

**Reading together: A guided reading strategy for English vocabulary learning
through reading comprehension.**

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Licenciatura en Español e Inglés

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**A thesis submitted as a requirement to obtain the degree of Bachelor in Spanish and
Foreign Languages with emphasis on English and French."**

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Note of acceptance

President of the jury

Juror

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Dedictory

I dedicate this work to my parents, who have always been by my side and supported me to get to this point. They have been my constant motivation and inspiration to complete my degree. Thank you very much for giving me so much of what you never had.

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ABSTRACT

This document presents the results of implementing an action research pedagogical proposal focused on using Guided Reading to enhance reading comprehension and English vocabulary learning among 20 second-grade students at Colegio Magdalena Ortega de Nariño in Bogotá. The initial observation showed students' weaknesses in English as a foreign language and their lack of motivation towards reading due to their literacy level. Because of that, this study was suggested to employ the Guided Reading methodology in the English class to observe its impact on literal and inferential comprehension levels, and to identify its key aspects in enhancing reading comprehension skills, motivation towards reading, and vocabulary learning in English. The findings showed the effectiveness of Guided Reading to improve both literal and inferential comprehension skills as well as other abilities like vocabulary learning, critical reading abilities, teamwork, and motivation for reading, both inside and outside the classroom context.

Key words: *Guided Reading, Reading comprehension, English vocabulary learning, motivation towards reading.*

RESUMEN

Este documento presenta los resultados de implementar una propuesta pedagógica de investigación-acción centrada en el uso de la Lectura Guiada para mejorar la comprensión lectora y el aprendizaje de vocabulario en inglés entre 20 estudiantes de segundo grado en el Colegio Magdalena Ortega de Nariño en Bogotá. La observación inicial mostró las debilidades de los estudiantes en inglés como lengua extranjera y su falta de motivación hacia la lectura debido a su nivel de alfabetización. Por eso, se sugirió este estudio para emplear la metodología de Lectura Guiada en la clase de inglés para observar su impacto en los niveles de comprensión literal e inferencial, e identificar sus aspectos clave en el mejoramiento de habilidades de comprensión lectora, motivación hacia la lectura y aprendizaje de vocabulario en inglés. Los hallazgos mostraron la efectividad de la Lectura Guiada para mejorar tanto las habilidades de comprensión literal e inferencial como otras habilidades como el aprendizaje de vocabulario, habilidades críticas de lectura, trabajo en equipo y motivación para la lectura, tanto dentro como fuera del contexto del aula.

Palabras clave: *Lectura Guiada, Comprensión lectora, Aprendizaje de vocabulario en inglés, motivación hacia la lectura*

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CHAPTER 1 INTRODUCTION

1. Research context

This section provides a concise overview of the sociodemographic, cognitive, and emotional characteristics of the target population, along with the accompanying pedagogical proposal. It also outlines key curriculum guidelines from the Ministry of National Education supporting the proposal. The research problem concerning students' reading comprehension skills, the role of literal and inferential reading in English language learning, and its academic significance are addressed. Additionally, both general and specific objectives for the pedagogical proposal are presented.

1.1 Target population

The target population of this pedagogical proposal were 20 girls between five and seven years old, first graders at the Magdalena Ortega de Nariño school located in the Engativá neighborhood. The students who made up the population lived in sectors neighboring the institution in 2 and 3 strata and lived mostly with their parents, grandparents, and siblings. The students belonged to the first cycle of formal education in Colombia and were in the early childhood stage as established by the Colombian Congress and stated by DANE in the International Standard Classification of Education (DANE, 2015). Early childhood is defined as the stage of the life cycle in which the bases for the cognitive, emotional, and social development of the human being are established; it comprises the population from zero (0) to six (6) years of age (Congress of Colombia, 2006). This is precisely the stage of development in which the participants of this research find themselves, and which coincides with their characteristics of

formative advancement in academic and social aspects observed in the classes and diagnosis applied to them.

The Colombian Ministry of National Education (2009) underscores the significance of early childhood in fostering cognitive, linguistic, and social development. This developmental process extends beyond early childhood and is pivotal in shaping children's educational journey, enhancing their cognitive and intellectual growth. Notably, this developmental stage is crucial for honing language skills, essential for foreign language acquisition, and nurturing social competencies through collaborative learning experiences with peers. Thus, students at this stage are at the forefront of their cognitive, linguistic, and social development, engaging in academic learning, linguistic expression in both their native and foreign languages, and collaborative interactions to grasp their societal roles effectively.

Now, in relation to cognitive development, it is necessary to review some aspects of the theory of Cognitive development proposed by Piaget (1982), who states that according to age it is possible to place children in certain stages of knowledge, that in the case of the population that is composed by first graders, corresponds to the Preoperational and Operational stage. It is important to mention that in this specific grade and according to their age (5 to 7), the girls finish the first stage (Preoperational) and start the second (Operational). Some of the features that characterize the Preoperational stage and that were observed in the population include egocentrism, which is the belief that all subjects perceive the world in the same way as the subject does, also, the non-differentiation between animate and inanimate objects since most of the students still believe that inanimate objects can feel, see and hear. Along the same lines, it was evident that students form a more coherent and logical thinking, begin to use symbols and methods of persuasion although in a very basic way.

Another feature observed in the students that corresponds with this stage was that students are entering an intuitive or conceptual state, that means that the students' mind is dominated by the immediate perception of their environment which leads them to intuitively creates generalizations about the context based on the experience, finally, another aspect to highlight is that students tend to concentrate only on one element or situation at a time, so it is difficult for them to perform several tasks at the same time, which is also a clear characteristic of their development stage.

1.2 Diagnosis

To carry out the diagnosis of the target population for this pedagogical proposal, three instruments were used to collect information: the field diary (One each session), an interview and two diagnostic tests. The following are the details of their application and the information obtained from each of them in their respective order.

Field diary

This data collection instrument was used during each session with the group. During the observation phase, two different classes were observed, one corresponding to the Spanish area led by the head teacher and the other, foreign language, led by the English teacher in charge by the time. After that, during the intervention phase, the field diary was used to have a register of each class. The main objective of the field diary was to have a better understanding of how the classes were carried out and to have material for later analysis in regards of the topics, activities and material used in each class.

First, the difference in the development of the sessions and the activities carried out by the teachers, the interaction between them and the students and the reaction of the girls to the

activities proposed. It was evident that the girls enjoyed much more the activities that involved physical activity, singing and socializing compared to activities that required sitting at their desks developing some tasks in their notebook or in printed workshops. An important aspect to be mentioned is the linguistic ability of the girls, almost the entire group could speak proficiently to express their ideas, thoughts, and opinions. However, there were two students who struggled with speech production, significantly affecting their ability to socialize effectively with others as they couldn't understand them when speaking. The rest of the group handled oral expression in their native language very well, which also facilitated their ability to produce sounds in English (See Annex 1. Field Diary).

Also, it was evident that the girls were still very immersed in the egocentric stage proposed by Piaget (1982), in which they consider that all people think like them and do not share their ideas or thoughts when interacting with their peers, this was evidenced in the group activities because although there was competition by teams, the girls always concentrated on the activity individually, it was difficult for them to share information necessary to win the game with others, showing that they were not used to cooperative and collaborative work. This highlights an aspect that could be improved, as teamwork is a necessary skill not only in academic environments but also in all areas of human interaction. It underscores the need to involve more activities that require interaction among students, allowing them to discuss and share ideas and information, thereby understanding the value and usefulness of their own and others' opinions while enhancing their oral expression skills.

Also, during the observation, it was evident that the girls were in the process of acquiring written language skills. Most of the students were capable of writing in both Spanish and English classes (with some exceptions). Additionally, the Spanish teacher requested the girls to read

aloud some written elements on the board, indicating that the process of reading and writing in their mother tongue was progressing somehow. However, this was not evidenced in the English class, where the girls only wrote from the board without engaging in any reading exercises in the foreign language. This highlights a potential area for improvement that could assist students in enhancing both their native and foreign language skills simultaneously.

There was also a special interest from the girls towards the subject of foreign language, before the arrival of the pre-service teacher in charge the girls were evidently excited about the activity they would carry out and likewise, the interest of the students in having a new teacher in the classroom and their desire to gain her attention was clear. It was evident too, that the girls still did not know how to read in the foreign language and that they were still in the process of fully understand the written code, there were a few exceptions in the group of girls that already read and write due to some extra support from their relatives at home, however, most of the girls were still struggling with the code acquisition for writing and reading.

Interview to the students

This data collection instrument was used after the observation of two classes and was carried out to gather more information about the students likes, preferences, reading habits and experiences regarding reading activities in general, both individually and in the company of others. and in this way, to take advantage of the motivation presented towards the foreign language class mentioned before as well as the opportunity area that was detected in terms of reading skills in foreign language and the needs of the group to improve their team working abilities. Another objective of these questions was to be able to make a proper selection of the material according to the tastes and preferences of girls for the intervention activities including also some additional handicraft activities to keep their interest and motivation too. It is important

to mention that it was decided to carry out an interview and not a survey because the girls did not yet fully understand the written code (to produce text), therefore it was not possible to apply a survey that required reading or writing, hence it was decided to carry out an interview that was recorded in audio format later transcribed for analysis.

It was determined from the interview applied that only 30% of the total population knew how to read and also write, while 60% only knew how to write (writing being understood as the ability to copy letters from the board to their notebook according to the participants of the interview) and the remaining 10% did not know how to read or write yet. This shows that reading and writing activities are in their initial stages and therefore it is not possible for the girls to read a text individually without accompaniment from the teacher.

Along the same line, it was evident that the girls had a noticeable interest in the English class, since all the participants responded that they liked the English class, some of the reasons given by the students for their response were directly related to the type of activities that were performed in this class, the attitude and disposition of the teacher and the possibility of moving, singing and dancing in the development of the class. In contrast with the results of the previous question, it was evident that the girls had an extremely limited vocabulary in the foreign language, 30% of the group did not know or remember any word in English, 25% only remembered some colors and only 15% knew the greetings and courtesy formulas and some colors. This showed that despite the interest of the girls in the subject, there were not enough activities or dynamics that allowed them to learn vocabulary, which shows that it is necessary for the students to have more activities that allow them to develop skills of comprehension that may enable them to catch information in terms of language from different sources in the classes.

Following what was said before, it was found that girls preferred to read with someone else, since 70% of the interviewed population affirmed so. This shows that at early ages the presence of guidance in reading helps girls to feel more confident and willing towards reading. In contrast, 30% of the interviewed girls answered that they preferred to read alone, some of the reasons that emerged included that they were usually made to read without any guidance and therefore, they were used to read by themselves; and that they preferred to read alone to avoid interruptions. These results show the importance of accompaniment in reading by parents, teachers, and guardians, as well as their attitude and willingness to read. Finally, it was determined that the favorite genre to read among the students in this group was the children's tale with 75% of the votes and the most popular one was Little red riding hood.

Diagnosis test

For the diagnosis test, an adapted reading test was designed for the specific characteristics of the target population; for this reason, the reading test included many images to help students better understand the story although the text and the reading were in a foreign language. For the test development, the pre-service teacher read the document using different discursive tools, and the girls followed the reading, after which seven questions were proposed to evaluate four different language skills in the foreign language: listening, reading, conversation and vocabulary, the following are the results of the test and some conclusions drawn from them (Review annex 3).

From the listening section, it was possible to conclude that 65% of the students were able to identify characters and events in a story read by the pre-service teacher in English, also 60% recognized emotions and moods of the characters based on the tone and volume of the teacher's voice while reading a story, likewise 40% was able to identify objects, characters and actions in a

text read by the pre-service teacher. From the above, it could be concluded that in general terms the girls were able to identify many elements of the reading when it is a teacher who reads; in terms of their listening skills it was possible to affirm that the students mostly had a good level of attention and comprehension, and it is important to emphasize that the girls followed the reading done by the teacher with the material, and made use of pictures and images to identify elements of the text.

Regarding the reading section, more difficulties were evident, as the girls seemed to understand the generality of the story but could not correctly point out the sequences of events, since only 10% of the population was able to remember it. Also, it was evident the girls' difficulty to recognize the main aspects of the story such as the who, what, when and where of specific events, as only 35% of the population was able to do so. Finally, it was clear that the girls could understand the descriptions of familiar elements based on images and gesticulation, since only 20% of the population presented difficulties with this task.

The conversation section was shorter, considering the population characteristics. From this it could be concluded that the students presented many difficulties with oral expression in foreign language, since they did not could provide basic information such as name and age after being asked about it, only 10% of the girls understood the questions and answered them appropriately. Similarly, 80% of the students were unable to answer greetings in a foreign language, which shows the lack of vocabulary and confidence in the use of English since the topic of greetings had been previously addressed on in one of the classes during the observation phase (See Annex 2 Diagnosis test A).

From the last section of the test, related to foreign language vocabulary, the extreme lack of lexical background of the students was evidenced, since 75% of the students barely

recognized with difficulty basic vocabulary such as colors, animals, and everyday objects. 70% could not remember key words from a short text with supporting images, and 90% of the students could not answer questions asked in a foreign language about a short text with a word or phrase. This demonstrates the significant need for students to learn foreign language vocabulary, as very few could express simple ideas in foreign language that they can easily express in their first language, which affects their overall foreign language communication skills.

1.4 Problem statement

For this research, it's crucial to examine the national context regarding foreign language learning, specifically understanding the distinctions between bilingualism, second language acquisition, and learning a foreign language, this is important because in the educational context, the word "bilingualism" is often used synonymously with learning a foreign language. However, this is not accurate and sets unrealistic expectations for English language learning in our context. For this project, it is important to consider this distinction because while we aim for uniformity in literacy learning in English as it goes in Spanish, we are not aiming for a bilingualism process given the characteristics of our context and the use of English within it. According to the Colombian Ministry of Education's Basic Learning Standards for Foreign Language (2006), English education in Colombia is considered foreign language instruction, as English isn't commonly spoken in educational or social settings. Instead, it is taught in controlled classroom environments, although students can communicate efficiently if needed. Second language acquisition occurs when English is necessary for daily communication, such as living in a foreign country or within certain work environments. Bilingualism, on the other hand, pertains to proficiency levels in a foreign language.

Now, English learning has become a matter of utmost importance in our country, as it will be seen later in the justification of this project. Various strategies have been proposed to address this and make it as efficient as possible. However, it is important to note that learning English involves different skills, and to learn it comprehensively, it is necessary to apply strategies that involve activities simultaneously. This is to make learning a foreign language meaningful for students and applicable to real-life contexts, as one learns their native language. In our educational system, it is common for students to have a limited view of English, focusing solely on memorizing vocabulary and replicating elements of their native language in a foreign one. However, the emphasis should be on applying linguistic elements to real communicative contexts, integrating various language skills such as reading comprehension, logical thinking, imagination, and creativity (Del Carmen, 2011, p. 108). These skills are not fully evident in the group of students participating in the research, thus the application of a pedagogical strategy that can integrate English learning with other elements like teamwork and collaboration, grounded in real communicative interactions is needed. This aims to shift the perspective of English learning from mere memorization to a more meaningful process for students.

For the purposes of this research, a diagnostic test was conducted, revealing areas for improvement in the students' literacy skills. The test also indicated that most of the students lacked reading comprehension skills in the foreign language, resulting in difficulties expressing their opinions, ideas, and thoughts both in the foreign language and in their native language. Additionally, other shortcomings were identified, such as a lack of group integration and the inability to engage in teamwork that involves discussion and mutual support among students. This information was gathered from observations and field journals.

In this sense, reading comprehension seems to be an aspect that needs to be addressed as reading captures the attention of the students. During various tests and observations, many of them showed interest in reading activities and the different elements found in children's literature. Despite this, the students' relationship with reading appears to be quite vague; it was seen more as a leisure activity and distraction outside of school. As evidenced, reading is not a frequent activity in the classroom, neither individually nor, even less so, in group settings or guided by the teacher. Moreover, it does not involve processes of discussion, interpretation, or argumentation. This demonstrates that reading is not being utilized as a pedagogical tool in the classroom.

1.5 Rationale

Learning a foreign language is recognized as a critical educational necessity in the national context. In an increasingly competitive and globalized world driven by intercultural development, foreign language acquisition presents numerous academic and professional advantages. This aligns with the MEN (2016) Basic Learning Standards, emphasizing that a proficient level of English facilitates access to labor and educational opportunities, thereby enhancing the quality of life. Proficiency in another language is deemed essential in the globalized world, promoting improved communication, border openness, cross-cultural understanding, knowledge appropriation, circulation, enrichment, and a decisive role in the country's development (MEN, 2006, p. 3).

It is important to understand the learning of a foreign language as a multifaceted process involving the development of various skills, enabling individuals to master the language and use it in diverse communicative contexts encompassing both oral and written comprehension. This aligns with the MEN's (2019) primary objective for English teaching and learning, emphasizing

the acquisition of conversational and reading elements in a foreign language. The focus on speech and reading aligns with the communication skills targeted in this research proposal.

Following what has been exposed up to this point, the importance of reading, and more specifically, reading comprehension as an essential communicative skill in the context of foreign language learning can be evidenced, since it is an indispensable skill due to the frequency with which language users find themselves in scenarios where communication is reduced to written and literary expressions. It is for this reason that classroom activities should focus on developing communicative skills from contextualized, innovative, and useful proposals that motivate students to make real use of linguistic elements and understand the communicative purpose behind them, since, as stated in the Program Educational Project (PEP) of the bachelor's degree in Spanish and foreign languages from the National Pedagogical University, a foreign language teacher should be:

A generator of innovative pedagogical practices for the development of communicative competence (in their own language, foreign languages, and other symbolic systems), foreign languages and other symbolic systems), based on solid semiotic, linguistic, literary, pedagogical, and didactic principles with a view to the formation of critical, autonomous, creative and ethical producers and interpreters of discourse. (PEP, 2018, p. 22)

This is clear evidence in the teacher's responsibility to find different approaches that allow effective and meaningful learning of the foreign language for students. In the same line, the Secretary of Education of Bogotá (SED) further supports the emphasis on learning a foreign language through authentic performance, including authentic speaking, reading, and writing practices in real contexts and for real purposes (2014). The proposed Guided Reading approach in this research aligns with this perspective, offering students a real context for acquiring the

foreign language. This approach, compared to traditional English classes, provides a more comprehensive and contextualized process, aiding in the development of a crucial skill for all communicative activities: reading comprehension.

This research aims to enhance students' reading and comprehension skills in English focusing on the reading comprehension levels. The pedagogical approach to be used is Guided Reading, with reading aloud as the primary tool emphasizing the development of literal and inferential reading comprehension skills in English texts. Guided Reading, rooted in the constructivist theory of language, is an approach that fosters reading habits and helps improve comprehension skills. According to Fountas and Pinnell (2001), Guided Reading is an instructional context where teacher choices support and guide students to reach their maximum potential as critical readers. This approach encourages self-management in reading and provides teachers with the means to equip students effectively for approaching texts, this theoretical approach conceives reading as an interactive process in which the reader constantly interacts with the text building its meaning from their knowledge and experiences, connecting with the message proposed by the author of the text (Biddulph, 2002). The teacher's job is being a facilitator or mediator between the text and the student. The teacher is also responsible for choosing appropriate material for the reading considering the age, the reading ability, and interests of the group they work with.

This research proposal will use various literary materials specifically designed for children, such as children's storybooks, album-books, rounds and songs books, etc. These materials, characterized by abundant images and simple vocabulary, are chosen for their utility in enabling students to create inferences about the content and thematic development of stories. The elements present in these materials, including images, drawings, illustrations, short statements,

colors, etc., facilitate the articulation of information obtained through literal reading with additional information obtained from visual elements. This approach enhances the construction of meaning from the text.

This research will describe the effect of Guided Reading as a pedagogical approach. From a reading perspective, the emphasis will be placed on Reading Aloud as the primary pedagogical strategy in conjunction with Guided Reading. This approach is deemed necessary, especially as students are in the early stages of their reading process. The expectation for independent reading at this point is limited, particularly considering the foreign language aspect. Furthermore, motivating students to read is a critical aspect of the project, following Vasquez's (2006) assertion that creating seduction with words and voice is a key element that fosters students' liking and desire to read.

Finally, regarding the foreign language area, the Guided Reading approach, along with the Reading Aloud strategy allows students to familiarize themselves with new vocabulary, grammar structures, context situations and other elements of the foreign language and use them in everyday situations. This is valuable since as established by Vygotsky (1979) real learning occurs in social and cultural contexts, such as the classroom, as it enables students to link learning with personal experience (their identity and place in the world) and social experience (relationships with peers and teachers and different worldviews).

To summarize, the usefulness of this pedagogical proposal lies in the implementation of a pedagogical strategy based on Guided Reading as a method for foreign language teaching through the interaction with literature, since this allows students a more natural approach to the foreign language from the literal and inferential reading comprehension, allowing them to become more comfortable with English and at the same time motivating them to desire and enjoy reading. This

proposal seeks to show that there are different ways of approaching the foreign language teaching with students in the first schooling cycles that also provide strategies and skills that will be useful for them throughout their learning processes, as well as social skills that are generated and strengthened around teamwork, discussion, and the exchange of ideas and opinions that can be given by reading a text in the classroom.

1.6 Research question

How might Guided Reading improve the literal and inferential reading skills to promote reading comprehension in English as a foreign language and its vocabulary learning in 1st grade students of I.E.D Magdalena Ortega de Nariño?

1.7 General objective

To design a pedagogical intervention based on Guided Reading to start a process that may enhance literal and lead to inferential reading levels to promote the development of reading comprehension skills in foreign language in 1st grade students of I. E. D. Magdalena Ortega de Nariño.

1.8 Specific objectives

To describe students' progress in reading comprehension skills from literal reading level and inferential reading level throughout a pedagogical intervention.

To determine the results of the intervention in three aspects, reading comprehension (literal and inferential), English language learning (Vocabulary and grammar structures) and motivation concerning the reading activity.

To identify the components of Guided Reading that have the greatest impact on the students' process in their reading comprehension and English learning as a foreign language.

CHAPTER 2 THEORETICAL FRAMEWORK

This section includes the background information found in relation to Guided Reading and its implementation in the classroom, 6 documents and a short summary of their objectives and the researchers' findings. Additionally, a definition of the object of study, which is reading comprehension and some of its subcomponents that are relevant to this pedagogical proposal, such as the levels of reading comprehension, its implementation in the learning of English as a foreign language and Guided Reading, its components and methodology applied to the classroom, is made.

2.1 Research background

The construction of this research work considered six different investigations (research articles) that were carried out between the years 2018 and 2022 that also were published in indexed and educational research journals. The information obtained from these six research studies was organized into RAE formats (Resumen Analítico en Educación, which is the condensation of information contained in documents and studies on education in a way that facilitates the reader or user, the apprehension and analysis of the document in question) and a matrix divided by categories in order to identify each of the constituent elements of the document and access each of them in a more convenient way for consultation and analysis in the development of this research project.

As for the first antecedent, a research carried out by Triana (2019) of the National Pedagogical University of Colombia entitled “*Exploring elementary graders intercultural attitudes through a Guided Reading approach*”, is a research developed under the paradigm of action research and which aimed to explore the impact of the inclusion of Guided Reading as a pedagogical strategy of reading comprehension in order to promote intercultural attitudes in

students (p. 29) in regards to the English language learning. After carrying out a diagnosis, data collection process through field diaries and surveys, a pedagogical intervention was implemented. This intervention included the use of literature (album book, story book and illustrated story book) in English, which ultimately resulted in the ratification of Guided Reading as a useful pedagogical strategy that improves students' reading comprehension skills, their confidence in the classroom and the motivation to learn the foreign language and allowing them to become aware of elements of foreign cultures, thus promoting useful intercultural attitudes in their second language learning (p. 14). This research was based on the promotion of intercultural attitudes through Guided Reading, which contrasts with the present research, while the latter seeks to develop foreign language comprehension skills through the same pedagogical approach still, as the study works with similar population can provided useful information.

Also, another research considered in the review of background was the study titled "*Planting Literacies*" (Quiroga, 2020) conducted for the National Pedagogical University of Colombia. This research was developed with eleventh-grade students from the Liceo Femenino Mercedes Nariño School in the city of Bogotá. The main objective of this research was to include an alternative learning environment to propose a strategy for strengthening the reading comprehension skills of students at the three levels: literal, inferential, and critical, through interaction with nature to promote and strengthen language and critical thinking skills in students and in relation to their environment. The research was developed through a didactic sequence based on the living classroom strategy for reading activities in the class space in a different environment from the traditional classroom.

After the implementation of the didactic sequence, the researcher concluded that the traditional classroom affects negatively students in relation to social interaction and group work.

Likewise, it was evidenced that students' reading comprehension was enhanced due to the change of environment during reading activities and problem-solving within social learning in context through the approach of texts in the class outside the classroom space. This research offers relevant information for the present investigation regarding the improvement of students' reading comprehension skills through the creation of their own space where students actively participate and take ownership of reading activities in a real context that allows for social interaction and proposes teamwork as a tool to improve the classroom environment and disposition, leading to an improvement in reading activity, but also in group work. This research provides information regarding the three levels of reading and how to improve them through group reading.

Continuing along the same line, the research titled "*Literary Reading in First Grade as Strategies to Promote Reading Spirit*" (Guacaneme et al. 2020), conducted for the National Pedagogical University of Colombia, was also considered. This research aimed to promote the approach to reading of thirty-three first-grade students from Colegio Brasilia Usme in the city of Bogotá to strengthen reading comprehension skills and generate motivation and enjoyment in students towards reading activities through the implementation of literary workshops in the classroom. From the implementation of this project, the researchers concluded that the application of literary workshops resulted in a successful approach to reading activities for students, strengthening their comprehension skills. Also, there was an evident increase in students' interest in reading as they began to read on their own and requested the inclusion of readings in classes from their teachers. This showed that students definitely developed a desire and enjoyment for reading activities even outside the academic environment.

This research is particularly relevant for the background review as it works with a population very similar to the target population of the present investigation, in terms of age, educational level, and social context. Additionally, it aims to motivate students towards reading, an objective shared with this research document. Similarly, it provides valuable information regarding the development of reading with early-age students and the type of material that is most suitable for their age and educational level.

In relation to the national context, a review of two research studies was conducted. The first of these is the research article titled "*Effects of Reading Aloud on Reading Comprehension of Elementary Students*" (Lastre, et al. 2018). This quasi-experimental research was developed under a quantitative approach, and it aimed to study the effects of reading aloud on reading comprehension with thirty-three elementary school students. This research developed by administering a reading comprehension test (Progressive Linguistic Complexity) to the students, followed by the implementation of the reading aloud pedagogical proposal over the next four months. The results found by the researchers allowed them to conclude that after the implementation of the reading aloud strategy, the students showed a significant improvement in the first two levels of reading, literal and inferential. Regarding the third level of reading comprehension, the critical level, the researchers did not find a significant improvement.

In conclusion, the researchers determined that the use of the reading aloud strategy can improve reading comprehension regarding the literal and inferential levels, while reaching the critical reading level requires other strategies as the complexity in reading comprehension increases, requiring students to develop other reading comprehension skills and information interrelation. This article is relevant in the context of this research, as it sheds light on the use of reading aloud in the classroom, a tool that is intended to be used in this research as the main one

due to the students' reading and writing skills. Along the same lines, this research demonstrates the improvement of students in the first two levels of reading, which coincide with the objective of this research document regarding the development of students' reading comprehension skills at these same levels.

The second research considered in the background of this research project was the study titled "*Reading Strategies for Improving Reading Comprehension in Elementary School*" (Corrales et al. 2018) for the University of Antioquia. This research was conducted with third-grade students from two different schools in the municipality of Rionegro in Antioquia. The main objective of this research was to improve reading comprehension in students at the three reading comprehension levels mentioned before: literal, inferential, and critical intertextual, by applying different reading strategies such as recounting, discussion, and re-reading, in order to promote not only the improvement of students' reading comprehension skills but also their enjoyment and interest in reading activities in the classroom. This research was developed under the mixed research paradigm with a pre-experimental design and data analysis from a quantitative perspective.

From the research, it was identified that students faced great difficulties regarding their ability to recall information from texts, to hierarchize this information, as well as to maintain attention and concentration during reading activities. Also, the researchers found that the implementation of different reading strategies proves to be effective in improving students' reading comprehension skills in relation to narrative texts, and that the use of these strategies generates more motivation in students towards reading due to the dynamism and variety in approaching a written text. This research contains highly valuable information for the present research, as it addresses the topic of motivation towards reading activities in students, showing

how, through the development of different activities and the use of different strategies to approach a text, students can feel more motivated to read and, likewise, improve their reading comprehension skills at the three levels through enjoyment and pleasure towards reading and engaging with texts in the classroom.

Another research reviewed for this project was the research article "*A reading circles strategy to develop Guided Reading skills in English classes as foreign language*" (Moreno, et al. 2022), it was basic experimental research that had as its main objective "to expose the use and benefits of the strategy Reading circles, in activities of Guided Reading in classes of English as a foreign language." (p. 2). To fulfill this objective, the researchers performed an intervention in four steps: selection of the book and author, selection of roles, assignment of reading, and evaluation. At the end of the intervention, the researchers were able to conclude that "the implementation of the Reading Circles strategy, in addition to increasing the level of comprehensive reading, motivated the students to read because they did so in a cooperative way and at their own pace. (Moreno, et al. 2022) " This allows to demonstrate the effectiveness of using the Guided Reading approach in reading processes of students in a context of English as a foreign language class. It can be established that the biggest difference between this research and the one proposed in this document lies in the pedagogical strategy, since although it is the Guided Reading approach, the emphasis of the researchers is on the reading circles strategy, while the one presented in this document focuses on reading aloud as the main reading strategy. This research is relevant due to the conclusions the author arrived at. It exposes several benefits and improvements in reading comprehension and motivations towards reading, the same ones that this research is looking for.

Given the above, it is possible to evidence how Guided Reading becomes a very relevant tool when improving reading comprehension skills in students, from its social interaction component allows the student to develop critical skills in relation to their opinions and also those of their peers thus achieving the joint construction of knowledge in the classroom through group reading of texts. Likewise, from its cognitive and linguistic component, it improves the discursive and reading skills of students thus achieving an improvement in decoding and at the same time in the skills of analysis and understanding of the meaning and intention of texts which is aligned with this research proposal objectives.

2.2 Conceptual context

2.2.1 Reading comprehension

As previously discussed, reading comprehension stands out as a crucial cognitive activity for both academic and daily activities. It is an essential skill for grasping the complexities of the world and comprehending increasingly intricate and abstract ideas, concepts, and notions through the written code. Beyond being an individual cognitive process, reading is recognized as a social activity that demands active engagement from the learner (Reza & Mahmood, 2013). While various definitions and theories exist regarding reading comprehension due to its multifaceted nature, two primary aspects are commonly identified in literature: decoding and understanding.

The concept of reading comprehension has undergone significant changes over time. In the 1960s and 1970s, as reflected in Fries' (1962) postulates, it was initially believed that reading comprehension resulted directly from decoding—meaning if a student could identify all the words in a text, they could fully understand its meaning. However, this perspective proved limited, as students were often only able to grasp literal aspects of the text, lacking the ability to

handle more complex processes like inferences, critical analysis, or value judgments (Durkin, 1966).

Recognizing this limitation, researchers shifted their focus from decoding to understanding. The aim was to comprehend the factors influencing text comprehension and enhance students' comprehension skills. Consequently, in the 1970s and 1980s, the study of reading comprehension extended beyond traditional boundaries, incorporating disciplines such as pedagogy, linguistics, and psychology. This interdisciplinary approach sought answers to questions about how individuals construct meaning from texts, aligning with Anderson's (1952) cognitive perspective.

Following this significant shift in the understanding of reading comprehension, it was established that active reading by the reader is essential for text comprehension. This process goes beyond decoding and naming the words in the text; it involves interacting with the text based on the reader's prior knowledge. Recognizing that the text itself only carries meanings, the real symbolic value emerges in the interaction with the reader. This interaction, aligned with the reader's objectives, enables a comprehensive understanding of the text, facilitating internalization and progression towards more complex processes such as inference, criticism, and appreciation of the text as a learning tool (Solé, 2001).

Reading comprehension can be viewed from two distinct perspectives. Firstly, there is a perspective that focuses on lower processes of understanding, prioritizing cognitive skills like word identification, naming, and fluency, this perspective aligns with a more traditionalist view of reading comprehension, where the proficiency of a reader is often measured by the extent of their lexical knowledge. On the other hand, there is a perspective that places greater emphasis on higher-order processes, including the creation of inferences, reading skills, memory, self-

management, and task monitoring. This latter perspective presents reading comprehension as a more complex but equally significant and individualized cognitive activity. This last perspective will be the one considered for the present research proposal.

2.2.2 Reading comprehension levels

Building on the preceding section, and for the purposes of this research, reading comprehension is conceptualized as a continuous interaction between the reader and the text. In this dynamic process, the text imparts literal definitions of words and their content, while the reader contributes meaning by integrating previous knowledge and experiences. Following the taxonomic postulates proposed by Barret (1976) and later revisited by Solé (2004), three levels of reading will be employed, and these are delineated below.

Literal understanding level

It is the first level of textual comprehension and the most basic of the three that build this structure of levels. It is possible to define it as the level of reading in which the reader extracts as much meaning as possible from the information and facts that the text directly expresses through the words that compose it, that is, basically what the text says without the intervention of previous knowledge or intellectual conceptions from to the reader. This level of reading is extremely important as it is a reconstruction of the text in the reader's mind and constitutes the basis for the other levels of understanding that are more complex. At this level of reading, we find some elements that are part of this "primary" understanding of the text and that can be clearly identified from the words that constitute the text: The main ideas of a story or writing, sequences of events presented in the story or written, characters, times, places, and physical elements that appear in the text, and the reasons, motives or explanations of events or actions that occur in the story or writing.

Inferential understanding level

This level of reading comprehension primarily relies on the ability to draw deductions from the literal reading of the text. It emphasizes the reader's skill in reading between the lines and going beyond the lexical content of the text to discern implicit information. This involves making connections between the reading and the reader's prior knowledge and experiences, enabling the formulation of hypotheses about the facts and actions presented in the story. The main goal at this level is for the reader to propose conclusions about the text well before the lexical content explicitly provides them. This level of reading is considered complex and is not often achieved by young readers due to the level of abstraction it requires. Success in this level depends on the integration of elements from the text with the reader's knowledge and experiences. The extraction of inferences involves considering various elements within the text: Main ideas that are not explicit in the text, cause and effect relationships in relation to the characters' actions, prediction of possible consequences or events and inference of additional details about characters, places, and events, creation of possible scenarios for events if they were different from those described in the text.

Critical understanding level

This level of reading comprehension is considered the best and at the same time more complex since it is the summatory and implementation of all the skills mentioned in the previous reading comprehension levels, plus a critical and evaluative component that allows the reader not only to understand the text and connect it to their knowledge and experiences, but also to adopt a position in front of the text, that means, to be for or against it, to accept or reject it, but seen from an argumentative perspective that allows the reader to validate their opinion against that of the writer or other readers of the same text. There are some common elements regarding the

judgments that the reader can make in front of reading and that are shown below (Gordillo & Flórez, 2009): Rejection or acceptance judgments that change depending on the moral code and the values system of the reader, judgments of appropriation and judgments of reality or fantasy that vary according to the reader's experience with the world around them.

2.2.3 Inferences

Inferences are mental representations constructed in the reader's mind through the interaction of literal information found in the text with their own knowledge, experiences, beliefs, and information from previous sources (León, et al., 2012). This ability to create inferences is essential for the development and interaction of individuals in society, extending beyond written communication to verbal and visual communication scenarios.

Historically, research and studies have demonstrated that the ability to make inferences is a core skill for understanding and interpreting reality, constituting one of the most important cognitive activities of humans. The process of creating inferences is complex, involving the application of cognitive and metacognitive strategies that enable the reader to formulate conclusions and ideas beyond those explicitly stated in the text (Cisneros & Olave, 2012). Inferences allow the integration of information obtained from reading into a broader system of knowledge, experiences, and understanding, leading to a profound comprehension of the text's meaning. Parodi's (2007) classification of inferences is based on three main axes related to the sources of information: the structure and organization of the text, the propositional content of the information, and the reader's types of previous knowledge interacting with the information provided by the text. These sources of information facilitate the creation of inferences in the reader's mind as they progress in decoding and understanding the written content.

2.2.4. Guided Reading

Guided reading, derived from constructivist theory, serves as a pedagogical approach with the primary goal of fostering literacy development and enhancing reading comprehension skills in students. It establishes a learning context in the classroom where teacher-student interactions serve as a guide, supporting students in interpreting texts independently. According to Fountas and Pinnell (2001), guided reading is an interactive pedagogical approach involving active participation from both teachers and students. Through this approach, a collaborative construction of the text's meaning takes place, creating cognitive, affective, and emotional connections with written content. This characteristic makes guided reading suitable for children of various ages and literacy stages, as the teacher acts as a conduit between the text and the reader, facilitating message transmission and meaning building (Triana, 2019).

Guided Reading methodology

Guided Reading, as a pedagogical approach, is designed for group work, fostering social interaction to combine text elements with readers' prior knowledge for collective meaning construction and comprehension. The methodology emphasizes collaborative learning, promoting social skills like teamwork and shared responsibility. Zañartu (2003) defines it as a method aiming to construct consensus through cooperation, shared authority, and collective responsibility toward achieving group goals. This collaborative approach enhances meaningful learning and problem-solving skills.

The Guided Reading process involves three key moments: before, during, and after reading. Before reading, the teacher introduces the text, engaging readers through activities that activate prior knowledge and assumptions. During reading, various discursive resources, including reading aloud, are employed to maintain interest and introduce new concepts. Finally,

after reading, discussions allow students to share opinions, interpretations, and prior knowledge, promoting significant social interaction.

Reading aloud stands out as a crucial element of Guided Reading, serving as a social activity that brings a text to life through prosodic elements like intonation, pronunciation, and rhythm. Cova (2004) describes it as an activity that gives meaning to a text, creating mental images and emotional connections for the listener. Reading aloud is considered a primary tool in Guided Reading, particularly beneficial for children in their early literacy stages, fostering a positive reading experience and encouraging literacy development. Giardinelli (2006) emphasizes its role in creating readers and affirming language as a vehicle for understanding, fantasy, and civility. In the context of this research, reading aloud is pivotal, aligning with the literacy stage of the participating students.

Table 1

Guided Reading Methodology learning indicators.

Learning indicators of the "Guided Reading Methodology" component.	
1.	To recognize the Guided Reading activity and its purpose in the classroom.
2.	To identify necessary elements for the Guided Reading development in the classroom.
3.	To value the implementation of Guided Reading as a method of reading and English as a second language learning.

2.2.5 Motivation towards reading

Motivation, in general terms, encompasses a set of psychic processes directed at satisfying human needs, regulating the direction, intensity, and activation of behavior. These processes involve affective elements, emotions, feelings, voluntary and impulsive tendencies, as well as cognitive components (González, 2005). Motivation, as a mental process, propels

individuals towards goals by influencing various actions that aim to fulfill needs or desires. Factors such as interests, attitudes, task complexity, and contextual elements contribute to the presence and strength of motivation in an individual.

Within the domain of reading activities, motivation plays a crucial role in influencing individuals' reasons for engaging in reading. This motivation is complex and multi-dimensional, relying on personal factors that are unique to each reader (Guthrie, 2000). The classroom environment can significantly impact this motivation, particularly when students view reading as a challenging task linked to academic goals and assessments. Marín (2010) underscores the importance of presenting reading to students as a voluntary and enjoyable activity, emphasizing the aspects of pleasure and fun. When reading is solely perceived as a task for control and evaluation, it risks losing its significance for students, especially in their initial experiences with it during the early stages of schooling.

In sum, motivation plays a crucial role in reading processes. When students are motivated to read, regardless of the objectives or content established by teachers, they are more likely to derive better outcomes from their reading experiences. Fostering a motivating learning environment around the texts in the classroom is essential. As Chambers (2007) highlights, both teacher and student motivation significantly influence results, with expectations, previous experiences, mood, and group dynamics shaping the interaction with the text. If students approach reading with enthusiasm and motivation, they are more likely to enjoy the activity and derive greater benefits from it.

Table 2

Learning indicators of the “Motivation” component.

Learning indicators of the "Motivation" component.	
1.	To actively participate in the reading activities to be developed in class.
2.	To identify their preferences towards the reading activity in class and outside the classroom.
3.	To propose topics, activities and other elements to enrich the reading activity.

CHAPTER III: RESEARCH METHODOLOGY

This section will delve into the methodology employed for the implementation of this research proposal. It includes a concise introduction to the concepts of qualitative research and action research, outlining the chosen approach and research type aligning with the objectives of this proposal. Additionally, other methodological aspects will be elucidated, such as the various stages in which the project will unfold, and the diverse instruments utilized in each stage of the pedagogical proposal to collect data. Finally, a chronogram of activities detailing the timeline for the development and application of the pedagogical proposal in the given context will be presented.

3.1. Research approach

This section delves into the essential definition of qualitative research crucial for this project. According to Sampieri (2014), qualitative research encompasses significant research areas or topics and employs systematic processes to examine and analyze specific phenomena or problems. Notably, one distinctive feature is the researcher's ability to formulate hypotheses beforehand, using information collection to refine research questions or illuminate emerging inquiries. Moreover, qualitative research diverges from a linear progression through research phases, as proposed by Sampieri (2014). Instead, it allows researchers to revisit prior phases, complement ideas, and introduce new questions post data collection or analysis. Unlike

quantitative studies, which often test pre-formulated hypotheses, qualitative research shapes hypotheses throughout the project, treating them as outcomes rather than motivations.

3.2 Research type

The research methodology used in this research is Action Research. This is described as a methodology commonly used to depict the research activities conducted by teachers within their classrooms. The primary aim of action research is to enhance learning or teaching activities in real educational settings. It focuses on identifying action strategies that teachers can implement in the classroom, which can then be observed and studied. One key characteristic of action research, particularly relevant to education, is its capacity to bring about changes in educational practices through active involvement, change, and social interaction, fostering autonomy among those engaged in the research. (Latorre, 2005)

Action research follows a cyclical structure composed of four main phases: Planning, intervention, observation, and reflection. In this structure, a problem is identified, a possible solution is planned, it is executed, information resulting from the intervention is collected, and it is analyzed to generate reflections and share them with the interested audience. In sum, action research enables a reflective examination of human actions to gain a profound understanding of the causes and consequences of common problems encountered in the classroom. Through this understanding, the research process facilitates the creation of solutions and the proposition of strategies aimed at enhancing the situation. This critical approach, based on comprehension and reflection, not only contributes to improvements in teaching practices but also positively impacts students' learning processes.

3.3 Data collections instruments

There are four key moments in this research project—observation, sensibilization, intervention and evaluation—during each moment different instruments were used to collect essential information. The collected information stems from various sources and serves diverse purposes. It encompasses not only data related to reading comprehension but also the girls' perceptions, opinions, and needs regarding their English class and teachers. This section states the instruments that were employed for gathering information.

3.3.1 The interview

According to Katayama (2014), an interview is described as a tool for dialogic, personal, and direct interaction between the researcher and the interviewee, aiming to elicit detailed expressions of motivations, beliefs, and feelings about a specific topic. Consequently, the decision to conduct a structured interview was made, following the approach outlined by Katayama (2014), where the researcher prepares specific questions in advance and adheres them during the interview. (See Annex 3 Interview format). The interview was conducted also at the end of the intervention to obtain information about the students' process through the lead teacher, thereby enriching the subsequent analysis of the intervention.

3.3.2 The field diary

Another important instrument that was used for the collection of information was the field diary, which in the words of Sampieri (2014) works as the researcher's personal diary, and there are recorded descriptions of the environment, maps, diagrams and schemes related to chronologies of events, lists of artifacts, photographs and videos and general aspects of the development of the research. The pre-service teacher documented all events that occurred during the class, descriptions of the activity, significant aspects of its development, and the group's

overall response to certain situations. Additionally, personal reflections on teaching practice and group management were included (See annex 1 Field Diary).

3.3.3 Diagnosis test

According to Latorre (2004), a diagnostic test is conducted with the purpose of recognizing the research problem in the population under investigation. It allows for a comprehensive description and explanation of the current situation of the group in relation to the problem being investigated. The diagnostic test serves as evidence to establish a starting point for the research and can be later contrasted with the effects of the action plan, in this case, the pedagogical proposal. In this research, a test designed specifically for the group was conducted, involving a Guided Reading of a short story with images instead of words. After the reading, four questions were asked, targeting the four language skills in the foreign language: reading comprehension, speaking or pronunciation, writing, and vocabulary comprehension. The evaluation at this stage did not include grammatical structures of the foreign language due to the group's learning level. (Annex 3).

3.3.4 Assessment rubric

The assessment rubric is defined as the evaluation guide or criteria used by the teacher in a class or activity to measure or determine, in qualitative and/or quantitative terms, a student's performance based on specific assessment criteria and different levels of achievement that progressively demonstrate the improvement or decline of the student regarding the execution of a specific task (Raposo & Martinez, 2011). During the intervention, assessment was applied to each student in every class through a specifically designed assessment matrix to measure the performance of the students in four specific aspects during the development of guided reading activities in English: reading comprehension, oral expression in English, participation, and

classroom engagement. Each of these aspects includes five different indicators that allow for the demonstration of the students' level of achievement in each aspect. Additionally, a personal comment about each student's progress was included to highlight improvements or declines in all aspects being evaluated.

3.3.5 Focus group

The focus group is defined by Kitzinger (1995) as a form of interview designed to be conducted in groups, based on communication between the researcher and the research participants or population. Its primary purpose is to gather information through the opinions of the interviewees, aiming to capture their thoughts, feelings, and experiences by providing a space for opinion and discussion of ideas and perceptions. This technique is particularly useful for determining participants' experiences in a specific interaction context. Additionally, being a data collection method based on group work promotes discussion, enriching the information obtained from the interviewees. This data collection method was used as a tool for the final assessment of the course. It was applied to the students who constituted the sample for the research in groups, and the information from the focus group was collected in the form of audio recordings to be transcribed for subsequent analysis and evaluation.

3.3.6 Artifacts

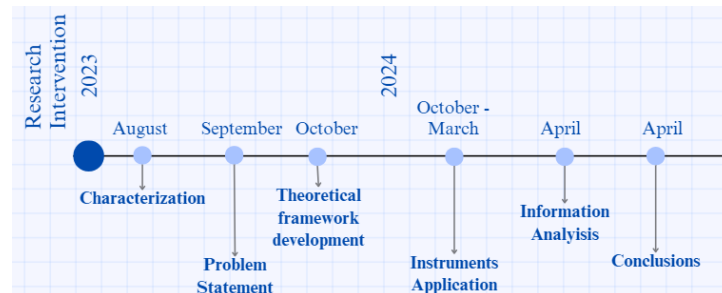
Artifacts in the educational context aim to engage students in practice spaces that allow them to contextualize their theoretical knowledge. This generally involves the development of in-class activities, tools, fictional and real scenarios, and overall application of knowledge to social practice (Wenger, 1991). In this sense, it is important to highlight that knowledge and its practice are closely linked and enable students to learn content. The creation of artifacts in the classroom results in the contextualization of information, which, when applied to social practice,

becomes internalized knowledge applicable to students' real lives (Rogoff, 1997). For this research, an artifact called the "Reading corner" was produced, which is a space in the classroom created for students to showcase the results of the activities carried out with each of the texts during the Intervention and Awareness stages of the pedagogical proposal.

3.4 Intervention Timeline

Figure 1

Intervention Timeline



3.5. Ethical considerations

During the development of this pedagogical proposal, it became necessary to ensure that the parents or guardians of the students participating in this project signed an informed consent form indicating their agreement for their children to participate in this research, as well as the head teacher (See annex 5. Informed Consent). This was done to maintain confidentiality and protect the identity of the participants. Similarly, the names of the students were not mentioned in this document, and all information resulting from the research and obtained through various data collection instruments was kept confidential and used solely for the purposes of analysis for the present research. Regarding the pre-service teacher, an attitude of respect and neutrality was maintained towards the students, considering the effects and potential consequences of

interaction between the teacher and students, as well as with colleagues in the educational institution.

CHAPTER 4: PEDAGOGICAL INTERVENTION PROPOSAL

4.1 Pedagogical intervention proposal

The main objective of the pedagogical proposal, named "Reading Together," is to create a conducive reading environment in the classroom, that helps students to improve their reading comprehension skills in English as a foreign language through the usage of Guided Reading as a pedagogical strategy. The primary focus is on literal and inferential reading skills. The target audience is first-grade girls at the Magdalena Ortega de Nariño school who are in the early stages of their reading and writing journey, learning the written code in their native language. The project aims not only to enhance reading comprehension but also to provide tools for acquiring the written code and a foreign language. The project unfolds in three stages, aligning with the cycles proposed by Latorre (2004) in action research: awareness, intervention, and evaluation.

4.2 Sensibilization/ Awareness

During the first stage, the goal was to introduce students to group reading using the children's round "The Old McDonald" in a foreign language. This choice considered the students' familiarity with the round from previous exposure in both native and foreign languages. The material's multimodality, incorporating text and music, aimed to enrich comprehension through elements like collective dance, rhythm, and the interplay of words and body, enhancing interpretation at various levels (Marulanda, 1997).

In this awareness stage, motivating students for reading was a key goal. The inclusion of the round as a literary element played a crucial role in achieving this objective. By connecting emotional aspects and social interaction, the round transformed students' perspectives on reading

and learning. It expanded the understanding of academic reading beyond disciplinary information, incorporating elements from students' experiences such as round-related activities, dances, play, and fun. This approach acknowledged the emotional and childlike nature of students, as suggested by Marulanda (1997).

During this stage conducted over four classes with an additional evaluation and feedback session, the primary objective was to conduct a diagnostic test to assess the students' reading comprehension skills in a foreign language. The test also aimed to gauge the students' proficiency in English across various communicative skills, including writing, speaking, and symbolic systems like drawings. The diagnostic test featured a short text titled "I want a monkey!" read aloud by the pre-service teacher. Following this, the students answered questions ranging from basic personal details to literal-level questions about the story's content, inferential level questions about the emotional tone of the story, and critical level questions to determine their overall engagement with and opinion about the story. This comprehensive approach was employed to evaluate the group's reading comprehension level. The sensibilization class development is exposed in the next chart:

Table 3

Sensibilization classes development.

<i>First stage (Sensibilization)</i>			
Session Name	Research objectives	Language objectives	Materials/Resources
1st session: "I want a monkey!" - Diagnosis test	To establish the starting point of the research by observing the students' level of language and comprehension to design a proposal according to their needs.	To identify the reading comprehension skills in English of the group.	"I want a monkey!" story in digital version. TV. Answer sheets.
		To recognize the English levels of the students.	
		To verify the communicative skills in terms of writing, speaking and other symbolic systems like drawings and images, in the students.	
2nd session: "The old McDonald had a farm" - Story book	To present to the students the first book with a familiar content to start working with physical books.	To introduce vocabulary related to farm animals to the students.	"The old McDonald had a farm" Story book. Classroom TV. Paper sheets.
		To practice pronunciation and production of specific sounds in English.	
		To practice listening comprehension in English.	
3rd session: "The old McDonald had a farm" - Song practice	To show students diverse ways to approach a text relating it to real life and activities that involve the body.	To review vocabulary related to farm animals for the students.	"The old McDonald had a farm" Story book. Classroom TV. Speakers.
		To practice pronunciation and production of specific sounds in English.	
		To practice listening comprehension in English.	
4th session: "How was our reading?" - Sensibilization evaluation	To evaluate the sensibilization stage and the students' feelings and comments. To receive feedback from the head teacher and students about the process to include it in the intervention.	To express ideas, feelings and thoughts mainly in English.	Voice recorder. Paper sheets. Pencil, colors and markers.
		To practice vocabulary learned in class.	
		To make suggestions about books or content collaboratively to improve English classes.	

4.3. Intervention

During the second stage of this project, the intervention, the objective was to initiate the implementation of guided reading as a pedagogical strategy for teaching English as a foreign language. To this end, the material used with the students in four sessions was selected. Two different books were chosen: the first, a picture book titled "Beautiful" by author Stacy McAnulty, and the second, an illustrated book titled "Dear Zoo" by writer Rod Campbell. This material was chosen due to its design, which facilitated reading comprehension in young students because of the combination of text and images. The inclusion of images in the book deconstructs flat and stereotypical reading, as the images also contain abundant narrative elements that enrich interpretation compared to traditional reading (Diaz, 2007). The intervention class development is presented in the next chart.

Table 4

Intervention classes development.

<i>Second stage (Intervention)</i>			
Session Name	Research objectives	Language objectives	Materials/ Resources
1st session: "Beautiful" Stacy McAnulty- Preparation and pre-reading (First part)	To start applying the Guided Reading approach with the students to familiarize them with reading and the children's book structure in general.	To observe the book and discuss about its possible meaning by approaching the first two levels of reading comprehension (Literal and Inferential).	"Beautiful" Storybook by Stacy McAnulty PDF Version. Colors and markers. Notebooks.
		To practice listening comprehension in English.	
		To introduce vocabulary related to girls and the stereotypes around them.	
2nd session: "Beautiful" Stacy McAnulty- Reading and post-reading (Second part)	To start applying the Guided Reading approach with the students to familiarize them with reading and the children's book structure in general.	To read the book by approaching the first two levels of reading comprehension (Literal and inferential)	"Beautiful" Storybook by Stacy McAnulty PDF Version. Colors and markers. Notebooks.
		To practice listening comprehension in English and phonetics production in foreign language.	
		To review how much vocabulary the students can recall from the previous reading and its equivalent in Spanish.	
3rd session: "Dear Zoo" Rod Campbell - Preparation and pre-reading (First part)	To keep working on the Guide Reading approach to familiarize the students with the methodology and its development as well to use reading in the classroom as a learning tool.	To observe the book and discuss about its possible meaning by using inferences produces around the images and the text of the book.	"Dear Zoo" Illustrated book by Rod Campbell PDF version and reading interacting video version. Notebooks. Colors and markers.
		To practice listening comprehension in English and phonetics production in foreign language.	
		To introduce vocabulary related to animals and its behavioral characteristics	
4th session: "Dear Zoo" Rod Campbell - Reading and post-reading (second part)	To keep working on the Guide Reading approach to familiarize the students with the methodology and its development as well to use reading in the classroom as a learning tool.	To read the book by approaching the first two levels of reading comprehension (Literal and inferential) by providing clues to the students.	"Dear Zoo" Illustrated book by Rod Campbell PDF version and reading interacting video version. Notebooks. Colors and markers.
		To verify possible improvements in the student's reading comprehension based on the material selected for the reading.	
		To practice listening comprehension and phonetics production in English.	
		To review how much vocabulary the students can recall from the previous reading and its equivalent in Spanish.	

4.4 Evaluation

For the final phase, evaluation, three different methods of information collection were applied. Firstly, we encountered the artifact, or the outcome of the students' process throughout the intervention. Due to the short time available for the intervention and the complexity of

reading activity and its development in the academic context, it was not considered to conduct an evaluation at the beginning and another at the end for comparative purposes. Instead, constant evaluation was carried out during the intervention, which unfolded as a process of familiarization with reading and improvement of the students' reading comprehension skills. The "Reading Corner" artifact is presented as the result of the comprehension and production work around the texts addressed in class.

The second evaluation method is the application of a focus group with the students. The aim of this focus group was to collect information about the students' perception regarding the reading activity, guided reading as a pedagogical method, the development of the classes, the material used during the intervention, the disposition and work of the pre-service teacher, and finally their personal opinions and considerations about the pedagogical proposal developed. This focus group was conducted to obtain audio material for later analysis. As the final method, an interview was applied to the head teacher. It was done to gather information about the group and identify improvements or areas for improvement that the teacher may have perceived in the group, as well as in some specific cases within the group. The evaluation development is presented in the next chart.

Table 5

Evaluation classes development.

<i>Third stage (Evaluation)</i>			
Activity name	Research objectives	Learning objectives	Materials/Resources
1st Evaluation: Reading corner creation	To create the Reading corner in the classroom by posting all the activities developed and the drawings made by the students during each activity to the wall.	To recall the vocabulary worked in class and its meaning in context.	Drawings and posters created by the students in previous classes.
		To work in groups to create their Reading corner.	
		To value their hard work and time spent in the activity by appreciating their drawing and creations posted in the wall for everyone to see.	
2nd Evaluation: Focus group	To obtain the students' opinions, perceptions, thoughts and critiques about the pedagogical proposal and its development.	To express their opinions, ideas, and thoughts about the class development.	Audio recorder.
		To understand and appreciate the reading activity and its value in the classroom.	
		To propose ideas to improve the class and the reading activity in the classroom.	
3rd Evaluation: Teacher interview	To obtain the head teacher's point of view and opinion about the pedagogical proposal, its development and effects in the group and the classroom.	N/A	Audio recorder.

4.5 Vision of the teacher

Within this pedagogical approach, the role of the teacher is of great importance, as the teacher serves as a guide and facilitator in the reading activity. As mentioned earlier, in the development of guided reading methodology in the classroom, the teacher is responsible for guiding students through the reading process (Triana, 2019). Similarly, the teacher has a significant responsibility in the foreign language class, as they serve as the model for acquiring the foreign language. Therefore, their command of the language, cultural and contextual knowledge, as well as their criteria for selecting materials, play a crucial role in student learning (Clark, 1990). Finally, the teacher must create a safe classroom environment that allows for two-way communication and acknowledges the interests, experiences, and needs of students for effective and meaningful learning (Fountas & Pinell, 1996).

4.6 Vision of the classroom

For this research, the classroom is established as the main space for the development of activities. It is within this space that the reading activity will take place, along with the activities surrounding this reading exercise, creating a "Reading corner" as a reminder of the reading experience for the students and the group work achieved in reading comprehension. This conception of the classroom space is positive for the students, as Cardozo (2015) states:

"... the classroom becomes a place that is not limited to the obligations of the school but acquires the value of a more real space for the student, where they can grow as a person through enjoyable activities such as reading." (Cardozo, 2015, pg 20.)

This demonstrates that it is possible to foster a positive perception of the classroom in students, allowing them to consider it a space for enjoyment rather than a place of confinement and academic responsibilities, that is exactly the purpose of this pedagogical intervention.

4.7 Vision of language

In regards of language, for this research, it is one of the most important tools. Considering the literacy level of the students, the reading exercise will be developed orally, with the teacher using speech and reading aloud to guide the students' reading process. The use of speech and language for learning a foreign language is a tool that has proven to be essential for students, as Cameron and Noble (2013) point out, "shared reading of books between an adult and children is a primary source of language development, especially in terms of vocabulary, complex grammatical constructions, and narrative structures. (pg. 24)" which is exactly what is expected to be achieved with the students through this pedagogical proposal. Also, the native language will be used as the primary language for communication during the pre-reading and post-reading activities, and the foreign language during reading and instruction delivery, in order to motivate students to use English whenever is possible. Initiating interaction with a foreign language in a non-bilingual environment through reading requires the use of the mother tongue as a bridge to achieve effective communication with students (Teberosky, 2018).

CHAPTER 5: DATA ANALYSIS

5.1. Data analysis method and plan

This section aims to analyze the information gathered from the pedagogical intervention to expose and describe the findings resulting from the research. To this end, the different categories and subcategories of analysis will be presented to observe the process carried out by the students during the development of the pedagogical proposal.

For this project, the methodology used for data analysis was the Grounded Approach, which is a qualitative and inductive research methodology based on analyzing the meaning and inference of social interactions and experiences of a specific group of people in a particular

context. It primarily relies on the interpretations and explanations of the subjects present in the study or research, including both participants and researchers (Flick, 2013). This method of data analysis has four specific stages, which are information coding, concept development or creation, grouping of these concepts into categories, and finally, the formation of theories or analyses based on each category. For this research, information was collected through various instruments such as surveys, interviews, field journals, diagnostic tests, evaluation rubrics, artifacts, and focus groups. Then, a color-coded coding of concepts or patterns that were repeated in different instruments was performed, followed by grouping them into analysis categories presented as follows: Reading Comprehension, Guided Reading, Motivation, and English Vocabulary Learning.

For each stage, different data collection instruments were used. During the Awareness stage, a diagnostic test was employed to determine the initial level of reading comprehension and students' skills. Additionally, a survey was utilized to gather information about reading habits and preferences. Field diaries and Artifacts were also used to record the work done during the Awareness stage and the students' engagement with the guided reading methodology. Throughout the intervention stage, field journals and evaluation rubrics were utilized in all classes to monitor language aspects, reading comprehension, and students' motivation during sessions. Artifacts were created as evidence of reading comprehension and English learning. Finally, during the evaluation phase, interviews and focus groups were conducted to collect feedback from both students and the lead teacher regarding the project's implementation, guided reading, reading comprehension, and overall English learning.

5.2 Analysis categories

5.3 Category I: Understanding the book's world (Reading Comprehension)

As mentioned earlier in this document, reading comprehension skills are fundamental in students' academic development; therefore, it is an axis to which special importance is given in their curriculum plans (MEN,2016). For this research, it has been considered that reading comprehension develops at different levels of depth: literal, inferential, and critical. These different levels demonstrate the students' level of expertise regarding texts and the amount of information they can extract from them, turning this information into meaningful knowledge that can be applied to different educational contexts. This leads the student to be capable of analyzing texts from literal levels by interacting with the explicit information provided, inferential levels by interrelating the implicit information of the text with their prior knowledge and experiences, and finally from critical levels, being able to assume their own position and opinion regarding the text and the author's intentions.

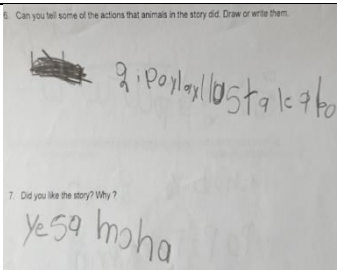
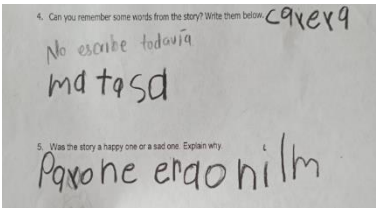
During the development of this pedagogical proposal, reading occurred at different levels of comprehension, which were evident in the various stages of the pedagogical intervention. In general terms, reading proved to be, in one way or another, a focus of interest for the students, starting from curiosity about physical books, their content, illustrations, and the narration of stories aloud. The students showed different reasons for their interest in reading. Despite this interest in reading, the lack of reading habits was evident in the initial classes. From the girls' ability to comprehend texts, as they struggled with comprehension at different levels initially, to their attention spans while reading in class, which were very short, it affected both group management and the development of reading activities.

Throughout the intervention, as the classes progressed, the students demonstrated a gradual improvement in all areas. They enhanced their levels of reading comprehension from literal and inferential to reaching a critical level. Additionally, they increased their attention spans, as well as their participation and motivation in reading activities in both groups and individually. Also, their foreign language vocabulary improved considerably. These aspects will be further reviewed in depth.

5.3.1 What the text says

Literal reading can be considered as the first step in levels of reading comprehension. It involves the process of understanding a text in which the reader, in this case the student, extracts all the explicit information provided by the text, which can be found superficially while reading it without the need for complex analysis and relying solely on what is written in the text (Solé, 2015). This level of reading focuses on identifying the main facts, characters, the plot, and the basic parts of the narrative that are presented directly from what the author has written.

Starting the pedagogical intervention, an initial diagnostic test was conducted to identify at which level of reading and writing the students were at. In this first instance, it was evident that the students did not have a high proficiency in written language, neither for reading nor for writing, which affected the aspect of literal reading, since decoding is the main element for students to understand the explicit information of the text as registered in the Diagnosis Test:

	
Diagnosis test. Student V. Awareness stage.	Diagnosis test. Student E. Awareness stage.

Since the students did not fully handle the code, as evidenced in the diagnostic test, it was decided to use reading aloud instead of individual reading as a reading strategy to enable the students to grasp the explicit information from the text.

During the awareness stage, the objective was to work with a text that would allow the students to naturally get familiarized with children's textbooks. This was achieved by selecting the book "The Old McDonald," based on the popular children's song that the girls were already familiar with. This facilitated the students' understanding of the text at a literal level, as they could follow along with the reading in English and, having prior knowledge of the song, comprehend some elements of what the text was referring to the animals described and some of the contextual elements within the narration, mostly from the images and not from the text itself, this was registered in the Sensibilization field diary:

“The girls enjoyed the class; this was evidenced by their very active participation during the reading; they followed the story and understood both literal and inferential events narrated in the book. This was partly because the girls were already familiar with the Old MacDonald song in Spanish, which facilitated their understanding of the text's content based on the accompanying images and their prior knowledge of the book's topic”.

[Field diary, Class # 2. Awareness stage]

An important aspect observed during the awareness stage in terms of literal reading was that, despite the students not fully handling written language to read a text, some of them were capable of a literal reading through oral presentation and narration by the teacher. This was evidenced by some of the girls being able to demonstrate, in the artifacts proposed as evidence of the activity, the characters of the story and some other contextual elements provided explicitly by the text.

		
Artifact 1. Student C. Awareness stage.	Artifact 1. Student M. Awareness stage.	Artifact 1. Student N. Awareness stage.

Despite this, it was evident that most of the group still had many gaps regarding literal reading. Even with the teacher's reading and the children's book support, most of the students did not grasp the overall meaning of the text from the explicit information provided by the text and the images as registered in the Field diary:

“The students really enjoy the reading aloud by an adult, as well as the use of prosodic and discursive elements but especially the images in the book. However, it’s clear that the girls don’t fully understand the overall meaning of the text in a literal sense; instead, they get some elements and mix them with their own ideas and opinions, for instance, Student N said, “Teacher, McDonald bought all the animals to eat them, right?” and Student G responded, “No, he bought them because he was lonely.”, both are valid inferences; however, they are unrelated to the original content of the text, this resulted in a reading that is more inferential than literal. This is a positive sign, but it shows their difficulties in literal reading comprehension and the limited immersion of students in reading habits”.

[Field diary, Class # 3. Awareness stage]

During the intervention stage, two different books were selected, books that the girls were not familiar with, and unlike the text used in the awareness stage, these books contained a clear story and argument, the first one was “Beautiful” by Stacy McAnulty and the second one was “Zoo” by Rod Campbell. During the first two classes, we worked on the book "Beautiful", and difficulties were evident regarding literal reading because the students had many challenges understanding the explicit information of the text. Despite reading the book together with the teacher, the students could not understand the storyline, focusing solely on the book's images

rather than the text. Additionally, when the reading was conducted in English, the students' reading comprehension flaws were even more evident, this was registered in the Intervention field diary:

“However, the students cannot connect the images with the story at all only students C and M seem to be able to grasp enough information to get the literal meaning of the text, the others just make their own interpretations of the images and make up a story, The inability for the students to read the written code seems to be a big issue”.

[Field diary, Class #2. Intervention stage]

This resulted in the students not comprehending the author's purpose or the overall meaning of the text, exclusively talking about the explicit elements of the story. One possible reason for this situation is the fact that the students not only lack proficiency in written language but also have a very noticeable deficiency in English vocabulary (Hirsch, 2007), which further complicated their ability to comprehend what was happening in the text, this will be addressed further on this chapter.

Towards the end of the intervention, improvement in this skill became evident among the students. At the very beginning of the intervention, the students could not follow the story that was shown in the text at all, they just created hypothetical scenarios of the story based merely in the images and illustrations of the book, it happened with the book in the awareness stage (Examples mentioned before) and with the first reading of “Beautiful”, for instance, Students G and L said:

“The girl is putting make up on because she stole it from her mother” .

“The girl is scratching her butt because she is dirty and has sand in there”.

[Field diary, Class # 2. Intervention stage]

After this experience it was noticeable that students were not able to grasp the storyline by themselves, so the teacher started proposing some questions to help the students by guiding them through the story content. Here the extract from the lesson plan:

*“It was evident during the first reading that students were not understanding the plot of the book, so I decided to propose some questions to guide and help them by thinking in the relation between the images and the story: **Why is the book showing different animals? Why are they being returned to the zoo? Why is there in the book a dog? Is it different from the other animals? How? Who's telling the story? What is the main character looking for?:** There were excellent answers: Students C and M were participating actively, they responded that the different animal was the dog, that the story was being told by the man reading (narrator), Student I identified the reason why the first two animals were being returned “Because the lion is aggressive, and the giraffe is too tall to enter in the house”, Also student N identified that the narrator was looking for a pet and that was the reason why the dog was not returned”.*

[Lesson plan, Class # 1. Intervention stage]

By using this strategy, the students started seeing the information provided by the book in a different way, because the questions help them look for specific content in the book, then, by joining the answers provided by the group (about the narrator, his intention, the animals features and the purpose of the zoo sending animals), the students were enabled to identify the storyline, its meaning, and its characters, all from the explicit elements provided in the text taking advantage of the teacher's guidance and the proposed questions. It changed the approach of the students to the text, and they used the same method in the next classes readings. Also, the use of “Zoo” which is a more concrete book with a clearer message, was a key element that allowed the progress of the students at this specific level of reading to be observed. This was registered in the Field diary:

“The questions were perfect because after they answered them Student V said “The difference is that the first animals live in the jungle or the zoo, but the dog lives in a house” Student I was the one that pointed out the first two animal characteristics the lion and the giraffe, Student M responded to the main question “The man that is reading is looking for an animal to live with, and the dog is the best” Student A complemented “ He’s looking for a pet”. After this, it was easier for them just to use the info and understand the story of the book and the sense of the text, they perfectly understood the plot of the text after the questions activity, all the students were participating actively in the activity. It seems that students still need more guidance to understand reading at the literal level”.

5.3.2 What the images say

The inferential reading level aims for students to be able to extract implicit information from the text, meaning information that is not explicitly stated but can be inferred from contextual factors within the story or other elements such as images and clues provided by the text and the book in general (Solé, 2015). It is important to mention that the students performed very satisfactorily in this area. When approaching the texts, the girls always began with an inferential exercise, starting from the cover, the images, and the illustrations within the text this was registered in the Intervention field diary:

“As expected, the illustrated book is a great tool to work with children, they really like to check on the images and pick up details, they make a lot of assumptions about them, even to the point of creating short stories or scenarios around them like making up situations or possible reasons for the actions represented in the pictures, for instance “The student G stated “The girls is wearing makeup because she stole it for her mom”, Student S said: “The girls are camping because they are friends and they are having a “sleepover” together, I’ve done that before with my cousins”, etc.”.

[Field diary, Class #2. Intervention stage]

Often, the girls did not understand the text literally; instead, focusing on the images and using their imagination, they created a story and assumed the book’s content. This approach was not always accurate, because they sometimes guessed the story correctly but sometimes did not, for instance, Student I successfully identified the plot of the book “Zoo”, because she pointed out the difference between the dog and the other animals, in contrast, during the “Old McDonald had a farm” reading, Student N stated that the farmer had bought all the animals to eat them, when asked why she was thinking that, she simply answered:

“Because people raise animals to eat them, once I visited my grandma and she killed a hen to make lunch”.

[Field diary, Class #2. Intervention stage]

Also, as they put the focus on the images, they usually ignored the text and relayed only on what they imagined about the text, this was seen in the Intervention field diary:

“During the reading activity the girls don’t recognize the elements in the story, their focus goes mainly to the images and their assumptions regarding them”, also, “During the reading session it is very difficult for them to follow the reading, as most of them are still learning how to read they can’t follow the text and they limit themselves to just observing the images and guessing what the story is.”

[Field diary, Class #2. Intervention stage]

This was something that in the end limited their literal comprehension of the text a little bit, because there were too many inferences like the ones mentioned before to have space for the actual plot of the text. However, this situation demonstrated the student's ability to make inferences and engage with the text even without fully comprehending it literally, as it is shown in the Evaluation rubrics:

Always wants to participate even if she does not have the correct answer, she likes to help the teacher and her classmates. Ones of the students that comes up the most with assumptions and inferences about the book. Evaluation rubric 1. Student N. Intervention stage.	Comes from a private school, she has good english knowledge and is always attentive and wants to participate for both levels, literal,(as she has the vocabulary) and inferencial, sharing her assumptions and ideas about the Evaluation rubric 1. Student C. Intervention stage.
Very smart , participates a lot and seems to be used to read because she gets really immerse in the activities. Also comprehends a lot of information and comes up with very good inferences from the pictures. Evaluation rubric 1. Student S. Intervention stage.	

Here are presented extracts from the evaluation rubrics applied in each class, there can be seen that students C, N and S are some examples of students that produced a lot of inferences as the ones mentioned before about the books, they were some of the students that contributed the most with inferences, but in general terms, most of the group was really engaged with the inferences activities and to share them with their classmates. This was the reading level that highlighted the most in the group during the whole intervention. It is important to mention that most of these activities were carried out orally in class, that was the best way that students were

able to demonstrate their knowledge in class. Again, towards the end of the intervention, the students' ability to make inferences about the books became much more evident, for instance, during the pre-reading activity with “Zoo” Student S said:

“The book is about a pet shop, because the animals are in boxes” “Student B said: “The book is talking about the jungle because there is an elephant and also a giraffe and they live in Africa”,

[Field diary, Class #3. Intervention stage]

Which are much more accurate inferences about the book. As their skills in literal reading improved, the quality of their inferences also was enhanced, as they got much closer to the actual content of the text. These inferences also allowed them to comprehend the text in a complementary way, as the interrelation of images with the text helped them fill in the gaps left by the lack of English vocabulary, helping them to achieve a better overall understanding of the text (Montaña, 2019).

This was really revealing, because even though inferential reading was established as one of the improvement areas, the students far exceeded the expectations regarding this level of reading comprehension, they showed a really good capability to produce inferences in a determined context for instance, the best class was the reading of “Dear Zoo” the students they came up with really good inferences as mentioned before, also there were more assumptions about the book, not as accurate but also valuable, Students V and E said:

“The animals are traveling because they are in boxes as in the Madagascar movie” and “The monkey is eating a banana because he was in a small box”

[Field diary, Class #3. Intervention stage]

These results were shocking considering that they basically were able to read more from the images than from the text itself, showing that the girls reach the inferential level much more easily than the literal level. This was confirmed by the head teacher in the final interview:

“The girls absolutely enjoy the images in the text, maybe because they allow them to obtain information that they cannot get from the text itself due to their handling of the written code. This shows that at times, the students can read more from the images and the book than from the text itself”

[Final Interview, Class 6. Evaluation stage]

5.3.3 What I say

According to Ennis (1987) and Freire (1970), critical reading is when students can reflect on the content of the text and relate it to real contexts, their environment, and their reality (school, family, social, etc.). Similarly, they can discuss the relevance, validity, and their own stance towards the text and the author's message.

In terms of reading comprehension, it was surprising to see that the students were able to reach this level of complexity in their understanding at certain points. Considering the fact that in the objectives of this research, critical reading was not considered due to its level of complexity, it was expected that the students would be able to reach the first two levels of reading comprehension in the intervention, meaning literal and inferential. However, it was surprising to find that on several occasions, the students, when giving their final comments on the books in the group discussions at the end of classes and even during the focus group done as a final evaluation, shared their critical opinions and point of view regarding the texts.

This was an unexpected result of the pedagogical intervention, because reading comprehension levels are usually perceived as a sort of staircase, where it is not possible to reach a level without first fully mastering the previous one (Barret and Jenkinson, 1976) However, the

students demonstrated on several occasions their ability to approach texts from a critical point of view, taking a position towards the content, message, and the author's intention, this was registered in the Intervention Field diary in a couple of sessions:

“Students expressed satisfaction with the activity, they enjoyed the book and its message about the beauty in the difference of each girl and the beauty in themselves”, “the students proposed proactively examples of similar situations to the ones shown in the book and their opinions on them For example, when showing the images of the girls dirty from playing, the students intervened by saying things like “Yes, teacher, it's just like us when we go out for break and come back dirty, but it's because we're having fun,” or “Teacher, the girls are playing soccer because sports are for everyone. I also like soccer, but my mom tells me not to play with my cousins because it's too rough. But there, the girls are happy playing soccer because they're having fun.”.

[Field diary, Class #3. Intervention stage]

This was evident during the classes, but it became even more evident during the focus group at the end in the evaluation stage, where the students responded to the question about their favorite book. An example was the response of Student A, who said:

“My favorite book was Beautiful because it says that all girls are beautiful with different hair, and I think so”

[Focus group, Class #6. Evaluation stage]

Then all the girls started looking at the different hairstyles they had and complimenting them, showing their stances regarding the book and its message. Another comment on the same

line was from Student M, who said:

“I like Beautiful the most because it teaches girls that even if someone is in a wheelchair, they still can play and learn like us”.

[Focus group, Class #6. Evaluation stage]

What was mentioned before shows that the students can "navigate" through the three levels of comprehension, regardless of their mastery of the written language and their age and educational level. The fact that many enjoyed the books because of their content and final message demonstrated that the ability to observe a book and approach it from a critical perspective is present in the students, even in a simple and somewhat rudimentary critique form, which remains valuable for the students' reading comprehension.

5.4 Category II: Reading together (Guided Reading)

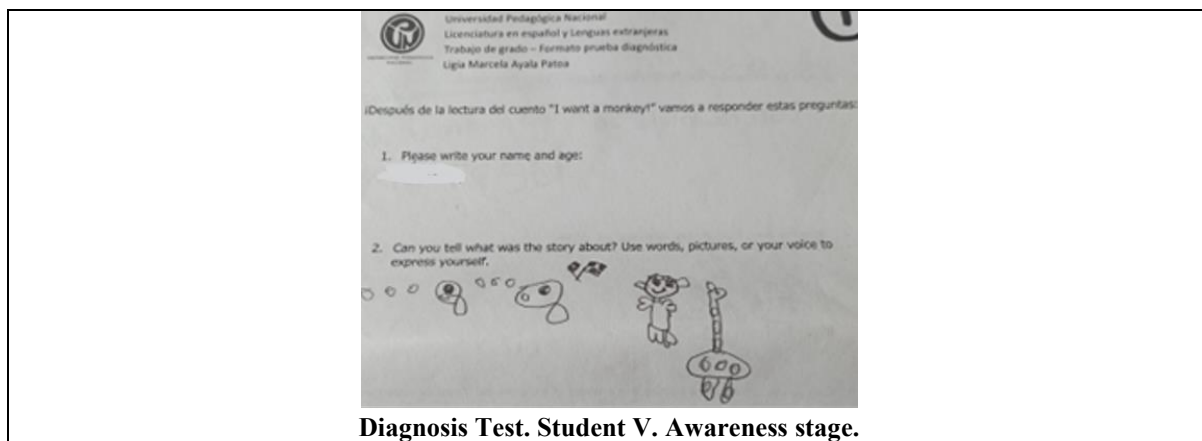
Guided reading was the methodology used to design this pedagogical proposal. It is a reading model in which students approach texts as a group, with the teacher working as a guide in the reading activity. Guided Reading consists of three main stages: pre-reading, where the students are contextualized around the text and a preliminary approach to it is done; reading, where an individual, group or reading aloud of the text is developed for its comprehension; and the post-reading, where there is a discussion around the book and the ideas and opinions about it are socialized. Additionally, an activity, product, or artifact resulting from the reading activity is created.

5.4.1 Let's read!

At the beginning of this intervention, a diagnosis test was conducted with the objective of not only identifying the students' level of reading comprehension but also their familiarity with reading activities, this was helpful to determine whether individual or group reading was possible, or if reading aloud by the teacher was a better option for the intervention. Initially, it was evident that although the girls showed interest in reading, they were not familiar with reading activities. It was also evident that they had low proficiency in written language, both for

reading and writing, as the initial questions of the test aimed to determine the feasibility of written comprehension artifacts.

Due to the students' difficulties with written language, it was decided that guided reading would be conducted through oral reading and reading aloud to facilitate student's reading comprehension. Additionally, it was determined that the artifacts resulting from the pedagogical strategy should be drawings or manual works, as written assessments would not be possible with the students in the group and they preferred always to express themselves through drawing, as seen in the Diagnosis test:



Diagnosis Test. Student V. Awareness stage.

During the intervention stage, it was evident that the students were in general terms very interested in the development of the activities and the Guided Reading methodology. The students were particularly interested in the pre-reading activities, as they enjoyed being able to participate in class and give their opinions, this was registered in the Intervention field diary:

“The students were participating actively in the warm-up, a lot of them wanted to talk about their impressions and assumptions about the new book based on its cover and the images on it.”.

[Field diary, Class #1. Intervention stage]

The opportunity to check the book and make inferences and assumptions was one of the moments where the students seemed engaged the most with the class.

During the classes' development, the part where the students showed the most difficulties was during the reading sessions. Several factors affected the satisfactory development of this activity. One of the most significant factors was the fact that the students were not familiar with reading activities. It was extremely difficult for them to sit down and read a book without getting distracted by playing or chatting with their classmates. This was a constant issue in the first class of the intervention as noted in the Intervention field diary:

“They were some students that got distracted and tried to sabotage the class during the reading activity, they distracted the group by talking out loud meanwhile the teacher was reading, it was necessary to stop the reading a couple times to bring them to the front, in an attempt to help them stay focused on the reading but it was useless, at the end around five or six students abandoned the reading space and started playing or drawing instead of reading”.

[Field diary, Class # 1. Intervention stage]

5.4.2 About the books

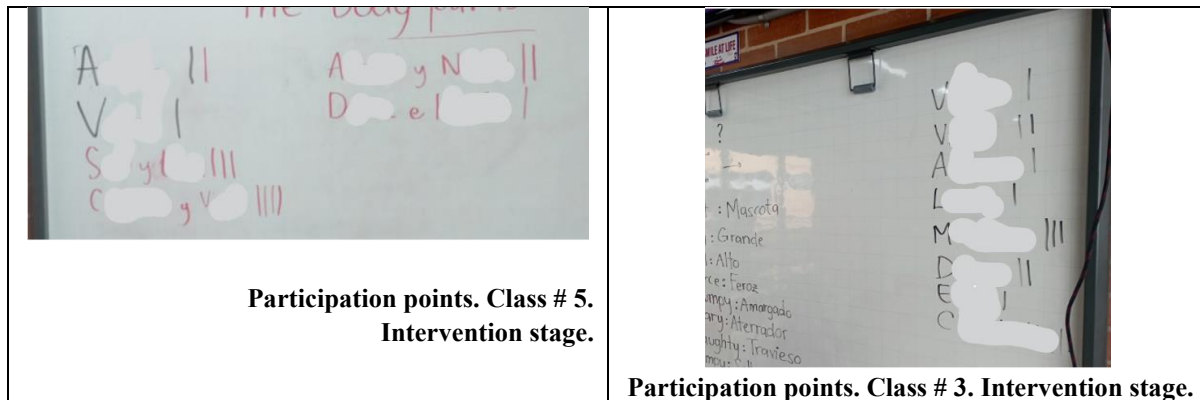
Another factor that significantly affected the development of the activity under the guided reading methodology was the selected material. From the beginning, the use of illustrated stories and picture books was established as the primary tool for the proposal. This decision was based on the characterization survey, where 75% of the girls indicated their preference for this type of reading, specifically children's storybooks. However, there was still the question about whether it was better to use physical books, digital versions, or other elements such as audio and video for group and oral reading. For this reason, all three were used during the intervention.

Out of the three types of material used, in terms of in terms of facilitating reading comprehension, the one that gave the best results was "Dear Zoo" in the video version narrated with animations. With this material, the highest overall comprehension of the text was achieved,

as evidenced in the Intervention field diary and the participation points given during the discussion sessions:

“Instead of the teacher reading the book aloud, a video of the reading was used, it included animations and real sounds of the animals. The students were extremely focused on the reading and enjoyed the sounds and images”, “It was evident using a video of the reading, that the students are definitely not used to read a book in the traditional way, they prefer the audiovisual content, and that is evident in their disposition, concentration and understanding of the book”.

[Field diary, Class #3. Intervention stage]



In contrast, during the final focus group, the students were asked about their favorite material or books used in class, all of them mentioned their favorite one and agreed that the video version was their least favorite one, Student M said:

“I did not like the video that much; the voice of the man reading was kind of scary”.

[Focus group, Class # 6. Evaluation stage]

Regarding the material, another aspect to highlight was the content. “Beautiful” was voted as their favorite book out of the three that were used during the whole intervention in the focus group applied at the end, five out of the six students voted for it. However, this book was too complicated for the girls, too much text, a lot of images and details that distracted the

students from the reading were and issue when the reading activity was carried out as registered in the Intervention field diary: “

“Another aspect evident during the reading, was that the girls don’t get the meaning of the text, they just look at the pictures and imagine a situation that doesn’t match the one explained in the book, ... For future sessions I’ll use a simpler book with less vocabulary and maybe a repetitive tone in the story to verify if there’s any change on their reading comprehension”.

[Field diary, Class # 2. Intervention stage]

In contrast, none of them mentioned “Dear Zoo”, but it was the book that worked the best in terms of reading comprehension, it was simpler, and the students' participation was so much better with it, as registered in the Field diary:

“The girls seemed very interested in this class, they participated a lot when building up the book’s meaning, it’s clear that this book worked better than “Beautiful”, the storyline and plot are simpler, and the book design seems to help them to focus more on the content than on the images.”

[Field diary, Class # 3. Intervention stage]

5.4.3 How did we behave?

Another factor that affected the development of Guided Reading in class was the behavior. This always plays a determining role in the classroom to develop any activity, and the Guided Reading methodology was no exception. It was evident that the organization of the classroom determines group control and behavior. Initially, the idea was to arrange the chairs and desks around the classroom and work on the floor, sitting in a circle for reading, and then at desks in a "U" shape to facilitate interaction among students and visibility of the teacher. However, this did not work as the girls were too distracted and engaged in excessive chatting, this was registered in the Intervention field diary:

“The classroom organized as a round table is pretty good and it helps girls to interact during the class and the teacher to have a better visual of the group, however, it's very hard to control and keep the girls attentive in the activity, especially when they are not moving or drawing, what makes difficult to continue using the same organization, at least for the warm up or pre reading stage”.

[Field diary, Class #1. Intervention stage]

Therefore, it was necessary to change the group's organization to rows in pairs, to allow controlled interaction among the students and enable the teacher to manage the group more efficiently:

“This class was significantly more organized and easier to carry on. First, the decision of using the lines, instead of the “U” shape helped a lot to keep control of the students and the interaction”.

[Field diary, Class #1. Intervention stage]

Another relevant factor during the intervention was the respect for others' words, opinions, and perspectives in general. The students, still in the egocentric stage as mentioned by Piaget (1982), tend to focus on their own opinions and point of view, which makes discussion and debate challenging. The girls initially had many difficulties in participating by raising their hand, avoiding interrupting their classmates, and paying attention to others' contributions. This was registered in the Evaluation rubrics and the Intervention field diary:

“It is very difficult for them to pay attention when other girls participate, they don't listen to their partners opinions or contributions to the class”. “There's an issue with the talking turns, they struggle to respect others turns, raise their hands to speak and not to get mad when they are not given the turn to speak, they tend to ignore others and just scream the answers”.

[Field diary, Class #2. Intervention stage]

 Evaluation rubric. Student G. Class # 1. Intervention stage.	She was more attentive during the class but it is hard for her to stay in her spot, she does not really respect other's turn to speak and wants to impose her perspective and opinions. Evaluation rubric. Student L. Class # 1. Intervention stage.
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However, this visibly improved as the classes progressed. Group activities were also introduced, allowing respectful interaction, working in pairs, in groups, and ultimately the entire class together to achieve goals. This strategy significantly improved the students' behavior in this aspect towards the end of the intervention:

As mentioned before, she enjoys a lot the english class, she raised her hand the whole class to participate and when given the turn, she correctly gave the words in english with minimum difficulties in pronunciation. Evaluation rubric. Student M. Class # 4. Intervention stage.	She was significantly more interested in the class, during the questions after the first reading she raised her hand to participate, something that did not happen before. She did not finish the drawing activity Evaluation rubric. Student G. Class # 4. Intervention stage.
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5.5 Category III: Do I want to read or not?

Motivation, as mentioned before, is a crucial factor in the reading process of students. It is one of the elements that has the most inference in students' learning and it is linked to many circumstances that can be personal, attitudinal, behavioral, cognitive, and physical in nature. Motivation thus becomes one of the pillars of education, as keeping students motivated facilitates their learning process and, at the same time, the teaching process for the teacher. Since the beginning of this research, one of the main objectives was to determine the role of motivation in reading comprehension and to observe which factors affect this motivation towards reading, and consequently, English learning, considering that this research is developed under the Guided Reading methodology. During the awareness stage, in the diagnosis test, a couple questions were included to determine the students' motivation towards the foreign language subject, as well as towards reading activities. The results indicated that all the girls felt motivated towards the English class, and around 85% mentioned that they also felt interested in reading activities. Four

of the students surveyed stated that they did not have adult supervision for reading and therefore did not do it frequently.

5.5.1 Maybe reading is not so bad

At the beginning of the intervention, it was evident that motivation the students claimed to have towards reading was not as high as evidenced during the preliminary survey. When the intervention classes focused on guided reading started, it became evident that the students' lack of reading habits generated difficulties during the classes' development, and that the activity of reading aloud, not necessarily involving physical activity, was demotivating and boring for them. This was recorded in the class Evaluation Rubrics and in the Intervention field diary:

Struggles a lot when it comes to stay in her spot and work on the reading activity, she prefers to do other things instead of reading in her spot as everyone else is doing, she cant get focus during the reading aloud activities. Evaluation rubric. Student L. Class # 4. Intervention stage.	Again she is talking too much with her partner, I tried to have an agreement with her to prevent the distraction but it did not work. She need to be changed to the front row to be more focused in class. When asked to participate she seemed distracted and did not answer correctly to the question. Evaluation rubric. Student AN. Class # 4. Intervention stage.
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It seemed that although the pre-reading and post-reading activities were enjoyable for them, the reading activity itself was particularly challenging because it did not involve physical movement, this was registered in the Intervention field diary during the first session working with guided reading.

“I noticed that not all the girls seem to be motivated specifically in the reading part, they get distracted very easily meanwhile other girls are participating or speaking about the book”, “It shows that the students don’t have a reading habit and they are not used to have someone reading aloud a book, they are not very familiarized with storybooks, and they get bored reading because they are not moving or doing something with their hands, like drawing or writing”.

[Field diary, Class # 1. Intervention stage]

5.5.2 About my mood

It is important to mention that there is also a part of motivation that is not directly related to reading or the activities carried out in class, which still affects the students' learning process. It has to do with a particular factor of mood, disposition, and interest towards the foreign language, which means that there are students who do not read because they are in a bad mood, feel sick, bored, or just because their mood changes from class to class. This was also recorded in the class Evaluation Rubrics:

She tries to get the teacher's attention in a negative way, she throws tantrums all the time for whatever reason and that distracts the class. When focused she works quickly	There seems to be a problem with her disposition in the class, she is constantly trying to sabotage the teacher and the class in general, she interrupts a lot to joke around and mock the teacher and her classmates as well, towards the end of the class she approached the teacher and purposely hit her, there was an individual warning about her behavior and an agreement from her part to stop with that attitude. Her behavior is seriously affecting her learning process and the class environment.
Evaluation rubric. Student VI. Class # 4. Intervention stage.	Evaluation rubric. Student VA. Class # 4. Intervention stage.
Mia was sick, she was not participating as usual, so she was sent to the nursery.	
Evaluation rubric. Student M. Class # 4. Intervention stage.	

Despite the challenging start experienced during the intervention due to the lack of motivation of the students towards the English class and reading activity in general, as the classes progressed, there was a notable improvement in the students' motivation. They began to get used to reading and the guided reading methodology in its three phases, they also increased their participation in class, and their attention spans during reading moments. The use of active pauses, activities with songs, and games at the end of the classes helped students to find the class enjoyable and the reading activity much more pleasant. This improvement was evidenced in the Evaluation Rubrics of the last class:

More attentive that she was in previous sessions, she actively participated but did not completed the drawing activity	Evaluation rubric. Student VI. Class # 4. Intervention stage.
She was significantly more interested in the class, during the questions after the first reading she raised her hand to participate, something that did not happen before. She did not finish the drawing activity	Evaluation rubric. Student E. Class # 4. Intervention stage.
She still needs to be asked to participate, however she was very attentive during the whole class (she was sittin alone)	Evaluation rubric. Student AS. Class # 4. Intervention stage.

Better disposition than before, she seems very interested in the book and was imitating the animal sound during the reading.	Evaluation rubric. Student D. Class # 4. Intervention stage.
As the designated monitor for the class she was acting as an example participating and helping the teacher to keep the silence in the class. She seems to be a good leader in the classroom.	Evaluation rubric. Student N. Class # 4. Intervention stage.
As mentioned before, she enjoys a lot the english class, she raised her hand the whole class to participate and when given the turn, she correctly gave the words in english with minimum difficulties in pronunciation.	Evaluation rubric. Student C. Class # 4. Intervention stage.

It was also registered in the construction of the last artifact where the whole group was actively working in teams:



Artifact #5. Class # 5. Intervention stage.

Finally, this improvement in motivation and attitude was highlighted by the head teacher, during the final interview she stated:

"I think that the variety of activities and the willingness of the English teacher contributed to the students' motivation in class. The students' motivation towards the English class and the teacher is very evident. The case of V and her improvement in classes regarding motivation, participation, and behavior is an example of the change in attitude of the students in the class"

[Final interview, Class #6. Evaluation stage]

The students also expressed their thoughts about the English class and the reading activity during the focus group:

Student V: At first, I didn't like the English class because it was long and boring, but later I started to like it because of "everything.", Student C: I feel very good in the class and I am practicing English at home, Student N: I enjoyed all the classes and I'm reading a book at home".

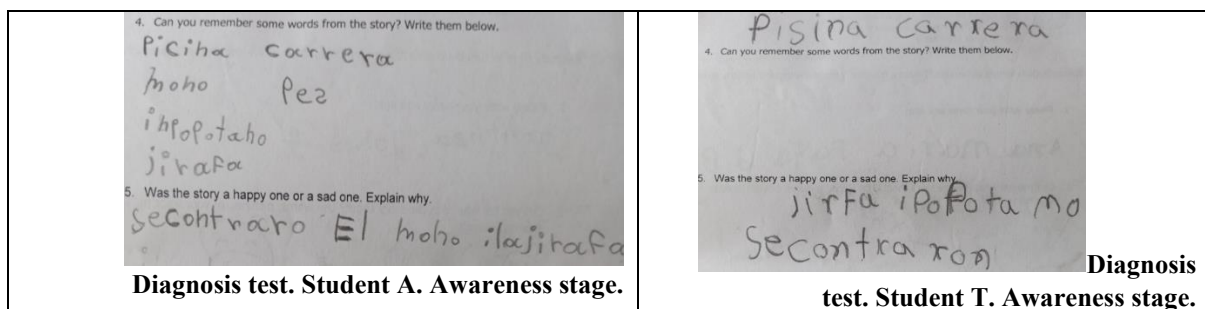
[Focus group, Class #6. Evaluation stage]

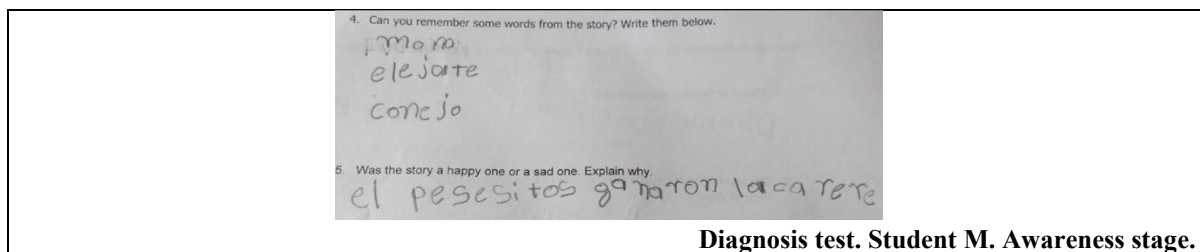
5.6 Category VI: Let's use English!

Learning vocabulary to learning a foreign language is indispensable, as established by Thornbury (2007), knowing the grammatical structures of a language without knowing the vocabulary completely affects the ability to communicate. That is why when learning English as a foreign language, vocabulary plays an essential role, as it is through words, and not complete phrases, that a human being begins to communicate in an unknown language.

5.6.1 In the English class

At the beginning of this research, it became evident that the students had almost no knowledge of English, as they did not have a teacher in charge of the subject. This lack the foreign language area was registered in the preliminary Diagnosis test:





As can be observed in the photos, the questions were proposed in English, as well as the text for the reading. The students recognized the elements and characters based on the images accompanying the text, but since they did not know the vocabulary in English, they used their native language to answer to the questions. This was observed only in cases of students with more proficiency in written language; even orally, the girls also responded to the question with words in Spanish instead of doing so in the foreign language. This showed the serious lack of English vocabulary of the students.

Another case where progress in English vocabulary learning was observed occurred during the review done at the beginning of the second reading session of each book. This review wanted to refresh the information seen in the book by recalling the main vocabulary of the text. From the second reading class onwards, it was evident that the students easily recalled the vocabulary as they related it with the images, complemented each other, and felt motivated because they earned points for contributing to the review. The girls actively participated in these review sessions and enjoyed the competition with their classmates for participation points.

“The class started with a short review of the stereotype’s vocabulary seen in the previous session, The students were able to remember all the vocabulary and its meaning, even though, they were struggling with the pronunciation of some specific words”.

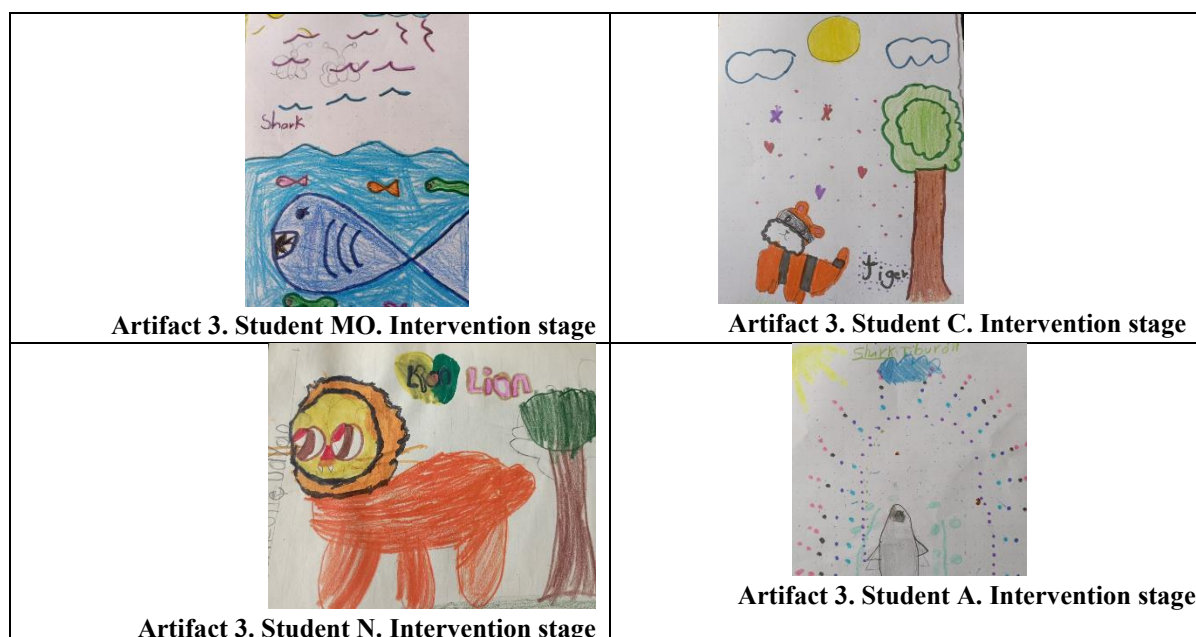
[Field diary, Class #2. Intervention stage]

Besides the vocabulary review, students were also repeating and using vocabulary actively during the reading sessions:

” During the second book reading there were some girls repeating words and guessing others before I read them, that demonstrates that it is easier for them to remember the vocabulary when they associate it with a context, they remembered words as beautiful, pretty, smart, intelligent, because last class I emphasized and repeated them a lot to refer to the girls during the whole class”.

[Field diary, Class #2. Intervention stage]

Towards the end of the intervention, the improvement of the students was noticeable, not only because they began to make frequent use of the vocabulary taught in class in different contexts, but also because they were able to replicate the vocabulary in artifacts, writing the names of animals even without it being part of the instruction:



This demonstrates that the students connected words, pronunciation, and images to remember vocabulary effectively, which in the long term allows them to improve their reading skills and reading comprehension in general.

5.6.2 Outside the English class

During the intervention, the objective was for the students to use the foreign language as much as possible during the classes. To achieve this, all the material used during the intervention

classes was in English: the books, guides, review materials, and group games. Additionally, the pre-service teacher implemented different songs for class development, for greeting, asking for silence, interacting with the students, as well as catchy sound commands including English words for the students to remember them. That was one of the strategies that worked the best, as stated by the head teacher in the Final interview:

“The students learning in English is evident, when the English teacher is not present, I hear the girls using English words they have seen in class, the phrases the teacher uses in class, and also the greeting and silence songs the teacher has taught them”.

[Final interview, Class #6. Evaluation stage]

Regarding the previous comment from the lead teacher, some of the strategies used included the incorporation of two songs: one for greeting, *"Hello teacher, hello teacher, how are you? - Very good and thank you, how about you?"* which was sung at the beginning of the English class as a way of greeting the teacher, and the students quickly memorized it and continued to use it in other classes different from the English one. Another song was used to request silence: *"Put your finger on your lips like this - shhhh (x3) Put your finger on your lips, close your mouth like a zip, put your finger on your lips like this - shhhh"*. Some other phrases that the girls used inside and outside of classes were *"Shy, shy, shy"* when classmates raised their hands and then did not speak when it was their turn, *"Colitas en la silla, sit down,"* which was the phrase used by the pre-service teacher to ask them to sit down, as well as *"Hands up, down, left, and right"* to make active pauses during class. In addition to this, the girls constantly used words like *"beautiful," "smart," "intelligent," and "pretty"* (from the first book they read) to talk to each other and to the teacher, demonstrating that the book left a positive impression on them and also, some vocabulary that they incorporated in their daily lives.

From the above, it can be observed that the inclusion of different strategies for students to learn vocabulary yielded broader results than expected. Students not only used the vocabulary learned within the context of the English class but also incorporate it into their daily lives outside the classroom. This is surprising and demonstrates that including vocabulary in real-life contexts, such as guided reading in the classroom with books of their interest, and in natural interactions between teacher and students, helps them internalize the foreign language in a much more natural way without any forced effort.

CHAPTER VI: CONCLUSIONS

To start, in terms of reading comprehension, this research demonstrated that developing reading activities in the classroom definitely helps students to improve their comprehension skills, familiarizes them with reading, and helps them enjoy the reading activity beyond the classroom context. This indicates the need to include reading in different subjects, going beyond the Spanish class so that students can improve their reading comprehension skills in general. Also, students' reading comprehension difficulties come from the lack of reading habits, both in the classroom where access to materials is difficult and at home due to a lack of guidance. Without practice and support, students become demotivated and abandon reading activities. To avoid this problem, it is necessary to encourage adults to use more reading with students, using strategies as Guided Reading in foreign language.

Also, the intervention showed that students' proficiency in written language significantly impacts their comprehension skills. Difficulties understanding the written code for reading and writing affected certain activities and fluent reading, causing frustration in the students. While written language proficiency did not prevent students from reading and understanding texts, it

influenced the quality and pace of classroom reading activities and the development of writing-based tasks.

This research initially focused on students' literal and inferential reading levels but it found that they could also use critical reading with texts. It was clear that students did not necessarily go through these levels in sequence, demonstrating the ability to navigate between them. However, the literal level was challenging for them due to their literacy, affecting their ability to get explicit meanings, especially in English texts. In contrast, students found the inferential level easier, by using visual elements and their own experiences to create meaning. Despite their difficulties with the literal level, their inference skills helped them to comprehend texts, showing their capacity to read independently of their literacy.

The students' level of critical reading comprehension surpassed the initial expectations, considering their age and schooling level. They demonstrated the ability read and understand at complex levels, giving personal interpretations based on their experiences and knowledge. This shows that critical comprehension is not exclusive to proficient readers. Also, there was a noticeable improvement in overall reading comprehension during the intervention. As classes went by, students' interpretation skills were evident in their participation and interest. By the end, students could effectively read children's books using literal, inferential, and critical reading, showing that consistent inclusion of reading in academic plans can develop reading comprehension abilities. This progress within a few intervention sessions suggests that long term use of these activities could significantly enhance students' comprehension skills.

Regarding the use of Guided Reading as a pedagogical strategy, it was found that it is very effective in improving students' reading comprehension skills, offering visible results in a short time and fostering reading through enjoyment, entertainment, and group collaboration,

making reading comfortable and enjoyable for them. Additionally, guided reading proved to be an efficient tool for foreign language vocabulary learning by introducing vocabulary within the context of children's stories and using prosodic resources and group interaction, making students recall and understand key words, helping vocabulary retention and comprehension. From a motivational view, Guided Reading offers students a structure to read through its three phases: pre-reading, reading, and post-reading. This fosters good reading habits and promotes confidence by teaching students how to effectively read both in and out of the classroom. Also, motivation plays a huge role in the success of Guided Reading. During the intervention, students' attitudes towards reading and the class were more influential than their prior knowledge or language skills.

Lastly, three key components of Guided Reading had impact on its development. First, reading aloud, by giving students a sense of security and connection to the text, it helped comprehension across all levels and served as a motivator. Second, teamwork played a huge role, showing positive results when students collaborated in group activities, enhancing comprehension and motivation. Despite their initial unfamiliarity with group work, students enjoyed the supportive environment created. Last, the choosing of reading material was essential, based in the appropriate content for students' needs and schooling level. Multimodal texts, such as illustrated and picture books, were very effective for students with different literacy levels, supporting comprehension through visuals and text.

IMPLICATIONS

Regarding the implications of this research, it is important to mention that this pedagogical intervention has set a precedent for the institution regarding the inclusion of reading as a learning strategy beyond the Spanish class. Reading comprehension skills are vital for the

academic development of students, and therefore, their development should be a priority in the curriculum, with their inclusion in all subjects being a must. From the perspective of the foreign language class, it has been evidenced that the inclusion of Guided reading and different types of material can facilitate vocabulary acquisition in students, which differs from some methods used in the institution that come from more traditional views on foreign language teaching. This demonstrates that regarding English teaching at the institution, there are aspects to improve, since the inclusion of less traditional pedagogical methodologies, such as guided reading, can achieve good results in foreign language learning in students in a more natural and entertaining way than traditional classes focused on grammar and memorization of linguistic elements.

For the pre-service teacher-researcher, this has been an invaluable experience, not only in terms of disciplinary learning but also in terms of the teaching experience itself. It is about understanding the responsibility that a teacher has as a guide and companion in the students' learning process, and the impact that actions and attitude in the classroom have on the students' mood. Also, the importance of reflecting on the material selected for the classes and the need to record all the information that appears during the research, even the details that do not seem as important, as their significance becomes more evident during analysis, especially concerning the small actions in the classroom. Finally, for the students, a seed of curiosity has been planted regarding reading, books, and learning English through them, which was evident in their comments and opinions regarding the pedagogical proposal and its implementation.

LIMITATIONS

Regarding the limitations of this project, one of the most evident was the time restrictions. Initially, eight intervention sessions were planned, but only four could be applied due to the Institution's limited flexibility with class schedules. This happened because the

students are always involved in too many extracurricular activities that affect classes, thereby affecting the curricular development of subjects and consequently leaving less time for the pre-service teacher to carry out the pedagogical projects. This made the intervention of the practice coordinator responsible necessary, to open the space for the intervention, with the initially planned sessions being reduced by half.

Also, other factors that limited the development of this intervention were the resources and space. It was not possible to use the library or the books within it, nor the music room for playing videos or developing multimodal readings. This led to all activities being completed in the same classroom that the girls use daily. Additionally, the construction of the "Reading corner" mural was not feasible easily because the use of the classroom walls was not permitted; they were already occupied with other materials chosen and printed by the teachers to make the classroom "look prettier". Also, a factor that affected the proposal's development was the constant intervention of the Spanish teacher, who insisted on involving herself in the students' foreign language learning (despite not being responsible for this area). She frequently interrupted the pedagogical intervention classes to employ traditional English teaching techniques, which at times affected the students' disposition and general mood in the class.

FUTHER RESEARCH

This research focused on English learning through reading, demonstrating results from the implementation of Guided Reading as the primary methodology. However, due to the students' literacy restrictions, it was exclusively conducted orally. Nevertheless, this approach can be varied to enhance different skills, such as individual reading, writing in English, argumentation, and discussion of literature, as well as communicative skills in the foreign language (listening, speaking, writing, etc.). This opens a whole range of possible approaches

that can be explored using the same Guided Reading methodology to examine their results and implications. Furthermore, this research only used one type of text, children's books; this also suggests the possibility of incorporating different literary genres according to the students' reading skills complexity and educational level. Also, it opens a space for different types of reading materials, including multimodal and contemporary literature.

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ANNEXES

Annex 1 Field Diary

Field note #: 1 – Intervención	Place: Colegio Magdalena Ortega de Nariño-	Date: 03-11- 2024
Observer:		Class: English
Topic: Women Day – Reading of “Beautiful” by Stacy McAnulty.	Objective(s): • To practice the Guided reading methodology to approach McAnulty’s book. • To read the book and discuss its meaning approaching the first level of reading comprehension (literal and inferential). • To practice listening comprehension in English. • To review vocabulary related to girls and the stereotypes around them.	
Description (Include an analytical description of everything you observed. For instance: activities carried out, materials used, behaviors shown, attitudes towards learning/teaching processes, etc.) • The class started as planned by organizing the classroom, I notice that the groups was significantly bigger than before due to the arrival of more girls for the new year, it was evident that the students were a bit disorganized because they just arrived from their break, so it was a bit difficult to calm them down and get them to listen to the teacher instructions. • After the classroom was correctly set up in the “U” shape, the girls started to get distracted and to talk with their classmates, as the group was bigger it was complicated to keep the students’ attention during the class. • For the pre-reading stage the idea was to show the students the book and make some assumptions about its content, however, the book could not be shared with the students in the TV because there was no HDMI wire, and the teacher had to show the book in the laptop and as it was smaller than the TV it took more time for the teacher to share the image with the students and it cause other girls to be distracted meanwhile the teacher was passing by showing the images. The girls were able to understand the concept of Stereotype, but they had difficulties noticing the negative perception involved in the stereotypes, nevertheless the students gave examples of stereotypes successfully and they copied the vocabulary in their notebooks for future activities without any problem.	Comments (Write a reflection/interpretation of what you observed. Include strenghts/flaws, etc.) • The idea of having the classroom organized as a round table is pretty good and it helps girls to interact during the class and the teacher to have a better visual of the group, however as the group grew bigger, it very hard to control and keep the girls attentive in the activity, especially when they are not moving or drawing, what makes difficult to continue using the same organization, at least for the warm up or pre reading stage. • Again, it is necessary to consider what is the best organization option to keep the students attentive and to prevent them from getting easily distracted by talking or playing with their partners. • The pre reading part was surprisingly successful as the girls had more knowledge than expected about the stereotypes around girls, but they still don’t have the ability to identify the positive or negative connotation of stereotypes in a real context. • Here was a big issue in regards to the material because as the wire was not available, showing the book in digital version to the girls was really hard and took too much time because they wanted to see the images repeatedly and for a long time to see all the details of them, however that was not possible because meanwhile some of the girls were looking at the book in the teacher’s laptop, the other girls got bored and started playing or talking. The best option is to bring an extra HDMI in case the one that belongs to the classroom is not available, in that way the book can be shown to all the students at the same time and in that way avoid the unnecessary distraction and waste of time. • The girls are really used to copy everything in their notebooks, that is not necessarily something that they need for their English learning process yet however the suggestion of the main teacher was to let them copy the vocabulary in their notebooks, in that way, parents can see a prove or evidence of the English class they are having. • As expected, the pictures book is a great tool to work with children, they really like to check on the images and pick up details, they make a lot of assumptions about them, even to the point of creating short stories or scenarios around them, like making up situations or possible reasons for the actions represented in the pictures, that was the students favorite part during the reading, they also liked to be asked questions about the images and also the students proposed proactively examples of similar situations to the ones shown in the book and their opinions on them. However, the students cannot connect the images with the story at all, except for Charlotte and Mariana, the rest just make their own	

- During the first reading, the teacher had to ask the students to come closer because of the issue with the TV, as the girls were sitting on the floor all together they were easily distracted talking with their pairs, for that reason the reading took longer than expected and 6 girls stated they were tired on the floor and requested permission to return to their chairs what cause them to start drawing and playing with paper, at the end these girls missed the reading and the book activity. - The girls enjoyed the book very much, its images and playful content. - The reading activity was useful to determine the reading comprehension level of the girls and their ability to make inferences based on the book images. - The time was enough to complete the activity even with the delays caused by the technical difficulties. - It was evident that girls were extremely active that day, what caused issues in terms of concentration for the activity development. - In the group they were two students that evidently had advances in their foreign learning process (Mariana and Charlotte), they were eager to participate in class and also recognized some of the vocabulary shown in the book. - They were three students that tried to sabotage the class by mocking the teacher and their classmates during the reading activity, they distracted the group by talking out loud meanwhile the teacher was reading, it was necessary to stop the reading a couple times to bring them to the front, in an attempt to help them stay focused on the reading but it was useless, at the end around five or six students abandoned the reading space and started playing or drawing instead of reading - The Spanish teacher was in the classroom due to some chores she had to complete and interrupted the class around three or four times to scold the students and ask them to keep quiet in order to continue with the class.	interpretations of the images and make up a story, the inability for the students to read the written code seems to be a big issue. It seems to be that on Monday girls are particularly active, so it is necessary to implement active pauses that make them move during the class to restart their attention spans and facilitate the class. - It is very difficult to deal with undisciplined students that want to sabotage the activities, but for future classes I will have them as monitors, giving them small responsibilities and chores to keep them active during the class and in that way prevent them to have the space to distract others and affect the development of the class. - Also, I will take advantage of the students that seems to have a better English level to help with their classmates in that way they can stay motivated and also, I will have a couple more hands to enhance the class environment and disposition. - In conclusion, the activity was successfully carried out however, there are a lot on details that need to be taken care of to improve the results and the learning process of the students, I will include active pauses, and short games to take advantage of the students' energy. I will also be careful with the material we need for the class development to avoid issues like the one with the TV in future sessions.
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Annex 2 Diagnosis test A

Pregunta	Respuesta
¿Cuál es tu nombre?	L C
¿Cuántos años tienes?	6 años
¿En qué curso estás?	

¿Sabes leer y escribir?	Si
¿Lees y escribes en tu casa o solo en el colegio?	Las dos, pero solo para tareas
¿Te gusta la clase de inglés?	Si
¿Qué palabras conoces en inglés ?	Good morning, Good bye, yellow, red, blue, dog
¿Qué es lo que más sueles leer?	Me gusta todo
¿Prefieres leer sola o acompañada?	Me gusta mas leer sola porque los niños me hacen preguntas y yo no les quiero responder
¿Prefieres libros con muchas imágenes o sin ellas?	Con mucha imágenes
¿Cuál es tu libro o cuento favorito?	Caperucita roja y la bella durmiente

Annex 3 Interview formats

EG	Pregunta2	Respuesta
1	¿Cuál es tu nombre?	
2	¿Qué edad tienes?	
3	¿Recuerdas cuantos libros trabajamos?	
4	¿Te gustaron los libros? ¿Cuál fue tu favorito?	
5	¿Qué te gusto de los libros?	
6	¿Te gustó cómo leímos en la clase? ¿Cuál fue tu lectura favorita?	
7	¿Te gusta más leer del libro, del televisor o en video?	
8	¿Te gusta que leamos sentadas en el suelo o cada una en su puesto?	
9	¿Recuerdas los pasos para leer? ¿Cuáles eran?	
10	¿Te gustó más hacer tus dibujos sola o hacer el poster con las compañeras?	
11	¿Qué crees que se puede mejorar de la clase de inglés y las lecturas?	
12	¿Crees que aprendiste ingles con los libros que trabajamos?	
13	¿Como te sentiste en la clase de inglés?	
14	¿Cuál fue tu parte favorita y tu menos favorita de la clase?	

GI	Pregunta2	Respuesta
1	¿Cuál es su nombre?	
2	¿Ha visto algun avance o progreso en las habilidades lectoras de las estudiantes?	
3	¿Ha visto algun avance en el area de lengua extranjera en las estudiantes?	
4	¿En que nivel el de comprension lectora cree usted que las estudiantes están? ¿Por qué?	
5	¿Cual es su opinion sobre la metodologia de lectura trabajada en las clases?	
6	¿Ha visto usted algun cambio en la motivacion de las estudiantes frente a la lectura y la clase de ingles?	
7	¿Tiene usted alguna observacion sobre la maestr en formacion y su labor como docente?	

Annex 4 Informed Consent.

**Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de humanidades, Departamento de lenguas.		
Título del proyecto de investigación	Reading together: A guided reading strategy for English learning through reading comprehension. (Leyendo juntos: Una estrategia de lectura guiada para el aprendizaje del inglés a través de la comprensión lectora).		
Descripción breve y clara de la investigación	Esta investigación busca emplear la lectura guiada, desde una estrategia de lectura en voz alta, con el fin de reforzar en las estudiantes habilidades de comprensión lectora en lengua extranjera (inglés) y así mismo, el aprendizaje de vocabulario y estructuras propias de la lengua extranjera en contexto. A través de esta estrategia se realizarán actividades semanales que demuestren el avance de las estudiantes en ambas habilidades, el producto de este proyecto será un espacio en el salón denominado “Reading corner”, en donde las estudiantes plasmarán los resultados de sus actividades semanales.		
Descripción de los posibles riesgos de participar en la investigación	Los posibles riesgos de participar en esta investigación incluyen el uso de material audio visual del desarrollo de las clases que se deba grabar y en el que aparezcan las estudiantes, esto incluye material de audio y video, así como información de las estudiantes incluyendo, nombre, edad, e información relacionada con su desempeño en el área de lengua extranjera.		
Descripción de los posibles beneficios de participar en la investigación.	Los posibles beneficios de participar en esta investigación incluyen una mejora en las habilidades comunicativas en lengua extranjera y materna, así como el aprendizaje de vocabulario en inglés y el aumento de habilidades de comprensión lectora y comprensión global de relatos en ambas lenguas.		
Datos generales del investigador principal	Nombre(s) y Apellido(s):		
	N° de Identificación:	Teléfono:	3213895586
	Correo electrónico:		
	Dirección:		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: _____ Tipo de Identificación _____ N° _____

- Autorizo expresamente su participación en este proyecto y **Declaro que:**
1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
 2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
 3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.

4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: _____
Nº Identificación: _____ Fecha: _____

Firma del Testigo:

Nombre del testigo: _____
Nº de identificación: _____
Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos el menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: _____
Nº Identificación: _____
Fecha: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Annex 5 Diagnosis test B

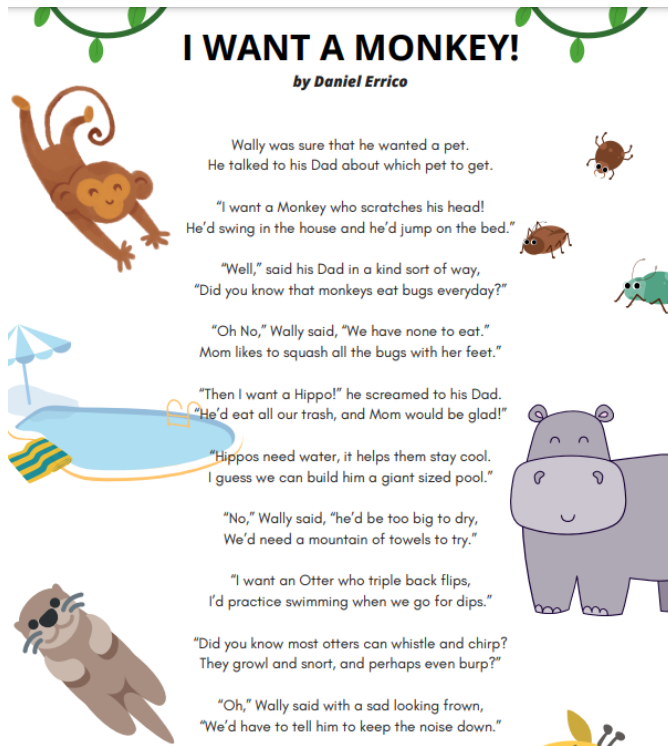


Universidad Pedagógica Nacional
Licenciatura en español y Lenguas extranjeras
Trabajo de grado – Formato prueba diagnóstica
Ligia Marcela Ayala Patoa

iDespués de la lectura del cuento "I want a monkey!" vamos a responder estas preguntas:

1. Please write your name and age:

2. Can you tell what was the story about? Use words, pictures, or your voice to express yourself.
3. How many characters can you remember from the story? You can draw them or write their names.
4. Can you remember some words from the story? Write them below.
5. Was the story a happy one or a sad one. Explain why.
6. Can you tell some of the actions that animals in the story did. Draw or write them.
7. Did you like the story? Why?



Annex 6 Evaluation rubric.

CATEGORY / CRITERIA	POOR	NEEDS IMPROVEMENT	FAIR	GOOD	EXCELLENT
READING COMPREHENSION	Lack of comprehension of the text, only shows interest in the images and does not relate them in any way to the text or the main ideas and meaning of the story.	Partial comprehension of the book, only focuses on the text or pictures separately and do not comprehend the main ideas and general sense of the text.	Fair comprehension of the book (text and pictures), main ideas and general sense of the text.	Good comprehension of the book (text and pictures), understanding of the main ideas and the sense of the text. Accomplish literal reading comprehension level.	Very good overall comprehension of the book in general (text and pictures), understanding of the main ideas and the sense of the text. Accomplish literal reading comprehension level and successfully make inferences about the text and the images.
ORAL EXPRESSION/ENGLISH USAGE	Lack of oral expression in both languages, only communicates in spanish and cannot recall vocabulary from the book. Evident difficulties with pronunciation and intonation even receiving help.	Partial oral expression of ideas, mostly communicates in spanish, require constant help from teacher to recall new vocabulary from the book. Evident difficulties with pronunciation and intonation	Fair oral expression of ideas in both languages, use some of the new words found in the book and recognizes its meaning. Evident difficulties with pronunciation and intonation.	Good oral expression of ideas in both languages (english and spanish), use correctly new words found in the book and recognizes its meaning and equivalent in their mother tongue. Struggles a bit with pronunciation and intonation.	Very good oral expression of ideas in both languages (english and spanish), use correctly new words found in the book and recognizes its meaning and equivalent in their mother tongue. Good pronunciation and intonation.
PARTICIPATION	Lack of participation in class, the student hardly ever raise their hand or shows interest to participate, seems distracted when another student is participating, does not make contributions to the class even if they are asked to do it.	Partial participation in class, the student rarely raise their hand or shows interest to participate, and only upon the teacher's request makes contributions to the class about the topic they were specifically asked.	Fair participation in class, the student often raise their hand to participate, occasionally interrupts other's turn to speak and makes contributions related to the class in general.	Active participation in class, the student usually raise their hand to participate, respect other's turn and makes interesting and constructive contributions related to the activity and the class in general.	Very active participation in class, the student always raise their hand to participate, respect other's turn and makes interesting and constructive contributions related to the activity and the class in general.
DISPOSITION	The student is not motivated and show complete disinterest towards the class, they get distracted and distract others during the activity. Student do not listen nor follow instructions.	The student is barely motivated and shows indifference towards the class, they often get distracted during the activity. Difficulties to listen and follow instructions are evident	The student is rather motivated and shows good disposition towards the class, they seem interested but sometimes get distracted during the activity. Often listen and follow	The student is mostly motivated and shows good disposition towards the class, they seem interested and hardly get distracted during the activity. Usually listen and follow	The student is extremely motivated and shows a very good disposition towards the class, is interested and immerse in the reading staying focused during the activity. Always listen and follow