porque cuando no entendemos nos ayudas haciendo gestos.

   Student 2: Mmmm sí. Porque tú nos dices como… es que tenemos que leer para entender las historias.

Student 3: No. Porque tenemos que entenderla nosotros mismo, para si nos dejan actividades poder utilizarlas.

Student 4: Emmm sí, porque…

Student 5: Pues un poco ya que todos hablan, pero sí. Ya que como los demás estudiantes están hablando.

Student 6: Que usted nos explica más de una vez. Y nos hace mirar que se puede entender el libro… mmm así no entendamos las palabras.

4. **T:** ¿Consideras que las preguntas que se hacen antes, mediante y después de la lectura te puede ayudar a entender mejor las historias?

Student 1: Emmm sí. Porque tenemos que poner mucha atención, y ahí ponemos lo que entendimos.

Student 2: Mmmm, sí. Porque cuando respondemos esas preguntas y tú nos dices que está bien… pues ya entendemos bien.

Student 3: Claro. Porque hay nos preguntan nosotros tenemos que responder, y si nosotros respondemos bien significa que si estamos poniendo atención y nos interesa el libro y que queremos aprender más… sobre esas historias.

Student 4: Si. Porque todo se vuelve más claro.

Student 5: Si. Porqué: porque pues al parecer si el estudiante si presto atención, se necesita que se pregunte para saber si sí está bien.

Student 6: Emmm… Pues sí. El profesor lo corrige a uno, y ahí ya sabemos… que quería decir la lectura.

5. **T:** ¿Crees que cuando participas bien en clase, esto puede ayudarte a tener más confianza para hablar Inglés?

Student 1: Si, porque sé que está correcto o porque ya estoy aprendiendo.

Student 2: Mmmm a lo mejor sí. Mmmm… eee porque ya sé que… si estoy bien me intereso en aprender más.

Student 3: Mmmm… Si.

Student 4: No sé.

Student 5: Si. Ya que pues siente que su objeto está mucho más cerca de él, y siente que puede hablar Inglés e ir a un país a hablar Inglés.

Student 6: Ya ahí me di cuenta pues que lo hice bien. Y pues si me equivoco el profesor me va a corregir lo que hice mal.

6. **T:** ¿Cuándo participas mejor que tus compañeros puede motivarte a prestar más atención en las actividades de lectura?

Student 1: Si. Porque sé que está bien y yo como que ya me voy esforzando más y me gusta participar.

Student 2: Ajam, porque me gustaría aprender la actividad para para que mmm para mmm…poder entender mejor sobre el Inglés.

Student 3: Si. Porque ahí puedo demostrar que soy mejor que ellos porque porque yo pongo más atención a las cosas del inglés, se cómo hablar Inglés y mmm tengo una muy buena ventaja porque se entender las palabras en Inglés.

Student 4: Si, porque unos se puede interesar más por el Ingles…

Student 5: Si. Ya que pues siente que su objeto está mucho más cerca de él, y siente que puede hablar Inglés e ir a un país a hablar Inglés.

Student 6: jajaja (S6 laughs at the question)…. Yo compito con la niña del lado, S9. Porque a veces ella no contesta nada. Entonces yo le muestro que si se puede.

Appendix 3: Consent Form

IED SAN JOSÉ DE CASTILLA

Para padres de familia curso 504

Apreciados padres de familia, reciban un cordial saludo y mis deseos de que este año lectivo esté lleno de éxitos para toda su familia.

La presente comunicación tiene como finalidad solicitar su autorización para que su hijo/a participe en la implementación de un proyecto de investigación a cargo del Docente en formación

José Luis Rodríguez Chavarro, estudiante de Licenciatura en educación básica con énfasis en Español e Inglés de la Universidad Pedagógica Nacional. Las características planeadas para el desarrollo del estudio se describen a continuación:

- Nombre del Proyecto: "**EFFECTS OF USING PICTURE STORYBOOKS IN READING COMPREHENSION**"

- Objetivo: El objetivo del proyecto es lograr en parte lo establecido por el Ministerio de Educación Nacional a través de los estándares básicos de competencias en el área de lengua extranjera, inglés.

- Actividades: Las actividades a realizarse, serán llevadas a cabo en el colegio durante las horas de la clase de inglés.

- Actividades del proyecto: Instrumentos de recolección de la información:

  o Se harán entrevistas las cuales rendirán cuenta del progreso en los procesos de aprendizaje de los niños.

  o Se harán observaciones, para lograr una caracterización del grupo y atender a las necesidades educativas del grupo

    .

- La información del proyecto: con la ejecución de proyecto se pretende plantear una nueva forma de ver el aprendizaje del inglés, y que sea más visto como la adquisición de una segunda lengua, y de ésta forma conseguir la aprobación del proyecto necesario para la acreditación y consecución de mi título como Licenciado.

- Los participantes del proyecto podrán

  o Abandonar el proyecto bajo decisión propia o de sus padres

  o Conocer la utilidad del proyecto.

o Conocer la información personal que cada uno aporte a la construcción del proyecto.

La participación de los estudiantes en este proyecto será de**l 14 de abril de 2015 hasta el 20 de junio de 2016(fechas aproximadas)**

CONFIDENCIALIDAD

La información obtenida durante el estudio es confidencial. El nombre real del estudiante no será usado en el documento; el portafolio y las evidencias permanecerán en un lugar seguro y nadie diferente a los estudiantes y el investigador tendrá acceso a las mismas.

COSTOS

El estudio no tendrá ningún costo para el padre de familia o el estudiante.

PREGUNTAS

Si existe alguna duda con respecto a la participación del estudiante en el estudio, por favor comuníquese con **José Luis Rodriguez** al **3208245293.**

AUTORIZACIÓN

LA PARTICIPACIÓN EN ESTE ESTUDIO ES VOLUNTARIA. El estudiante puede retirarse voluntariamente del estudio, o el padre de familia puede retirarlo en cualquier momento sin que ninguno de los dos se vea afectado por la decisión; el hecho de formar parte o no del estudio no tendrá influencia alguna en la situación escolar del estudiante.

Autorizo a mi hijo/a _____

Edad _____

Para participar en el proyecto de investigación "**EFFECTS OF USING PICTURE STORYBOOKS IN READING COMPREHENSION**" a cargo del docente en formación José Luis Rodríguez Chavarro.

Padre de familia o acudiente: _____

Firma_____ **C.C.:** _____

Fecha_____

Appendix 4: Lesson plan sample

PRE-SERVICE TEACHER'S NAME: José Luis Rodríguez Chavarro **I.E.D.:** San José de

Castilla, Sede

A, Jornada mañana

LESSON PLAN No. 3 **DATE:** 18/02/16

PROFILE		
Name of the Lesson: Activities you do in your free time	**Subject:** Grammar	**Grade Level:** 504
Number of students: 32	**Duration:** 50 minutes	**Instructional Settings:** Whole class, work in groups.
General description of lesson: In this class, students will learn a new sentence structures as well as vocabulary related to free time activities using a picture book named "Can piggles do it?"		
OBJECTIVES		
-To learn new vocabulary related to free time activities. -To practice the learned vocabulary.		
MATERIALS AUDIO-VISUAL RESOURCES		
-"Can Piggles do it?" Picture book.		
PROCEDURE		

- **Warm up**: As students have already learned some vocabulary about free time activities, we will play a miming game. In this exercise, students will come to the board individually. They have to mime a specific free time activity. While the rest of the students will guess and pronounce the mimed activity. (5 minutes)

- **Presentation:**
- The teacher will read the story aloud. Before, while, and after the reading, the teacher will ask several questions related to the story. For example: What do you think the story is about?, etc. (20 minutes)
- **Practice:**
Students are going to act out each scene of the story. They will make groups of five students in order to represent the whole story. (20 minutes)

- **Wrap-up**
 Students will draw the scene they liked the most from the book. (5 minutes)
- **Homework:**
Students have to make a timeline of the story in which they write all the free time activities appearing in the story.

ASSESSMENT
Students will be evaluated according to their performance in the Practice, Wrap-up, and Homework. Participation in Presentation and Warm up will also be taken into account.

Appendix 5: Lesson plan sample

PRE-SERVICE TEACHER'S NAME: Jose Luis Rodríguez Chavarro **I.E.D.:** San José de

　　　Castilla, Sede

C, Jornada mañana.

　LESSON PLAN No. 4 **DATE:** 20/10/15

PROFILE		
Name of the Lesson: Animals and their food	**Subject:** Grammar	**Grade Level:** 404
Number of students: 32	**Duration:** 50 Minutes	**Instructional Settings:** Whole class
General description of lesson: In this class, students will practice vocabulary related to animals. Besides, they will learn to ask and answer questions with do – does.		

OBJECTIVES
-To learn the sentence structure "I like…"   -To practice learned vocabulary related to animals

MATERIALS	AUDIO-VISUAL RESOURCES

-"Sammy Snake's Birthday party" book. -Questions paper for each student.

PROCEDURE
- **Warm up**: As students have already learned some vocabulary about animals, we will play a miming game. In this exercise, students will come to the board individually. They have to mime a specific animal. (10 minutes) - **Presentation:** - The teacher will read the story aloud. During this reading, the teacher will ask several questions about the situation in the story. For example "Does the monkey like bananas?" etc. (15 minutes) - **Practice:** Students are going to copy on their notebooks. They are going to write the word for the animals in the story as well as their food. In this part, they are also going to remember when to use Do or Does. (10 minutes) - **Wrap-up** Students are going to answer some questions about the animals and the food they like. (10 minutes) - **Homework:** Students have to write 2 questions about the animals and their food. Next class, they will share their questions and a classmate will answer them.
ASSESSMENT
Students will be evaluated according to their performance on the wrap-up, and on the homework. Participation in the presentation and the warm up will also be taken into account.
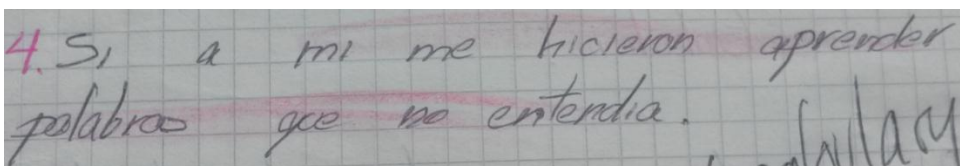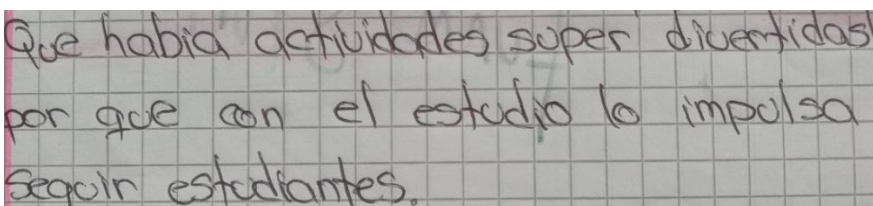
Appendix 6: Evidence, S161's intervention
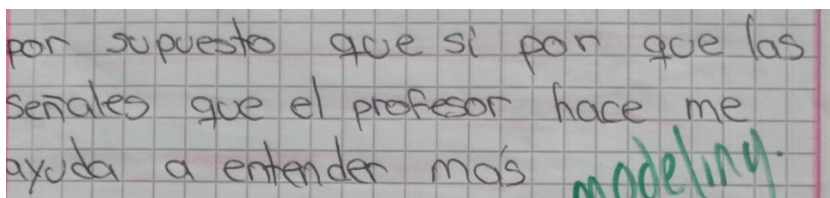
Appendix 7: Evidence, S1's intervention
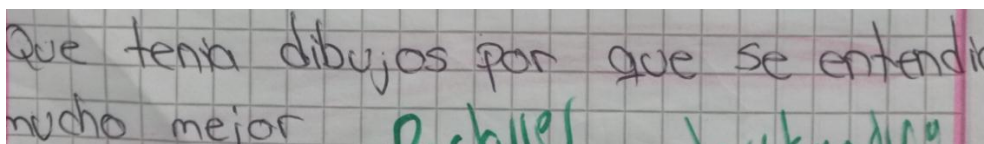
Appendix 8: Evidence, S1's intervention
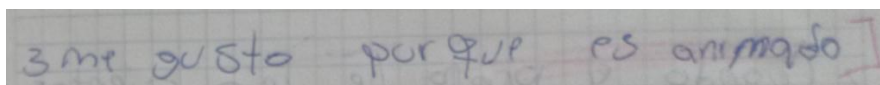
por supuesto que si por que las
señales que el profesor hace me
ayuda a entender más *modeling*.

Appendix 9: Evidence, S1's intervention
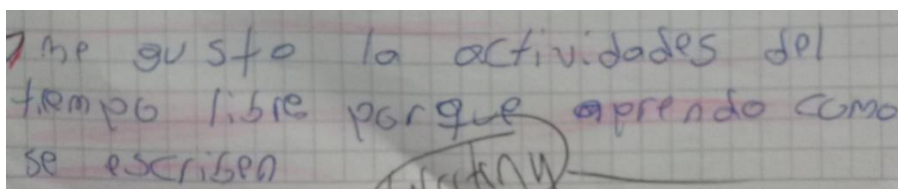
Que tenia dibujos por que se entendia
mucho mejor *Bachiller Yaritmina*

Appendix 10: Evidence, S8's intervention
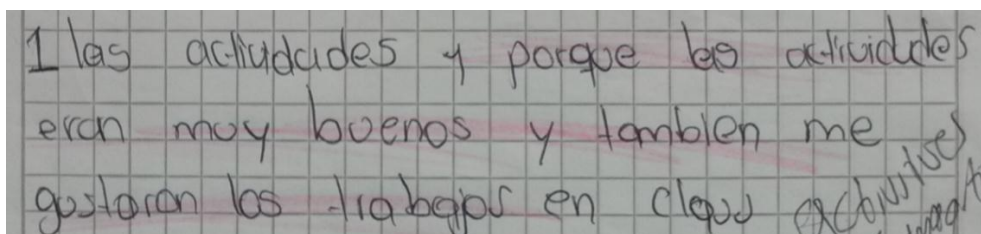
3 me gusto por que es animado

Appendix 11: Evidence, S8's intervention
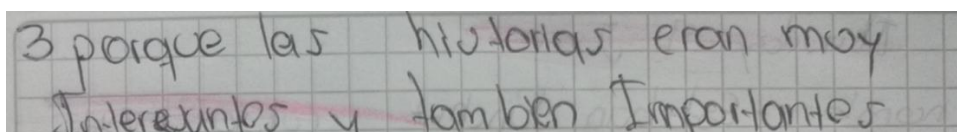
1 me gusto la actividades del
tiempo libre porque aprendo como
se escriben *Tiffany*

Appendix 12: Evidence, S7's intervention
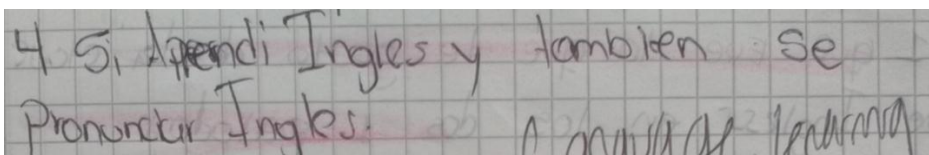
1 las actividades y porque las actividades
eran muy buenos y tambien me
gustaron los trabajos en clase *actividades*

Appendix 13: Evidence, S7's intervention
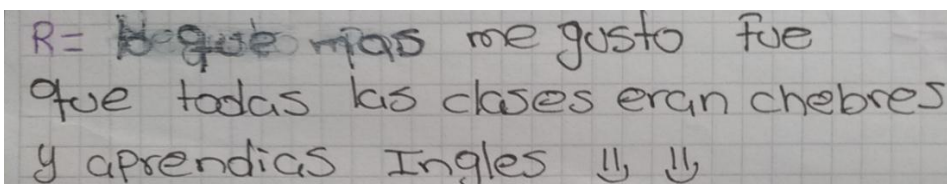
3 porque las historias eran muy
Interesantes y tambien Importantes

Appendix 14: Evidence, S7's intervention
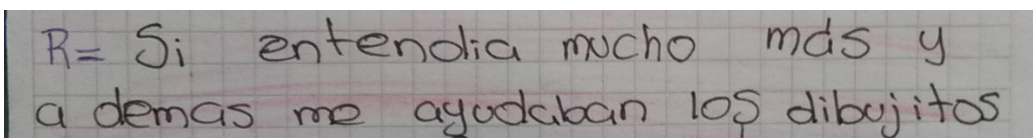
4 Si, Aprendi Ingles y tambien Se
Pronunciar Ingles.

Appendix 15: Evidence, S2's intervention
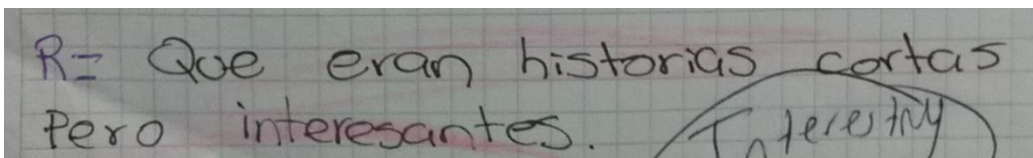
R= lo que mas me gusto fue
que todas las clases eran chebres
y aprendias Ingles !! !!

Appendix 16: Evidence, S2's intervention
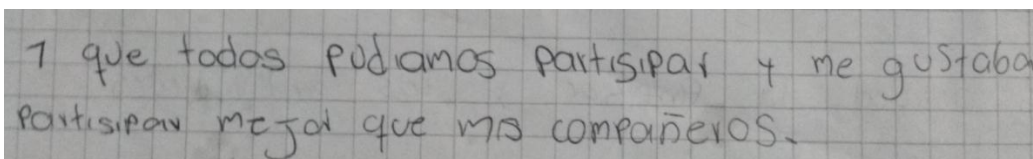
R= Si entendia mucho mas y
a demas me ayudaban los dibujitos

Appendix 17: Evidence, S2's intervention
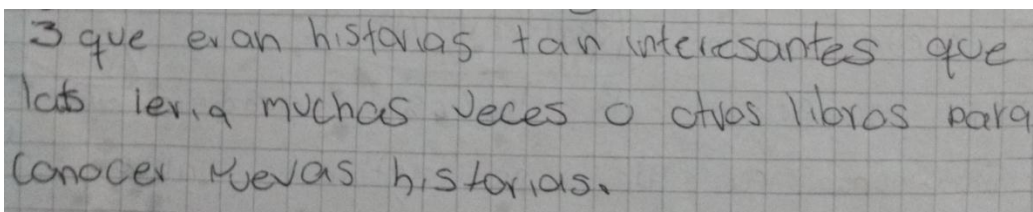
R= Que eran historias cortas
Pero interesantes. (Interestin)

Appendix 18: Evidence, S9's intervention
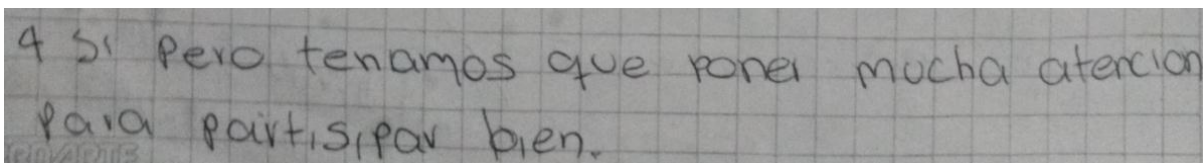
7 que todos pudiamos partisipar y me gustaba
partisipar mejor que mis compañeros.

Appendix 20: Evidence, S9's intervention
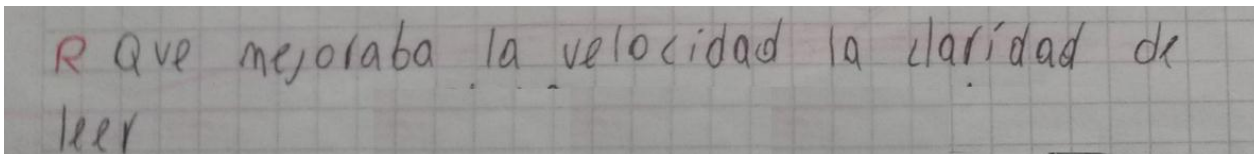
3 que eran historias tan interesantes que
las leria muchas veces o otros libros para
conocer nuevas historias.

Appendix 21: Evidence, S9's intervention
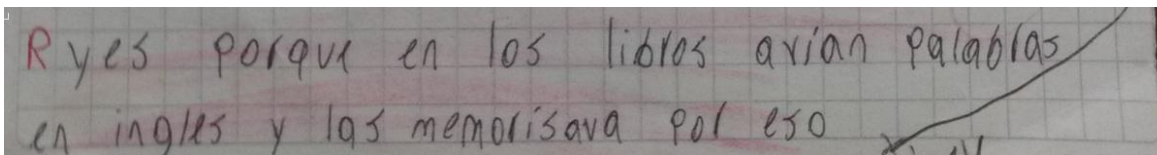
4 Si Pero tenamos que poner mucha atencion para partisipar bien.

Appendix 22: Evidence, S3's intervention
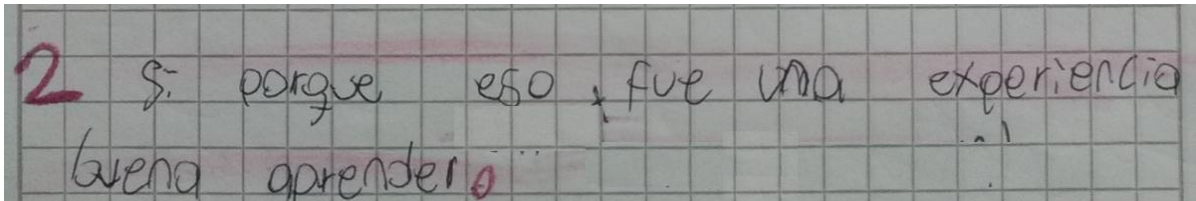
R Que mejoraba la velocidad la claridad de leer

Appendix 23: Evidence, S3's intervention
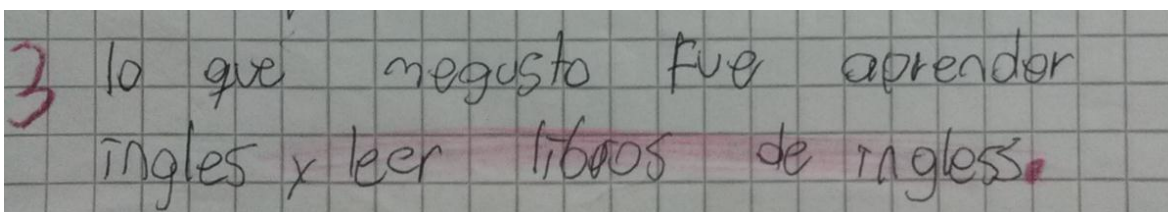
R yes porque en los libros avian palabras en ingles y las memorisava por eso

Appendix 24: Evidence, S6's intervention
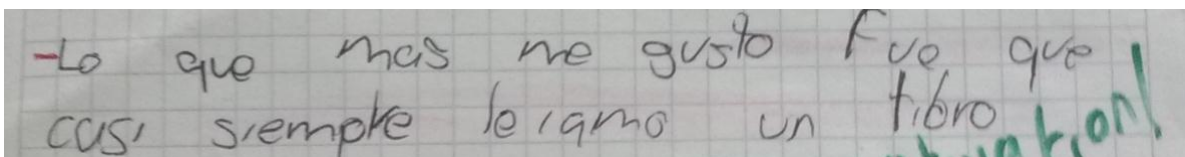
2 Si porque eso fue una experiencia buena aprenderlo

Appendix 25: Evidence, S6's intervention
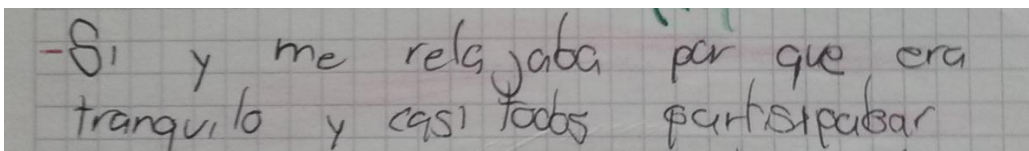
3 lo que megusto fue aprender ingles y leer libros de ingles.

Appendix 26: Evidence, S5's intervention
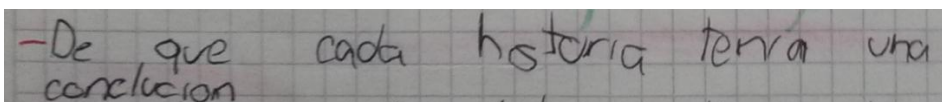
-Lo que mas me gusto fue que casi siempre leiamo un libro

Appendix 27: Evidence, S5's intervention
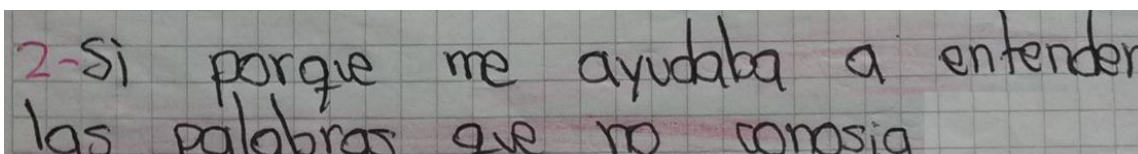
-Si y me relajaba por que era
tranquilo y casi todos partisipabar

Appendix 28: Evidence, S5's intervention
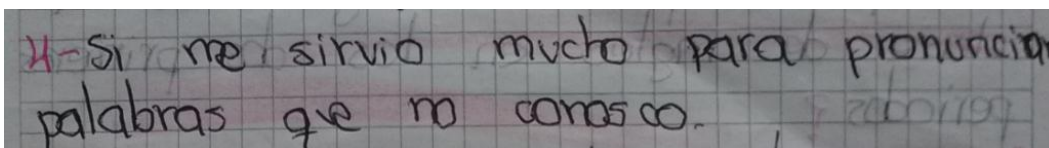
-De que cada historia tenia una
conclucion

Appendix 29: Evidence, S4's intervention
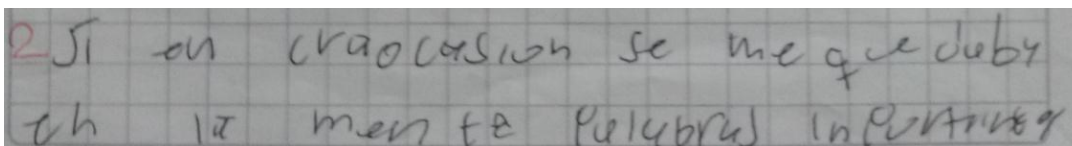
2-Si porque me ayudaba a entender
las palabras que no conosia

Appendix 30: Evidence, S4's intervention
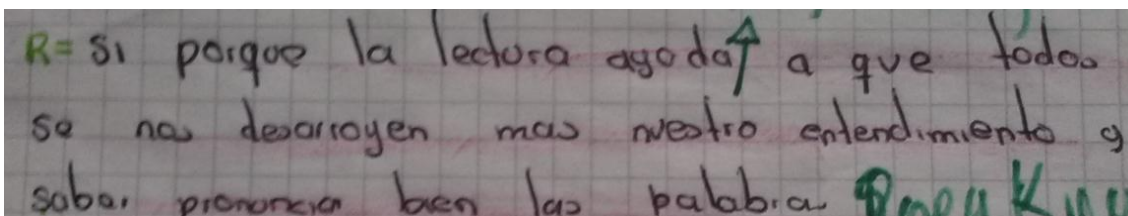
4-Si me sirvio mucho para pronunciar
palabras que no conosco.

Appendix 31: Evidence, S11's intervention

2 Ji en craocasion se me quedaby
ch la mente Pulabras inpurtiveg

Appendix 32: Evidence, S12's intervention

R= Si porque la lectura agoda a que todos
se nos desorroyen mas nuestro entendimiento g
sobai pronuncia bien las palabra Pneu Kinu

Appendix 33: Evidence, S13's intervention

Appendix 34: Evidence, S14's intervention

Appendix 35: Evidence, S14's intervention

Appendix 36: Evidence, S14's intervention

Appendix 37: Evidence, 15's intervention

Appendix 38: Evidence, S15's intervention

Appendix 39: Evidence, S10's intervention

Si me alludo porque entendia mejor el bocabulario

Appendix 40: Evidence, S10's intervention
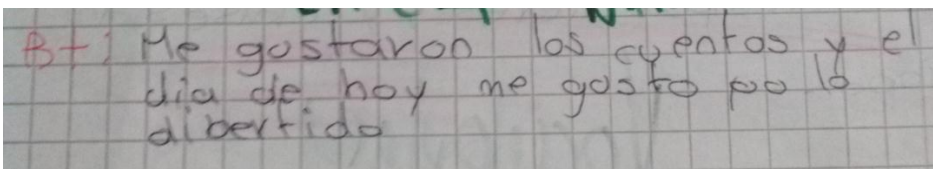
Lo que mas megusto fue los libros album y los juegos de tingo tingo tanga

Appendix 41: Evidence, S16's intervention
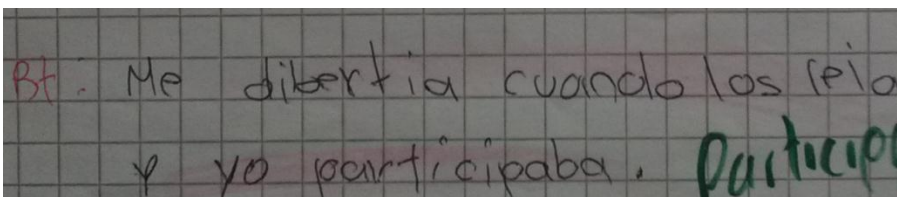
s hacer las guias despues de un cuento

Appendix 42: Evidence, S17's intervention
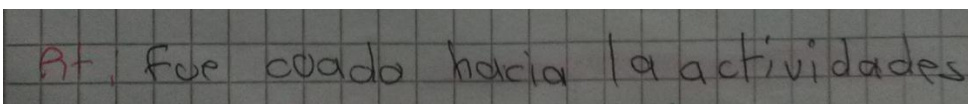
B+ Me gostaron los cuentos y el dia de hoy me gusto po lo dibertido

Appendix 43: Evidence, S17's intervention
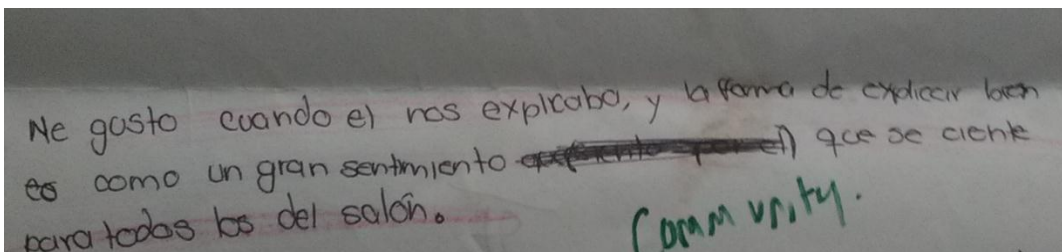
B+ Me dibertia cuando los reia y yo participaba. Particip

Appendix 44: Evidence, S17's intervention
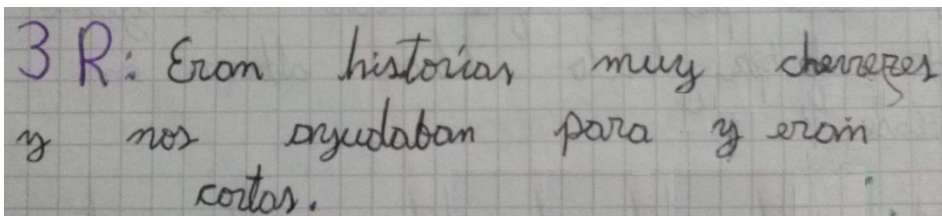
A+ Fue cuado hacia la actividades
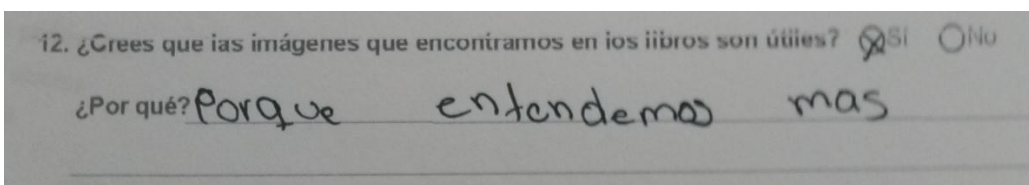
Appendix 45: Evidence, S18's intervention

Me gusto cuando el nos explicaba, y la forma de explicar bien es como un gran sentimiento ~~aprendiento por~~ el que se ciente para todos los del salón.

Community.
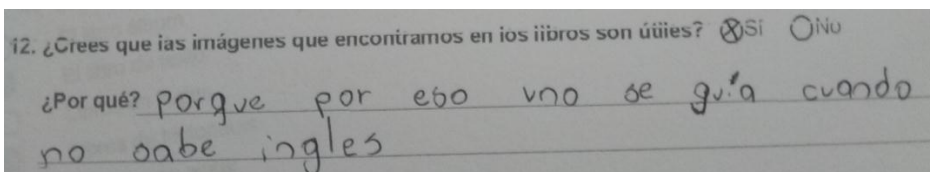
Appendix 46: Evidence, S19's intervention

3 R: Eran historias muy cheveres y nos ayudaban para y eran cortas.

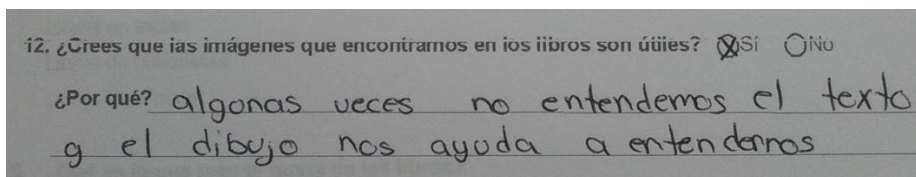**Appendix 47:** Evidence, Survey, Question 12

12. ¿Crees que las imágenes que encontramos en los libros son útiles? ⊗ Sí ○ No

¿Por qué? Porque entendemos mas

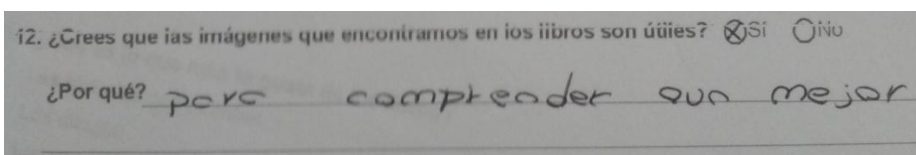**Appendix 48:** Evidence, Survey, Question 12

12. ¿Crees que las imágenes que encontramos en los libros son útiles? ⊗ Sí ○ No

¿Por qué? porque por eso uno se guía cuando no sabe ingles

Appendix 49: Evidence, Survey, Question 12

12. ¿Crees que las imágenes que encontramos en los libros son útiles? ⊗ Sí ○ No

¿Por qué? algonas veces no entendemos el texto y el dibujo nos ayuda a entendernos

Appendix 50: Evidence, Survey, Question 12

12. ¿Crees que las imágenes que encontramos en los libros son útiles? ⊗ Sí ○ No

¿Por qué? para comprender aun mejor

Appendix 51: Scene from *Can piggles do it?*

Appendix 52: Scene from *Willy the Champ*

Appendix 53: Scene from *Willy the Champ*

He really did try.