

Implementation of Online Interactive Read-Aloud Lessons with Picture Books to Improve the
Reading Learning Experiences of Fifth Graders at a Private School in Floridablanca, Santander

Katherine Estévez Gutiérrez

Universidad Santo Tomás

División de Educación Abierta y a Distancia

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Bucaramanga, June 2021

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Katherine Estévez Gutiérrez

A research report submitted in partial fulfillment of the requirements for the degree of:

Licenciada en Lengua Extranjera – Inglés

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Abstract

This research report presents the procedure and results of an action research study aimed at determining the ways in which the implementation of interactive read-alouds with pictures books in online sessions affected the reading learning experiences of a group of fifth-graders at a private school in Floridablanca, Santander. Twenty-nine fifth graders participated in the study for over seven months during 2019 and 2020.

Data were collected through classroom observation, diagnostic tests, teacher's journals, class videos, and a survey. These data were analyzed through process coding to determine the effects of implementing the proposed strategy. The outcomes of the strategy were quite positive. The findings revealed that the pedagogical intervention influenced the students' reading learning experiences in two main ways: First, it enriched their learning experiences by improving the quality and quantity of interactions in L1 and L2, and by promoting more positive attitudes towards reading in English. Second, the pedagogical intervention led the teacher to monitor and adapt her teaching, and these changes improved the students' overall learning experience. The study derived some implications for teachers willing to carry out similar pedagogical interventions.

Keywords: action research, pictures books, interactive read-alouds, online teaching, reading learning experiences

Table of contents

List of Tables	5
List of Figures	5
Contextualization	6
Research Statement	9
Theoretical framework.....	12
EFL reading as cognitive processes.....	12
Factors involved in the reading process.....	14
Reading comprehension from a sociocultural approach.....	15
Interactive read-alouds.....	16
Multimodal literacy.....	17
Related studies	18
Research design	21
Type of study	21
Implementation and data analysis.....	26
Data Analysis	33
First Cycle.....	33
Second Cycle	35
Enriching the Students' Reading Learning Experiences	36
Monitoring and Adapting my Teaching to Online Read-Aloud Lessons	44
Conclusions and implications	47
Implications.....	49
References.....	52

Appendix A.....	55
Appendix B	58
Appendix C	60
Appendix D.....	62
Appendix E	65
Appendix F.....	66
Appendix G.....	68

List of Tables

Table 1. Project timetable	25
Table 2. Pedagogical intervention overview	27
Table 3. Main categories	36

List of Figures

Figure 1. Vocabulary presentation	29
Figure 2. Cover of the story	29
Figure 3. Presentation of questions	30
Figure 4. Presentation of questions	30
Figure 5. Presentation of questions	31
Figure 6. Sample end-of-lesson test	32
Figure 7. Responses to survey question 1	40
Figure 8. Responses to survey question 4	40
Figure 9. Responses to survey question 2	43
Figure 10. Responses to survey question 3	43

Contextualization

Instituto Santa Teresita (INSANTE) is a private school inspired by the teachings, philosophy, and moral guidelines of the catholic nun Mother Superior Maria Berenice, founder of the religious congregation of the Annunciation Sisters. The school's guidelines rely on the premise of "working in areas of conflict, risk, difficult access, and extreme poverty, regardless of race or social status" (Instituto Santa Teresita, 2019). The institution aims at giving high-standard education to kids from different social, and economic realities.

INSANTE's annual strategic plan has four axes: the family, assertive communication, respect, and culture of personal care (INSANTE, 2019). The purpose of the family axis is to pray in community for our families so that they are always, in the midst of their difficulties, a sign of the Lord's merciful presence among us; in this sense, the school seeks to support and build the family that God wants every day. Assertive communication focuses on making responsible use of language to leave behind the "deceptive" aspect that ends up "obfuscating the person's interiority ". The axis that focuses on respect has three purposes: the search for truth which "springs from the free relationships among people, in mutual listening"; the "liberation from falsehood and search for relationships so that our words and our gestures are true, authentic, and trustworthy" (World Communications Day, 2018, as cited in INSANTE, 2019); and the third purpose is to realize that technology is not what determines whether communication is authentic or not, but the heart of man and his ability to use the means at their disposal well. Finally, the fourth axis, personal care, includes skills related to grooming, eating, dressing, hygiene, and personal appearance. Each of these aspects must be in harmony with the care for the environment.

The school is located in Floridablanca, Santander, Colombia. I worked for this institution as a fifth grade English teacher and, during the development of this project, I worked with a group of 29 students whose ages ranged between 9 and 10 years old. The English class schedule is made up of six hours per week and the syllabus is supplied and reviewed by the academic dean. The institute has an institutional digital platform where workbooks and learning activities are provided to teachers and students. Additionally, the institute has several computer rooms but they are not used as an English laboratory. Teachers can present visual aids in their classrooms via video beam.

During my last five years of teaching experience, I have identified the difficulties that the students usually have when developing their English reading comprehension skills. I have noticed how the students' reading performance does not normally match their performance in other skills. This difficulty is easily recognizable in the students' scores in evaluative activities and tests, and it correlates with my perception of the students' lack of focus, interest, and their struggle to understand the topics and contents of the reading materials assigned in English lessons. Additionally, I have been able to observe better results when the texts used in class are accompanied by other media.

In my experience, using visual aids and sounds seems to favor a better performance when reading, in contrast with the results obtained with regular texts. This may suggest that the current teaching methodology in regard to reading in the school does not consider the learning differences among students and excludes those that are not comfortable with traditional reading methods.

One of the aims of the school, that is evidenced in the annual strategic plan, is to reduce the academic difficulties of the students through assertive communication. This implies the

introduction of different educational alternatives for teaching students who do not react positively to traditional educational methods. Therefore, the approach of the annual strategic plan aligns with my interest in addressing the academic gap in fifth-grade EFL students who have difficulties in reading comprehension with the traditional teaching of educational texts.

It is important to mention that, since March 2020, the Colombian Government ordered a mandatory quarantine with the aim of reducing the Covid 19 pandemic crisis. This situation involved a move from face-to-face classroom lessons to online learning sessions. This was a challenge for teachers and the educational system in general, and it affected this project because the quarantined forced a switch to video conferencing sessions.

Research Statement

As a fifth-grade teacher, I have found different problems in my groups of EFL students that result in difficulties in understanding texts in English. Specifically, the problems observed are mainly: a lack of interest in the texts used for reading comprehension activities; the inability to identify the main ideas in a text, and finally, the difficulties for teachers to offer alternative methods for teaching caused by the absence of teaching material that allows the inclusion of students with academic and learning difficulties.

Two tests were given to the students in the year before the implementation of this project (Appendix A). In the first test, I read aloud a text. Then, the students read the text individually to answer thirteen simple and open questions. Each of those questions was represented by a single image. The second test had three parts: completing sentences, true and false questions, and open questions. It was clear that, in the two tests, students depended highly on the translation of each word of a text (dictionaries are not allowed in exams). That also meant that they did not have overall comprehension skills and the texts we usually used were not easy for students.

A study in Taiwan (Chou, 2011) inquired about the effect of images on the reading comprehension of EFL students with poor academic performance. The results of the study indicated a significant benefit for the students. The study was executed in an action-research context and it was segmented into two groups, students with low academic level and high academic level. Tests were also implemented with images attached to texts of low and high complexity showing how students with a high academic level did not affect their academic performance and on the contrary, students with low academic level made greater use of visual aids to understand complex texts with significantly higher positive results than those answered without visual aids (Chou, 2011).

These results allowed me to propose, through this project, the incorporation of visual material attached to the reading comprehension texts and tests to help students with low academic proficiency in the school. That is, to use the results of the study cited above as an example to try to find similar results in the Colombian context, as an implementation alternative to reduce the reading comprehension gap in the fifth-grade students at my school.

The significance of picture books to students is to introduce literary works and different cultures to children. Picture books can provide children with more space of imagination and creation and allow them to create multidimensional meaning of the text through the reading process. In addition, they have less words and more space for children's imagination to expand (Lin, 2007, as cited in Hashemifardnia et al., 2018). Also, pictures books offer an incredible opportunity to turn from verbal to visual communication and back again, expanding their understanding. Each new rereading of either words or pictures creates better prerequisites for an adequate interpretation of the whole. Presumably, children know this by intuition when they demand that the same book be read aloud to them over and over again (Hashemifardnia et al., 2018). Therefore, this project used the interactive read-aloud practice which offers a systematic approach to promote analytical discussion and to introduce new vocabulary through the repeated reading of a text (McGee and Schickedanz, 2007).

Interactive read-alouds are comprised of a series of purposeful activities that also incorporate reciprocal teaching: Previewing the book, scaffolding on prior knowledge, modeling vocabulary development, teaching reading fluency, emphasizing elements of the story, asking purposeful questions (before, during, after), using think-alouds to assist comprehension, and summarizing the story to bring closure (Bendett et al., 2019).

The world situation caused by Covid-19 requires new approaches to keep the students' attention. New academic challenges have emerged in regard to teaching students via virtual means. This was caused by the forced transition from face-to-face to distance education. However, the current situation also offers important opportunities to implement and evaluate new strategies that may address these challenges.

The research question that guides this project is:

How does the use of interactive read-alouds with picture books in online sessions affect the reading learning experiences of a group of fifth graders?

Accordingly, the general research objective I set for this project is:

To determine the ways in which the use of interactive read-alouds with pictures books in online sessions may affect the reading learning experiences of a group of fifth-graders.

The specific objectives that guided this project were:

To design, implement and evaluate a pedagogical intervention based on interactive read-alouds aimed at fifth-graders, following the observe – reflect – act cycle of action research.

To organize and examine the collected data with a focus on ways in which the implementation may affect the students' learning experiences in regard to reading.

Theoretical framework

Below, I will describe the main concepts that I took into consideration to shape my project: perspectives on the reading skill, interactive read-alouds, and multimodal literacy.

Reading comprehension is the process of constructing meaning through the interaction between the reader, the text and the different processes that are involved in the reading situation (Grabe, 1991, as cited in Uribe 2015). Reading is a complex ability that involves a variety of processes such as word, structure, and text type recognition; comprehension, interpretation, inference, meaning making and critical evaluation. Reading in L2 is even more complex since “the acquisition of systemic knowledge and development of reading skills occur simultaneously, whereas L1 readers have already acquired systemic knowledge through speaking and listening before starting to read”. (Uribe, 2015). The complexity of reading has led theorists to explain it from a variety of perspectives. Below, I will focus on the cognitive and sociocultural perspectives.

EFL reading as cognitive processes

Fluent reading works in a set of cognitive processes defined by Roman as: phonological processing, syntactic awareness, working memory, morphological awareness, semantic processing, and orthographic processing. These cognitive processes have been related to reading development in English having them as components of general reading instruction (Roman, 2009, as cited in Mazabel, n.d.).

Also, the main cognitive processes involved in text coherence can be assessed at a local level and a global level. The local coherence “involves establishing connections between the information currently being processed and the information immediately preceding it, which is held in short-term memory. High levels of local coherence enhance semantic and syntactic

processing by allowing readers to construct referential and causal connections between nearby text segments”. “Comprehension, therefore, is the creation of a coherent mental representation of a text”. (Albrecht and O’Brien, 1993, as cited in Chang and Henley 2021).

Reading is not a unitary skill. It is a complex set of skills that language learners develop throughout their learning process. According to Brown (2015), the micro-skills are:

- discriminating among the distinctive graphemes and orthographic patterns of English;
- retaining chunks of language of different lengths in short-term memory;
- providing a faster answer in both written and oral way thanks to a better understanding of the readings;
- recognizing a core of words, and interpret word order patterns and their significance;
- recognizing grammatical word classes, systems patterns, rules, and elliptical forms;
- recognizing that a particular meaning may be expressed in different grammatical forms;
- recognizing cohesive devices in written discourse and their role in signaling the relationship among clauses.

The use of micro skills allows students of English as a foreign language to become efficient readers. Tests can be applied to students in order to monitor the reading micro skills from the bottom-up and top-down reading processes (Brown, 2015). In the bottom-up process, students have to identify and decode the language features of the text first to comprehend what they are reading. Meanwhile, in the top-down process, students have to use their background knowledge to predict and understand the meaning of a text.

Factors involved in the reading process

The factors that are involved in the reading process vary from one author to another. However, some of the most commonly referenced are: complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, word recognition speed, and medical problems. An important factor is the complexity of the texts because it directly affects the level of reading comprehension. Teachers must always use texts that are sufficiently challenging for students to learn new language, but not too advanced to avoid frustration.

The environment is a strong influence in someone's reading comprehension level. A safe environment aimed to keep a student focused, calm and organized will help them more than a noisy, disorganized, and unsafe environment. (Dennis, 2008) mentioned that the importance of the reason behind the reading task can also influence the student's ability to understand the material.

Reading comprehension in a foreign language can be surrounded by anxiety situations that put additional pressure on a student. Depending on how a particular person reacts to a situation, anxiety can mislead a person to confusion and limited comprehension.

Motivation has an important role in reading comprehension. A boring, monotonous reading material will generate attention problems in the reader (Dennis, 2008). Some authors "carried out studies towards reading motivation and found that integration with community plays an important role to stimulate readers to second language reading motivation" (Takaloo, 2017). In the same meaning, an interesting text can keep the reader's attention in the text.

A poor vocabulary will stop a reader decoding of a text. It is important to keep a vocabulary acquisition in the same level of the text difficulty. The decoding skill is essential for EFL students to understand texts. The persons who have “enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context” (Dennis, 2008).

Finally, there are several studies which evidenced that medical problems can affect the reading comprehension in AFL (Assessment for Learning) students. They with speech and hearing problems are less likely to participate in oral reading or class discussions about the text, two activities that improve comprehension. Nevertheless, they will not be taken into account for this project.

Reading comprehension from a sociocultural approach

According to Warschauer (2005) a sociocultural approach to literacy emerged from sociocultural theory developed by Vygotsky. Three aspects of this theory have contributed to a new interpretation of literacy: genetic analysis, social learning, and mediation.

Genetic analysis suggests that we can only understand mental functioning when we understand the particular events that originate it, and the transitions it goes through. Therefore, understanding literacy as an isolated event is futile. Rather, a proper understanding of literacy “has to take into account broad social, cultural and related trends related to the significance of reading and writing” (Warschauer, 2005).

In regard to social learning, Vygotsky argues that “every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level” (Vygotsky, 1978, as cited in Warschauer, 2005). Besides, this development takes place through a

form of apprenticeship learning: interaction with teachers and peers. Social learning theory suggests that learning to read and write is a social practice rather than an individual skill. Those who are considered literate in a community are those who have apprenticed into certain social practices.

Another major concept is mediation: the notion that all human activity is mediated by tools or signs (Wertsch, 1991, as cited in Warschauer, 2005). These mediational means do not simply facilitate action, but they can transform human action, and alter the entire flow and structure of mental functions.

Understanding social learning and mediation together brings us to a text-mediational perspective where learners participate together to socially construct knowledge. In this perspective, the significance of texts is not that they provide information or opportunities for practice, but rather that they can be used as "thinking devices" to promote engagement and interpretation.

Interactive read-alouds

The process of learning how to read is not related to acquiring a single skill. That means that there are more complex strategies and abilities involved in the process. Students should be understood as language users that need to comprehend and use these wide variety of strategies and skills, and teachers should look for teaching methodologies that incorporate them. In this regard, interactive read-alouds offer a good alternative to promote these complex abilities.

An interactive read-aloud is a classroom practice that fosters the students' language development. It encourages them in both oral and dialogue improvement by including classroom guided discussions along with comprehension strategies to give learners "knowledge of story

structure, linguistic and textual patterns, as well as information about organization and interpretations of stories” (Lysaker, 2006 as cited in Wiseman, 2011).

Interactive read aloud activities also improve the interrelationship between the text, the learners, and the sociocultural context. This interrelationship can be explained from the perspective of a transactional view on reading. According to this theory, printed words are important, but so is the knowledge and experiences the reader brings to the process of making meaning from a text. Rosenblatt (1976, as cited in Wiseman, 2010) believed that comprehension resulted from the transaction between the reader and the written word. To apply transactional theory, teachers must show students how to use what they read and what they know to build meaning. “The transactional approach illustrates the importance of providing readers with active ways to contribute to the curriculum in ways that builds on students’ own ways of conceptualizing reading and literacy”. Rosenblatt revolutionized reading instruction with that theory.

Besides, the students’ understanding of the text but mainly their leaning attitudes are benefited from read aloud activities. This impact over the emotional aspects of learning is connected to a more active role as readers, the improvement of the relations they can establish between the stories and their own experiences, and an increase in confidence and reliance.

Multimodal literacy

Multimodal literacy refers to the language use that combines at least two modes of meaning in communication practices. One of the main principles of this approach is the relationship between the images and textual language in terms of intersemiotic and semantic relationships (Mills, 2017).

“Language and literacy practices are inherently multimodal, because communication requires attending to diverse kinds of meanings, whether of spoken or written words, visual images, gestures, posture, movement, sound, or silence” (Mills, 2011B). Nowadays, the constant availability of digital media, text and images boosts the use of multimodal texts. The internet and deep digital interrelationship communities became the reality of millions of people in the world (Mills, 2017).

The study of multimodal literacy learning in schools and society starts with the recognition of the fact that reading and writing are connected to the use of multimodal texts, often in the digital context. Examples of such use are the implementation of educational videos, image editing programs, graphic design platforms, interactive whiteboards, among many other options, which have popularized even more in online and blended learning environments. Also, multimodal literacy practices involve the type of language use that takes place in informal social contexts. For example, social media apps (Facebook, Twitter, YouTube, Instagram, Snapchat, Tik Tok) have led teenagers and children to create multimodal content such as a photo album of friends and family, use of hashtags, make and upload funny videos and memes, send invitations to play with friends, send messages with different varieties of stickers and organize events for special dates.) The implications of multimodal literacy for changed pedagogy, curriculum, and assessment education are far-reaching.

Related studies

I consulted a series of studies related to the implementation of interactive read-alouds. In a study by Wiseman (2011) the author implemented this teaching strategy and collected information in a 9-month study in an urban kindergarten classroom. Findings of this study

demonstrate how interactive read alouds were important learning opportunities for emergent readers because they fostered open-ended responses combined with specific reading instructions.

In a study by Pantaleo (2007) she analyzed excerpts from small group interactive read-aloud sessions that were conducted with first grade children and examined the nature of the interthinking that occurred during these discussions of picture books with Radical Change characteristics (Dresang, E 1999). She also examined the type of discourse that occurred during these read-aloud sessions and some of techniques she used to guide the children in their construction of knowledge of these contemporary picture books. The results of this study demonstrated that first graders' discussions about books throughout the interactive read aloud reflected their understanding of the text while simultaneously generating knowledge of literature as students participated in conversations with their classmates.

Manak (2011) conducted a study in a third-grade classroom in a public charter school during six months. This descriptive, naturalistic study examined the intertextual connections third-grade students constructed between interactive read-alouds of mentor texts at the beginning of a writing workshop and their writing during writing works. Her findings suggested that the dialogic interactions among participants within interactive read-alouds were significant in developing a literary understanding that influenced students' writing as well as their writing ability and process. Within this study, the teacher and the students were a community of writers who learned how to craft their writing from published authors as well as from each other.

Another study was conducted by Peterson and Chamberlain (2015) with a group of students in a fourth grade, in a bilingual classroom located in a rural district in the Southwestern United States. The purpose of this study was to highlight what happens when the teacher critically engages with readers in intermediate grades around issues of culture, language, and

power during the reading aloud of children's literature. The study found that the interactive read-alouds allowed for many responses and ideas to be examined and discussed. This exploration of others' ideas provided the potential for students to come to a new social awareness of others' perspectives and viewpoints. Students were also afforded opportunities to identify and deconstruct oppressive ideological stances present in texts.

Research design

Type of study

The action research design was selected as a way to address a specific problem in a classroom setting: the students' struggle during reading comprehension activities. Action research is defined as a small-scale investigation carried out by class teachers (Field, 1997 as cited in Griffie, 2018). It can be classified into informal qualitative research, formative, subjective, interpretive, reflective and inquiry research based on experimental design where all the participants in the research have information and are contributing to the research. (Hopkins, 1993 as cited in Mohd et al., 2019).

Action research is also understood as a group of methodologies that aims to bring about change as well as understanding simultaneously. Researchers have chosen different approaches regarding action research. However, there are two main features: a focus on action and critical reflection through a cyclical or spiral process, and a "refinement of methods, data, and interpretation" based on the earlier cycle's development (Kemmis and McTaggart, 2000). According to these authors, the three steps of action research are: planning, acting, and observing, and reflecting.

The natural environment of educational action research is the daily reality of the classroom. Each classroom constitutes a case that is the object of understanding, deepening and transformation. It is where information is collected, actions are executed and results, changes and improvements are produced. The changing dynamics of current teaching requires the continuous development of theories, and, for this, action research is an applicable paradigm in educator training programs.

The present project focused on the implementation of interactive read-aloud lessons to improve the reading comprehension learning experiences of fifth graders. This aim is aligned with action research given that, through it, the teacher can learn to identify their problems in the classroom, in order to find a solution for the continuous improvement of the teacher and educational quality.

The instruments that I used to collect information to answer the research question in this project were:

1. Classroom observations: they aim at systematically and objectively recording what happens in the classroom in order to study, interpret and analyze the different events that are related to a research objective. One of the advantages of observations is that they can be done by teachers in their own classes, so that students are not threatened by outside observers (Fradd and McGee, 1994 p. 43 as cited in Griffiee, 2018).

Classroom observations allowed me to find that students needed opportunities to develop ways of interacting with the texts they read in order to build background relationships with class content. Initial observations led me to search for options to deal with this situation.

2. Diagnostic test: A diagnostic test has the purpose of determining the strengths and weaknesses of the students who take it, what he/she can or cannot do, and the extent to which he/she has developed the different language skills. Two tests were given to the students in the year before the implementation of this project. In the first test, the teacher read aloud a text. Then, the students read the text individually to answer thirteen simple and open questions. Each of those questions were represented with a

single image. The second test had three parts: completing sentences, true and false questions, and open questions (Appendix A).

3. Teacher's Journals: they are useful instruments to engage in pedagogical reflection, since they enable the description, analysis, and assessment of the dynamics of the teaching and learning processes. They allow collecting observations of facts considered relevant for the teacher and that contribute to knowing the reality of the group of students as well as critically reflecting on his/ her own activities (Griffee, 2018). They involved reflecting and writing about my teaching, my students and myself as a language teacher (Appendix C).
4. Class videos: according to Griffee (2018), the purpose of video recording a class is to provide very detailed and accurate data to answer a research or evaluation question. They were evidence of my teaching and the students' responses; the videos were analyzed a posteriori in great detail and allowed self-observation. I used the videos I recorded to transcribe the classroom interactions that took place in the lessons, for further analysis.
5. Survey: A questionnaire is a set of several questions asked to participants related to a research topic. They can include two types of items: on the one hand, closed-ended questionnaire items, which give a respondent only limited options to answer; on the other hand, open questionnaire items request the respondent to fill in a blank space, usually expressing an opinion about a theme in direct response to a question (Gay and Airasian, 2000, as cited in Griffee, 2018). The purpose of the survey was to gather information from the students on the reading comprehension activities that were developed during the implementation. It included information about attitudes towards

the read-alouds, the images that accompanied the texts in the books, the picture books that they liked best, the questions asked by the teacher before, during and after each reading, the experience of reading in online classes, and the difficulties that the students had when completing the tasks that were left for homework (Appendix D).

Once the data was collected, it was analyzed through coding. Coding is a method of discovery to the meanings of individual sections of data. These codes function as a way of patterning, classifying, and later reorganizing them into emergent categories for further analysis (Saldaña, 2014). “A code in qualitative data analysis is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 584).

I followed the procedure of process coding, which is a methodology that uses gerunds exclusively to describe actions suggested by the data: observable human actions, mental process, and more conceptual ideas (Saldaña, 2014). I wrote codes next to transcripts to facilitate the analysis of each video (Appendix G).

The activities in this project were carried out following the timetable below:

Table 1*Project timetable*

Stages	Activities	Aug 2019	Sep 2019	Oct 2019	Nov 2019	May 2020	Jun 2020	Jul 2020	Aug 2020
Plan	Classroom observation Diagnostic tests								
	Lesson planning								
Act and observe	Pedagogical implementation Video recording Journal writing								
	Survey								
Reflect	Data analysis								

Implementation and data analysis

The pedagogical intervention consisted of a series of lessons that emphasized the development of reading comprehension skills through the methodology of interactive read-alouds. Below, I will explain the method I implemented in terms of its approach, design and procedure (Richards and Rodgers, 1982).

Approach: the interactive read-alouds methodology can be valuable because it presents a good strategy to teach reading comprehension. This approach to reading allows students to acquire the tools to deal more easily with different types of texts, and to be able to understand and interpret them. Interactive read-alouds offer a chance to teach word meaning inference, which consists of guiding the students to derive a sense of an unfamiliar word rather than looking for one specific meaning because in actual reading situations, context might or might not provide enough information to infer meanings of unfamiliar words. With this strategy, students get to acquire a more fluent vocabulary. The learners' argumentative capacity can be strengthened, and their vision of the world broadened to make interpretations more easily.

Besides, the use of picture books in interactive read-alouds involves the mixture of narratives and illustrations that provide a more complete context so that students remain actively engaged in figuring out the meanings of unknown words to understand themes and ideas. In this way, the methodology offers greater opportunities for meaning-making processes.

Interactive read-alouds also encourage students to read independently, and in this way contribute to the creation of a reading habit. The role of the teacher is that of awakening in the students the interest in reading. It is important that every time the teacher introduces a new book or story, they encourage discussion with questions to promote the students' interest and activate

their background knowledge and prior experiences before, during, and after the reading-aloud experience with the students to have a positive impact on their attitudes.

Design: the pedagogical intervention consisted of eight lessons (Appendix F). The topics and stories used in each session were selected to fit the English syllabus in the institution (Appendix E):

Table 2

Pedagogical intervention overview

Lessons	Topic of the story	Terms, main topics and contents
Lesson 1	Love someone madly	First term What are we celebrating? -Special dates and holidays -Days of the week -Months of the year
Lesson 2	Describing someone in a funny way	Second term Making descriptions Adjectives, Comparatives and Superlatives
Lesson 3	Personal care products for personal hygiene	Second term Let's go shopping Vocabulary (Personal Articles)
Lesson 4	Hair hygiene in children	Second term Let's go shopping Vocabulary (Personal Articles)
Lesson 5	Help other people	Third term What do you do every day?

		Present simple (Verbs, Affirmative, Negative and Interrogative Structures)
Lesson 6	Everyone does silly things	Third term What do you do every day? Present simple (Verbs, Affirmative, Negative and Interrogative Structures)
Lesson 7	Living with each other	Third term What do you do every day? Present simple (Verbs, Affirmative, Negative and Interrogative Structures)
Lesson 8	Give a special gift for somebody	Third term What do you do every day? Present simple (Verbs, Affirmative, Negative and Interrogative Structures)

Procedure: the lessons were based on interactive read-alouds practices. For this, I selected stories with images considering the students' interests. I tried to choose fun and entertaining stories to promote their engagement. The read-alouds were usually divided into three sections: questions before, during and after reading. Before reading the story, I showed the students new vocabulary with images (figure 1) so that they could get to know important words from the stories beforehand and have no doubts while we were reading.

Figure 1*Vocabulary presentation*

Later on, I presented the cover of the story (figure 2) and asked questions to help the students make connections between the contents of the story and their own experiences and lives. For example, for a story that was about living with each other, I asked questions such as: “What are they doing?”, “Where are they?”, “Look at their faces. Are they happy and worried?”, “What do you think of this story?” (figure 3).

Figure 2*Cover of the story***Leveled Books****Level H**

Animals, Animals
 At a Touch Tank
 Blue Whales: Giant Mammals
 Brainstorm Bear
Brother Messy, Brother Neat
 Butterfly Life Cycle, The
 Dr. King's Memorial
 Earth's Water
 Five Brothers, The
 Goat and the Singing Wolf, The
 Grasshopper's Gross Lunch
 How the Mice Beat the Men
 How to Make a Drum
 I Live in the City

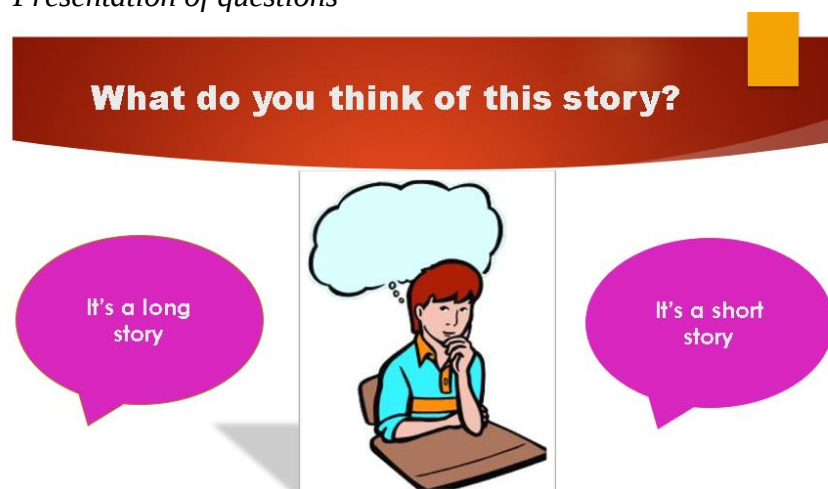
[Home](#) > [Leveled Books](#) > [Level H](#) > Brother Messy, Brother Neat

[aa](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) [Z¹](#) [Z²](#)
**Brother Messy, Brother Neat**

Realistic (fiction) 205 words, Level H (Grade 1), Lexile 490L.

We love our families, but they can drive us crazy. In Brother Messy, Brother Neat, two brothers are as different as they can be. One likes everything neat and tidy, and the other prefers creative messes. What happens when they are forced to share a room? Your students will want to find out, and you will want to use this opportunity to teach them about problem and solution in a story.

Figure 3
Presentation of questions



Besides, I pointed out punctuation such as the use of capital letters, periods, commas, question marks and exclamations marks, for students to considered how a story should be read aloud in English. Then, I started reading the story and at the same time, I asked them questions with images such as “Is Nico a messy boy?”, “What is their sister’s name?”, “Do they share the room?” (figure 4). For each question, the students discussed and shared their ideas.

Figure 4
Presentation of questions

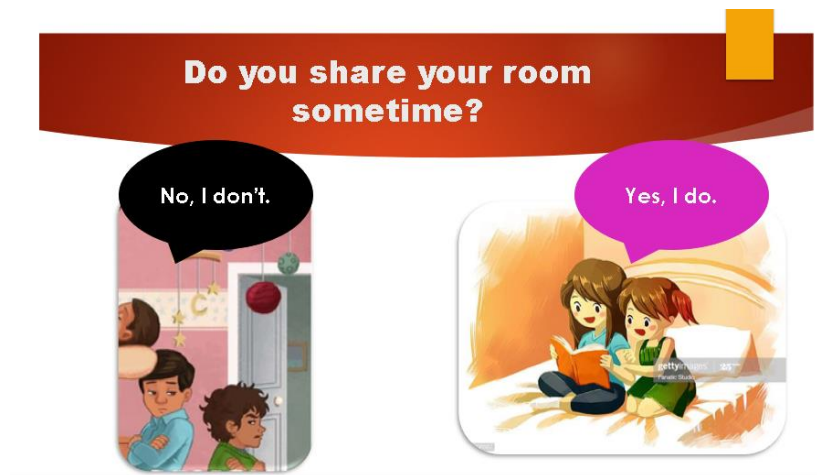


After reading the story, I asked the students some additional questions and gave them some possible answers for them to select (figure 5): “Did you like this story? Why?”, “Are you a

messy or neat boy-girl?”, “Do you share your room sometime?” The students shared thoughts and discussed the moral of the story.

Figure 5

Presentation of questions



Finally, the students developed exercises in the class notebook on the platform we use (Microsoft Teams), such as multiple choice and true or false questions, read the sentences and write them for each picture etc. (figure 6). During the lessons, I demonstrated the power of each story; I showed my students the ways in which texts engage us, and I encouraged them to learn how reading works.

Figure 6*Sample end-of-lesson test*

OneNote para Windows 10 Katherine Estévez Gutiérrez

Inicio Insertar Dibujar Vista Ayuda Bloc de notas de clase

Calibri Light 20 N K S A

Quinto_1 INGLES Bloc de notas

TOMAS ENRIQUE GON... SANTA TERESITA...

Esta página contiene cambios conflictivos. Mostrar conflictos

**SANTA TERESITA SCHOOL
READING COMPREHENSION
LEVEL: 5th**

Date: 14/07/2020

1. Read and order the sequence of the story.

Nico and Pablo agree to paint their room. _____ 8

Nico has to cross the line every day. _____ 6

Pablo likes to draw. _____ 1

Nico doesn't share his room with Pablo. _____ 4

Pablo sleeps in the closet. _____ 5

Nico is a neat boy. _____ 2

Maria was born in the hospital. _____ 3

Pablo and Nico decide to come up with rules. _____ 7

2. Look at the pictures and then unscramble the letters

KE

TEGV

KE

TEGV

KE

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Inicio Insertar Dibujar Vista Ayuda Bloc de notas de clase

Calibri Light 20 N K S A

Quinto_1 INGLES Bloc de notas

TOMAS ENRIQUE GON... SANTA TERESITA...

Esta página contiene cambios conflictivos. Mostrar conflictos



This place is _____ dark _____ (k d r a)



He likes to _____ paint _____ (t a p i n)

TEGV

KE

TEGV

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Inicio Insertar Dibujar Vista Ayuda Bloc de notas de clase

Calibri Light 20 N K S A

Quinto_1 INGLES Bloc de notas

Esta página contiene cambios conflictivos. Mostrar conflictos

TOMAS ENRIQUE GON... SANTA TERESITA...

Cuestionarios

Deberes

Material entregado

Notas de clase

TEST 1

TEST (Ensayo)

TEST 2

TEST 4

TEST 4 (antiguo)

TEST 5

TEST 7

TEST 8

The boy is messy (y m s e s)

The boy is (y m s e s)

The (o m o r) room is tidy.

The (o m o r) is tidy.

TEGV

KE

OneNote para Windows 10 Katherine Estévez Gutiérrez

Inicio Insertar Dibujar Vista Ayuda Bloc de notas de clase

Calibri Light 20 N K S A

Quinto_1 INGLES Bloc de notas

Esta página contiene cambios conflictivos. Mostrar conflictos

TOMAS ENRIQUE GON... SANTA TERESITA...

Cuestionarios

Deberes

Material entregado

Notas de clase

TEST 1

TEST (Ensayo)

TEST 2

TEST 4

TEST 4 (antiguo)

TEST 5

TEST 7

TEST 8

He is a (t e a n) neat boy.

He is a (t e a n) boy.

TEGV

KE

Data Analysis

First Cycle

After I selected the methodology of interactive read-alouds and I got informed about the recommended procedures and resources to be used, I designed the first lesson plans and implemented the first five lessons.

I video recorded and wrote journals for each lesson. With this information, I made sense of my experience in the first cycle and included some modifications to be implemented in the second cycle. For instance, I included more pictures to introduce new vocabulary so that, when I read aloud, the students could identify the words in the story. Additionally, I made my questions simpler for them to answer with less hesitation. Once I completed the pedagogical implementation, I rewatched the video recordings I had to make the corresponding transcriptions (Appendix B). Then, I assigned codes to the most relevant sections of the data to try to answer the research question. I checked the codes in terms of frequency to find patterns which resulted in two categories, one referring to how the students' reading learning experience was enriched by improving the quality and quantity of interactions in L1 and L2, and by promoting more positive attitudes towards reading in English, and another referring to how I adapted my teaching through the implementation. The tabulation of the codes allowed reaching conclusions about the development of the classes.

The first conclusion was that the use of supporting images was much more efficient when they were presented along with my reading of the text and not only during the final stage of the lesson, when asking comprehension questions. For example, I could notice that, in the video of the second lesson, which included images only at the end, there was a greater number of codes where the students did not understand. In later videos, where images were used as I was reading, there was an increase in the number of codes related to reporting understanding and desire to participate in class.

The second conclusion was that students were able to understand and transmit the readings in English. In the last sessions, I observed that my emphasis on the use of the English language to give answers generated a positive result.

The third conclusion was that the sharing of a short vocabulary review (with visuals) before beginning the reading, made it easier to reach the objectives quickly. The images helped the students to better understand the texts and infer information more easily.

Second Cycle

The second cycle of lessons incorporated the necessary improvements observed in the first cycle. First, we tried to improve vocabulary socialization before starting each picture book reading. Second, I made an effort to have all students participate, not only the most active ones. Finally, the use of full responses in English from each of the students was encouraged.

The results obtained from this second cycle showed how the number of codes related to a better level of understanding increased. The use of English in the students' responses was very positive. It was clearly observed that students in the first classes of the first cycle who tried to answer everything in Spanish had modified this habit to ask questions and respond in English.

It is expected that students will not make big academic changes in short periods of time. However, these changes may show that many students had abilities in the English language that they perhaps did not show, because it was more comfortable for them to respond in Spanish.

Likewise, the number of class interruptions was drastically decreased. It is possible that, over time, the students adapted to the use of virtual education tools. Another important factor in this second cycle was the level of attention and the desire to participate in the class. More students wanted to answer the questions asked by the teacher.

The pedagogical implementation was sometimes affected by the school calendar that was determined by the educational institution. Because of that, the time I had to carry out the

interactive read-alouds was slightly reduced. However, the improvement in the different items reviewed and in the dynamics of the lessons was clear.

The data analysis led me to organize my findings into two main categories as shown below:

Table 3

Main categories

Research question	Final categories
How does the use of picture books and interactive read-alouds in online sessions affect the reading learning experiences of a group of fifth graders?	1. Enriching the students' reading learning experiences. Subcategories: - Increasing interaction in L1 and L2 - Promoting positive attitudes towards reading 2. Monitoring and adapting my teaching to online read-aloud lessons.

Enriching the Students' Reading Learning Experiences

This category deals with all the situations in which this interactive read-alouds experience helped students to improve their reading processes and to have a more encouraging experience. I found that the reading learning experiences of my students were enriched in two main ways: on the one hand, the pedagogical intervention increased the students' interaction in L1 and L2; on the other hand, the intervention promoted positive attitudes towards reading in the students. Below, I will explain each aspect in more detail.

Increasing interaction in L1 and L2. This subcategory refers to the fact that the read-aloud lessons increased the quality and frequency with which the students used the English language to interact with the teacher. The students made an effort to use L2, either by answering the teacher's questions in English, or by reporting their understanding, even if it was done in Spanish. They also participated with a more active role, and they showed a greater involvement in the stories.

For example, when I did the coding of the video transcriptions, I found that most of the students wanted to answer the questions that I shared on the platform: I had to maintain the order of the class because sometimes, answering the teacher's questions generated discussions among them. However, each student was given the opportunity so that everyone could participate in the activities, as shown in the excerpt below:

Excerpt from Lesson 7

T: Ok, I want to listen to Arturo. Arturo Valdivieso... Can you hear me?

S1: ¡Ay teacher, Tomas Gonzalez!

S2: ¡Profe, Gabriela Ríos!

S3: ¡Noo, yo Moisés Beleño!

S4: ¡A mi profe, Mariana!

T: Niños, vamos a darle la oportunidad a su compañero y a los otros estudiantes que no les he preguntado.

S1: ¡Profe, déjame a mí!

S3: ¡Usted ya pasó!

S5: ¿señora... perdón eh... yes, teacher?

T: Question for you. Are you a messy or a neat boy?

S5: eh... I am a messy boy because hmmm... me da pereza eh... recoger mis cosas.

At the end, the student managed to answer the question and demonstrated his understanding (partially in Spanish). I also found that students started to report their understanding of the stories and my instructions, as shown in the excerpts below:

Excerpt from Lesson 2

T: “Joel, what do you understand from the first picture?”

S: “Que sus mejillas son gordas que sus piernas también y que tiene una barriga muy grande, la más grande del mundo.”

Excerpt from Lesson 2

T: “This is a summary of the story. Look at the chart, complete the summary and write the correct words into the gaps ¿Qué nos quiere decir?”

S: “Profe yo. Que tenemos que mirar las palabras que están ahí y los cuadritos”

Sometimes, students were participative enough to ask for the meaning of specific words or expressions from the picture books. For example:

Excerpt from Lesson 5

S: “¿Profe que es glaseado?”

T: “It’s like thin icing on cake.”

On some occasions the students, with some difficulty, began to use English to answer questions, for example:

Excerpt from Lesson 6

T: *“What can you see in this picture? Remember something, you have to say: I can see... recuerden que ustedes deben aplicar la expression: I can see...”*

“I have a question for Valentina Acosta, ok what do you see in this picture?”

S: *“I can see humm... una persona tontita y que quiere arreglar algo, pero con la escalera tumba tres macetas, una se cae y la otra se cayó y la otra se rompe.”*

At times, students were able to predict, using Spanish, what they could understand in the images of the stories. For example:

Excerpt from Lesson 7

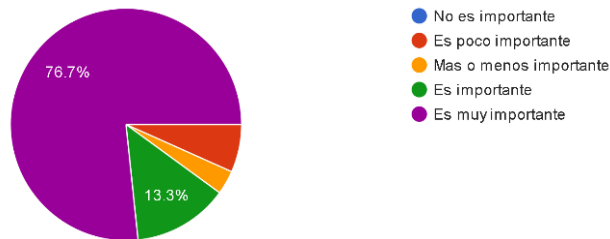
T: *“What can you see in this picture?”*

S: *“Además porque acabo de darme cuenta que en el piso hay una rayita blanca entonces yo supongo que esa rayita blanca es porque los dos hermanos deben compartir una habitación.”*

In the survey, I found that students had a positive perception towards interactive read-alouds and the impact they had over their English language learning process. The first question of the survey tried to measure the importance that students assigned to the read-alouds. Three-quarters of the surveyed students gave the highest grade to this item. More than thirteen percent of students considered it equally important. This importance, according to what the students expressed, is due to the fact that they consider reading aloud allowed them to improve their pronunciation, better understanding of the text, and concentration.

Figure 7*Responses to survey question 1*

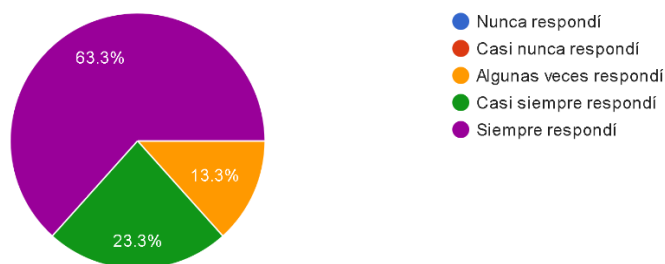
¿Qué tan importante es que la profesora lea en voz alta el texto del libro?
30 respuestas



The fourth question in the survey had responses stating that in one hundred percent of the cases an answer could be delivered to the teacher. Sixty-three percent of the students affirmed that they were always able to answer the questions that the teacher asked them before, during and after the readings of the picture books.

Figure 8*Responses to survey question 4*

¿Logré responder las preguntas hechas por la profesora antes, durante y después de cada lectura?
30 respuestas



Finally, in the journals I reported that the students showed progress in terms of reading and learning. In this regard, I highlight the following excerpt:

“During the lessons I was able to identify the progress of the students in the use of interactive read alouds in the stories, their participation improved at the time of answering the

questions before, during and after, despite the fact that they answered in Spanish and some in English.”

Promoting positive attitudes towards reading. This subcategory has to do with the fact that students developed more positive and active attitudes towards reading. They were more willing to read, they enjoyed reading, and showed some of attitudes that may be connected to those of lifelong readers. These attitudes toward reading had an impact over their development and progress as readers and learners.

A few days after working with the interactive read-aloud lessons, a student made his intervention to show a book he was reading on his own. The book caught his attention due to its images, which helped him to understand better:

Excerpt from Lesson 6

S1: “Profe, yo le quiero mostrar algo un librito que yo tengo de inglés, es este libro es de Looney Toons y me dije: se lo voy a presentar a la profe, que acá estas partes, tiene como esto, las cosas en inglés todo.”

T: “It’s like vocabulary in English, you can see these pictures, ok very good Moises.”

“Excellent my friend the most important is to try to read this book!”

S2: “Teacher, teacher yo tengo un libro de inglés también es de Reading comprehension.”

T: “Do you have this book?”

S2: “Yes, teacher!”

T: “When you have the opportunity, please, show me the book, ok? Because I want to see that book.”

While the students were developing the tests of reading, one of them expressed the pleasure of doing this type of evaluative activities:

Excerpt lesson 5

T: Remember, you have to write sentences in English, you can use I can help...

S: ¡Teacher, la actividad está super fácil y súper divertida!

In the first lessons, I noticed that students enjoyed and liked funny stories; when I finished reading a story, I asked them about their thoughts on the story, and they expressed their likes. For example:

Excerpt from Lesson 2

T: “Do you like funny stories? ¿Les gustan las historias chistosas?”

S: “Yes, teacher.”

T: “Yes, Why?”

S: “Teacher, porque digamos esas historias me dan risa pues me divierto y no me parecen tan aburrido.”

This input allowed me to make better decisions when selecting the stories to be used in further lessons.

In the survey, I found that students had a positive perception towards the use of visual aids complementing the texts in the stories and the tests. The second question of the survey asked about the strategy of using picture books and images in reading comprehension tests. Fifty-six percent of students defined it as very important and thirty-three percent as important. This

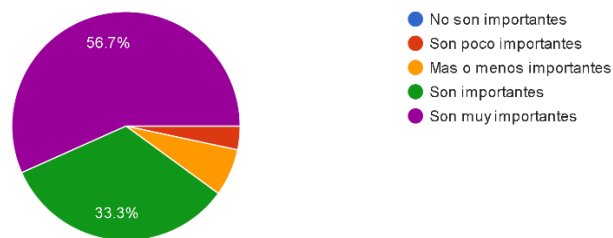
strategy is relevant because it helps them better understand texts, to find meanings of words they do not know.

Figure 9

Responses to survey question 2

¿Qué tan importantes son las imágenes que acompañan el texto en los libros para ayudarme a comprender mejor?

30 respuestas



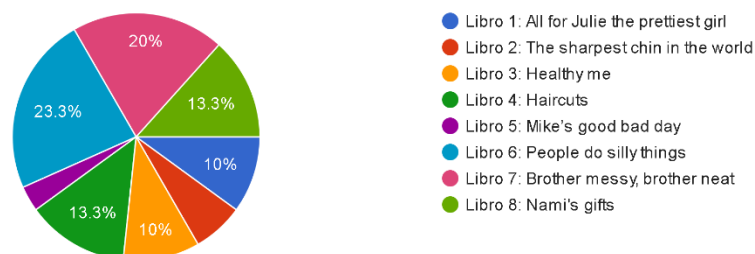
The third question of the survey asked about which of the books used in the class was their favorite. In this question the answers were very balanced. The percentages were between ten and twenty-four percent. A common element in the reasons indicated for the choice of each story was the number of images. Another important element was the degree of humor of the image, that is, the students highly value that the text and the images were funny. The balance between the different texts used and the varied taste of the students for each one of them implies that the use of picture books has a good acceptance.

Figure 10

Responses survey question 3

¿Cuál de los pictures books trabajados en clase me gustó más?

30 respuestas



Monitoring and Adapting my Teaching to Online Read-Aloud Lessons

This category deals with how I adapted to teaching read-alouds using techniques that were new to me to support the students' learning. Undoubtedly, reflecting about my own teaching led me to plan and deliver better read-aloud lessons which in turn influenced the students' learning experience in a positive way. For example, when I did the coding of the video transcriptions, I found that I used English to give instructions and I gave recommendations for the next sessions, as shown in the excerpt below:

Excerpt from Lesson 1

T: "Remember: be quiet and pay attention because today I will be reading "All for Julie, the prettiest girl" written by Alex Case."

T: "For the next time you have to be careful, then pay attention when I'm going to read, pay attention listen to me, silence and don't interrupt to your teacher because some students don't understand, for the next reading comprehension you have to be careful with that."

Before starting the class, I motivated my students to say their answers in English and explained that it didn't matter if they made mistakes. I was always there to correct them and there was improvement in participation since previously students were afraid of making many mistakes.

Excerpt from Lesson 3

T: "Reading comprehension is very important for you because you need to understand all the story and try please answer your sentences in English."

Before each class, I shared the vocabulary with the students (using visual aids) so that they could understand what I was going to read. This is something I improved in my lessons, based on my understanding of the first cycle:

Excerpt from Lesson 7

T: “What can you see in this picture? neat and messy. what is the difference?”

S: “Que messy está todo desordenado y los niños no quieren limpiar en cambio neat los niños están ayudando a limpiar sus habitaciones recogiendo basuras.”

When the students worked in the class notebook (Microsoft Teams), they didn’t know how to use some tools and they started to get worried, so I taught them.

Excerpt from lesson 6

T: ¿Entonces para dónde me voy? bueno aquí aparece “dibujar” ¿chicos, si están mirando lo que les estoy compartiendo o no?

S: Yes, teacher.

T: Bueno, aquí aparece un borrador, una pluma, un marcador de resaltador, aquí están todos los colores que quieran, les da clic en color de lápiz y selecciona el color. Ejemplo: voy a escoger “pluma” de color negro y voy a dibujar, ¿si me ven cómo estoy dibujando?

S: ¡Ahy si, teacher!

As I was reading the stories, I asked students the vocabulary to know if they were attentive to the reading when I was sharing on the platform, as seen in the following example:

Excerpt from Lesson 1

*T: What do think about “one **winter**”? Look at the picture.*

S1: Invierno profe.

S2: Ella vivía en una casa donde hacia invierno.

At the time of the questions the students usually gave incomplete answers. As a teacher, I provided feedback so that they could answer again without any mistake.

Excerpt from Lesson 6

T: Maria José Renoga, how many characters are in the story?

S: ¿Five profe?

T: Ok, you said five, but the answer is there are five characters in the story.

Finally, in the journals I reported that I changed in planning and teaching read-alouds. In this regard, I highlight the following excerpt:

“When I was looking at the recorded videos of my classes, I could perceive that I was not advancing with my students, so I took into account the tastes of the students in selecting stories that were fun and entertaining. I decided to make changes such as designing presentations with images for students to understand the vocabulary of the stories, at the time of asking questions before, during and after the reading. I did it with the help of images so that they can answer without any doubt, I also added new questions so that the students could participate actively”

Conclusions and implications

In this study, I designed and implemented a series of lessons based on the methodology of interactive read-alouds. After collecting and analyzing information from this experience, I found that my pedagogical intervention influenced the students' reading learning experiences in two main ways:

First, the read-aloud lessons enriched the students' reading learning experiences and improved their reading processes in different ways. For instance, the students showed a better understanding of the instructions that I gave them in each lesson as well as the texts themselves, and they were able to report this understanding orally, initially in L1, and in the latter lessons, in English. Besides, the students began to interact more often with the teacher to ask for the meaning of words or expressions and make predictions about the stories from the pictures included in the texts. Additionally, during the lessons, there were interventions from students where they expressed their interest in reading by showing the books they were reading outside of class. The students' learning experience was also enriched in the sense that they had a positive perception towards interactive read-alouds. They found read-alouds improved their pronunciation, comprehension and focus, and they acknowledged that images supported their understanding of the texts. The pupils also expressed their likes regarding the type of stories they read, and appreciated the humor, images, and content which allowed them to connect in the best way with the stories.

Second, I had to monitor and adapt my teaching, and incorporate changes in different ways. In the end, the adaptation of my teaching through the action research cycles, led me to plan and deliver better read-aloud lessons which in turn influenced the students' learning experience in a positive way. For instance, to improve my lessons, I had to give students recommendations

every time we had reading aloud activities. During the questions I modeled and corrected the students' answers so that when I asked them again, they could answer correctly. I also added new questions in the last lessons so that students would get used to answering them differently. At the time of working on the class notebook, I taught students to use some online tools so that they could work without any problem. I was able to optimize the way that I taught these lessons using the Microsoft Teams platform and I was able to promote better interactions and exchanges among students. Regarding vocabulary teaching, I learned how to use more visual aids before starting reading as it made it easier to reach the objectives quickly. The images helped the students to better understand the texts and to learn vocabulary in context. This finding aligns with my understanding that, in the first school grades, language teaching is often limited to memorization of vocabulary that, although necessary, is insufficient, because the students do not manage to give it an appropriate meaning in the context of the overall text.

In regard to formative research, I found that class observation through video recordings is a tool that allows reaching powerful conclusions. The use of codes to evaluate my students' and my own performance in the classes, measure progress, and identify advantages and disadvantages of the strategies I implemented allowed me to improve the learning process that I started before the intervention in regard to reading, and to make better decisions in terms of the design of educational strategies.

Another relevant aspect of research is that, as a teacher, I must first know and understand the theoretical basis of what I want to teach. In this case, before I prepared the lessons, I inquired about how the reading comprehension process develops in my students, the differences or similarities between the process in their mother tongue and in a foreign language; what it means to be able to understand a written language, and of course what it is to understand. Without all

this prior information, I would not be able to determine if a student understands or not, and in case of problems, what the possible causes and possible solutions could be.

We must be prepared to incorporate and adapt new models and strategies that can help our students to overcome this difficult area of learning, considering that the theories about reading comprehension are overwhelming, and that reading for learning constitutes a vital part of the development of the knowledge of our students.

Implications

This project recommends that teachers who want to apply the strategies of read-alouds, picture books, consciously choose texts that can be enjoyed by children. In other words, from the selection of the books, it should be foreseen that lesson may be entertaining and that the illustrations have good quality.

The participation of all students is vital. Somehow, some shy or scattered students try to go unnoticed and find that possibility in virtuality. For the process to work properly, the teacher should ensure that each student has enough time to participate. In the same way, carrying out the activities in this way creates a kind of virtuous circle where students who are guaranteed their time of participation, begin to participate of their own free will.

Online lessons can be intimidating for teachers because they may not enjoy them as much as teaching in person for the opportunity to interact with students, share their passion for the topic or activity, and watch the understanding on their faces. Some admit to enjoying the theatrical aspect, they feed off the energy of the class and use it to communicate their own energy. They employ humor, vary communication for a different effect, pause, raise their voices, and gesture for emphasis. Teachers are not used to adapting to working in front of a computer,

turning on the camera most of the day with the students. Emotions are transmitted in different ways in online environments and they can lead to anger, stress, and anxiety. That is why the search for alternative strategies different from traditional teaching implies an additional effort on the part of the educator. However, for the process to be successful, the teacher must arrive at the classroom (or virtual session) with encouragement and enthusiasm so that they have an impact on young people.

It is important to mention that the reading learning experience of the students was affected by different types of problems in the online sessions such as computer issues, slow internet connections, problems with the Teams platform, among others. For example, during the lessons, there were interventions from parents who commented that they could not solve the tasks that were left on the platform; they were worried that their children would receive a bad grade. Regarding the platform, there were technical problems that led students to show anxiety for not finishing their tests and activities on time. Despite the problems, the lessons were carried out successfully; the students found ways of solving these issues when developing the tests in the class notebook. In fact, on several occasions students request that they become moderators to be able to share and clarify the concerns that their classmates had.

One of the aspects that can be studied in future research to improve reading-aloud comprehension in the classroom is to implement new creative didactic strategies to increase students' interest in literature through the qualities of the teacher's reading voice, awakening in them the ability to imagine what they hear, to get students to focus on the same rhythm to read. That is, a stronger emphasis on rhythm, stress, and intonation.

In addition, it is important to establish at least two hours a week dedicated to reading in a foreign language within the current curriculum of English in primary school. This is difficult,

given the limited time that teachers have during a week. We can address this issue through extracurricular activities such as internal and external reading events that could also provide training for teachers in the use of read-alouds as a methodological strategy to improve reading comprehension. These events should be designed in a way that they become pleasant and welcoming environments, where the development of each student is enhanced by stimulating passion, creativity, and energy.

In relation to the procedure of interactive read-alouds, teachers can include additional pauses while reading to be able to make relationships with the life and close experiences of the students through simple questions and increase the contributions and comments of the students relating them to the text.

It is also evident that it is easier for students to answer literal rather than inferential questions, since this is a complex process, even more so in a foreign language, which is why, from the first approaches to reading, teachers should propose inferential questions so that students can develop the ability to read comprehensively.

To conclude, it is necessary to express that this research experience provided the opportunity to get to know the students more deeply from the rigorous research perspective; the student's world was understood and accepted as a crucial aspect of reading comprehension in the English class. Thus, this project is just one example of the multiple ways in which the lessons can be approached to improve the processes in an innovative way to generate great changes that favor the entire academic community.

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Appendix A

Data collection instruments

Test 1


SANTA TERESITA SCHOOL
 ENGLISH TEST
 LEVEL: 4th


NAME: Gabriela Carvajal Uribe DATE: Wednesday 23th

Part A: Read about Tony the teacher and answer the questions.
Write full sentences please.



This is Tony. He's a teacher. He's old and a little fat. He works at the school. He teaches English.

 Every day he gets up at half past six in the morning. He takes a shower and puts on a shirt and tie. Then he eats breakfast at seven o'clock. At quarter past seven, he rides his motorcycle to school.

 Tony starts work at eight o'clock. He cleans the classroom. Then, he talks with his students' parents. He starts teaching at nine o'clock. At twelve o'clock, he has lunch. He teaches again in the afternoon. He goes home at half past four.

 In the evening, he feeds his goldfish and he watches TV. He has dinner at half past six. Then he corrects students' homework. At ten o'clock, he goes to bed.

1. What's his name? Tony

2. Where does he work? Tony works in school

3. Is he thin? No, he doesn't

4. Does he walk to work? No, he doesn't

5. Does he get up at five o'clock? No, he doesn't

6. Does he eat breakfast at seven o'clock? Yes, he does

8. Does he clean the classroom? Yes, he does

9. Does he watch TV in school? No, he doesn't

10. What time does he have lunch? Tony he have lunch at twelve o'clock

11. Has he got any pets? Yes, he does

12. What time does he have dinner? Tony he have dinner at half past six

13. What time does he go to bed? Tony does he go to bed at ten o'clock.

Take from iSLCollective.com

Test 2

	SANTA TERESITA SCHOOL ENGLISH TEST LEVEL: 4th	
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NAME: Osia José James Oguela DATE: 6/11/19

Read the following text attentively.



This is Lucy Williams. She lives in a big house in the suburbs of London with her parents and her two brothers. Her father is a doctor and her mother is a teacher. Her big brother is called James and her baby brother's name is John.

She is twelve years old and she is in the 6th year at St. John's school. She is a good student and her favourite subjects are Science, Maths and French. She loves music and she is having piano lessons. She wants to be a musician.

In her free time she loves playing the piano and reading. She is a fan of J.K. Rowling. Her favourite character is Harry Potter. She is a very happy girl because her family and friends are great.

A. According to the text, complete the following sentences.

- Lucy's surname is Williams
- She lives in London
- Her father is Doctor
- James is Brother
- Her baby brother's name is John
- She attends St. John's school
- Science, Maths and French are favourite subjects
- Harry Potter is A favourite character

B. Are the following sentences TRUE or FALSE?

- Lucy's mother is a doctor. False
- She has got two sisters. False
- She plays the piano. True
- J.K. Rowling is her favourite author. False





C. Answer the following questions about the text.

1. What is Lucy's surname? Williams
2. Who does she live with? 2 brother mom and father
3. What does her mother do? Teacher
4. How old is she? Twelve old
5. Where does she study? St. John's school
6. What year is she in? 6th
7. Is she a good student? Yes
8. Why is she having piano lessons? Yes
9. What does she like doing in her free time? Playing the piano and reading
10. Who is J.K. Rowling? Yes
11. Who is her favourite character? Harry Potter
12. Why is she happy? Because her family and friends are great

Appendix B

Video Transcription

Lesson 5 June 8th, 2020

T: The most important try to understand but remember say your answers, say your complete sentences in English, don't say anything in Spanish, try to do the best for today. (0:02:31)
T: My students turn off your microphone, listen and pay attention because I'm going to start by reading the story. I will read it one time, then I'm going to read again and I'm going to ask some questions about this story. (0:11:15)
T: Does he look shy or calm? S: "He look chi"
T: Ok, look at the picture. Does Mike talk with his father? Yes, he does or no, he doesn't. S: No, he doesn't.
T: Where is he? S: He is in the school T: Very good! (0:23:33)
T: What can you see in this picture Maria Fernanda? S: Yo veo que como que Mike es muy torpe entonces se tropezó y se le cayeron todos los libros y luego llegó una niña y le está ayudando a recoger los libros. (0:31:35)
T: Ok, María Fernanda. What is her name? S: Pam T: Yes, her name is Pam. (0:31:56)
T: What does mean clumsy? S1: No, profe. T: Ok everybody finds out on your English dictionary. If you don't understand the word clumsy. S2: Teacher yo lo encontré, clumsy significa torpe. (0:34:53)
S: ¿Profe que es glaseado? T: Is like thin icing on cake. (0:50:53)

S: Teacher en mi bloc de notas cuando me metí estaba bien pero cuando... no sé qué pasó, o sea, se corrió como la página y aparece media frases, ahora aparece en blanco, no hay nada. (0:51:43)

T: Remember you have to write sentences in English, you can use I can help... (1:00:47)

S: ¡Teacher, la actividad está super fácil y súper divertida! (1:02:23)

T: My friend you have to write the date in English Monday June 8th 2020, escribe la fecha en inglés Tomás.
S: Ya voy profe. (1:12:55)

T: ¿Alguien me podría colaborar de explicar el segundo punto, por favor mientras que estoy revisando el bloc de notas?
S1: ¡Yo profe Gabriela Carvajal!
S2: ¡Moises Beleño!
S3: ¡Tomás! (1:14:59)

Appendix C

Teacher's Journal

Lesson 5 Journal # 5 Date: June 8 th 2020					
Writing about my teaching					
Questions I addressed	2	4	8	13	15
At the beginning of the class, I tell my students to say their answers in English, try not to say them in Spanish, no matter if they are wrong as a teacher, I will always be making their corrections. In this class, I created power point slides with vocabulary related to history, questions and answer options so that students respond in English before, during and at the end of reading comprehension, I could identify the change of previous classes in understanding the questions, although in some of them they have difficulty understanding and answering in English since the students express themselves in their mother tongue but were enthusiastic in answering each of the questions, the objective has been achieved little by little, there is a good interaction between the teacher and the student regarding the activities carried out in this class. I selected this story “Mike’s good bad day” is about things go wrong during Mike’s Day, both at home and at school. Every time something bad happens, someone helps him out. Mike discovers that it makes him feel good when others help him, so he learns to be helpful to others, I told the students help their classmates and other people in anytime, it was the moral of the story for this class. In the online sessions there were several problems with respect to the Microsoft teams platform because it did not allow me to share a screen when trying to display the pictures books and I had to turn off my webcam many times; the meeting chat messages did not arrive, so I had to send them to the private chat of the students; and finally my laptop did not support the platform because it was heavy at the time of entering it. It took approximately five minutes, so I had to leave the previous class for ten minutes to be on time.					
Writing about my students					
During the class I could perceive that the students have difficulty pronouncing some words immediately I made the correction. During the reading, they were called to turn off the microphones, some noises were heard that made them uncomfortable and deconcentrated. While					

the students were working on their notebooks on the team's platform, a student requested a submission of the story so that she could solve the activity. This group help each other when some students don't understand the activity.

Problems arose with the test: one of them appeared incomplete and then disappeared the test could be that she accidentally deleted it, the other student said that the test did not appear so I went to the student's notebook, I shared it to verify if her test appeared complete, I could identify that she was working at the same time with the computer and the tablet. In the second point, I gave recommendations were write the sentences in English taking into account the example: I can help my mom make dinner.

Writing about myself as a language teacher

Questions I addressed	25	27	28	32
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As a language teacher I have planned my classes carefully, I may have more possibilities to promote learning among my students. Planning a class allows me to reflect on the goals I want my students to achieve as well as the knowledge and skills they need to achieve them. It also allows me to foresee what resources I may need, what difficulties I may encounter and how to solve them, how to better manage time and, what is very important, what work dynamics are best for them. Every time I finish a lesson I reflect when it ends and thus make the necessary adjustments in the next classes.

As a teacher I have been able to identify the strengths of my students by strengthening them as well as their areas of development by helping them to work on them, I must continue to help some students to overcome the deficiencies or mistakes made, I have received pleasant comments regarding the reading comprehension activities with this makes me want to improve my virtual classes more and more.

Appendix D

Survey

ENCUESTA COMPRESIÓN DE LECTURA  

Preguntas Respuestas 30



Implementación de lecciones de lectura en voz alta para mejorar las experiencias de aprendizaje en comprensión lectora

Katherine Estévez Gutiérrez Orientadora

Propósito: Guiar a los estudiantes en aprender a leer en voz alta historias teniendo en cuenta el ritmo, la entonación, analizando y sintetizando información para que logren interpretarla y transmitirla correctamente. Con este cuestionario me gustaría recabar información sobre las actividades de comprensión lectora en inglés que se desarrollarán desde el día Mayo 12 hasta Julio 21 del 2020.

No hay respuestas buenas o malas. Lo que interesa son respuestas verdaderas que permitan evaluar las actividades que se realizarán.

  Tr   



¿Qué tan importante es que la profesora lea en voz alta el texto del libro? *

- ☐ No es importante
- ☐ Es poco importante
- ☐ Mas o menos importante
- ☐ Es importante
- ☐ Es muy importante

¿Por qué? *

Texto de respuesta breve

¿Qué tan importantes son las imágenes que acompañan el texto en los libros para ayudarme a comprender mejor? *

- ☐ No son importantes
- ☐ Son poco importantes
- ☐ Mas o menos importantes
- ☐ Son importantes
- ☐ Son muy importantes

¿Por qué? *

Texto de respuesta breve

¿Cuál de los pictures books trabajados en clase me gustó más? *

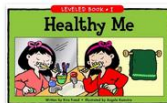
- ☐ Libro 1: All for Julie the prettiest girl



- ☐ Libro 2: The sharpest chin in the world



- ☐ Libro 3: Healthy me



- ☐ Libro 4: Haircuts



- ☐ Libro 5: Mike's good bad day



- ☐ Libro 6: People do silly things



- ☐ Libro 7: Brother messy, brother neat



☐ Libro 8: Nami's gifts



¿Por qué? *

Texto de respuesta breve

¿Logré responder las preguntas hechas por la profesora antes, durante y después de cada lectura? *

- ☐ Nunca respondí
- ☐ Casi nunca respondí
- ☐ Algunas veces respondí
- ☐ Casi siempre respondí
- ☐ Siempre respondí

¿Cómo fue mi experiencia de lectura en clases en línea? *

- ☐ Excelente
- ☐ Buena
- ☐ Regular
- ☐ Mala

¿Por qué? *

Texto de respuesta breve

¿Qué dificultades tuve al realizar las tareas que se dejarón para el trabajo en casa? *

- ☐ Tuve muchas dificultades
- ☐ Tuve algunas dificultades
- ☐ No tuve dificultades

...

¿por qué? *

Texto de respuesta breve

Appendix E

Syllabus

	SANTA TERESITA SCHOOL PROPOSAL: GOALS, COMPETENCES, SKILLS, MAIN TOPICS AND CONTENTS 2020 LEVEL: 5°	
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FIFTH GRADE			
GOAL	COMPETENCES	SKILLS	MAIN TOPICS AND CONTENTS
Understand and talk or write about actions in progress and daily routines and also short compositions which are used to describe or compare different subjects.	Vocabulary Grammar Listening Reading Speaking Writing	Use ordinal numbers to indicate order and sequence. Name important holidays and give their correspondent dates.	NUMBERS (Cardinal numbers, Ordinal numbers) WHAT ARE WE CELEBRATING? (Special dates and holidays, Days of the week, Months of the year)
	Vocabulary Grammar Listening Reading Speaking Writing	Use different adjectives to make descriptions. Write comparative and superlative sentences. Identify vocabulary words related to personal articles.	MAKING DESCRIPTIONS (Adjectives, Comparatives and Superlatives) LET'S GO SHOPPING. Vocabulary (Personal Articles)

FIFTH GRADE			
GOALS	COMPETENCES	SKILLS	MAIN TOPICS / CONTENTS
Understand and talk or write about actions in progress and daily routines and also short compositions which are used to describe	Vocabulary Grammar Reading Listening Speaking Writing	Memorize different verbs.	WHAT DO YOU DO EVERY DAY? Present simple (Verbs, Affirmative, Negative and Interrogative Structures)
		Understand the simple present tense and use it in questions and sentences.	HOW OFTEN DO YOU ...? (Adverbs of frequency: always, usually, often, sometimes, seldom, never)

or compare different subjects.		Understand and use adverbs of frequency in questions and answers.	
	Vocabulary Grammar Reading Listening Speaking Writing	Use proper vocabulary words and grammar structures when giving and asking for personal information.	GIVING PERSONAL INFORMATION (Who are you? What's your name? How old are you? Where are you from? What nationality are you? Where do you live? What do you do? What do you like to do? ...)



Lenovo ...
My pedagogical intervention is located here.
Respuesta



Katherine Estévez ...
My pedagogical intervention is located here.
Respuesta



Katherine Estévez ...
My pedagogical intervention is located here.
Respuesta

Appendix F

Lesson plan

Lesson Number: <u>5</u> Institution: <u>Santa Teresita</u> Pre-service Teacher in Charge: <u>Katherine Estévez Gutiérrez</u> Grade: <u>5</u> Date of implementation: <u>08/06/2020</u> Duration: <u>100 minutes</u>
TOPIC: Help other people
Learning outcomes: • Pragmatic: By the end of the lesson the students will be able to understand and answer questions about a short story on be helpful to others. • Linguistic: The students will be able to understand and use vocabulary about helping people.

Warm up	
<u>Pre-reading:</u> The teacher will show the title and imagen of the story. She will ask some questions: <i>-What can you see in this picture?</i> <i>-Does he look shy or calm?</i> The teacher will skim the book and introduce any vocabulary that will help students understand of the story.	Time 15 minutes

Stage 1	
<u>During reading:</u> The teacher will read aloud the story “Mike’s good bad day” Then she will ask question in some pages: <i>-Where is he? (The teacher will show picture on pages 3, 5, 7, 11)</i> <i>-Does Mike go to school by car?</i> <i>-How many books does Palm have?</i> <i>-Does Dave give a sweater to Mike?</i> <i>-Does Mike talk with his father?</i> The teacher will point out punctuation and capital letter, periods, commas, question marks and exclamations marks when she is reading aloud.	Time 15 minutes

Stage 2	
<u>After reading:</u> The teacher will ask some questions about the story: <i>-Did you like this story?</i> <i>-Do you help your friends, or you help other people to?</i> <i>-How do you feel when you help people?</i>	Time 15 minutes

Assessment and evaluation	
The students will read the sentences and write (T) true or (F) false and teacher will feedback of the results. The students will write and draw why do you help people?	Time 20 minutes

Resources
https://paigebessick.com/2017/02/how-to-plan-interactive-read-aloud-in-5.html https://www.teachervision.com/reading-aloud-0 https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/13865/K-12%20Literacy%20Plan_7.30.19.pdf https://www.raz-kids.com/main/BookDetail/id/195/from/quizroom/languageId/1?_ga=2.73240791.571005946.1590954648-1719319766.1590415870 https://www.columbusunitedway.com/75-ways-kids-can-show-they-care

Appendix G

Coding (lesson 5)

T: The most important try to understand but remember say your answers, say your complete sentences in English, don't say anything in Spanish, try to do the best for today. (0:02:31)	MOTIVATING STUDENTS TO USE L2
T: My students turn off your microphone, listen and pay attention because I'm going to start by reading the story. I will read it one time, then I'm going to read again and I'm going to ask some questions about this story. (0:11:15)	USING ENGLISH TO GIVE INSTRUCTIONS L2
T: Does he look shy or calm? S: "He look chi"	PRONOUNCING WITH DIFFICULTY (S-L2)
T: Ok, look at the picture. Does Mike talk with his father? Yes, he does or no, he doesn't. S: No, he doesn't.	REPORTING UNDERSTANDING (S-L2)
T: Where is he? S: He is in the school T: Very good! (0:23:33)	RECYCLING PREVIOUS QUESTIONS (T-L2)
T: What can you see in this picture Maria Fernanda? S: Yo veo que como que Mike es muy torpe entonces se tropezó y se le cayeron todos los libros y luego llegó una niña y le está ayudando a recoger los libros. (0:31:35)	MISUNDERSTANDING A QUESTION (S-L1)
T: Ok, María Fernanda. What is her name? S: Pam T: Yes, her name is Pam. (0:31:56)	MODELLING ANSWERS
T: What does mean clumsy? S1: No, profe. T: Ok everybody finds out on your English dictionary. If you don't understand the word clumsy. S2: Teacher yo lo encontré, clumsy significa torpe. (0:34:53)	FOLLOWING INSTRUCTION (S-L1)
S: ¿Profe que es glaseado? T: Is like thin icing on cake. (0:50:53)	ASKING FOR MEANING (S-L1)
S: Teacher en mi bloc de notas cuando me metí estaba bien pero cuando... no sé qué pasó, o sea, se corrió como la página y aparece media frases, ahora aparece en blanco, no hay nada. (0:51:43)	DEALING WITH TECHNICAL PROBLEM

T: Remember you have to write sentences in English, you can use I can help... (1:00:47)	GIVING RECOMMENDATION FOR THE ACTIVITY
S: ¡Teacher, la actividad está super fácil y súper divertida! (1:02:23)	LIKING THE ACTIVITY
T: My friend you have to write the date in English Monday June 8 th 2020, escribe la fecha en inglés Tomás. S: Ya voy profe. (1:12:55)	CHECKING CLASS NOTEBOOK
T: ¿Alguien me podría colaborar de explicar el segundo punto, por favor mientras que estoy revisando el bloc de notas? S1: ¡Yo profe Gabriela Carvajal! S2: ¡Moises Beleño! S3: ¡Tomás! (1:14:59)	REQUESTING HELP (T-L2)