

READING SKILLS STIMULATED BY TECHNOLOGY IN THE ENGLISH LEARNING

READING SKILLS STIMULATED BY TECHNOLOGY IN THE ENGLISH LEARNING  
PROCESS

Fabio Andres Arévalo Rodriguez

Code 52877

Universidad Santo Tomas de Aquino

2012

Chiquinquirá – Boyacá

## 1. INTRODUCTION

When teaching English to children, teacher has to be very innovative this means, to work by using the best resources he can use, in that order, this document concerns to an analysis of the impact of a technological resource in class and how to use it in the school; having in mind the reading skill as the skill focused for the sessions; taking into account the evaluation systems applied in our country and the importance of reading comprehension when learning a language explained by (Harding, 2007) and its importance in future situations as facing interviews and questionnaires or reading news, etc.

The innovation is an important factor in teaching process because of that, the way that the teacher uses to apply it successfully has to come from the observation and development of a research process; by observing the common development of a class in the San Martin de Porres School, which is located in Chiquinquirá – Boyacá, where the students are in a beginners level, I could see the limited use of technological resources as it is presented in the evidences of this investigation.

You as a researcher will find in this document a reference of deep work in using a specific website designed by *British Council* for very young learners according to the classification by (Slattery, 2009) students in ages between 7 and 9 years old, who improved their reading skill by using it and showed different pedagogical strategies to develop the lessons.

## 2. JUSTIFICATION

There are several spaces to cite where reading can be included and where it is required as one of the most important components, from the news reading to the presentation of tests and composition helped and supported by any document; in that order it is very necessary to prepare our students to face and get engaged with reading skills. The most important reason to teach reading (integrated with other skills) is based on the human need to understand the written code of a language (Brown, 2001).

One of the first steps to learn a new language is to know its structure, development, grammar and orthographic rules, and it is possible by knowing its written code and understanding it (Scovel, 1998). And the way we can use in our role of teachers to engage our students into reading processes and help them to develop reading skills is giving them enjoyable tools and activities, they have to be connected with their interests and age range having in mind that the students are categorized in *Young Learners YLS* and *Very Young Learners VYLS*, according to (Slattery & Willis, 2009). It means, that they have different preferences and they develop different strategies to learn.

As a way to use *enjoyable* activities it is very necessary to take into account that *ICT* present an excellent option having in mind the influence of them in different fields and its availability to show *multimedial content* which is the pack of images, animations, videos and sequences what we can see by using any PC complemented by sounds, texts or pictures, as it is presented by (Beatty, 2003) as a way to present interactive content and which was

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presented as the best option during the first survey applied to the chosen population as it is presented during this document.

There were done different efforts by institutions trying to clarify the competences which can be established by teachers when the *ICT* are integrated to teaching; one of the most important aspects in this document is the easy adaptation of technologies to any subject called as *inter-curriculum* space by (UNESCO & Microsoft, 2011) and which justify the need of to articulate new transversal spaces with a language as a way to give to students the topics of the subject in their natural or common contexts.

Across the amazing road to teach it is very necessary to think of the need of presenting the topics in the same way to engage students into each topic and guiding them to develop their different abilities and their communicative competences as it is assumed in Colombian education context taking as a rule the National Standards proposed by (MEN, 2006).

Innovation is one of the most important concepts implemented during the development of this research process and the activities developed during the pedagogical process were planned having in mind the adequate use of technology in the teaching process and the motivation of students by using pictures, videos and animations.

The reading skills have to be included in teaching English being focused in each lesson but, we engage our students to read and not to see reading as a flat component of a language but, it has to be showed as an enjoyable activity which can be developed with funny activities for our students. This document is asked to be a reference of a process of innovation in education and the observation of the adequate use of ITCs in classes.

At the beginning of the investigation students in the chosen institution, as it is explained in the *setting* stage, were using copies or notes for developing reading skill and micro-skills and

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the education has to innovate and be presented with enjoyable activities and focused contents in each lesson. The present study helps future researchers to understand in which way the teaching process of a foreign language, specifically in reading skills can improve by using a technological issue.

Furthermore, which strategies are developed and how can be fostered in order to stimulate the engagement of students to reading processes, and how to manage the strategies which emerge when using technological components associated with the objectives of the classes.

Finally, this research helps us to understand the technological context of our students and the way that it can be used to teach and get the attention improving reading competencies and interpretation.

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### **3. PROBLEM STATEMENT AND RESEARCH QUESTIONS**

ICT have marked a point in reference to the history of humans, the processes now are more connected with different places and the information has not limits or deadlines, it means, that the knowledge is making wider each day and the access to these tools (websites, e-mails, etc.) helps us to be updated and getting advantages each second. In that order it is very important to take advantage of it and use it in reference to education and to get the goals which in some cases are more difficult to achieve; this is in reference to the reading skills which in some cases are presented as the hardest to improve or learn in some of our students and we can get the access to the tools which can help us to change this situation.

Furthermore, innovation is one of the most important factors in teaching process; it provides students a motivational quote and it helps them to develop specific abilities when it is applied according to the students' needs. In this specific case I have found a community of EFL learners in the school San Martín de Porres in Chiquinquirá – Boyacá – Colombia, who after the first observation of my practicum cycle presented some characteristics which showed the need of using technological resources as a way to improve reading skill and micro-skills; the evidence of this problematic is represented in the appendixes 5 to 37 with the survey which presents the needs of students and the ignorance of using online resources for teaching English.

Students observed needed a tool related with their common context for improving their reading skills as it is mentioned by them during the application of the first surveys which highlighted the need of to use a way which really help them to get ideas from reading processes and this step was taken using the resource proposed in this investigation, designed the *British council* and applied to 32 students in the school called lines up.

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Reading is highlighted as an important skill that students have to improve when learning a language (Brown, 2001) it means that if teacher is guiding the learning of a new language in the students it is very necessary to find strategies to teach English engaging students to improve and to help them to do it. And in this case the strategies are directly related with the innovation and the factors involved in a reading presented to the students in a dynamic way, using technological tools.

Furthermore, another important aspect for teaching reading is that the interpretation of vocalic voices can be understood different (Slattery, 2009) and the written representation take its importance from using reading to get clear learning. It means that the referenced texts might be complemented by the voices and sounds for giving clear guide to learners, as it is used in the stories of the website used.

In reference to these two aspect before it is very important to take into account that the technological tools are dynamic and they give to the students the opportunity to combine the movements, sounds, texts and actions in sequences, images and videos, which really help students to get the ideas of the readings and to have a complete reading experience. And the first I thought was to use the website proposed by British Council to teach English to children, then some questions emerged about the impact that an innovative tool could produce in a group of students in order to improve reading skill.

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## **Research questions**

### **a. Main question**

How can the EFL reading process of students of *San Martín de Porres* primary school in Chiquinquirá - Boyacá improve by using the online resource website designed by the British Council?

### **b. Sub-questions**

- How do EFL children's reading skills progress by using online reading resources from the British Council website in English Lessons?
- Which reading strategies do the students use to improve reading skills and micro-skills at English classes?

## **4. RESEARCH OBJECTIVES**

### **4.1. General**

To determine which strategies can emerge in reference to reading skill of EFL children of the *San Martin de Porres* primary school by using a website with different online reading resources from the British Council website in English Lessons

### **4.2. Specific**

- To establish in what way online reading resources help children's EFL reading.
- To identify the most frequent reading micro-skills children put into practice when being engaged with online reading resources

## 5. LITERATURE REVIEW

In this section there are the main references and studies developed in respect to reading skills and the components involved during the reading process, learning elements and the technology in the education, this is the support and the theoretical fundamentals for the research development.

### 5.1. First step – Defining Reading skill

First factor we have to take into account is the definition of reading skill; reading is conceived as a process which includes *comprehension and retention*; as the explication “*When comprehension and retention are successful, executive function appears to allow the information to be used*” in reference to the reading process exposed by (Willis, 2008), in that order, it is described as the process in which we can comprehend information and retain it in our brain.

There are two sub-processes exposed, first is the comprehension which is stimulated by using the strategies proposed during this research development and shown in the evidences of this document and the data analysis post-application of the research and pedagogical development.

Second, is the *retaining sub-process* in reference to the ability to get and contain information gathered from the environment in our minds, in case of the students who I have observed, the pedagogical process contains specific spaces for students to show what they have understood from each reading session, students who were expected to improve reading skill have used strategies to show this sub-process after the reading sessions.

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Summarizing reading skill, it concerns with two main sub-process as described lines up, the development of both of these characteristics depends directly on the strategies used for getting reading comprehension, those *reading strategies* are described forward in this document and they are given into the reading process according with the conditions and characteristics of the students and the activities to develop in a reading session.

Furthermore, it is very important to take into account that reading skill is defined as the process which takes place when a person is available to interpret and process wrote sequences understanding the lexical meaning and semantic development of the analyzed text, as it is defined by (Perfetti, 2001). It means that at the end of each session of the research development the students could be asked to present conclusions and interpretations of the reading process developed.

Finally, there are some characteristics which had to be analyzed when defining reading such as *constructivism, fluency, strategy and motivation*, those components are important in order to help the student/reader to get the main idea of the text, as it is explained by (Anderson, 2012) and it supports the idea of presenting texts full of motivational factors such as the animations and enjoyable activities at the beginning and at the end of each reading session as a way to engage students and innovate during the process.

### ***5.1.1. Reading micro-skills***

In order to understand the whole process of reading it is necessary to present the characteristics of the reading process and now, to explain about the *sub-processes* which take place when reading; they are the *micro-skills*, explained by (Brown, 2001), which had a big influence when answering questions about the strategies and processes carried out when



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reading. These micro-skills have specific characteristics according with the skill presented, in this case, as we are speaking about reading, during each reading session they were:

*Discriminate among distinctive graphemes and orthographic patterns of English:* which was observed by using the *key words* in each reading session and presented as the spelling to students, they were finding words they recognized and then they used them as a way to understand the idea of the text and build a conclusion.

*Recognize a core of words and interpret word order patterns and their significance:* one of the pedagogical strategy used by teacher-researcher during developing this process was to use key words called lines up, during the space *pre-reading* of each session and it helped students to identify the main idea of the topics and the sequence according to the meaning of the key words given.

*Recognize grammatical word classes, systems, patterns, rules, and elliptical forms:* it means to give clear categories of the words given to students and to present to students the structures they recognize during the *While-reading* stage.

*Recognize that a particular meaning may be expressed in different grammatical forms:* students learn to work by using synonyms, and they define groups of words and vocabulary to refer to a special concept, this micro-skill is developed when students read about a topic and they use different ways to explain it students saw it when reporting reading comprehension.

*Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses:* in this micro-skill students use different strategies, one of the most important is *skimming*, students can infer what was happening in a story by using

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animations and other elements exposed in the next chapters for connecting ideas in each reading session.

*Recognize the rhetorical forms of written discourse and their significance for their interpretation:* it means, students understand the difference between rhymes and songs, or short stories and anecdotes, and from there they understand what the meaning of the text is.

*Recognize the communicative functions of writing texts, according to form and purpose:* students during the sessions recognize commands and structures specially used in each kind of reading, and they help them to engage into the readings, by using the topic of the reading and the information they gather they improve communicative functions.

*Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification:* it is the most important point to support the concept of *reading comprehension*, in this part students get the idea and present the abstract of the reading session establishing the connections between stages in a story or the relation between a song and the key-words to learn.

*Distinguish between literal and implied meaning:* students understand the difference between finding an idea directly into the reading and the ideas which are implied into the reading, by following the sequences of the reading and helped by the process which implicates the reading process in a reading session.

*Detect culturally specific references and interpret them in a context of the appropriate cultural schemata;* explained as the moment when students define cultural characteristics in

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a reading, in this case, students get the information of the readings related with the contexts they are.

*Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context and activating schemata for the interpretation of texts*; the most important of the *micro-skills* in order to present strategies, students use scanning for finding key concepts called *key-words* into a reading to interpret it and get an idea of the text and they use skimming for inferring the idea and meaning of the text from the context where it is presented and helped by animations, pictures, sounds, colors, and others, presented in the activities for reading, the main idea was deducted in each reading session and students presented conclusions of this process at the end of each class, furthermore, they developed some other strategies as *sharing with partners* which is explained in the next chapters as the strategies and exposed in the appendixes of this document as an evidence of the process.

### **5.3. EFL Reading**

The most important definition during this research is the EFL reading; it has been studied by (Beglar, 2005) and he has written some important approaches in his investigation, first is the compilation of strategies in reading process and it is called “*Explicit lexical instruction and learning strategies*” which is subdivided in ten components which are frequently used at class in EFL contexts:

- *Learners’ metacognitive and cognitive strategies*; defined as the strategies which involve regulating, directing, monitoring and evaluating the language learning.

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- *Acquiring new vocabulary*; where he relates some other investigations for explaining the process take place where a EFL learner get new vocabulary; it is by using a lexical acquisition, taken by cards and resources in classes, that is the importance of to know how to choose the tools and resources for each class in EFL contexts.
- *Consolidating previously met vocabulary*; the activities for getting the goals in reading learning process may be reviewed during the post reading activities, it helps students to encourage the reading process and reinforce the way they use to learn by reading.
- *Elaborating vocabulary knowledge*; is the stage of construction, insisting in a deep lexical acquisition taking into account the vocabulary that learners need and that they are learning, using the concept of reading comprehension in classes teacher stimulates the complete reading improving in students.
- *Orthographic decoding*; this stage has to be developed after the last; because it is very necessary students know the words before beginning grammar contents.
- *Word formation and affixation*; highlighting the importance of the affix in the construction of the vocabulary, students know the meaning of the parts in a word; a study developed by (Bird, 1987; Corson, 1997) shows the relation of words coming from Latin and Greek in the vocabulary construction.
- *Collocations and lexical phrases*; it is related with the explicit instruction and the learning of collocational knowledge and how they can help EFL learners to greater fluency in the language.

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- *Using dictionaries*; it is one of the most important strategies because this is the tool students can use for consulting spelling, and that help them to get meaningful and awareness in the L2.
- *Inferring vocabulary meaning from context*; it is a deductive way for getting meaning, and it is explained as learning from experimentation, learners can learn the meaning of the word from read it in a context and analyzing the meaning and application in the context where the word is read.

Second approach is in reference to specify strategies and their relation with the environment where EFL learners are developing the reading skill; *meaning-focused reading*; to immerse students in a significant variety of vocabulary help them to increase vocabulary and get fluency, other contribution in this study is *increasing vocabulary size through extensive reading*, where students have large amounts of reading and the reading comprehension can be measured, last strategy in this second approach of the Beglar's study is *developing fluency*, this can be achieved by using reading tasks, because the fluency is defined as flow in using the language, and by reading learners can acquire terms improving their communication.

Beglar's study gathers necessary information about the strategies that can be used as a way to teach reading in EFL Learners and the importance of each one in the English Learning.

Finally, about the stages of reading (Brown, 2001) explains there are three important stages during developing the reading activities; first *pre-reading*, when we introduce a topic, we encourage *skimming*, *scanning* and activating the schemata, these are the components to get into the reading, second, *during-reading*, is related to the devices are activated when we are

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reading, and third, is *after-reading*, considering the activities are called *post-reading*, just as to review the vocabulary found inside the reading and examining the grammatical structures, in case of English lessons the game which include the contents observed in readings or articles.

### ***5.4. RFL, Reading in a Foreign Language***

As I have presented English as a foreign language in this investigation according with the characteristics of the students and the methodology used in the school here the problematic has been discovered (Eric Digests, 1988) proposes that “*researchers have found similarities between the reading strategies in first and second language readers*”, it means, researchers can use some of the strategies in L1 reading for teaching L2 reading, which is the case of this investigation for EFL Learners.

The Eric’s study which has been presented to learn about the best strategies to use when the teacher is presenting classes to EFL learners and in reference to reading skill highlights the influence of the culture that reader can understand when he or she is reading for example about a holiday or traditions, and it is clear as teachers and researchers we have apply all the necessary strategies in classroom to identify the way of the RFL learning process in the L2 learners, it is connected with the tenth *micro-skill* called lines up in reference to the cultural aspects and context of students.

### ***5.5. Reading comprehension studies by using technology in Chiquinquirá – Boyacá***

During developing this investigation I focused the research process in finding the way students in that city use to improve reading comprehension by using technological resources, unfortunately, there were not researches for improving this skill by using online resources, it

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helped me to understand the need of a study focused in technological resources and to observe its impact in students of the region.

This specifically point concerns to the basis of the problem in order that there are exposed investigations about reading as a skill but, they are not focused in using technological resources.

In that order, I addressed my search process in regional and Latin-American researches about reading process by using technological uses and I have found important studies as presented by (Fainholc, 2004) who face the definition of the reading skill with the technological issues in development in Latin-America, giving some of the most important ideas to this document as the relation between the social context and the application of virtual tools.

### ***5.6. How children learn to read***

In this part I will describe the process that takes place when children learn to read based in the book *How to teach English*, by Jeremy Harmer, and the first description is about the learning process, (Harmer, 2007) says; “*children don’t just focus on what is being taught, but also learn all sorts of other things at the same time, taking information from whatever is going on around them.*” This is the first description of the learning process in children, and from there we can describe how the process of learning reading take place, taking into account children can pay attention to several things at the same time and learn from them, is very important we begin thinking in a meaningful reading learning process in early age.

(Harmer, 2007) explains there are two kinds of reading; first is *extensive*; which is in reference to the reading which takes place outside the classroom and some examples of this

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kind are; novels, poems, websites, and others assumed as readings for enjoying, and students have the chance to choose what they want to read and the preference they have.

Second is *intensive*, which is related to study activities and it is in reference to special vocabulary and grammar for the classes and teacher may consult to students the kind of reading could be used in each class taking into account the characteristics of the lessons and their relation with the readings.

As presented in the reading sessions students used both kinds of reading, they have used readings; *intensive* inside the classroom proposed by teacher in each lesson plan of the reading sessions and according to the topics to work and by using specific grammar and objectives and the *extensive*, developed outside the classroom by students when they were motivated to ask for topics as homework and opened to the likes and own researches of students.

### ***5.7. Reading Strategies***

The fundament of the present investigation is on (Brown, 2001), he proposes there are specific processes that students develop during reading sessions and which can be implemented during the classes improving the language level and the reading skill; they are described in this order:

First, *identify the purpose of reading*, because the objective of the reading process has to be identified before beginning and it marks the sequence of the reading process as the goal to get; it help students to identify the sequence and be prepared to do it.



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Second is, *identify graphemic rules and patterns to aid in bottom-up decoding*, in the same study, (Brown, 2001) establishes that it can help students to find information and this strategy shows the micro-skills lines up.

Third, *using efficient silent reading techniques for relative rapid comprehension*, some sequences of reading sessions were developed in silence and it can help student reading's comprehension about the reading they are developing.

Fourth, is *skimming the text for finding ideas*, students take ideas from the images and characteristics of the texts for finding the main idea of the text, helped by animations or pictures which helped them to understand the sequence of the reading process.

Fifth strategy is *scanning the text for specific information*, when students look for specific objectives into a reading process it help them to understand the sequence of the reading process they are developing, in case of this investigation, students got key concepts at the beginning of the class and they used them during the reading process as a way to find the main idea of the text.

Sixth is, *using semantic mapping or clustering*, students proposes or use maps to present ideas in reference to a “core” or main idea, in the case of this investigation is presented a topic and the ideas are connected as the key concepts to the center of the class, and main idea of the reading process.

Seventh is *guessing when you aren't certain*, as a way to choose for concepts can help in case of finding an idea some of them could be wrong but, the corrections help learners to understand the idea, it could be shown in only one of the reading sessions, as it is presented

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in the chart appendix 10, and students used other strategies to report the ideas of the reading sessions.

Eighth is *analyzing vocabulary*, as the students got key concepts and they define this vocabulary before reading sessions, it help them to identify concepts into the reading process and build an idea hence.

Ninth is *distinguished between literal and implied meanings*, it is defined as to make parallels and organize schemata in order to comprehend and process pragmatic information into a reading session. Students are helped to discover the difference between the ideas presented literally and which are inferred from the reading process.

Tenth, is *capitalize on discourse markers to process relationships*, establishing categories during the reading sessions and as it established in the last chart appendix 10 of this document to present steps to read and establish the sequence of the reading process.

Also, strategies for reading are related with the habits of readers and the classroom conditions as learners, teacher-researcher has chosen the activities for improving reading skill in learners; (Harmer, 2007) explains some sequences as *sunscreen, campaigns, webquests*, and others guided by the *principles* have used in reference to improve reading skill in EFL learners.

About the principles (Harmer, 2007) define six of them; first *Encourage students to read as often and as much as is possible*, and it is encourage students to read as well as they can, it depends of the skills of students.

Second, *students need to be engaged with what they are reading*, it is related with students' connection with the readings, students may be involved in joyful readings that is part of the

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interest of students in reading, third, *encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction*, about to provoke personal engagement of students with the reading and with the language.

Fourth, *prediction is a major factor in reading*, this principle explains that readers can have a clue about they are reading, by using the pictures, the title or the headlines in the reading, this can help readers to have an idea before beginning the reading.

Fifth, is *match the task to the topic when using intensive reading texts*, and as I am speaking about intensive reading is very necessary to relate the classroom activities, this principle indicates that teacher may choose the reasing articles according with the topics of the class and the micro-skills are being improved.

Finally, the sixth principle is, *good teachers exploit reading texts to the full*, and it is in reference to the maximum using of the articles in class, but, not in reference to the quantify of the texts, so, in reference to the use of one text, because the same text could be used for explore vocabulary, grammar, and all the topics are seeing in class.

These principles are connected with the development of whole the reading sessions developed during the pedagogical part of the research, they were applied according with the specific situations of the students during each session and the pedagogical implicatures observed, in that order the application of the pedagogical part was mainly defined by the principles exposed here.

### ***5.8. Pertinence of internet and virtual tools***

First, there are some investigations about how the new tools based on technology and TICs can improve or change the environment at class, this part is important because of

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understanding how pertinent is the investigation in the population which will be observed.

As a reference of this analysis (Alcazar A. 2006), has observed the main characteristics of the uses of internet and its relation with the culture and the possibilities of the learners but, according with differences and cultural observations in Latin-Americans.

This will be very important during observing the application of the tool in class because is necessary to speak about the environment where the tool is applied, and the characteristics of the population, in this case, some questionnaires will be applied for understanding the characteristics and the environment of the population what will be observed and where the tool will be working.

Next, there is other investigation about internet using but, this investigation is about the “internet as a pedagogical tool” (Salinas H. 2004), the researcher propose to use the internet as a tool which can be used at class, and this idea provides an structure about how the virtual tools are improving the classes development, into this investigation values the different components of the educative process and its relation with the technology in use.

In this same section I will include the observation published by (Lacina, 2004), in the observation says the importance of CALL study for implementing and developing the classes using new resources and tools, this is a reference about how the tools can change the educative process and taking into account the characteristics of the learners, into this observation there is a reference about the history of the CALL studies and its impact in the educative process across the story of the education, it is a synchronic observation.

Finally, an observation of the technology implemented in the second language learning process is observed by (Hulstijn, 2000), he has explained some components of the educative

process focused on listening skill, but is a reference of the virtual tools can be used in educative processes and valuing the technology as an important tool using the adequate methods.

### ***5.9. Reading online***

*Reading online* is related in the *Transliterations project*, where the strategies and the structure of the reading skill online is worked from the concept of the information environments as a tool in reference to learn, (Liu, 2005) writes about four aspects called “plus”, and they compose *reading online*, these are the four aspects:

First is *the negotiation between technology and usage to create a material practice of reading*; which can be described as the relation between the human experience and the innovation in technology developed by humans, and divided in two components, the hardware used or inventions for searching and organize the information and the search in specific topics, by using *browsing, searching, scanning, jumping, filtering, aggregating and organizing* the information during reading. It is very important to highlight that the material used for the observation and the readings of the reading sessions has been especially created for kids and the resource cited lines down uses aspects called here.

Second, is *the negotiation between individual and social practices*, where is explained the globalization process as the main factor of social practices as important as the individual practices of reading, furthermore, this aspect concerns to the social relations by reading and the study present as examples the use of PDAs, mobile phones, and social networks, because people read constantly asking and answering by texts, and in reference to the regional differences people use e-mails and blogs for communicating, from early age people is

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connected with technological tools and we can see how students understand about internet, they have an e-mail and they know about social networks, because of that, students observed in this investigation knew about using systems as internet and the sessions were developed adequately.

Third, is *the negotiation between media*, the text is described as the most important component for communication between media and people, so, in this part the study mentioned explains that the graphics, the audio and the tactile processes in technology are complained by texts which are in all the applications and internet websites; this is one of the most important components observed in use during the investigation, because the resource called in the research question has been designed using the *media* as the videos, texts, sounds and animations, which engaged students into the topic of each reading session and helped teacher to call the attention of students easily.

Fourth, is *the negotiation between historical and contemporary reading practices*, where some new terms appear, “page”, “scroll”, “list”, “index”, and others, and the needing of readers for learning these new concepts included in World Wide Web, and this represents the including process of new vocabulary and concepts in reading online process in this age called “*information age*” as it is shown in the evidences (video), where students had to use this kind of concepts for finding the ideas of the texts and understanding the animations and songs.

Finally, as a reviewing of these four concepts, these are the four main concepts when beginning online reading, and taking into account there are some inside components as new vocabulary and cultural implications.

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**5.9.1. *Hyper reading***; it is defined as the reading process developed by using CAR; *Computer Assisted Reading* and the tools in the resources as a way to give to reader ways and ideas about the sequences in a reading as it is explained by (Gail & Cynthia, 1999) during the development of the investigation the process of hyperreading is shown with the actions eposed in the stories and the reading of each session.

**5.9.2. *Multimodal reading***; this aspect is described as the characteristic of the texts which are presented helped by video, animations, images and sounds as complements (Reading visual and multimodal texts: how is 'reading', 2012), and the related resource had these characteristics at the most in each reading, it has helped students to be engaged into the reading and understand the main idea of the tales, songs, and other activities used for each reading session.

**5.9.3. *Multimedia place in reading***: multimedia is described as the connection of different tools in a single presentation, they are; texts, sounds, images, videos, etc., according to (Beatty, 2003) and in that order we can categorize the instrument used (the website in the link: <http://learnenglishkids.britishcouncil.org/>) as a multimedia resource focused in teaching English to children, because each reading presented to the students integrated these components as a way t show enjoyable activities, having in mind that this kind of activities is necessary in the age range of the students YLS, as mentioned by (Slattery & Willis, 2009).

### **5.10. *Researches on online reading***

This investigation developed by (Donald J. Leu Jr., 2001) explains the importance of technological tools in education the main idea of this investigation is to understand the new

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challenges that the educators have in order to attend the usual needs of students incorporating new technological resources.

It taught me as researcher about components of reading online components and this knowledge will be used during the research, because it has the necessary references online about online reading and examples of observations in classes according with the literacies in reading skill and micro-skills.

The importance of this investigation is based on the innovation in EFL Reading as an important component of a *new education*. Innovation is now presented in all fields of educational and professional development and the present investigation as is explained by (Donald, 2000).

The study shows the advance of the processes could be developed in class taking into account the internet components and strategies in pedagogy for learning a new language, there is an association where teachers can understand the components which has been taken into account in respect to the online readings. For the technology, this study includes a statement about the research in the pedagogical processes and the paper of the internet influence in the skills of the EFL learners, taking into account the challenges in the pedagogy and the new tools could be used.

As a conclusion, this study proposes the possibility of assume technology in education and innovation as the most important factor inside showing the development of sessions and the products it can be presented, in that order, it is important to highlight that the interaction and the enjoyable activities are get the attention of YLS and help them to be engaged into the ideas and reading development.



## **6. RESEARCH DESIGN**

There are some questions which emerged during the observation of the problematic, and when analyzing the way to solve it, in that order this chapter explains them and presents the characteristics of the investigation in order to answer them and to present a solution according to the objectives proposed and the characteristics of the participants on it.

### ***6.1. Research questions***

#### **6.1.1. Main question**

Which strategies can emerge in EFL reading process of students of *San Martín de Porres* primary school in Chiquinquirá – Boyacá by using the online resource website designed by the British Council?

#### **6.1.2. Sub-questions**

- How does EFL children's reading skills progress by using online reading resources from the British Council website in English Lessons?
- Which reading strategies do the students use to improve reading skills and micro-skills at English classes?

### ***6.2. Objectives***

#### **6.2.1. General**

To determine which strategies can emerge in reference to reading skill of EFL children of the *San Martín de Porres* primary school by using a website with different online reading resources from the British Council website in English Lessons

### **6.2.2. Specific**

- To establish in what way online reading resources help children's EFL reading.
- To identify the most frequent reading micro-skills children put into practice when being engaged with online reading resources

### **6.3. Qualitative study:**

Having on mind the characteristics of this study and the tools employed we can define it as a mainly qualitative study, taking into account that some quantitative tools were applied as the surveys and its analysis; but the direct observation and the video data are mainly showing the qualitative process described.

Finally, one of the most important characteristics to define this study as a qualitative one is the guide of the pedagogical objectives and the results which were given in strategies beyond the statistical data.

### **6.4. Type of Research: A case study**

*Case study* is defined by (Nunan, 2008) as the process where "... *one selects an instance from the class of objects and phenomena one is investigating (for example, "a second language learner" or "a science classroom") and investigates the way this instance functions in context*", in that order this investigation is focused on the selected instance *reading online* and EFL learners' reading skill, taking into account the literature review where the skill is defined as a process that involves strategies and sub-divisions or *micro-skills* then, in this investigation, I have observed the way of the reading online functions in a

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selected context, it is the process of a group of EFL learners of a primary school to see how they improved the reading skill using the online resources.

My role as researcher is defined as observer and guide of an educative process having on mind the proposition of a solution to the problematic. The line of the investigation was taken having in mind the *curriculum*. The curriculum will be updated, in this case in the school target of the research process, using an online resource which could be included in the same curriculum and to improve the teaching process; but the most important concept for taking into account is to understand that the will be observed according with the EFL needs and the applicability of the resource in the target population.

### **6.5. Sources to collect data**

The information has been gathered by using different sources: a survey where the students have given the necessary concepts about the needs they had; the main objective of using a survey is to get information about the development of a common reading session at the school where the population observed studies and to observe which the main characteristics are to present solutions, the surveys are explained as an important tool for measuring the development of contents and gather preliminary and port-application information; (Rowan, 2001). This survey has been applied at the beginning of the research process and it has been analyzed in parallel with the second survey to get the information of “before and now” and get the answers to the research questions

Then some observations have been analyzed by using a teacher’s view shown in questionnaires, the teachers has answered as presented in the appendix 39 *Teacher Interview*; applied at the beginning of the investigation to understand which are the

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characteristics of a reading session which directly affect the reading skill improving of students

The observations in video recordings present a visual evidence of the process and the characteristics of a reading session having on mind the stages proposed before and in the lesson plans according with (Brown, 2001), they were the way to understand the impact of this investigation and the categories in use; main idea of the video analysis was to get information of a reading session during the investigation and to present evidence of the process, a good advantage of using this video is that researchers can use it and watch it as many times as they consider it necessary.

The information and evidences have been organized and analyzed by using the necessary software in qualitative researches called *Atlas.TI 5.0*, which helps the teacher-researcher to organize the information and has helped me taking the necessary information for building a conclusion about the investigation.

This is the order of the research has been applied; in first place, a survey to gather information about the EFL group characteristics and what they need. The survey (*appendix 1*) applied to the students and redacted in Spanish to present to students clear information, in this same step an interview (*appendix 2*) applied to teacher to know the normal development of a class and the characteristics from the teaching perspective.

Secondly an observation applied; this observation is about a normal class using the proposed tool in the school and it gave important information about the natural context of the classes in the target population.

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And the video recording transcribed (*Appendix 9*) to gather information about the needs of the EFL Learners and the normal reading session development during the research process, at next, the resource (website) in the link: <http://learnenglishkids.britishcouncil.org/en/>, applied and students used it. During the sessions where the resource was applied the topics were used according with the normal curriculum of the subject in the school (the research process didn't affect the normal development of the PEI in the school).

Then, a new survey (*appendix 3*) was applied to the target population for a future comparison of the answers and finally the analysis was done for finding the components helped the researcher to establish how comfortable and adaptable is the resource analyzed, as a way to get information post-application to the research process, this is based on the idea that the surveys always can help researchers to find strategies correctly applied as it is explained by (Reid, 2006). The progress in reading skill was monitored by using the workouts and the evaluations of units of the online resources for reading online showing results as it is presented in the conclusions of this study.

### **6.6. *Research setting and participants***

The institution where the investigation has been developed is a primary school in Chiquinquirá – Boyacá, and the target population has been the second grade where I could find 33 students of an EFL group, they are 7 and 9 years old and according with the age they are characterized as *young learners* (Slattery & Willis, 2009) and the who participated in the process during each reading session, as it is shown in the video evidence and the appendixes of the surveys.

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Furthermore, defining the homogeneous language as the equally level with the same characteristics which have all the participants of a group (Widdowson, 1996), the specified group of EFL learners are characterized as a homogeneous group of students in beginner level.

Finally, about the focus and most important parameters of the school it is very important to that the institution has organized their mission according with *integral* education; it means, to educate students in academic context and with human principles too. And the vision is focused in the projection of the institution as one of the best in the city having on mind *innovation* and *motivation* which makes the basis of this investigation in to find the way to promote and use ICT in language learning. PEI includes English as one of the most important areas projecting students in different fields and during this year (2011) institution has added 2 hours a week more, it means, 3 hours a week.

### **6.7. Criteria to analyze data**

During the analysis of the information gathered I as a teacher / researcher had in mind reading comprehension as the most important goal of the reading sessions, it means that the results had to be used in reference to pedagogical implications and as it is shown in the statistical analysis students improved reading comprehension showing results as it is evidenced in the video recording annexed to this document.

Beyond the pedagogical implications it means, the data was analyzed from two perspectives, the first, majority in this investigation, was the qualitative data, in reference to the observations of results in reading sessions, so, students presented conclusions about the readings the did during the classes and they understood the ideas as it is presented in the

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video. The second was a statistical view, as a quantitative observation of the data, presented in the chapter of *data analysis* of this document, where the surveys were observed to get results about the changes that the reading sessions had before the investigation and after it.

By using aspects of a discourse analysis and structure of an analysis provided by (Yule, 1996) I have organized the video transcription as a way to gather information from there and to establish the strategies that students presented during the reading sessions because students interacted during the readings and they got ideas from reading.

### **6.8. *Chronogram for developing the investigation***

The development of the reading sessions and the stages of the investigation were organized in order to present clear concepts during the semester and to find answers to the different pedagogical and research questions, it was planned and then applied from March 2011 to June 2011 in the next order:

<b>March 2011 to June 2011</b>	<b>Investigation stage</b>	<b>Sessions used</b>
	First survey applied	1
	Teacher interview	---- Applied outside the classroom, teacher answered some questions as it is presented in Appendix 2
	Using the website to reading sessions	30, as presented in lesson plans in the CD annexed to this document
	Second survey	1

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I have to explain that during the reading sessions there were stages in each lesson plan as they are presented in the CD annexed to this document, they were *pre-reading*, *while reading* and *post reading* as they are explained lines below in the design of the lessons and the application of them, furthermore, there were some characteristics of the topics which helped the development of the reading sessions.

- a. The classes were applied during three hours a week during 36 sessions, it means, I can use the online resources during one hour each week in 12 sessions
- b. These topics were developed during the first semester of the year according with the curriculum designed
- c. The observations were developed each class according with the topics and as a feed-back process; this is shown in the teacher's logs annexed to this document in the CD.



## **7. INSTRUCTIONAL PEDAGOGICAL DESIGN**

### ***7.1. Setting***

As it is presented in item 6.6 *Research setting and participants*, students are in an age range between 7 and 9 years old and it involves managing and developing innovative tools in order to engage students in each stage of the reading process which is the idea of the tool proposed to use.

### ***7.2. About the institutional PEI***

The institution where the investigation has been developed conceives English as one of the most important subject and principal and English teachers of that school are focused in to use innovative tools and methodology for teaching English, in that order, the implementation of the research process and this pedagogical propose has given to the institution fundamental statements about virtual tools and their uses at the English classes.

Main idea of this project and the main question concerns to describe the impact of using a specific website designed by British Council and to give options to English teachers and principal of the school for using this kind of resources in the future with their students. In that order, at the end of the research process, I, in my role of teacher/researcher gave to the institution a short report (In Spanish) describing the practicum process and the results obtained as it is presented in the *Appendix 8* at the end of this document.

### ***7.3. Pedagogical proposal***

Knowing the characteristics and the most important components in the reading process of the students, online resources as the website designed by the British Council can improve

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the reading process in the students. It has been applied and from the results the application of the new tools were analyzed, it is very important to take into account the definition of the reading skill and its real use in the classes, because of that, in this chapter it is explained the fundamentals of the reading sessions, and the most important pieces of the pedagogical process.

During the classes students had the online resources available for reading and developing the activities of the classes, all this has developed by using the proposed web site as a complement of the classes' development.

### **7.3.1. Integrated skills**

The most important concept to have in mind is the integration of skills, we have to help to improve the four skills taking only one for being evaluated; this is supported by (Brown, 2001), *“The human race has fashioned two forms of productive performance, oral and written and two forms of receptive performance, aural (or auditory) and reading”*, so, in this case I will observe the way we can improve in our students one of the receptive way (reading), but I will not forget the relation it has with the other skills in our condition of humans and our communication process.

### **7.3.2. Theory of learning**

It is important to understand how children learn a skill, just as it is described lines before, by (Smith, 2003); *“Learning is approached as an outcome”*, the process to get that outcome has to be the planning of each lesson choosing carefully the tools and the methodology to present in each class, in this case, as I am referring to the reading sessions by using technological tools, I have selected the tools as enjoyable readings, stories songs and tales in

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the website designed by the British Council and object of this investigation in the link:

<http://learnenglishkids.britishcouncil.org/> which engage students into each topic and it is reflected in the results explained in the appendixes.

Working about learning in reading is related and connected with reading comprehension, in that order, the most important goal was that students get reading comprehension which was tested in each final stage of the reading sessions.

The most important theory is based on the way students use to learn and the aspects teacher has to take into account in the classroom, didactics and motivation are intrinsic because they were used inside the classes, this investigation will promote them by using online resources as websites when analyzing; that is the way as the teacher / researcher foster motivation in students.

### ***7.4. Pedagogical Objectives***

The pedagogical plan of action has as objectives the following:

- To present ways to teach English as a foreign language by using an online resource.
- To select the proper material to each lesson according to the topics they work on, their age range and strategies they use to learn.
- To engage students into reading by using enjoyable activities.
- To foster motivation for reading in students.

### ***7.5. Contents***

The most important way to engage students is to use *enjoyable* activities and material (Slattery & Willis, 2009), in that order, I have chosen those materials and I have selected the

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activities of each lesson. Contents of the units in the website (resource) were used according with the curriculum which the institution has applied and what they have used during teaching in the grade where the observation was developed, it means, the resource I used for three units divided in specific lessons; in that order, I present the next chart:

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Unit	Date	Lesson topic	Terminal objectives	Ling. Focus	Communic. Functions	Resources
UNIT 1 – PEOPLE'S ABILITIES	March 21, 2011	In the circus	Students will be able to speak about a short story using the structure “I can”	I can  I cannot	To speak about a short story in an online reading using the structures of the lesson.	Colors  Pencils  Board  Markers  Notebooks  Internet
	March 23, 2011	The animals at the zoo	Students will read the letters of the alphabet by using a short online reading in the link <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/abc-zoo">http://learnenglishkids.britishcouncil.org/en/short-stories/abc-zoo</a>	Alphabet	To spell names and animals	Colors  Pencils  Board  Markers  Notebooks  Internet

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	March 24, 2011	In the classroom I can see...	Students will be able to identify things and objects in the classroom by using an activity on the internet in the link  <a href="http://learnenglishkids.britishcouncil.org/en/language-games/easy/classroom">http://learnenglishkids.britishcouncil.org/en/language-games/easy/classroom</a>	I can see  There is  There are	To identify objects in the classroom and share with partners using new vocabulary and new English structures	Colors  Pencils  Board  Markers  Notebooks  Internet
	March 28, 2011	In my classroom	Students will relate words of a new vocabulary and images by using material as flash cards.	I can see  There is  There are	To recognize vocabulary given last class and share with partners about the things in the classroom.	Colors  Pencils  Board  Markers  Notebooks  Internet
	March	In my school	Students will read about	I can find	To develop abilities for describing a	Colors

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	30, 2011	I can find	the things there are in the school, they will use new vocabulary about the places they can find in the school.		place by using the elements and objects are there.	Pencils Board Markers Notebooks Internet
	March 31, 2011	In my school – Short story	Students will read a short story where they will find the vocabulary they have seen last class and they will remember key concepts, the short story called Superhero High will help students to reinforce reading skill.	I can see I can find There is There are	To observe the normal use of the structures of last classes using internet activities with native voice.  To practice online reading as a way to improve especially in link: <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/superhero-high">http://learnenglishkids.britishcouncil.org/en/short-stories/superhero-high</a>	Colors Pencils Board Markers Notebooks Internet
	April	Growing Up!	Students will be able to	Before, I	To use the structures and the vocabulary	Colors

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	4, 2011		read and speak about the differences they find when they are growing, using new vocabulary as (big, small, high and, low).	could  Now, I can	of the class to express thing i could do when I was a child and what I can do now.	Pencils  Board  Markers  Notebooks  Internet
	April 6, 2011	Jack and the beanstalk	Students will be able to identify vocabulary and concepts by reading a short story in the internet.	Grow up	To identify verbs into a story in the link: <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/jack-and-the-beanstalk">http://learnenglishkids.britishcouncil.org/en/short-stories/jack-and-the-beanstalk</a> , improving reading skill	Colors  Pencils  Board  Markers  Notebooks  Internet
	April 7, 2011	When I was a child	Students will remember the vocabulary they got last class and they will use	When I was a child  I could not	To use the structures seen in last classes in an auto-description of abilities and skills of each student.	Colors  Pencils



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			it taking into account the structure “When I was a child I could not..., now I can...”	Now, I can		Board Markers Notebooks Internet
	April 11, 2011	Princess and dragon tales	By the end of the lesson, the students will be able to understand readings by using vocabulary and new words.	Once a day There was There were	To read a shorts story and to identify the concepts established in the linguistics focus	Colors Pencils Board Markers Notebooks Internet
	April 13, 2011	Magic tales	By the end of the lesson, the students will be able to use the words seen last class and they will have	Once a day There was There were	To identify concepts by using scanning (Brown, 2001), in a short story in the link: <a href="http://learnenglishkids.britishcouncil.or">http://learnenglishkids.britishcouncil.or</a>	Colors Pencils Board

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UNIT 2 – WORKING			used them in a game.	Upon a time	<a href="http://learnenglishkids.britishcouncil.org/en/short-stories/the-princess-and-the-dragon">g/en/short-stories/the-princess-and-the-dragon</a>	Markers Notebooks Internet
	April 14, 2011	When I grow I could be	By the end of the lesson, the students will be able to speak about what they could do when they grow.	I will	To use the structure for signing future into sentences having in mind the short online story in the link: <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/what-will-i-be-when-i-grow">http://learnenglishkids.britishcouncil.org/en/short-stories/what-will-i-be-when-i-grow</a>	Colors Pencils Board Markers Notebooks Internet
	April 25, 2011	Working together – Environment	By the end of the lesson, the students will be able to give important ideas about the environment from the song and reading.	We can	To motivate students to “think green” using environmental concepts and ideas about taking care or nature.  To implement the homework as an important tool (Harmer, 2007)	Colors Pencils Board Markers

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						Notebooks  Internet
	April 27, 2011	The lucky seed Short story	By the end of the lesson, the students will be able to speak about the words they will have identified during the lesson and the things they can do to help the environment	Nature's vocabulary	To read a short story scanning for <i>key words</i> about the nature, improving reading skill, and micro-skills.	Colors  Pencils  Board  Markers  Notebooks  Internet
	April 28, 2011	Planet Earth	By the end of the lesson, the students will be able to speak about the different races and animals we can find in our planet and the big diversity, and remembering that we have	Animals' vocabulary	To identify vocabulary about animals, by using an enjoyable flash cards' game.  To improve English skills by sharing with partners at the end of the class and after the explication about animals.	Colors  Pencils  Board  Markers  Notebooks

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			to do things that can help to save the planet.			Internet
	May 2, 2011	The story of quinine	By the end of the lesson, the students will be able to speak about the quinine and where can it be found	There is  There are  Nature's vocabulary	To read a short story specially designed for YLs (Willis, 2009) where students can find vocabulary and to improve their words bank or vocabulary. The story is in the link:  <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/the-story-quinine">http://learnenglishkids.britishcouncil.org/en/short-stories/the-story-quinine</a>  To complement the story and development of the class, by using an activity proposed in the link:  <a href="http://learnenglishkids.britishcouncil.org/en/language-games/medium/the-story-quinine">http://learnenglishkids.britishcouncil.org/en/language-games/medium/the-story-quinine</a> , which is connected with the story and it help teacher to evaluate the	Colors  Pencils  Board  Markers  Notebooks  Internet

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					reading comprehension development.	
	May 4, 2011	Insects world	By the end of the lesson, the students will be able to speak about insects and their habitats taking into account a short story will be presented in class.	There is  There are  Nature's vocabulary  Where does the... live?  The... lives in the....	To play an online game by using the structures and linguistic focus proposed in the lesson.	Colors  Pencils  Board  Markers  Notebooks  Internet
	May 5, 2011	The lazy bear	By the end of the lesson, the students will be able to speak about the story.	Short answer questions  There were  There was	To use mind maps as a way to present the most important concepts and <i>keywords</i> , of the lesson, and to use these concepts for reading comprehension in online resources.	Colors  Pencils  Board  Markers

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				We saw	To use short answer questions to evaluate the reading process at the end of the class in the <i>post-reading</i> stage.	Notebooks  Internet
	May 9, 2011	The cold planet	By the end of the lesson, the students will be able to speak about the words and concepts they will have identified in a short story.	There is/are  There was/were	To value the use of mind maps (Peacocks, 2011) as a way for making strong the reading skill.  To present enjoyable activities related with the reading skill having in mind the reading micro-skills (Harmer, 2007).	Colors  Pencils  Board  Markers  Notebooks  Internet
<b>UNIT 3 – TRAVELING</b>	May 11, 2011	Flying from the sun to the stars	By the end of the lesson, the students will be able to sing the song proposed for this plan and called Flying from the sun to the stars, and to recognize the	We go  Let's go  From... To...	To present to students a short story, where they can identify the concepts and main idea, proposed during the first stage of the class.  To use online resources for improving	Colors  Pencils  Board  Markers  Notebooks

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			vocabulary used in the song.		reading skill.  To evaluate these process at the end of the class in the post-reading stage.	Internet
	May 12, 2011	Our colorful world	By the end of the lesson, the students will be able to classify and look for ideas and concepts into a reading online activity.	Our This is...	To use a short online story for improving reading skill and to identify key concepts from reading online.	Colors Pencils Board Markers Notebooks Internet
	May 16, 2011	Traveling	By the end of the lesson, the students will be able to remember and sing the song proposed by teacher during the class identifying the concepts	I will go to... She will go...	To sing a song using new vocabulary about traveling.  To plan and to identify places and ways a person can use to travel.  To learn a song in the link:	Colors Pencils Board Markers Notebooks

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			and key words will be given at first stage of the class.		<a href="http://learnenglishkids.britishcouncil.org/en/songs/shell-be-coming-round-the-mountain">http://learnenglishkids.britishcouncil.org/en/songs/shell-be-coming-round-the-mountain</a> to reinforce English pronunciation and to improve reading skill.	Internet
	May 18, 2011	The treasure map	By the end of the lesson, the students will be able to speak about the short story will be read during the class and referring the key words will be used and the main components will be exposed in the class.	Locations' adverbs	To identify places and their relation with a specific point using the locations' adverbs and a short story in the link: <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/the-treasure-map">http://learnenglishkids.britishcouncil.org/en/short-stories/the-treasure-map</a>  To use images in pre-reading stage to engage students to learn the topic.	Colors Pencils Board Markers Notebooks Internet
	May 19, 2011	Evaluation of last topics	By the end of the lesson, the students will have shown what they have	Last classes topics	To observe and to evaluate the English learning process that students have been developing during last week using the	Colors Pencils



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			learned during the last topics and how they have improved during last weeks.		methodology of to evaluate directly using copies for each student.	Board Markers Notebooks Internet
	May 23, 2011	Different houses	By the end of the lesson, the students will be able to speak about the main idea of the short story called the magic spell.	Past tense of verbs: To find To throw To dance To call Vocabulary Disappoint Nothing Chant	To use strategies for finding the main idea of an online short reading. To use an enjoyable story to engage students to learn about the topics. To use an activity at the end of the class for identifying how much students have understood the story and if they have found the main idea of the text.	Colors Pencils Board Markers Notebooks Internet

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				Spell		
	May 25, 2011	Dark, dark wood	By the end of the lesson, the students will be able to explain the main idea of the online short story	Descriptions  Dark  Mysterious  Structures:  There was  In the...(place prepositions)	To present to students enjoyable activities and easy reading they can understand and they can find the main idea of the text.  To establish which strategies students use for finding the main idea of a text.  To evaluate how much students understand from an online reading by using the <i>post-reading</i> stage.	Colors  Pencils  Board  Markers  Notebooks  Internet
	May 26, 2011	The haunted house	By the end of the lesson, the students will be able to call the main idea of the short story online reading.	Grammar  focus:  There was /  there were  Vocabulary	To improve reading skill and reading comprehension in students by using online resources.  To evaluate which strategies students use to find ideas and to understand an	Colors  Pencils  Board  Markers

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				for descriptions Dark Fast Hard Horrible	online reading	Notebooks  Internet
	May 30, 2011	My secret team	By the end of the lesson, the students will be able to refer the main idea of a short story they will read online	Past tense of verbs To Be and To have (for students can follow the sequence of the story)  Use of pronouns we	To present a short story to students related with things they can find in a daily hobby and engage them to read by using sports.  To call the attention of students who love practicing a sport and who can feel identified with the context of the reading.	Colors  Pencils  Board  Markers  Notebooks  Internet

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				and I  Could /  Couldn't		
	June 1 <sup>st</sup> , 2011	The first marathon	By the end of the lesson, the students will be able to present the main idea of a short online story	Past tense of verbs To Be and To have (for students can follow the sequence of the story)  Use of pronouns we and I	To present to students an interesting part of history by using an enjoyable reading helped by images and animations which will help to students to find and to understand the main idea of the online reading.  To present to students a reading in which they will find new vocabulary and linguistic forms which they can use in daily contexts.	Colors  Pencils  Board  Markers  Notebooks  Internet
	June 2,	Goldilocks and the three	By the end of the lesson, the students will be able to	Past tense of verbs To Be	To show to students a fable that they can understand by using strategies as	Colors  Pencils

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	2011	bears	<p>speak about a short story</p> <p>they will read during the class</p>	<p>and To have</p> <p>(for students can follow the sequence of the story)</p> <p>There was /</p> <p>There were</p>	<p><i>scanning</i> for finding words and vocabulary and <i>skimming</i> for inferring the main idea of the text, proposed by (Brown, 2001).</p>	<p>Board</p> <p>Markers</p> <p>Notebooks</p> <p>Internet</p>
	June 6, 2011	Jungles of Brazil	<p>By the end of the lesson, the students will be able to sing a song called Jungles of Brazil</p>	<p>Pronoun We</p> <p>Animals</p> <p>Vocabulary</p>	<p>To present to students a song in which they will find vocabulary and a story they will understand by using <i>skimming</i> and <i>inferring</i> about the development of the song.</p> <p>To present enjoyable activities to students that they can understand easily and improving their English level.</p>	<p>Colors</p> <p>Pencils</p> <p>Board</p> <p>Markers</p> <p>Notebooks</p> <p>Internet</p>

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	June 8, 2011	One moment around the world	By the end of the lesson, the students will be able to speak about the main idea of a short story called one moment around the world	Verb to live  What time is in...? (Each city)  Vocabulary:  Morning  Afternoon  Cities  It is	To help students to create schemata for developing processes as to thing about other countries and cities in the world, this activity helps students go more than regional and begin thinking in world.	Colors  Pencils  Board  Markers  Notebooks  Internet
	June 9, 2011	One small world	By the end of the lesson, the students will be able to sing the song proposed by teacher, the song is called  One small world	Verb to live  Vocabulary:  Cities  Land  Winter	To present to students connected activities and easy enjoyable songs that they can use to improve their English level.  To help students to develop other skills and strategies to learn English and to	Colors  Pencils  Board  Markers  Notebooks

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				Small World Snow People Chime	understand when reading and identifying vocabulary inside a story.	Internet
	June 13, 2011	Dean and Pearl	By the end of the lesson, the students will be able to sing and speak about the song proposed for this class which is called Dean and Pearl	Use of Pronoun They. Vocabulary: To stop To save To get To destroy	To present to students a song as an enjoyable activity that they will sing as many times as they consider necessary.  To establish how much students will have understood from the song using an activity for organizing the sequence of the song called <i>Dean and Pearl</i> in the link: <a href="http://learnenglishkids.britishcouncil.org/en/songs/dean-and-pearl">http://learnenglishkids.britishcouncil.org/en/songs/dean-and-pearl</a>	Colors Pencils Board Markers Notebooks Internet

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	June 15, 2011	Eric the engine	By the end of the lesson, the students will be able to speak about the main idea of the short story in called Eric the engine in the link: <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/eric-the-engine">http://learnenglishkids.britishcouncil.org/en/short-stories/eric-the-engine</a> .	There is / There are Past Tense of verbs To move, and To arrive (This will help students to understand the main idea of the short story) Vocabulary: Mountain Rock	To present a class focused in online reading using the necessary resources and giving to the students an enjoyable and nice story according with their age range and English level. To improve reading skill and reading comprehension by using online resources. To develop enjoyable activities that students can understand by reading.	Colors Pencils Board Markers Notebooks Internet
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				Engine  Fast  Fox  Mouse  Corner		
	June  16,  2011	Old Mac  Donald	By the end of the lesson,  the students will be able to  sing the Old Mac Donald  song in the link:  <a href="http://learnenglishkids.britishcouncil.org/en/songs/old-macdonald">http://learnenglishkids.britishcouncil.org/en/songs/old-macdonald</a> .	Here / There  Vocabulary:  Farm  Duck  Cow  Dog  Pig  With	To present to students a song they can  sing and the lyrics they can use to  identify it.  To evaluate the strategies that students  use to understand during reading.  To give to students the tools and the  online resources to develop an  interesting and funny activity during the  class.  To give to students a song during the	Colors  Pencils  Board  Markers  Notebooks  Internet

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				Everywhere	last week before vacation which they can relate with real contexts and things they find in daily life or going on vacation.	
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### **7.6. Methodology**

The process of the reading sessions was organized having in mind the structure of a reading lesson proposed by (Brown, 2001) there are so, three stages for a reading lesson.

*Pre-reading* is aimed to introduce the topic and give learners clues of the *intensive reading* it has been developed in class; during this stage when developing the pedagogical process I as a teacher / researcher used key-words and mind maps as a way to engage students into the classes, furthermore, I used questions too and images to motivate students to learn.

*While-reading*, during this stage the activities of reading were developed and students read the articles or texts of the class, helped by teacher organization and the tools included in each lesson plan, students used the online resource proposed as the most important tool and then, they played games or answered questions inside the activities of each lesson plan.

*Post-reading* stage concerns to a feedback to review and to use the concepts learned during the lesson, in this part I evaluated the development of the class and students and teacher built the ideas for next classes.

### **7.7. Evaluation criteria**

Evaluation process has been developed having in mind the National Standards for teaching English as it is related before, where there are related three *competences (linguistic, pragmatic and sociolinguistic)*, and the advance of students will be marked by using the pedagogical objectives.

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Students developed activities and sequences in reference to the reading online skill, the criteria are defined by the goals (pedagogical objectives), and its relation to the micro-skills stimulated during the lessons.

The evaluation of the progress in the reading skill will be developed by using the workouts and questionnaires that the online resources offers at the end in each topic and which teacher can print for applying in classes; at the end of the classes students will be able to:

- Speak about what they can do
- Read a text about real situations at class and at home and they will know what is the text about
- Give clear concepts about the topics they are learning
- Show they have improved their reading skill by using tools according with their age and their language characteristics.

And the results will say if the resource can improve their reading skill for using it in classes, and based on the characteristics of the population. Furthermore is very important to say that the principles proposed by (Brown, 2001), which are related lines up govern the analysis of the results obtained; specifically in order to establish the strategies used by students in order to improve reading comprehension.

## 8. DATA ANALYSIS

### *8.1. The process of the pedagogical implementation*

Having in mind the methodology proposed, the pedagogical implementation was developed, the reading sessions were divided into three parts; *pre-reading*, *while-reading* and *post-reading* (Brown, 2001). Evidence of this process can be consulted in the appendix 4; The Cd in the folder called “OR-2”.

The reading sessions were planned using the *appendix 5 - lesson plan sample*. It was used to establish the steps to follow during the classes, which were given in three parts and each part specifies the process and the theories applied as a way to improve reading comprehension in students of EFL in the population established in this research, the methodology was strongly fundamented in principles proposed by (Brown, 2001). Each lesson was complemented by a reading online activity where students could identify main concepts and *key words* that helped students to get reading comprehension as explained in the *contents* of this document and presented in the *appendix 6; picture 1 and picture 2*, furthermore, students were developing complementary activities during the post-reading stage in each lesson; *appendix 6; picture 3 and picture 4*.

### **8.2. The research procedure**

The method to analyze the information is supported by the *case study* type of investigation explained by (Nunan, 2008), a method is used and the results are observed, it means that this document is classified as an *case study* because it is used a specific population and there is the observation of the application of a methodology and a tool, then the results were analyzed.

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In that order, there are some specific steps followed to compile and understand the results; the first part was to organize the data of each survey and each part of the process in charts as it is shown in the *patterns and evidences from online reading*, main idea was to stract the most important aspects of the lessons and to analyze them in reference to the categories of the research.

Then, some other evidences as the selected video and its transcription helps us to determine which categories appeared and which was the question solved during the lessons; the principle to analyze the data was the *stimulated recall*, where (Nunan, 2008) explains the importance of the tanscriptions of videos as a way to analyze the information from the linguistics view.

The criteria used to analyze this information is based on the importance that the evidences have to answer each research question and the relation that they have with the progress of reading skill of the students, it described the impact of the resource emplyeed by giving information abut important aspects as the comprehension of the texts.

There some steps followed up to understand the results: first, the *organization of data in charts*, as this is one of the strategies proposed by (Nunan, 2008) it helps to have a clear view of the parts of the investigation. Then, it was to identify the engaging patterns used during the reaserch process, as the products which reflected the results gathered during the investigation to describe the impact of using the proposed resource. After, I made groups of the patterns according to commonalities which gave a reference of the categories highlighted in each part of the investigation and each reading session. Next step was to determine categories to respond the questions, which explained the importance of each strategy

employed during the research. And finally, to develop the categories, as the pieces of a description of the impact of the proposed resource in class.

Using the elements proposed before I have had in mind to build a conclusion which gives multiple options to teachers and researchers as we can see in reference to the strategies students can adopt during the report of each reading session.

### **8.2.1. Patterns and evidences from online reading**

There are some specific characteristics and patterns discovered by the researcher during the observations developed. In addition to the strategies naturally developed by the students, there were specific patterns which depend directly of the activities developed during the classes and the focus of the topics developed; they were:

*Students conveying meaning through pictures:* based on the *skimming* process that students developed during the lessons, and the way they used to infer ideas from using images and animations during the reading sessions.

*Students asking for cooperation when reading:* students manifested to work together from their own ideas, it means, they began organizing groups without teacher requirements, and it showed the importance of creation of groups as a strategy to learn and understand readings.

*Students activating prior knowledge:* while developing the reading sessions students presented ideas they knew before and they activated this *prior knowledge* in order to organize ideas and to understand the stories and readings shown in each class.

*Students presenting ideas about the reading texts:* students developed conclusions and they gathered ideas at the end of each reading session having in mind the development of the

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sequences presented during the classes and the texts they read, it was very important for them because they shown what they understood in each class and the advantages they got with each reading session.

*Students using background knowledge:* to present each conclusion and idea, students used what they saw and understood in each reading sequence as a support to explain their ideas, and own perspectives and they were basing their new knowledge in the reading it self.

The evidence of the observation of this process is given in the appendix 10 called *Advantages and progress observed during Applying British Council website in EFL Students reading*, a document which presents a summary of the artifacts and results obtained in each reading session; I used the next chart to represent them and explain the specific step of the investigation where they were discovered and the way they were discovered.

One of the most important patterns was the evidence of the development of strategies for reading, it is represented in the next chart where I have taken into account the artifacts and the activities that students developed during the sessions, the first column is in reference to the patternce observed that students developed when reading online based on the artifacts they developed and they added to their notebooks after each session as a way to present the activities to parents.

The second column is in respect to the evidences found during the reseach which supported the categories and the strategies used to understand the impact of the resource.

Then the interpretation of the patterns where the implicature are given having on mind strategies the students used and characteristics of the class development:



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<i>Patterns and evidences from reading online</i>	<i>Evidences</i>	<i>Interpretation</i>
Students conveying meaning through pictures	It is evidenced in the <i>apendix 6</i> in the <i>image 3 and 4</i> .	<p><i>Students used different ways to diagram and evidence the reading process.</i></p> <p>One of the most important was that they used pictures in order to represent what they understood in the reading sessions, this is the list of the most representative sessions where students shown what they taken from the readings by using pictures:</p> <ol style="list-style-type: none"> <li>1. Wednesday, March 30<sup>th</sup>, 2011: Students presented a picture about the school and showing what they can do in that place, they used sentences thatthey found during the class, in this case, they didn't work a direct reading online, they used an activity inside the classroom, furthermore, they worked in pairs.</li> <li>2. Monday, April 4<sup>th</sup>, 2011: Students presented pictures for showing what they could do before and what they have discovered they can do now, based on the short tale presented before, it means students can present</li> </ol>

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		<p>parallels by using the topic of the readings presented.</p> <ol style="list-style-type: none"> <li>3. Thursday, May 5<sup>th</sup>, 2011: Students used images to illustrate what they understood from the reading, then they reported by speaking too.</li> <li>4. Wednesday, May 18<sup>th</sup>, 2011: Students presented pictures about what they understood from the reading and they made the conclusion of the reading session using them.</li> </ol>
	<p>Video recording minute 4:50 to 5:36</p> <p>Screenshots taken from the activities students developed during the reading sessions, <i>appendix 6</i>; pictures 9, 10, 11, 12, 13, 14, 15, 16 and 17</p>	<p>Some activities developed during the sessions included to present images to the students and they told the concept they relate in English, this exercise helped me as the teacher-researcher to understand if the students were really connecting what they learnt with what they saw in other contexts.</p> <p>In that order, <i>students inferred meaning from the pictures in the exercises</i>, this is called <i>skimming</i> by (Brown, 2001).</p> <ol style="list-style-type: none"> <li>1. Thursday, April 28<sup>th</sup>, 2011: Students used a copy where they recognized ideas from the reading helped by images to identify key concepts and answer adequately.</li> </ol>

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		<p>2. Thursday, May 12<sup>th</sup>, 2011: Students used a copy about the activity and the shor reading they found during the class and they used it for relating images with specific concepts.</p> <p>3. Monday, May 16<sup>th</sup>, 2011: Students used a copy at the end of the class and they identified images in there and used them to explain what they understood.</p> <p>4. Monday, May 30<sup>th</sup>, 2011: Students worked alone using the activity of the resource proposed, to recognize images and relate them with the ideas of the reading.</p>
Students asking for cooperation when reading.	<p>Evidenced in <i>appendix 6</i>, image 7</p> <p>Video recording minute 3:30 to 3:59</p>	<p>When students developed activities working by pairs and sharing ideas during the reading and complementing what they understood in each stage of the reading session and during the <i>while-reading</i> exercises. Evidence of this process is given in the <i>appendix 6</i>, image 5 and 7.</p> <p>1. Wednesday, April 13<sup>th</sup>, 2011: Students used a game and they played it in pairs complementing ideas.</p>

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		<p>2. Wednesday, April 27<sup>th</sup>, 2011: Students worked on an activity presented as an online resource, they share ideas about environment and helped them selves to understand the idea of the reading.</p> <p>3. Monday, May 2<sup>nd</sup>, 2011: Students worked by pairs in front of their computers and they used the activity proposed as “<i>after-reading</i>” in the website proposed by British Council for teaching English to EFL Children.</p> <p>4. Wednesday, May 25<sup>th</sup>, 2011: Students made pairs at the end of the class and they explained the ideas they found during the reading session.</p>
Students activating prior knowledge	By using activities as which is presented in the <i>appendix 6</i> image 17	<p>Students made connections between the kwy concepts they learned during the class and the main topic by using a mind map, they shown what they learned and they evidenced this way to represent comprehension in the next sessions:</p> <p>1. Monday, March 28<sup>th</sup>, 2011: Students used the board of the classroom to build a mind map of the vocabulary they used in the <i>while-reading</i> stage of the reading session.</p>

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		<ol style="list-style-type: none"> <li>2. Monday, May 9<sup>th</sup>, 2011: Students organized a mind map to represent what they understood from the reading session short story.</li> <li>3. Thursday, May 26<sup>th</sup>, 2011: Students used a puzzle and they organized ideas according with the concepts they read during the session.</li> <li>4. Wednesday, June 8<sup>th</sup>, 2011: Students draw a map and they presented the main idea of the text they read during the session, complementing their ideas with images and words.</li> <li>5. Thursday, June 9<sup>th</sup>, 2011: Students organized ideas into a crossword using the concepts from the reading session.</li> </ol>
Students presenting ideas about the reading texts	Evidenced in the video selected, during the minute 7:43 to 9:45	<p>Students presented ideas during the readings and the observation shows it in the video annexed in the appendix 4 CD in the folder “OR-2” where students present ideas about what they have read; in the first class it could be shown; this is the list of the reading sessions where the presentation of ideas was evidenced:</p> <ol style="list-style-type: none"> <li>1. Monday, March 21<sup>st</sup>, 2011: At the end of the first reading session, students spoke about the ideas of the reading; students used Spanish to</li> </ol>

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		<p>do it nad they mixed sometimes words in English from the topic, it is called <i>mixed code</i> by (Spolsky, 2008) and it is used to by learners while they are engaged into the language as well.</p> <p>2. Thursday, March 31<sup>st</sup>, 2011: Students presented oral reporting of the ideas they found during reading in the short story presented during the reading session.</p> <p>3. Wednesday, April 6<sup>th</sup>, 2011: Students used oral reports to show what they understood from the reading presented in the internet room.</p> <p>4. Monday, April 11<sup>th</sup>, 2011: Students presented a copy with some questions, but, they presented an oral report for complementing what they understood from the reading session.</p> <p>5. Thursday, April 14<sup>th</sup>, 2011: Students planed things they could do in the future having on mind the short tale read during the reading session.</p>
Students using background knowledge.	Evidenced in the video recording choosen, from	In this case, I found that students proposed ideas about how they use the knowledge in their own contexts.

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	<p>the minute 00:10 to 1:04</p> <p>Video trasncription from</p> <p>the line 1 to 21</p>	<p>It is important to take into account that students relate topics with the ral life, it helps them to understand the use of English in real spaces:</p> <p>1. Monday, April 25<sup>th</sup>, 2011: Students used the route that they do when they go from home to the school.</p> <p>Furthermore, in all the classes of the first unit called <i>I can do</i> students related places inside and outside the school.</p>
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## 8.2. *Data gathered, systematized and analyzed*

### 8.2.1. The Surveys

The design and analysis of the survey takes into account some steps defined by (Nunan, 2008) which are represented by using the next chart where is shown the step proposed lines up, and the result of information gotten:

<b>Step 1: <i>Define objectives</i></b>	<p>Main idea of the surveys (first and second survey) was to get information about the development of a reading session before the investigation and its development after my intervention.</p> <p>Understanding the needs (in the first survey) and the way students improved (in second survey); furthermore, they constitute evidence of the improvement and the answers to the research questions.</p>
<b>Step 2: <i>Identify target population</i></b>	<p>The surveys were applied to the total of the students who were in the classes; they are 33 students of third grade of the school explained at the beginning of this document.</p>
<b>Step 3: <i>Literature review</i></b>	<p>The fundament of this investigation represents the support of the surveys too, as they are shown in the chapter <i>literature review</i>, the surveys are focused in the reading skill and the advantages that students present in</p>



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	order to improve reading comprehension.
<b>Step 4: <i>Determine sample</i></b>	The totally of students were involved in the surveys' answering they are 33, it helped to me to understand the results and to get the statistical data by making an analysis of the answers, as it is shown in lines down.
<b>Step 5: <i>Identify survey instruments</i></b>	There are two surveys as they are annexed in the Appendix 1 and Appendix 3, and they were answered in the next appendixes as a way to support the interpretation of the data.
<b>Step 6: <i>Design of survey procedures</i></b>	The questions of the surveys have on mind “before” and “after” of the conditions in reading sessions and the answers represent a parallel easy to observe and to represent as it is done lines down.
<b>Step 7: <i>Identify analytical procedures</i></b>	The surveys were designed at the beginning of the investigation but, they were applied in different stages of the investigation as it is explained in the chapter <i>chronogram</i> of this document, the idea was that students answer them showing what they did before the research (first survey) and after it (second survey).
<b>Step 8: <i>Determine reporting procedure</i></b>	Once the surveys were applied, they were presented from a statistical view as it is shown lines down.

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The interview for teacher was firstly applied using the format shown in *appendix 2*, and, it was designed using the concepts about the role of teacher (Dubin & Olshtain, 2000) who explains the role of teacher as a guide of the learning processes of his/her students, it means that the teacher might address the knowledge of students using innovative and enjoyable tools and to foster the interpretation and creativity of students who build their own knowledge from each activity. The appendix of the development of this interview is the *appendix 4 CD* in the folder called “OR-4” where is the image of the interview applied. Then, the surveys for students were applied in order to understand the process as it was developed before the intervention of my research process, *appendix 4 CD* in the folder “OR-4” in the *first survey* sub-folder, and after the research and observation process as in the same appendix in the sub-folder called *second survey*.

Analyzing these data and having in mind a statistical analysis in a clear and objective presentation as it is defined by (Govaert, 2010) who explains that the information gathered in each survey, interview or any other resource helps to the researcher to understand the address of the investigation. The information of the surveys; these are the results of each survey in the chart of the *appendix 12*, this information concerns to the main characteristics of the population before the research intervention, as a diagnosis of the population needs. Some conclusions can be taken from this information:

- a. The students are in the age range established from the beginning of the research proposition.
- b. The students work in one hour during each day which implied to prepare pedagogical lesson plans focused in only one hour during the day.

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- c. The students report activities they develop during the classes but, avoiding use of the internet room. Students have enjoyable activities as determinates (Willis, 2009) but, they don't use the internet in class.
- d. The majority of students had not used websites for learning English
- e. The majority of students consider very important to see pictures during reading and 39 percent consider that pictures are necessary.

The second interview presents results and information about the process developed and from there, the fundamentals of this are shown in the appendix 4, in the *second* survey evidence.

There are some conclusions found:

- a. Some of the students remembered the topic after some hours, who remembered the topic explained it during the survey.
- b. Students in majority taken some minutes to understand the readings, sometimes was necessary to repeat the readings.
- c. The students are strongly helped by the pictures during the reading.
- d. The students felt really comfortable reading helped by the resource used, 100% felt easier than other activities.

### **8.2.2. The video observation**

While gathering information a video was recorded during the research process as a way to observe the new conditions of the class and the stages development, as it is presented in the appendix 4 in the folder called OR-2.

The video's transcription based on (LDC, 2008) rules constitutes one of the most important evidences to interpret what happened in the reading session and the advantages that students got, it is presented in the *Appendix 9*. It is helped by linguistic norms and symbols which help us to understand the development of conversations inside the video recording.

### **8.2.3. Teacher interview**

According to (Nunan, 2008) there are four steps to develop an interview, in that order, these are the steps to follow and how they were developed in this case:

*Preparing the interview schedule*; it refers not only to the chronogram of the application of the interview but, with the focus of the variables to take into account when designing the interview, the questions are oriented to understand the pedagogical implicatures and characteristics of a common class before the intervention of the research.

*Piloting*: which refers to use studies and interviews applied before as a reference of the designing of a questionnaire, in that order, I have observed the questionnaire used by (NGA, 1998) where there is an interview to teacher to know the development of a class.

*Selection of subjects*: as it is a questionnaire applied to a teacher it was specific and the only subject to refer in answering the interview was the teacher of the class.

*Elements of the interview*: here we have two different parts; the first is the explication; about the interview the most important element was to understand the common development of a class and the questions were oriented to get the data about

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it. Then, the questioning-application of the questionnaire to the teacher, it was developed at the beginning of the research process. Here we have a short summary of the development of the interview:

While developing this process one of the most important elements to get information and to understand how the classes were developed before the research intervention was the *Teacher's interview*, it was developed with the scheme annexed in the appendix 2, and it was answered as it is shown in the appendix 4 in the folder called "OR-4".

Observing the answers given by teacher some characteristics of the class could be determined. First, the classes were developed for each skill but, they usually had timing problems, because they didn't have the enough time to develop an activity. Otherwise, during the research intervention the lesson plans were oriented to reading comprehension, having in mind that the qualification of teacher to her students is "They need reinforce".

Teacher has used different activities during each class which she related during the interview as it is shown in the appendix 2 but, she explained that she hadn't used internet as the main tool of the class.

Finally, it can be observed that when beginning the research process the teacher who answered the interview considered that there were not the necessary materials to develop virtual classes. During a practical observation before beginning the research process that teacher said that there was necessary a specifically computer application to teach English but, she didn't consider internet as a virtual tool for teaching

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English, in that order, using internet was the strongest and the most innovative contribution to reading skill and reading comprehension in the population where the research process has been applied.

### ***8.3. The categories***

These categories are presented in order to answer to the research questions. According to the research process, students presented some advantages in whole the scholar activities having used the online resource specified at the beginning of this document, which are connected with the design and development of the categories; in that order, the next chart presents them:

<b><i>Category</i></b>	<b><i>Research questions</i></b>
Students entering into an interactive reading process and conveying meaning through pictures.	What is the impact of using the online resource website designed by the British Council in children in EFL Reading Process?
Students activating prior knowledge, presenting ideas about the readings and incorporating reading strategies	How does EFL children's reading skill progress by using online reading resources from the British Council website in English Lessons?
Students gaining computers and English knowledge.	

### 8.3.1. Evidences about the categories

Each category presents the advantages and the strategies that students used during the research process pointing out how to improve reading comprehension. The first category is represented in the activities students developed at the end of each class; during the *post-reading* stage; the evidence is represented in the appendix 4 in the folder called OR-3; in that reference reader can find the structure of each class and activities and evidences of working in class of the students reading comprehension.

In each lesson plan, students developed different activities in reference to find the main idea of the stories and the texts they were reading, and in the same appendix, the *teacher's logs* shows the evolution in reading comprehension observed during each class. Furthermore, the video in the Appendix 4 *CD*, in the folder called OR-2 shows the comprehension level that students presented at the end of the classes, they understood the stories and they presented ideas at the end of the classes connecting them to build main ideas and summaries of the texts. They also shared with partners who helped them to organize the vocabulary and sequences of the videos and activities.

The second category is related to the strategies and the micro-skills that students used for finding the main idea of the stories they were reading; in that order the images of the process are presented in the appendix 6, in the *picture 1*, *picture 2* and, *picture 8*, where the students are finding the concepts and identifying the main idea of the text using scanning for finding words and skimming for inferring ideas in each stage of the online short reading.

Finally, the third category is related with the *impact* of the online reading process of the students which is presented in the final question of the second surveys, appendix 4 in the

folder “OR-4” in the sub-folder “*Second survey applied*” about how they felt during readings and using online resources, this tool gave me as researcher very important information about the image of the texts and process having on mind that the resources used in each class had to be enjoyable and organized in order to get the attention of the students and to present easy and interesting sequences (Slattery & Willis, 2009).

### **8.3.2. Development of the categories**

First category is *students entering into an interactive reading process and conveying meaning through pictures*: with this category I can answer to the main question of the research development: “What is the impact of using the online resource website designed by the British Council in children in EFL Reading Process?” there were some patterns evidenced during this category, the most important were:

- Students engagement: it is defined as the ability of students to be connected with the activities and development of the sessions/classes (Sirum, 2007) according to the concepts and theoretical and practical structures of a class.
- Students gaining during the process: as students were helped and they grew up in meaning of vocabulary and concepts during the classes by using the cited website in the link: <http://learnenglishkids.britishcouncil.org/>. Students evidenced more engagement in EFL Reading.

As evidence of this category we have:

- Evidenced in the *appendix 6* in the *image 3 and 4*; In which students are presented working about the ideas they saw during the reading and the sequence they understood, this



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kind of activities helped them to recognize and summarize what they watched during the class in the activity.

- Video recording minute 4:50 to 5:36: Which explains the structure and development of the classes giving as an example the development of an entire class and presenting the ideas and concepts worked during the classes. The video recording shows and explains the doubts, actions, questions and strategies which students presented during each class and the way teacher used to engage them into the classes development, furthermore, at the end of the video we can see the advantages that students had in order to improve reading comprehension level.

- Screenshots taken from the activities students developed during the reading sessions, *appendix 6*; pictures 9, 10, 11, 12, 13, 14, 15, 16 and 17; as a sample of the activities they developed and read in each class, which gives us an excellent idea about the process they did.

- By using activities as which is presented in the *appendix 6* image 17: Relating concepts and ideas with activities of working and sharing, students used images and colors to develop it.

- Evidenced in the video selected, during the minute 7:43 to 9:45: When students gave ideas about what they read in L2 by using their L1, cooperating and structuring the concepts with the basis of the readings and activities.

- Evidenced in the video recording chosen, from the minute 00:10 to 1:04: Using their prior knowledge to be engaged into the readings and to understand them at the most, it included the easy understanding of sequences and lines during the reading process.

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- Video transcription from the line 1 to 21

Second category, is “*students activating prior knowledge, presenting ideas about the readings and incorporating reading strategies*”, answering to the sub-question of the research: “How does EFL children’s reading skill progress by using online reading resources from the British Council website in English Lessons?” because the students developed some strategies during the classes as it was evidenced in:

- Screenshots taken from the activities students developed during the reading sessions, *appendix 6*; pictures 9, 10, 11, 12, 13, 14, 15, 16 and 17: which describe the way they used to present activities and the readings they developed.
- Evidenced in the video recording chosen, from the minute 00:10 to 1:04: Activating prior knowledge as a way to understand and be engaged with the development and sequence of the readings.
- Video transcription from the line 1 to 21: In which they guessed meanings by using prior knowledge relating them with the sequences and the activities proposed for each class, it would be convenient to explain that the prior concepts and ideas help students to begin and to understand perceptions they have about their contexts (Brown, 2001).
- Evidenced in the video selected, during the minute 7:43 to 9:45: When students proposed final ideas about what they read and what they understood, they were helped by their L1, but, the readings were totally in L2.

Finally, the third category is “*students gaining computers and English knowledge*” and it answers to the second question called lines up, because the students used the technological

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resources and the tools for learning English and they improved English in that process, it was evidenced in:

- Pictures at the end of this research in the appendix 6: Representing by drawing what the students understood from reading; this activity was based on the concept of *enjoyable activities* given by (Slattery & Willis, 2009), in reference to the nice images and pictures representations.

- Video annexed in the appendix 4: It provides the information about the sessions, in reference to the organization and sequence of the usual activities developed during the reading sessions in the research process; furthermore, it shows the advantages of students in reference to the understanding process of the readings.

- Video transcription in the appendix 9: As a tool of discourse analysis in reference to the development of the sessions, and the actions presented during the classes; the transcription is a way to understand the process which took place during the sessions and it gives important information as the evidence of gathering information from students according to (Widdowson, 1996) which was developed during the sample video.

## 9. CONCLUSIONS & IMPLICATIONS

Conclusions about this research process are the product of the observation of each of the activities developed during the application of this investigation. They are represented in stages according with the design of a reading class as it is described in the pedagogical design of this research, the *appendix 4* in the folder called OR-1 and the presentation about the process developed during the online reading development.

During working in the pedagogical aspects there are three units during the first semester, in that order, students worked in different activities for improving their online reading skill, the online resources of the website used for helping students to improve their reading skill by using different activities according with the topics called before which are included in the actual curriculum of the school; in the first unit the online resource was developed stimulating games and rhymes about what they can do, that is very important when we are referring to the reading skill.

In the second unit children learned how they can work in groups and how they can use their own talents to complement and help in a team, students spoke about helping friends and classmates, and according with that the activities I gave them the necessary concepts and I propose situations where they have to participate in team activities, as presenting team's conclusions where students developed a new strategy *sharing with partners* explained in the categories' chart lines up.

And finally, during the third unit, students reinforced the knowledge they acquired and they was evaluated using the same online resources and learning new topics according with the age range of the students. Students of the community observed have improved reading

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skill according with the results shown at the end and by using reading strategies and the resources expected to be used and observed during the reading sessions.

### ***9.1. Conclusions***

As the main objective of this investigation process has been to observe which the impact of applying the proposed resource in reference to the strategies of reading lessons of the students' population specified in the first chapters is, there are some advantages evidenced in the summary proposed as the appendix 10, where the products and artifacts of the end of each lesson is shown and analyzed lines up.

During developing the research process specially defined for reading skill students presented different characteristics and advantages which were observed in the final stage of each lesson; the "post-reading" stage and, it gave very important information to teacher about the progress of reading comprehension just as it is proposed by the PEI of the school where the research was applied. Furthermore, the process assumed changes according with the advantages of the students and the suggestions given by teacher from the university, as it is explained in the appendix 11.

There were very important strategies that students assumed and they practiced in each lesson; skimming, scanning and working in groups as they explained by (Brown, 2001) emerged in different stages of the research process, it means, that students used different strategies and ways to understand the readings helped by the integrated design of the website used and the multimedial content exposed in each lesson.

The online resources has shown during this research process that they are a really important tool for engaging and motivating the lessons development, in this case, the lessons were

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focused in reading skill but, the online resources can motivate other skills and integration of skills taking into account the kind of material to find as online resource. The evidence of this process is given in the appendixes and they explain the advantages of using this resource in EFL contexts for teaching reading and improving English.

### ***9.2. Pedagogical and research implications***

Pedagogical implications in this research process are related with the improvement of students in reading comprehension because students got fluency for finding the main idea of a text by using scanning and skimming, just as they are defined by (Harmer, 2007) and using online resources in each lesson as it is shown in the evidence of lesson plans in the appendix 4 in the folder called OR-3.

Furthermore, students got new strategies to understand and keep the main idea of a text as it is represented in the categories of this investigation. Students felt comfortable reading in each lesson and that is the key for understanding the idea of a text.

Finally, about the research implications, the surveys represent the advance and the order of this investigation process, the data analysis shows how the development of the classes and the observations improved during each class and the way used to get the information and to analyze it. The conclusion of this research process shows how this information was used to improve reading comprehension by using online resources.

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## 12. APPENDIXES

### APPENDIX 1: FIRST SURVEY *(Survey applied to students and it is in Spanish)*

1. ¿Cuántos años tienes?
2. Con respecto a la materia inglés, ¿Cuántas horas al día ven la materia?
3. Nombra al menos una actividad que se desarrolle cuando ven la materia
4. ¿Han usado la sala de sistemas para alguna de las clases de inglés?, ¿Qué paginas o programas han usado?
5. ¿Se han hecho concursos en clase de inglés?
6. ¿Hacen lecturas de libros o textos en inglés?
7. Cuando lees en español o en inglés, califica la importancia de los dibujos en los textos:
  - a. Muy importantes
  - b. Necesarios
  - c. No son importantes

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### **APPENDIX 2: TEACHER INTERVIEW** *(The interview applied to English teacher of the EFL Learners group)*

1. How often students develop activities for each skill?
2. What kind of tools do you use in the classes?
3. What is the percentage of using tools for improving reading skill?
4. In an average view of the reading skill level of your students you can consider they are:
  - a. Excellent readers
  - b. Usually readers
  - c. They need reinforce
5. Do you use virtual tools as software or websites for improving the skills level of your students? In case yes, what software or websites do you use?
6. In a reading session in your classes, what is the sentence better describes it?
  - a. Students read comfortable and make summarizes of the readings, interpreting what they have read
  - b. Students read text helped by pictures and explications, and they can have doubts easily solved by teacher
  - c. Students usually don't read in classes, it is a boring activity for them
  - d. Other? Which?
7. What is a good component do you consider necessary in a resource in your class?

**APPENDIX 3: SECOND SURVEY** (*Having used the tools, interview to students*)

1. Con respecto a la clase de hoy, ¿De qué se trató?
2. ¿Cuánto tardaste en comprender de que se trataba la primera lectura?
  - a. De inmediato
  - b. Luego de un momento
  - c. No la entendí
3. ¿Los dibujos fueron ayuda para comprender los textos y todo lo que estaba escrito o te distrajeron?
4. ¿Te sentiste cómodo leyendo en la clase?

***APPENDIX 4: CD*** *(With the presentation of the research process, the video; which is presenting the three stages of each lesson, the lesson plans, the surveys, the teacher's interview and the Teacher's logs to present the pedagogical advance developed during the research process )*

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## **APPENDIX 5: Lesson plan sample;** *(template by Universidad Santo Tomás de Aquino)*

### **LESSON PLAN # - 22**

**INSTITUTION TUTOR:** Teacher Patricia Villamil

**COURSE:** Third grade

**LEVEL:** Beginner

**THEME:** The story of quinine

**TERMINAL OBJECTIVE:** By the end of the lesson, the students will be able to speak about the quinine and where can it be found

#### **ENABLING OBJECTIVES:**

The students will know new words

The students will read a short story by using internet

The students will recognize words learned into the online reading

The students will pronounce the new vocabulary gotten

**Language patterns and vocabulary**

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Heard / Hear

Medicine

Rainforest

Find

Dangerous

Mosquitoes

Bark

Tree

Fever

Doctor

Better

People

Plant

Scientist

Used / Use

Hundred

Cure

Artificial

Drugs

Remember

Protect



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### Materials and equipment

Notebooks, pencils, colors, board, markers, internet

### Procedure

Stages	Teacher -activities	Students -activities	Resources	<i>Time</i>
<b>Warming Up</b>  <b>Pre-reading</b>	Teacher will begin the class by using “Good Morning” song; this helps students to develop pronunciation in English. And then, teacher will remember to students the topic of last class.	Students will sing the song they know, and they will remember the topic last class as a way for engaging them in the English world. And then, students will remember the topic of last class.	Colors  Pencils  Board  Markers  Notebooks  Internet	<b>10’</b>

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<b>While Reading</b>	<p>Students will get new vocabulary about the quinine, where does it come from? And how does it work?</p> <p>Because, this story helps students to understand the words will be learned during the class, and reinforce in students the conscience and compromise for protecting nature being inter-curricular teaching (Harmer, 2007). For helping students to have in mind why to protect the planet and improving English in the process.</p> <p>Teacher will present to students the chart with the key words to take into account; they are the vocabulary proposed in the beginning of the lesson plan.</p> <p>Then, teacher will drive students to the internet room where they will read online</p>	<p>Students will copy in their notebooks the words given in the vocabulary at beginning the class, and then, they will use the internet to access to the short story proposed by teacher in reference to their age and classification as Young Learners (Willis, 2009). In the online reading students will scan for finding the words given in the vocabulary and helped by the animations and images in the text.</p>		<b>30'</b>
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<b>Post-Reading</b>	Teacher will evaluate the development of the class by using the complementary activity which is proposed by the website where the first activity is; the link is: <a href="http://learnenglishkids.britishcouncil.org/en/language-games/medium/the-story-quinine">http://learnenglishkids.britishcouncil.org/en/language-games/medium/the-story-quinine</a>	Students will finish the lesson by using the activity proposed, they can work by teams.  In the activity they will have to organize sentences about the reading, they will show reading comprehension.		<b>15'</b>
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### Final Notes

**Evaluation:** Teacher will evaluate the students' advantages by using the final stage post-reading

As **Homework**, students will make a picture about the story.

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## APPENDIX 6: Pictures of the process



*Picture 1- Students scan for words and ideas into the online reading*



*Picture 3 – Students develop writing activities in post-reading stage*



*Picture 2 – Students identify concepts into the online reading*



*Picture 4 – Students draw pictures about the reading*

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*Picture 5 – Students use the website proposed looking for the readings and activities*



*Picture 6 – Students read the short story*



*Picture 7 – Students share with partners about the reading*

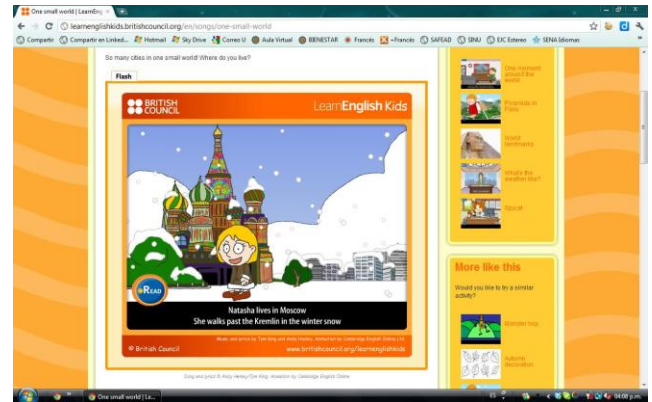


*Picture 8 – Students use their notes to identify the key words into the reading online*

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*Picture 9 – Activity used during one of the sessions*



*Picture 11 – Screenshot of the reading used in a session*



*Picture 10 – Part of the song used in a session*



*Picture 12 – Screenshot of the activity used in one of the reading sessions*



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*Picture 13 – Screenshot taken from one of the readings*



*Picture 16 – Screenshot of one of the activities presented at the end of the reading session, one student is choosing an option*



*Picture 14 – Image of one of the readings employed during the sessions*



*Picture 17 – Screenshot of one of the activities developed after the reading process*



*Picture 15 – Screenshot of one of the readings used*

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Picture 18 – Screenshot of one of the activities used to activate prior knowledge before the reading session



Image 21 – Screenshot of the activity developed by a student matching concepts



Image 19 – Screenshot of the activity developed by one of the students



Image 22 – Screenshot of the beginning of an activity of one of the students, she is matching concepts



Image 20 – A student developing a matching game



**APPENDIX 7 – R.A.E.**

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RESUMEN ANALÍTICO EN EDUCACIÓN

(R.A.E)

**Nombre del Estudiante:** Fabio Andrés Arévalo Rodríguez

**Código:** 52877

**Programa:** Lic. Lengua Ext. Inglés

**Subject:** Research Project I

**Objective:** To observe the impact of a website in the reading skill in a group of EFL learners of a target population

**Contents:**

This document presents the development and application of the research process having in mind the steps and methodology used; furthermore, it shows the evidences of the process and the information gathered during the observation and application of the research.

The statistical observation of the tools used to get the information and the conclusions about the process developed, shows the way followed by teacher during the development of the investigation specially focused in reading skill and the strategies that students can use to

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improve reading comprehension, in the same way of the pedagogical implication and impact of technology in education using online resources during each lesson.

### **Conclusions:**

The innovation of technological resources and virtual tools make that students get interested in pedagogical processes and get improve when reading comprehension. During this investigation students used strategies as the proposed by (Brown, 2001) and others in reference to understand the main idea of some texts using online resources which was the key an main objective of the investigation process.

Firma del Docente regional: \_\_\_\_\_ Firma del Estudiante: \_\_\_\_\_

**APPENDIX 8 – Final Document presented to the Institution**

BENEFICIOS Y APLICACIONES DE LOS RECURSOS “ONLINE” PARA EL  
MEJORAMIENTO DE LA COMPRENSION DE LECTURA EN INGLÉS

Fabio Andrés Arévalo Rodríguez

Estudiante de la Licenciatura en Lengua Extranjera Inglés

Universidad Santo Tomas

Colegio San Martin de Porres

2011

## **INTRODUCCIÓN**

Esta cartilla presenta los beneficios que fueron obtenidos desde la práctica pedagógica realizada en el colegio y el camino o metodología que se empleó, de manera que pueda ser empleada como punto de partida para el desarrollo de futuras prácticas y como programa de mejoramiento al proceso de enseñanza del inglés específicamente en la habilidad de lectura “Reading” y comprensión lectora.

Este trabajo es el aporte realizado como producto de la práctica pedagógica de Fabio Andrés Arévalo Rodríguez, quien cursando IX semestre de la Licenciatura en Lengua Extranjera Inglés hace al Colegio San Martín de Porres.

## 1. JUSTIFICACIÓN

Ante la necesidad del mejoramiento de la comprensión de lectura en un grupo categorizado como EFL (English as a Foreign Language), en español *Grupo de Aprendizaje del Inglés como Lengua Extranjera*, se presenta la opción de implementar la metodología a través del uso de nuevas tecnologías y recursos “online” que complementen el rol del docente en el aula.

Dicha innovación se hace desde la aplicación de la página para niños creada por el Concilio Británico: [learnenglish.britishcouncil.org](http://learnenglish.britishcouncil.org), en el aula y el desarrollo de clases específicamente dedicadas a la habilidad de lectura “Reading” tal y como se señala en la introducción líneas antes.

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## **2. Objetivos**

### ***2.1. General***

Presentar las observaciones y conclusiones pertinentes que se refieren a la aplicación de recursos online en el mejoramiento de la comprensión de lectura en inglés para el grado tercero.

### ***2.2. Específicos***

- Implementar el desarrollo de las clases de inglés usando recursos innovadores
- Innovar en el uso de herramientas pedagógicas para la enseñanza del inglés
- Mostrar las ventajas del uso de dichas herramientas
- Dar a conocer el proceso pedagógico pertinente para el uso de los recursos online en el grado tercero tal y como fue desarrollado.

### **3. Características generales**

Se presentan a continuación las características de quienes intervinieron en el proceso de práctica pedagógica y su rol en el proceso.

#### **3.1. *Los estudiantes***

Durante el proceso de la práctica pedagógica, esta fue aplicada al grado tercero, curso en el cual se encontraron 33 estudiantes de edades entre 7 y 9 años. Su caracterización es de “Young Learners”, *Estudiantes Jóvenes*, de acuerdo con (Willis, 2009), y “EFL Learners” *Grupo de Aprendizaje del Inglés como Lengua Extranjera* de acuerdo con (Brown, 2001).

Debe resaltarse que los estudiantes estuvieron siempre dispuestos al desarrollo de las clases y su actitud fue receptiva y cercana al uso de los recursos que se propusieron en cada clase.

#### **3.2. *El Colegio***

El colegio San Martín de Porres en el cual se desarrolló el proceso de práctica pedagógica contó con las herramientas suficientes para el desarrollo de cada clase, con computadores y acceso a internet tal y como era necesario, de manera que los estudiantes no presentaron complicaciones para el ingreso a la página propuesta para las actividades de cada lección.

#### **3.3. *La universidad***

El rol de la universidad frente a la práctica fue el de asesoría continua por parte de la tutora regional Licenciada Sandra Patricia Villamil y la docente nacional Licenciada Emilena Hernández Leal quienes apoyaron al docente-estudiante Fabio Andrés Arévalo y le asesoraron durante el proceso de práctica pedagógica.

#### **3.4. *El docente-estudiante***

Cursando noveno semestre el docente que desarrolló la práctica pedagógica fue Fabio Andrés Arévalo Rodríguez quien además de los participantes anteriormente mencionados contó con la asesoría de la docente de planta del colegio Licenciada Nubia Reina, con el fin de presentar una metodología acertada y adecuada para la población de estudiantes de grado tercero.

### **4. Metodología y desarrollo de las clases**

Teniendo en cuenta que los estudiantes requerían mejoramiento de la comprensión lectora, tal y como se muestra en el Anexo 1; *Teacher's Interview*, se desarrollaron las clases enfocadas a la habilidad del lenguaje “Reading Skill” y cada lección contempló actividades



que apuntaron al mejoramiento de dicha actividad, tal y como se muestra en el Anexo 2; *CD* con los planes de lección de cada clase.

## 4.1. Lesson Plans. Los planes de lección

Cada lección contempló tres etapas que se cumplieron empleando los recursos online anteriormente mencionados; las tres etapas de cada clase fueron:

Etapa	Actividades desarrolladas
Pre-reading	Los estudiantes son motivados a comprender el tema empleando imágenes, mapas mentales o actividades llamativas que los incentivan a aprender.
While-reading	Los estudiantes desarrollan la lectura e identifican conceptos e ideas sobre lo que leen, empleando estrategias como <i>scanning</i> , que usan para identificar palabras dentro de una lectura y <i>skimming</i> con la cual infieren sobre la idea principal del texto usando las imágenes y animaciones en la lectura. Estas estrategias fueron planteadas inicialmente por (Brown, 2001).
Post-reading	Los estudiantes presentan actividades que muestran cuanto han entendido de la lectura que han desarrollado y la idea principal que han encontrado.

Evidencia de este desarrollo y de las tres etapas se encuentra contenida en el Anexo 2 *CD* con el video de una clase cotidiana y las actividades que se desarrollan en cada etapa.

Es importante que se tenga en cuenta que los planes de lección desarrollados para esta práctica contienen temas acordes con el rango de edades de los estudiantes y de acuerdo con lo propuesto en los estándares nacionales para la enseñanza del inglés (MEN, 2006), y las competencias lingüísticas allí establecidas, sin embargo, el enfoque de las clases está relacionado directamente con la habilidad de lectura y comprensión lectora.

En este orden, durante cada lección se motivaba a los estudiantes con una actividad como los rompecabezas que hay al inicio de cada actividad en la página propuesta (Council), en el link: <http://learnenglishkids.britishcouncil.org/>.

## 4.2. El papel de la motivación

Sin duda alguna, la motivación en los estudiantes tiene un papel importante, durante el desarrollo de las clases, ya que cada tema debe estar acompañado de una frase o actividad que sea fácilmente relacionable con la vida cotidiana de los estudiantes. Tal como se puede observar en la primera parte de casa *plan de lección*, los estudiantes reciben de parte del

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docente una motivación que les incentive a desarrollar la actividad, y les de ideas iniciales sobre lo que va a tratar el tema.

Cuando los estudiantes cuentan con ideas previas es más fácil que puedan inferir el significado y la idea general del texto que se desarrolla en cada clase, en la mayoría de las ocasiones se emplearon mapas mentales como actividad inicial y esto hace que los estudiantes cuenten con esquemas y conceptos previos a la lectura.

### 5. Las Herramientas

Durante el desarrollo de cada clase los estudiantes emplearon como herramienta principal los computadores de la sala de sistemas y específicamente en *internet* la página expuesta anteriormente. De esta forma la motivación fue constante ya que dicho recurso está especialmente diseñado para el rango de edades de los estudiantes.

### 6. Aportes y Avances

A continuación, se presentan algunos de los avances que presentaron los estudiantes luego de la práctica y cuya evidencia se constató en cada clase mediante la evaluación que se presentó en la etapa de *post-reading*, de cada lección. Para ello se presenta la siguiente tabla en donde se explica el mejoramiento logrado luego de las lecciones y la manera en que se manifestó.

Característica	Como se logró
Comprensión de Lectura en Inglés	Los estudiantes emplearon las actividades y las historias cortas durante cada clase, el objetivo fue encontrar la idea principal de cada texto y reportarla al final mediante el empleo de una actividad durante la etapa <i>post-reading</i> .
Uso de estrategias propuestas	Scanning, se define como la estrategia de buscar palabras y conceptos clave dentro de una lectura con el fin de comprender la idea principal de ese texto, y Skimming, se define como la estrategia que consiste en emplear las imágenes, animaciones y características generales de un texto para inferir su significado, ambas definidas por (Brown, 2001).

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Creación de nuevas estrategias	Los estudiantes además de emplear las estrategias anteriormente mencionadas compartieron conceptos e ideas con los compañeros de clase, y de esta manera proponían al final de la clase la idea principal de la cual se trataba el texto.
Uso de recursos Online	Uno de los principales componentes de cada lección fue <i>internet</i> , ya que empleó la página anteriormente citada y de esta manera se comprobó que mecanismos y estrategias pueden emplear los estudiantes para mejorar su comprensión de lectura mediante el uso de recursos online.

### 7. Conclusiones

Para terminar, se debe resaltar que el uso de las herramientas y los recursos online en este caso específicamente mejoraron el nivel de comprensión de lectura en inglés y se emplearon estrategias y metodologías que se pueden aplicar en otros cursos simplificando o aumentando el nivel de complejidad de las actividades y cambiando los temas de acuerdo con el rango de edades de los estudiantes y el nivel de inglés que ellos posean.

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**Anexo 1 Teacher's Interview** (*Annex of the document presented to the school*)

**TEACHER INTERVIEW**

1. How often students develop activities for each skill?  
The students sometimes develop activities for each skill, because there's not much time.
2. What kind of tools do you use in the classes?  
I like the topics with pictures, make puzzles, sing and many crafts.
3. What is the percentage of using tools for improving reading skill?  
I like the tongue twister, songs, reading monosyllabic.
4. In an average view of the reading skill level of your students you can consider they are:
  - a. Excellent readers
  - b. Usually readers
  - ☒ c. They need reinforce
5. Do you use virtual tools as software or websites for improving the skills level of your students? In case yes, what software or websites do you use?  
I don't use virtual tools in this moment.
6. In a reading session in your classes, what is the sentence better describes it?
  - a. Students read comfortable and make summarizes of the readings, interpreting what they have read
  - ☒ b. Students read text helped by pictures and explications, and they can have doubts easily solved by teacher
  - c. Students usually don't read in classes, it is a boring activity for them
  - d. Other? Which?
7. What is a good component do you consider necessary in a resource in your class?  
I'd like work in the lab-room (English-lab), but in this moment that's impossible, because there're not the necessary materials.

**APPENDIX 9 – Video Transcription**

[[Teacher opens the class presenting the key-words of the class; during the pre-reading and spelling a word]]

1. Teacher: ¿La siguiente cuál es?

2. Ss: ar, ar, ar, ar

3. Teacher: ¿Cuál?

4. Ss: ar

5. Teacher: Ok

6. Ss: Castle! Castle↑, Princess

7. Teacher: Uno por uno

(Students raise their hands)

8. Student Manuela: Place

9. Teacher: Place, right?

10. Student Manuel: Place

11. Teacher: ¿Qué es lo que significa, place?

(Erika raises her hand)

12. Student Erika: Lugar

13. Teacher: Lugar, ok

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14. Ss: Princess, princess

15. Teacher: Princess, ok

16. Ss: (pronounce in Spanish) Castle

17. Teacher: ¿Como así que Castle↑ (pronounced in Spanish)?

18. Ss: Castle (Pronounced in English)

19. Teacher: ¡Mucho mejor!, hasta ahí, vamos a tomar estas cinco, a bueno (observing students copy from board), ya las anotaron ¿verdad?

20. Ss: Si

21. Teacher: Vamos a buscarlas ahora en la historia que vamos a ver en internet, perfecto, entonces todos llevamos el cuaderno, y todos juiciosos.

----

[[Teacher has driven students to the internet room]]

22. Student Camilo: Profee, ¿Dónde vamos↓?

23. Teacher: Voy a revisar que estén en la pagina

24. Student Manuel: ¡Uy, que chevre!

25. Ss: (Each one speak about what they are seeing in the screens)

26. Teacher: Le damos click en la primera opción

27. Ss: Prof, prof

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28. Student Danny: Profe, ¿Así?

29. Teacher: Denle click y ahí ya pueden entrar (20 sec) exacto, ahora vamos a ver dónde dice comenzar vamos a darle para que comience la historia, ¿Listo?

30. Ss: profe ya

31. Student Dilan: Le espicho ahí

32. Student Gabriela: ¿Esta conectado? Donde toca entrar, profee

33. Student Erika: No era ahí

34. Teacher: Dale click aquí (5 sec) y empezamos aquí

(Students play the activity and begin)

35. Teacher: Vamos a buscar las palabras que anotamos, dentro de la historia.

(Students are sharing about the story in the screens)

36. Teacher: Bueno, entonces, voy a llamar al azar a alguien

37. Student Camila: shhh

38. Teacher: Yo voy a llamar a alguien al azar y me van a decir una de las palabras que han encontrado.

39. Student Erika: Dragon (Pointing a part of the text in the screen)

40. Ss: Profe

41. Teacher: Entonces, vamos a leer esta (Pointing a word on board) todos↑



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42. Student Michel: Old

43. Ss: Profe, profe

44. Teacher: Vamos a recordar last key-words que vimos que anotamos, (2 sec) old,  
¿Cuál mas era?

45. Ss: Castle

46. Teacher: Castle (Writing it on board) ok↓ (2 sec) ¿Cuál era la otra palabra?

47. Student Gabriela: Princess

48. Ss: Castle, castle

49. Ss: Dragon

50. Teacher: Dragon

51. Ss: Far, far

52. Teacher: Place

53. Student Manuel: Beautiful

54. Teacher: Beautiful

----

[[Students present main idea of the text they have read]]

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55. Student Sergio: Un dragón prof, que encerró una princesa y luego papá fue donde el dragón, mandaron a los ogros que la fueran a rescatar y luego un príncipe fue donde el dragón y la rescató

56. Teacher: Ok, thank you, un aplauso por favor para Sergio.

(Ss clap)

57. Teacher: Escojamos a alguien mas

(Ss raise their hands)

58. Teacher: Juan David y luegooooo, (2 sec) Danny

59. Student Juan David: Un dragon que se llevó una princesa y luego, (student waits some sconds) y luego mandaron a rescatar a la princesa↑ y↓ luego lo capturaron

(Student Manuel raises his hand)

60. Teacher: Ok, Danny ¿Cuál es la historia?

61. Student Danny: que había un dragón que se había robado a la princesa, y llegó el príncipe y vivieron felices↓

62. Teacher: Really? Ok, thank you

(Some students raise their hands)

63. Teacher: Ok, please girl

64. Student Javier: que...

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65. Teacher: no you, she

66. Student Gabriela: Que había un dragón y el dragón era malo y se llevó a la princesa,  
y esteee y entonces había un ogro ahí entonces la rescataron

[[Recording stops, at the last part of the class when teacher evaluate Reading  
comprehension]]

**APPENDIX 10 – Advantages and progress observed during Applying British Council website in EFL Students reading**

This document concerns to the information acquired during the application of the website [www.learnenglishkids.britishcouncil.org](http://www.learnenglishkids.britishcouncil.org) in EFL students reading; the strategies used by students during the reading sessions and the advantages they have presented based on the topics they have presented, the artifacts they used during the reading sessions and the teacher / researcher observations.

Unit	Reading sessions	Artifacts used	Strategies implemented naturally by students
<b>1 – People’s abilities</b>	<b>12</b>	<i>March 21, 2011:</i>  Students used images from the story to interpret, and they presented oral report as result.	<ul style="list-style-type: none"> <li>- Skimming</li> <li>- Scanning</li> <li>- Use of patterns to aid in bottom-up decoding (images helped the process)</li> <li>- Analyze vocabulary</li> </ul>
		<i>March 23, 2011:</i>  Students draw the animals they saw during the class as homework and they presented them using the vocabulary they learned and related with the short reading they used.	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> </ul>

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		<p><i>March 24, 2011:</i></p> <p>Students recognized a list of concepts and they related these images with concepts from the reading session.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> <li>- Semantic mapping and clustering</li> </ul>
		<p><i>March 28, 2011:</i></p> <p>Students used the board of the classroom as a space to build a mind map using the concepts they saw during the <i>while-reading</i> stage of the reading session. The activity helped students to review what they learned during the class.</p>	<ul style="list-style-type: none"> <li>- Semantic mapping and clustering</li> <li>- Scanning</li> <li>- Skimming</li> <li>- Analyzing vocabulary</li> </ul>
		<p><i>March 30, 2011:</i></p> <p>Students used sentences and activities they can do from reading developed at home, they worked in pairs to draw their school and to present</p>	<ul style="list-style-type: none"> <li>- Sharing for building conclusions</li> <li>- Scanning</li> <li>- Skimming</li> <li>- Distinguishing between literal and implied meanings</li> </ul>

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		what they can do in that place.	
		<p><i>March 31, 2011:</i></p> <p>Students presented an oral report about what they saw they can do in the school having on mind the short story proposed for the reading session.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> </ul>
		<p><i>April 4, 2011:</i></p> <p>Students used pictures to compare between they could do before and what they can do now.</p>	<ul style="list-style-type: none"> <li>- Identifying the propose of the reading</li> <li>- Skimming</li> <li>- Analyzing vocabulary</li> </ul>
		<p><i>April 6, 2011:</i></p> <p>Students used an oral report to speak about the short tale they used during the reading session and they spoke about a tale which is famous in the age they are.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> </ul>

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		<p><i>April 7, 2011:</i></p> <p>Students presented in front of the class the examples they draw in their notebooks and they acted in front giving examples.</p>	<ul style="list-style-type: none"> <li>- Skimming</li> </ul>
		<p><i>April 11, 2011:</i></p> <p>Students used the copy proposed by teacher for the reading session and they complemented their ideas by an oral report.</p>	<ul style="list-style-type: none"> <li>- Identifying the propose of reading</li> <li>- Scanning</li> <li>- Skimming</li> <li>- Semantic mapping</li> </ul>
		<p><i>April 13, 2011:</i></p> <p>Students worked in pairs for playing a game which was related with the topic worked during the class, and the reading online session.</p>	<ul style="list-style-type: none"> <li>- Sharing for working</li> <li>- Scanning</li> </ul>
		<p><i>April 14, 2011:</i></p> <p>Students read an online short story and at the end of the</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Distinguishing between literal and implied meaning</li> </ul>

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		class they presented ideas about what they could do in the future.	
<b>2 – Working together</b>	<b>7</b>	<p><i>April 25, 2011:</i></p> <p>Students used the activity they developed during the reading session and they presented ideas about how to do it in real contexts.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> <li>- Distinguishing between literal and implied meaning</li> </ul>
		<p><i>April 27, 2011:</i></p> <p>Students worked in an online resource by pairs for understanding the idea of the reading process.</p>	<ul style="list-style-type: none"> <li>- Sharing for building conclusions</li> <li>- Scanning</li> <li>- Skimming</li> </ul>
		<p><i>April 28, 2011:</i></p> <p>Students used copies to present the key concepts they learned from the reading session.</p>	<ul style="list-style-type: none"> <li>- Identifying the purpose of reading</li> <li>- Skimming</li> <li>- Scanning</li> </ul>
		<p><i>May 2, 2011:</i></p>	<ul style="list-style-type: none"> <li>- Sharing for building conclusions</li> <li>- Skimming (from the reading and</li> </ul>



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		Students used the activity proposed as after reading answering some questions at the end of the reading process, they worked by pairs in their computers.	<p>the activity)</p> <ul style="list-style-type: none"> <li>- Scanning</li> <li>- Distinguishing between literal and implied meaning (When finding the main idea of the text proposed)</li> </ul>
		<p><i>May 4, 2011:</i></p> <p>At the end of the class students answered questions about what they read during the class.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Distinguishing between literal and implied meaning</li> </ul>
		<p><i>May 5, 2011:</i></p> <p>Students presented the main idea of the text they read and they used images in their notebooks for it.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> </ul>
		<p><i>May 9, 2011:</i></p> <p>Students presented a mind map which they stick in their notebooks representing what they learned from the reading</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> <li>- Semantic mapping</li> <li>- Analyzing vocabulary</li> </ul>

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		and using vocabulary from the short story used online.	
<b>3 – Traveling</b>	<b>17</b>	<i>May 11, 2011:</i>  Students used a game as a way to present ideas about what they read during the class.	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> <li>- Sharing for building conclusions</li> </ul>
		<i>May 12, 2011:</i>  Students used material as copies to present ideas about the read they did during the class.	<ul style="list-style-type: none"> <li>- Identifying the purpose of reading</li> <li>- Scanning</li> <li>- Skimming</li> </ul>
		<i>May 16, 2011:</i>  Students used images into the material I presented to identify the main idea of the reading and answer the questions there, they used scanning to find vocabulary and skimming to infer from the images.	<ul style="list-style-type: none"> <li>- Skimming</li> <li>- Scanning</li> <li>- Identifying vocabulary</li> <li>- Sharing for building conclusions</li> </ul>

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		<p><i>May 18, 2011:</i></p> <p>Students used pictures to represent what they understood from the reading and the main idea of it.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> </ul>
		<p><i>May 19, 2011:</i></p> <p>Students presented the evaluation of the period.</p>	<ul style="list-style-type: none"> <li>- Skimming</li> <li>- Using previous knowledge</li> </ul>
		<p><i>May 23, 2011:</i></p> <p>Students used a copy to identify the main idea of the reading they did during the reading session.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Identifying vocabulary</li> </ul>
		<p><i>May 25, 2011:</i></p> <p>Students made pairs and they presented ideas of the reading according with the online reading.</p>	<ul style="list-style-type: none"> <li>- Sharing for building conclusions</li> <li>- Scanning</li> <li>- Skimming</li> </ul>
		<p><i>May 26, 2011:</i></p> <p>Students used a puzzle and</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> </ul>

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		they presented the most important ideas of the reading session.	
		<p><i>May 30, 2011:</i></p> <p>Students presented the copy annexed to the reading session using the concepts from the reading session, they worked finding words into a letter's soup and they answered some questions too.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Sharing for building conclusions</li> </ul>
		<p><i>June 1<sup>st</sup>, 2011:</i></p> <p>Students used a copy to present what they read during the session and the main idea on it, they worked alone.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> </ul>
		<p><i>June 2, 2011:</i></p> <p>Students used a copy and they draw in their notebooks what they got from the reading of a famous tale according with</p>	<ul style="list-style-type: none"> <li>- Using pictures for representing ideas</li> <li>- Scanning</li> <li>- Skimming</li> </ul>

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		the age of the students.	
		<p><i>June 6, 2011:</i></p> <p>Students answered questions according with topic they developed during the reading session.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> </ul>
		<p><i>June 8, 2011:</i></p> <p>Students prepared a map by using the copy annexed to the lesson plan, showing what they got from the reading process.</p>	<ul style="list-style-type: none"> <li>- Semantic mapping</li> <li>- Skimming</li> </ul>
		<p><i>June 9, 2011:</i></p> <p>Students worked in pairs developing a crossword and using the concepts they learned and they saw during the reading session.</p>	<ul style="list-style-type: none"> <li>- Sharing for building conclusions</li> <li>- Scanning</li> <li>- Defining the purpose of reading</li> <li>- Scanning</li> </ul>
		<p><i>June 13, 2011:</i></p> <p>Students organized the</p>	<ul style="list-style-type: none"> <li>- Semantic mapping</li> <li>- Scanning</li> <li>- Skimming</li> </ul>

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		sequence of the short story presented that they found and they explained the idea of the text.	
		<p><i>June 15, 2011:</i></p> <p>Students developed a copy annexed to the lesson plan where they found a letter soup.</p>	<ul style="list-style-type: none"> <li>- Scanning</li> <li>- Skimming</li> <li>- Sharing for building conclusions</li> <li>- Distinguishing between literal and implied meaning</li> </ul>
		<p><i>June 16, 2011:</i></p> <p>Students developed the material annexed to the lesson where they found some questions about the short reading and a song, and they played as actors of the song at the end of the class.</p>	<ul style="list-style-type: none"> <li>- Sharing for building conclusions</li> <li>- Scanning</li> <li>- Skimming</li> <li>- Playing roles</li> </ul>

**APPENDIX 11 - *Observation developed by tutor during the Reading sessions***

This document concerns to the information given by the teacher who observed the reading sessions developed during the research process; there are three specific components (The date of the observation, what happened during the class and the suggestions for improving) the last component helped me in my role as teacher / researcher, in that order, the next chart explains the process:

<i>Date</i>	<i>What happened during the reading session</i>	<i>Suggestions for improving the reading sessions</i>
April 6 <sup>th</sup> , 2011	<i>Jack and the beans</i> talk; The class was done using online resources and a short story famous for students age range.	Discipline and classroom control might improve; furthermore to manage the time is important.
April 14 <sup>th</sup> , 2011	<i>When I grow, I could be</i> ; The reading session this time was better, students participated actively.	Discipline has improved, the homework could be developed by using online resources (in that order during the next lessons I used to organize the homework having on mind similar activities with online resources for working at home)
June 15 <sup>th</sup> , 2011	<i>Erick the Engine</i> : The reading session was developed according to the lesson plan and the tools were used adequately.	Evaluating students and making feedback at the end of the class has improved.

***APPENDIX 12 – Analysis of the first survey; chart***

The next chart is the interpretation of the first survey applied as a diagnosis of the population; the information presented here is based on the surveys in the *appendix 4* of this research in the section of *first survey*, it is divided in three parts (Question, Information gathered and interpretation); the interpretation is useful for presenting conclusions in the research and to understand the categories:

<b><i>Question</i></b>	<b><i>Information gathered</i></b>	<b><i>Interpretation</i></b>
¿Cuántos años tienes?	7 Years Old = 26 Students  8 Years Old = 5 Students  9 Years Old = 2 Students	As this survey was part of the diagnosis this question helped to know the age range of students.
Con respecto a la materia inglés, ¿Cuántas horas al día ven la materia?	1 Hour = 33 Students	All the students saw one hour a day and only three days per week. This information helped to understand the spaces where the research took place.
Nombra al menos una actividad que se desarrolle cuando ven la materia	Students who called at least one activity: 30  Students who didn't call any	In this part it is observed that the classes of English were developed having on mind methodology which



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	activity: 3	didn't use technological resources and related with TPR Method, students called <i>Simon Says Game</i> , and Audio-lingual Method.
“¿Han usado la sala de sistemas para alguna de las clases de inglés?, ¿Qué paginas o programas han usado?	They hadn't used it: 27 Students  They had used it: 6 Students	Students shown they didn't use the systems room for the English classes and the students who said they used it answered about other schools where they came from, and in other methodology used before the investigation.
¿Se han hecho concursos en clase de inglés?	They have used contests: 31 Students  They haven't used contests: 2 Students	Students shown they have participated in classes innovative but, only into the classroom and using the traditional resources.
¿Hacen lecturas de textos o libros en inglés?	They read texts and Books: 31 Students	Students answered they used texts for reading; it helped students to be engaged with

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	<p>They haven't used texts: 2 Students</p>	<p>the reading processes stimulated during the reading sessions of the research.</p>
<p>Cuando lees en Inglés o en Español, califica la importancia de los dibujos” and, students had three options “a. Muy importantes, b. Necesarios, c. No son importantes</p>	<p>They consider the images very important: 20 Students</p> <p>They consider the images necessities: 13 Students</p> <p>They don't consider images important: 0 Students</p>	<p>Students consider the pictures helped them when they read texts in books, this answer is the basis of the <i>skimming</i> strategy stimulated during the research.</p>

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### *APPENDIX 13 – Analysis of the second survey; chart*

Students answered a second survey when they answered about the process developed during the research as a way to analyze the impact of the resource employed; the next chart presents the information gathered and an analysis of it:

<i>Question</i>	<i>Information gathered</i>	<i>Interpretation</i>
Con respecto a la clase de hoy, ¿De qué se trató?	Students who remembered the topic: 28  Students who didn't remember the topic: 5	The graphics used and the resource employed helped students to remember the topic, the activity was enjoyable and easy to understand.
¿Cuánto tardaste en comprender de que se trataba la primera lectura?, with three options: a. De inmediato, b. Luego de un momento, c. No entendí	Students who understood immediately: 16  Students who take some minutes to understand: 11  Students who didn't understand: 6	Students understood easily the reading and activities proposed during the reading session and some of them take several minutes to understand it, students usually repeated the stories as a way to understand it better. Some students declared they didn't understand the pictures were a distraction in their usually learning method.
“¿Los dibujos fueron ayuda para comprender	Students who consider the images helpful: 26	The majority of students considered the images helpful and some of them

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<p>lo que estaba escrito o te distrajeron?</p>	<p>Students who consider the images a distraction: 5</p> <p>Students who didn't understand the question: 2</p>	<p>were distracted, it means that the <i>skimming</i> strategy proposed by (Brown, 2001) helps some students to infer meaning and some others according with their learning methods constitutes a distraction in case of presenting images and animations.</p>
<p>¿Te sentiste cómodo leyendo en la clase?</p>	<p>Students who felt comfortable during the Reading session: 33</p> <p>Students who felt uncomfortable: 0</p>	<p>The totality of the students declared they felt comfortable when reading during the sessions when the resource was applied.</p>