

Running head: READING COMPREHENSION THROUGH CALL

Reading comprehension skills development through the implementation of CALL

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## AFFIDAVIT

We Emelina Rosa Jiménez Rojano and Mariam Mildreth Madrith Torres, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.



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*To my dad and my brother, you were not presencially here, but I could feel your company in every word I typed.*

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**ABSTRACT**

Reading comprehension development is one the most important issues Colombian teachers must devote their efforts as it guarantees not just students' language acquisition but also, their learning process in general. Reading comprehension then, implies a number of strategies that are required to be developed inside the classrooms and used outside them. For this particular study, we sought to improve students' reading comprehension through the use of different reading strategies and through CALL (Computer Assisted Language Learning) Approach. This pedagogical innovation was implemented for fifth grade students at Santa Fe School in Valledupar. Data for this study were collected from questionnaire, an interview and some class observations. With the gathered information, we planned and designed the implementation of a syllabus based on reading, reading strategies, online activities used in some reading platforms provided by the school.

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## **Reading comprehension skills development through the implementation of CALL**

### **1. Introduction**

This paper will explore the impact of some reading strategies students can use in order to improve their reading comprehension skills through the use of an online platform. This research has been conducted with a group of 21 students: eleven (10) boys and fifteen (11) girls from fifth grade (5-B) at Santa Fe school.

The reading comprehension process is considered an issue of relevant interest not only for Santa Fe school's teachers, but also because of the National educational policies. Due to the globalization process worldwide, student reading comprehension becomes an issue of major interest as they must be ready for the competitive market. Thus, students need to develop their reading skills for the fulfillment of the national standards, as well as using technology as part of digital tools everybody is in touch with.

#### **1.1. Background of the study.**

In Colombia, during the last two decades, there has been a high level of interest in the Program of bilingualism and bilingual education in general, due to the explicit recognition in Colombia's Political Constitution (1991) as a multilingual and pluri-cultural nation, and thanks to the policy of economic openness. More recently, the National Bilingualism Program (2004-2019) has directly focused the attention of educational authorities, teachers, managers, parents and researchers on Bilingualism and bilingual education at national level.

Therefore, this paper focuses on the strategies and activities that students can use while they read and develop a better and more effective reading comprehension. The students are encouraged to make inferences regarding texts made with a view to increasing their knowledge



and reasoning (Armbruster, 1988). It is important for the students to read, especially in English because it is going to open their minds to the world.

It is relevant to consider that in the 21st century, the preponderant format of reading has been digital. This type of format has changed the way in which some types of text are produced (Messages, web forums, blogs, and online comments), but it is important that students identify different strategies to make reading a good habit.

For these reasons and after analyzing the importance of reading texts in fifth grade we decided to research the different strategies that teachers can use to encourage students to read in English. This study was needed because when these students transition to secondary school, they have to be prepared to comprehend different types of texts, both from external tests, such as ICFES and TOEFL, and internal tests developed by the school while they enjoy reading a lot and get an excellent background, and also because they are going to be exposed to native English - speakers as well as people with different nationalities that speak English.

The internationalization of education and jobs requires that primary and secondary schools equip young people to become competent at communicating in English, in keeping with this notion, schools have included this second language in their curriculum, comprising different skills, in which reading comprehension is taken to be an integral part of learning English as a second language. Taking this into account, in 2008, Santa Fe school began the implementation of a bilingual English-Spanish curriculum from transition to eleventh grade that seeks to guarantee our students' reading comprehension development.

## **1.2. Organization of the thesis.**

In general terms, the first chapter covers the presentation of this work as well as a brief description of the background of our study.

Chapter number two introduces the rationale for this study. It contains the description our particular issue to be studied. Also, it describes the general characteristics of the context.

In chapter three we introduced the methodology approaches, instruments and techniques considered and chose to carry out the research process.

Chapter four, covers the conceptual theories relevant for the analysis of the issue found in our context. A description of the theories with their authors is covered to establish a deep insight of the problem to design a focused innovation.

In chapter five, the proposal for the pedagogical innovation is introduced based on the considerations resulted from the previous sections of the paper.

Chapter six presents the piloting process carried out after designing the six lesson plans for the innovation. It contains a description and a reflection of the implementation and of the process as a whole.

Finally, chapter seven covers our final analysis, based on both the results obtained from implementation, their implications and our whole experience as researchers.

## **2. Rationale**

Santa Fe School students are encouraged to strenghten their reading skills as part of our National Bilingual Project, not only as part of the subject itself, but also, because the school exposes the students to such a program that is established and developed by the school, in which the students who graduate from fifth (5th) grade should have achieved at least the A2 level and, the ones from eleventh (11th) should have B1 or B2 level, according to the CEFR Levels.

According to Fonseca and Truscott (2011) the levels of Bilingualism in Colombia include the International Bilingual schools, National bilingual school and the schools with a program of foreign language intensification. The National Ministry of Education (MEN) has established these categories considering private schools characteristics.

As Fonseca and Truscott (2011) described in their investigation that a national bilingual school is the one where there is a high contact of the schedule with the foreign language (more than 50%). This characteristic is also evidenced at Santa Fe School, as our students are exposed to 38 hours per week of English subjects, this is a total of 23 hours and 30 minutes in the schedule.

There is also, based on the same authors (2011), schools which required that their students should pass an international test of the foreign language when ending high school. Another characteristic found at Santa Fe School as students take the TOEFL junior which is an international test.

On the other hand, the resolutions given to Santa Fe school as national bilingual school are composed by the following: N° 0298- November 21-2011 and N° 000217- November 1st-2016, the last resolution was given to the school as part of the national bilingual process with no limited date.

This program includes the TOEFL test and five subjects to complete a total of 24 hours in a week. The relevance of the reading skill and the comprehension of what is read from part of the four main skills that must be developed by learners in order to achieve the objectives proposed for each grade.

In this order, the Ministry of Education has also set up Basic Learning Rights (DBA- Derechos Básicos de aprendizaje) which are part of the program established in the National

Bilingual Project. In its agenda it is considered pertinent to provide this document for all the schools in order to support the development of the template of each institution based on the Basic Competence Standards that identify the key knowledge and skills that should be developed and acknowledge from preschool to 11th grade.

According to Basic Learning Rights of English (2016), 5th graders should “understand the main idea and supporting details in a short, simple, informative text about topics that are familiar or of personal interest.” (p. 24) the first part of this item points to the importance of understanding details in texts as part of the development of their English skills. In our context it is common to notice that accomplishing some objectives can be challenging, especially because pupils get bored with reading, since some of the texts that are used in class might not capture and hold their interest.

For the purpose of this study we also decided to focus on Social studies texts as tutors have the task to implicate the learners in the comprehension, providing details, explaining, and having a discussion about this type of text. As Swales (1990) defines “A genre comprises a class of communicative events, which share some set of communicative purposes. These purposes are recognized by the expert members of the discourse community, and thereby constitute the rationale for the genre” (p. 58). In Social Studies, students and teachers have the opportunity to work with different genres that include texts related to biographies, history, narrative, speech among others.

### **2.1. Context.**

Santa Fe school is a private school, located in Valledupar, the capital city of the department of Cesar. It has a population of 950 female and male students, the school has three different sections; pre-school, primary, and high school. It also has two libraries, and two computers' laboratories; one for high school and one for primary.

The school has comfortable classrooms with air conditioning system, fans, computers and video beams in each one, comfortable chairs, and a playground to play and rest during the break.

Currently, there are 30 English teachers in both sections (19 in Primary and 11 in high school). The majority of them have graduated from the university; two of them are doing their masters degrees in English language teaching; one is in primary, and the other one is the coordinator in high school. Ten of them have taken diploma courses in education, and they have all done the English proficiency test. In addition to that, five teachers have lived abroad, in English - speaking countries. Furthermore, teachers receive different orientation from experts, provided by the school in an attempt to improve teaching strategies in order to use them in the development of their class.

There are two English coordinators, one for each elementary and one for secondary. Among their functions, they contribute to improving the different activities developed all year long, leading and promoting internal and external tests (TOEFL), events such as spelling bee, INTERFEST and the Holiday's show, in which all the students have the opportunity to participate. The coordinators are also in charge of checking the information the teachers have,

such as lesson plans, workshop, evaluation, etcetera, of each teacher in order to provide a feedback.

On the other hand, as part of the implementation of new strategies the school has included native' teachers, one for each section. They are from Jamaica and they share their knowledge of the language with the students as well as the teachers. They help the teachers with different activities.

The students are oriented in different subjects in English, such as Religion, Ethics & Values, Social Studies, Science, Art and Culture, as well as English. The school is completely committed to encouraging the students and teachers to follow a Christian orientation but teaching students to respect other beliefs. The school day starts with an English teacher who is given in advance notice to prepare activities for the students. The students are called to participate by talking about the topic, praying, and worshipping God. These activities take around 30 minutes per day, it is the way the school develops Ethics and Values.

As it was mentioned before, the students receive 23 hours 30 minutes of English per week. The syllabus is designed in order to supply the students' needs and to meet the school's aims. In addition, the school requests that the teachers design the Religion and Social Studies books which are improved every year with a great variety of topics and activities. The chart below shows the hours that students are exposed to English, the extracurricular activities are not included.

Grade Level of the language		Hours			
		Minimum	Total at the end of the year	Maximum	Total at the end of the year
<b>Transition</b>	Preparatory A1	1x36= 36 annual hours	36	2x36= 72 annual hours	72
<b>First grade</b>	Preparatory Pre- A1	1x36= 36 annual hours	72	2x36= 72 annual hours	144
<b>Second grade</b>	Preparatory Pre- A1	1x36= 36 annual hours	108	2x36= 72 annual hours	216
<b>Third grade</b>	Preparatory Pre- A1	1x36= 36 annual hours	144	2x36= 72 annual hours	288
<b>Fourth grade</b>	Beginner A1.1	1x36= 36 annual hours	180	2x36= 72 annual hours	360
<b>Fifth grade</b>	Beginner A1.1	1x36= 36 annual hours	216	2x36= 72 annual hours	432

Table 1. Annual hours suggeste by National Governement.

Subject	Hours per week	Annual hours
<b>English</b>	4 hrs.	120
<b>Arts and Culture</b>	4 hrs.	120
<b>Social Studies</b>	6 hrs.	190
<b>Science</b>	6 hrs.	190
<b>Religion</b>	2 hrs.	60
<b>Ethics and Values</b>	1hr 30 min	30
<b>Total</b>	23 hrs. 30 min	710

Table 2, English subejects and time in Santa Fe School.

Since 2016 the school has had a solid Bilingual project with the support of a number of national and international professionals who speak English. This project was implemented to ensure that 11th graders achieve at least a B1 or B2 level. The students graduate get their certification and their English proficiency in international tests such as: Cambridge and TOEFL. TOEFL exams are carried out to find out the needs of both the students and the community and are also applied to improve the student's competence in English and thus to ensure that grade 11 students pass these tests with B1 or B2. In summary, the school has all the experience, infrastructure, resources and logistics necessary for indefinite approval for the Santa Fe School as a National Academic Bilingual Institution.

In the process of improving our bilingual program, the school has offered a set of platforms that allow students and teachers to include new technologies. These platforms as part of the second language acquisition play a crucial role as sources of knowledge, information, vocabulary learning and technological development. The following is a brief explanation of the above mentioned platforms.

### **2.1.1 *MyOn, Santillana and Pleno platforms:***

MyOn is an English platform where the students can find a lot of books for reading online and offline. It is divided into different genres such as comics, novels, fiction, non-fiction, arts, and etcetera. On this platform, the teacher can assign reading projects, quizzes, lexile exams, reading tasks, graphic organizer tasks, about the books read and at the same time they can observe if the students are reading, the lexile levels of the students reading, the lexile level of the books, what the students are reading. Also the students can access to MyON whenever they want to.

On this platform the teacher can set goals that will help them to quickly determine if a student needs additional attention or if they are at risk of improving their reading skills. Once set, the goals will appear on MyOn reports to provide new insights into how the students are performing.

Beside this, they have a library where they can go and take the books home and read them, those books are classified into different sections too, to help the students to find what they want to read, also, they have books with their bilingual kits to read, and is important to say that all books and resources mentioned before are in English.

The Santillana compartir platform is used for teachers and students from Santa Fe school to interact with each other; the students can use their textbooks from Santillana compartir,



download the activities and workshop uploaded by teachers, also, teachers can create interactive blogs and quizzes for the students.

Pleno's platform is used through Santillana compartir, its purpose is to generate digital and interactive assessments and deliver quality reports, for teachers and for students and parents, it also has; bank of multiple response items as support for the teaching process; an online tests to evaluate the knowledge corresponding to each area of knowledge; a wide variety of pedagogical reports of great value for the management of learning in the classroom, and teachers can also plan an evaluation for the entire course, or select the students they want doing it.

All these elements and the constant improvement in the school, plus all the years of experiences have marked the path to achieve and look for the new challenges. Two years ago the school has harvested its crop in the educational field, it reached the certification of ISO quality by ICONTEC. Whereas it's academic and administrative processes are reviewed each year by internal and external audits performed by auditors assigned by ICONTEC.

Upon the English teaching and establishment of the MEN, Santa Fe School has built a solid base in relation to the English program, as well as the characteristics of the national bilingual schools that have been settled in order to classify the schools according to the time that students are exposed to the foreign language. Therefore this study, also focus on today's technologies, especially such as the online platforms that are offered to the students in order to approach them to the second language and improve skills such as reading comprehension, which is our main concern.

### 3. Research Methodology

For this study we searched for the different paradigms and beliefs related to research in education, which helped us to follow one belief in order to set bases for the research and our proposal. The different research paradigms that we have read about included: positivism, constructivism, interpretivism, neopositivism, and pragmatism.

Positivism includes some authors such as Francis Bacon, Aristotle, and John Locke, this paradigm uses the natural description of experience, according to O'Leary (2004) "through observation and measurement in order to predict and control forces that surround us." (p.5) It is important to describe environmental situations that can be predicted for the research, in this way it can be controlled.

Meanwhile Constructivism bases its principles upon the notion that "reality is socially constructed" (Mertens, 2005, p.12) humans build their own realities through the different experiences acquired by other human beings. That therefore sets the foundation in order to understand the experiences of humans, as well as the research that uses this paradigm mixing both methods qualitative and quantitative.

On the other hand, neo-positivism as explained by Ling P and Ling L (2016) "A researcher using a neo-positivist approach would have a view that there is a reality to be explored but how close we come as researchers to uncovering that reality will be tempered by such things as our limited capacity to apprehend the truth" (p.29) hence this approach may use the experience to show a new reality that is new or has not been discovered by the individuals.

Therefore, the Pragmatic method aims to solve problems and change the reality through the use of the scientific method as Mertens (2005) explains the thought of Sanders Peirce,

James, Dewey, Herbert Mead, and Bentley who "rejected the scientific notion that social inquiry was able to access the 'truth' about the real world solely by virtue of a single scientific method" the researcher that uses this method leads one single scientific method, which in a lonely work finds the reality of the world.

The following chart gave us a clear idea of qualitative and quantitative research methods, in order to decide a direction for our study.

Qualitative research	Quantitative research
Uses words Concerned with meanings Induces hypotheses from data Case studies	Uses numbers Concerned with behaviour Begins with hypotheses Generalisations

Table 3. Source: adapted from Hammersley, 1992

As an important part of the qualitative research that lights up the basis of this paper, we want to analyze a phenomenon that we observed in a group of students. For this reason, we decided to come up with Silverman, 2011 that proposed following characteristics that describe our choice:

1. Often begins with a single case, chosen because of its convenience or interest
2. Often studies phenomena in the contexts in which they arise through observation and/or recording or the analysis of printed and internet material.
3. Hypotheses are often generated from the analysis rather than stated at the outset.

(p. 6)

Therefore our study is focused on the Qualitative research which works with non-numerical data and obtains the information from interviews, diaries, and observation. As Murray Thomas (2003) posits “Qualitative methods involve a research describing *kinds* of characteristics

of people and events without comparing events in terms of measurements or amounts” (p.1). As we detected some issues of reading comprehension, we decided to approach our study in strategies in reading comprehension which will be covered later in this paper.

The following chart shows a brief description of the insights about the paradigms, type of questions, methods, participants, and type of results related to the qualitative research.

<b>Strategy (paradigm)</b>	<b>Type of research question</b>	<b>Methods</b>	<b>Participants/informants</b>	<b>Type of results</b>
Phenomenology	What is the meaning of this phenomenon?	In-depth interviews, written anecdotes, philosophy, poetry or art.	A few identified people, the use of art, poetry, etc.	Reflective description of experience: “what it felt like to...”
Ethnography (cultural anthropology)	What is the nature of this phenomenon?	Participant observation, unstructured interviews, documents, photograph	Participant and observers of participants	Description of day-to-day events
Grounded theory	What are the interactions or processes going on here?	Taped interviews, participant observation, focus groups, diaries	Key people who play specific roles	Theory development with respect to social and psychological process
Ethnoscience (semiotics)	What are the different types present here?	Observation, audio tape recording, videotape recording, field notes	People who observe the setting daily	Taxonomy, codes, explanations of types

Ethology (behavioural anthropology)	What are the behaviours happening here?	observations, interviews, photography	People who participate in a certain type of behaviour	Description of behavioural patterns
Case study	N/A	Surveys, may be descriptive or explanatory	Persons, events, decisions, periods, projects, policies, institutions, or other systems t	May be descriptive or explanatory

Table 4. Adapted from Morse, Designing funded qualitative research. In Denzin, Lincoln, editors. Handbook of qualitative research. 1994

After reading and identifying the paradigms, we decided that an ethnographic design is more appropriate for our particular study, as we would obtain a daily observation and description related to the participants, analyze the problem and design a solution taking into account the tools for teaching practices that are provided by the school and the literature of different authors.

The ethnographic design, according to Agar (1986) involves “encountering alien worlds and making sense of them” (p. 12). For this reason, the description of a particular world varies and makes sense to each other while we observe in detail, document and analyze the phenomenon. This type of research collects the data by participant observation and interviews. One important characteristic of this research is that the researchers become part of the society or group being studied, they learn about the culture, lifestyle and particular daily life behavior in order to understand them.

Reading comprehension strategies for students let us consider this as a way to build new knowledge, because we are going to expose them to a new information in order to accomplish the reading comprehension goals established by the national government, in this order O'Dwyer

and Bernauer (2013) stated that “Qualitative research assumes that learning about multiple realities and multiple perspectives implies that the researcher and the participant co-construct knowledge” (p.27) as it is mentioned in this quote the knowledge is a part of the process of the research and both the students and the researcher are involved in this process, which is not “static” as they mentioned it is the consequence of their endeavor during the process.

### **3.1 Needs analysis.**

The need analysis is the first step to start a research, with it we can identify what the learners know in the moment and what they need to learn or develop, or in this specific case this paper is going to be applied the following instruments, observation of a teacher, questionnaire for students, and an interview for the English coordinator.

### **3.2 Data collection process.**

To collect the data for this paper we designed three instruments taking into account the theories proposed by different authors. The choices are explained in the following paragraphs: First, as we decided to observe Social Studies classes, we also designed a questionnaire for the students, and finally, an interview for the English coordinator of the elementary section.

The first step was the observation of the Social Studies class, as Wragg (2002) “Classrooms are exceptionally busy places, so observers need to be on their toes. Every day in classrooms around the world billions of events take place” (p. 2) it means that there are different situations in the classroom which observers can obtain information. Therefore, as mentioned by Wragg (2002) “it attempts to address the problem that most of us find with observing in a classroom” (p.10) this instrument was used with the purpose of disclosing the reading

comprehension and the way students approach texts by the use of reading comprehension strategies.

Thus, asking the students some questions after the observation is relevant and important as Wragg (2002) posits that “an observer might make notes about an event and then interview the participants afterwards, asking questions” (p.12).

There are three methods that are mentioned in this book that an observer can employ in order to record an observation among them are taking a written account, video cassette, sound cassette and transcript. Our choice was accurate for this research because it provided us the opportunity to take notes and registered a complete idea of the lesson development as is mentioned by Wragg (2002) “Immediate and fresh account available; economic use of time; account can be available for discussion immediately after the lesson; full picture of events available to observer at time of observation” (p.17)

The classes of the Social Studies’ teacher were observed, this is a content subject with a teacher who has 5 years of experience. We were led to use this class for observation purposes because of the experience of the teacher in this subject, as well as the fact that this subject contains reading texts about History, Geography, and Science. The purpose of this observation was to identify how the teachers put the reading activities into practice, if the students participated or not, and what kind of activities were developed and how the students reacted to the reading. This observation was divided into three main aspects, the methodology used by the teacher, the activities, and the resources employed during the development of the class.

During the observations it was evidenced that students are exposed to different readings including the content, textbook and fun facts. The teacher may provide these in order to use information to achieve the aim of each lesson.

The content of these lessons comprises of a series of information that should be attractive for the students. Nevertheless they read without a real comprehension, some of them are not motivated at all, even though some of them participate actively, while other students do not even understand the texts and ask some questions about it. With this situation heading the development of a reading class, it becomes necessary to attend to and expose the pupils to reading comprehension strategies so that they can use, explore and implement them as part of their learning process.

To state the observation insights, as was mentioned before the observation led to asking the students about the lesson and other main aspects of main for this study's purpose,

It was necessary to step into the questionnaire for the students. This is so as this tool gave the researchers an insight into the students' opinions in relation to their reading process, likes and dislikes in relation to texts and how they feel about the reading comprehension, strategies and motivations to read.

The questionnaire is a good way to collect information, opinions, and facts that participants are intended to answer in a printed group of questions, questionnaires can be designed with multiple-choice or open - ended questions. This type of data collection was chosen for this paper because as it is proposed by Murray Thomas (2003) "they enable a researcher to collect a large quantity of data in a relatively short period of time" (p.69) This



advantage is crucial because as we mentioned before time represents the amount of this one can be used for other activities or development of this paper itself.

In this case the questionnaire was delivered in a physical way. The sort of questions used in this case are explained in the following chart that was adapted from Dörnyei and Taguchi (2009)

Name	Purpose	To know about...	Application for L2 Studies
Behavioral questions	What respondents are doing or have done in the past.	Actions, lifestyle, habits, and personal history	Items in language learning strategy.  Use of a particular strategy in the past.
Attitudinal questions	Find out what people think.	Attitudes, opinions, belief, interests and values.	Evaluative responses to a particular target (e.g., people, institution, situation). Life goals, preferences or importance for particular activities, concepts, or objects.

Table 5. Questions used in questionnaires

The questionnaire applied for this study has eight open questions and was applied to 22 students of fifth grade, as their answers were not graded as good or bad, they just functioned as an information source for this study.

This questionnaire gave us insights into their opinions and helped us to detect their lack of reading strategies of the students, which may be an important factor that needs to be developed with them, in this stage of their learning.

Third, we designed an interview for the English coordinator. It has ten (10) open questions, to identify if the school promotes reading and if its relevance for them. Our purpose

with this instrument to find out the reading orientation of the school in their bilingualism project and some of the beliefs related to the acquisition of a second language throughout the content and the readings that are given to the students. The coordinator was opened and pleased to answer the questions, she is very confident about the bilingualism program in the school and how the teachers oriented their lessons, she also emphasizes the relevance of the reading and the step by step that each reading has. In this order she answered and told us how the English department takes into account the needs of the students and how the teachers are aware of this necessities about comprehension of texts.

Interviews can be conducted face to face as we used in this case since we had the opportunity to meet the coordinator and record her answers. Interviews can be also used to formulate questions to a particular subject as it is mentioned by Gubrium and Holstein (2002). “Which tend to be more focused on checking out and verifying research observations, analyses, and presumptive findings” (p.114) in our case it was used to verify what we observed before.

Therefore, this instrument gave us the insight of the coordinator as well as the school’s foundations in relation of the English reading skills. This data helped us to analyze the different perspectives on the reading skill which is comprehension, besides the students’ answers and the observation.

### **3.2.1 *Data analysis.***

These results are based on the instruments applied to the students, teachers and coordinator.

### **3.2.1.1 *Student's questionnaire.***

The objective of this instrument is to identify what students like about reading activities, to know what they want about reading activities. In all questions they are invited to explain their choices.

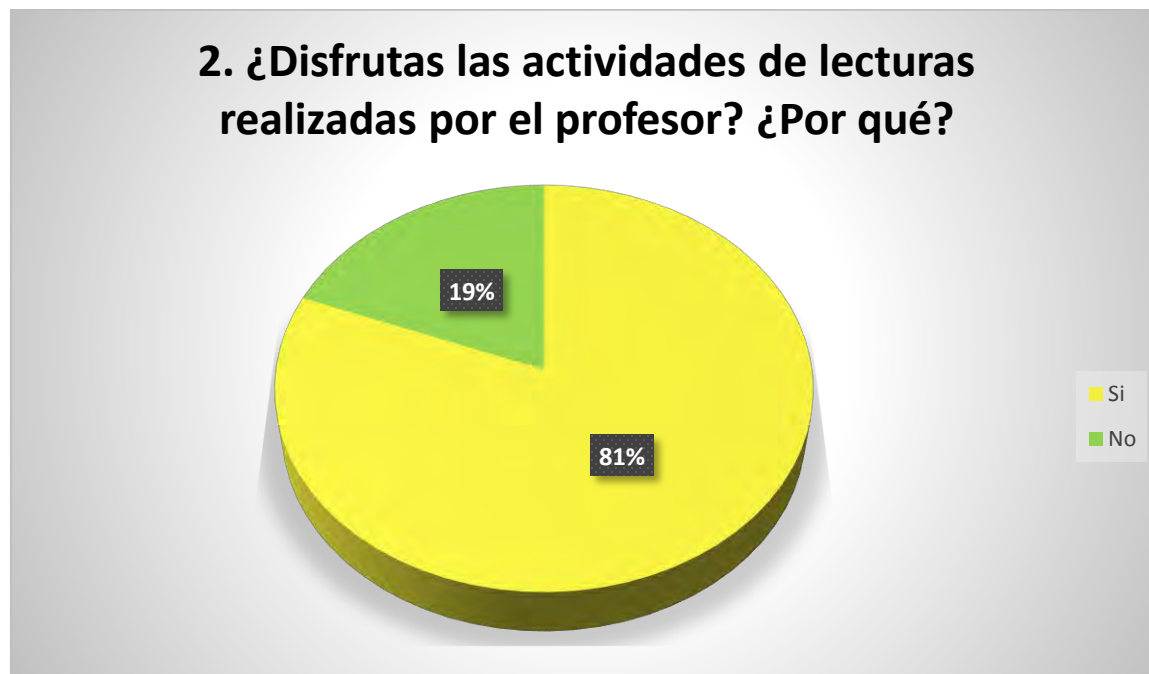
The questionnaire was applied to the students in 5th B, in total 21 students, it was designed in Spanish, because we took into account that it is their first language and they could better explain their ideas with their own words and confidently express their feelings about reading. The instrument has 10 questions which are going to be analyzed in the following paragraphs.

The first question: Do you like to read in English? 90% of the students answered “yes” which corresponds to 19 students. Many of them agreed that it is entertaining. The students wrote as support of their choice that they want to learn more English, specifically they want to learn English words and as a result, their vocabulary increases. These may be an advantage because they perceive the reading as a crucial part of their learning process. Therefore the desire of the students is evidenced in their answers, as that they may aware that through reading they are able to increase the vocabulary.



On the other hand, there were two students whose answers were negative. Their arguments were that sometimes they could not understand the readings. One of the two students stated that it is difficult to understand the words. These two answers revealed that they don't feel comfortable when they have to approach a text. This may be because the vocabulary or structure of the language is not clear for them.

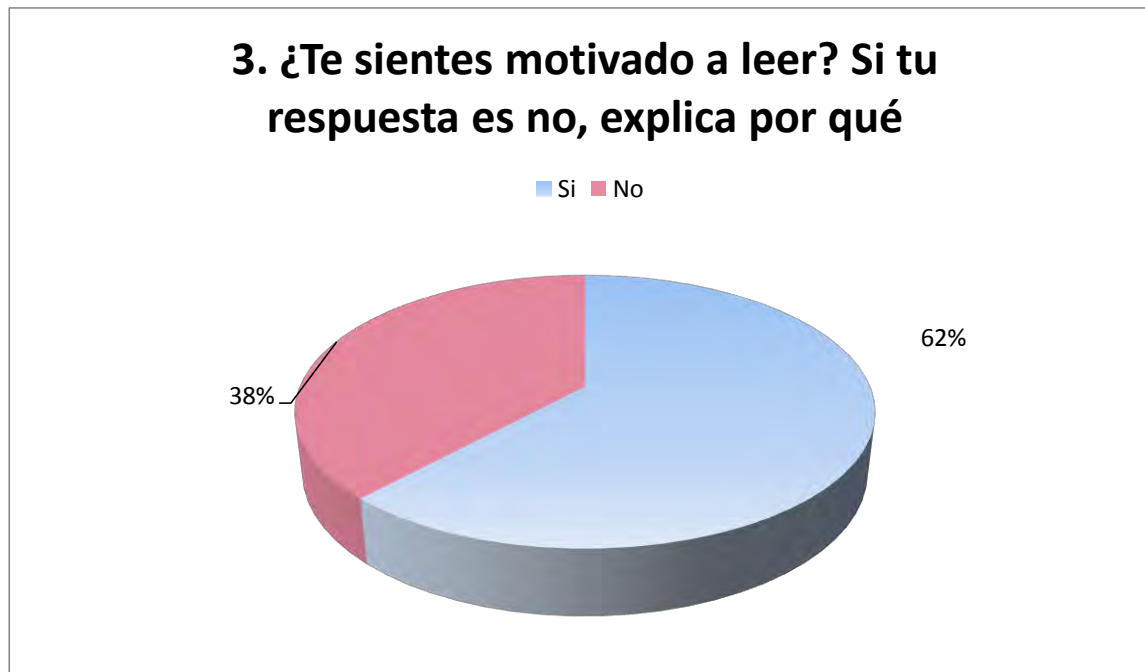
The second question: Do you enjoy the reading activities proposed by the teacher?



According to their answers 81% of the students enjoy the reading activities led and delivered by the teacher. According to 17 students who answered “yes” to this question, their arguments are that the activities are fun, the teacher improves their pronunciation through the listening of the texts and unknown and new words are added to their vocabulary, as well as they feel motivated by these activities. Therefore, we may say that the activities are well perceived by the students. The rest of the percentage corresponds to 19% of students that answered no; one of them argued that read aloud too, it may be considered that it is also relevant to read aloud in reading activities.

Following the questionnaire, the third question asked: do you feel motivated to read in English? If your answer is no, explain why?

For this question the results are the followings:



62% of the students answered yes to this question, but a 38% answered no. We may conclude that the lack of motivation to read in the foreign language, as the students mentioned, can be attributed to the fact that they prefer to read in Spanish, also they say that the tales are boring, and one student mentioned that he doesn't know how to pronounce the words in English, this may refer to the reading aloud, one student wrote that he doesn't like to read in another language because it is difficult.

Some of the students that belong to the 62% wrote "I want to improve my English" "I like English and I feel motivated by the books" these answers may represent responses given by the majority of the students as to why they feel motivated to read in English.

Question number 4 asked the students if they have a clear goal for reading and if so, they should mention which goal. The results are presented in the following graph.



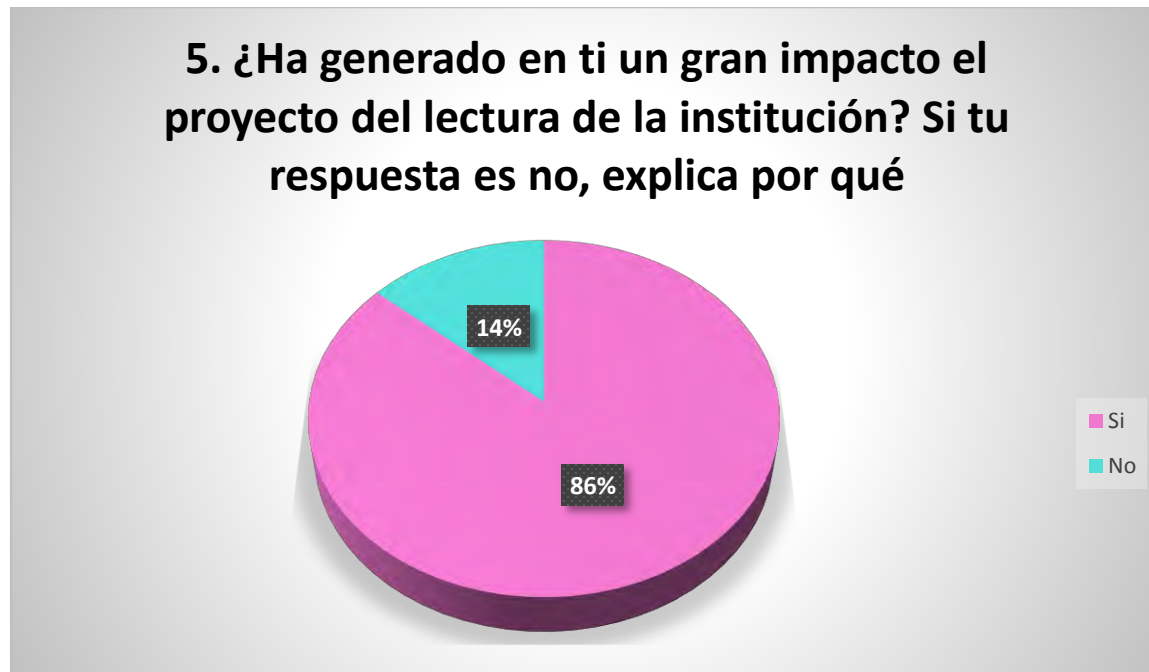
According to the results of this question the 81% of the students answered yes, which represents 17 students who mentioned some of their goals for the reading in English, the goals are shown in the following chart:

Read many book	2
Travel abroad (English speaking country)	5
Reach a high level in English	2
Learn vocabulary and improve their English	8
Improve the reading comprehension	4
<b>TOTAL</b>	<b>21</b>

After the results we may say that they know how reading can help them to improve the acquisition of the English, how the reading process may influence their language and influence their plans in different fields of their life.

The other 19% that corresponds to 4 students, who answered no. These four students were not specific and one wrote that he has no goal.

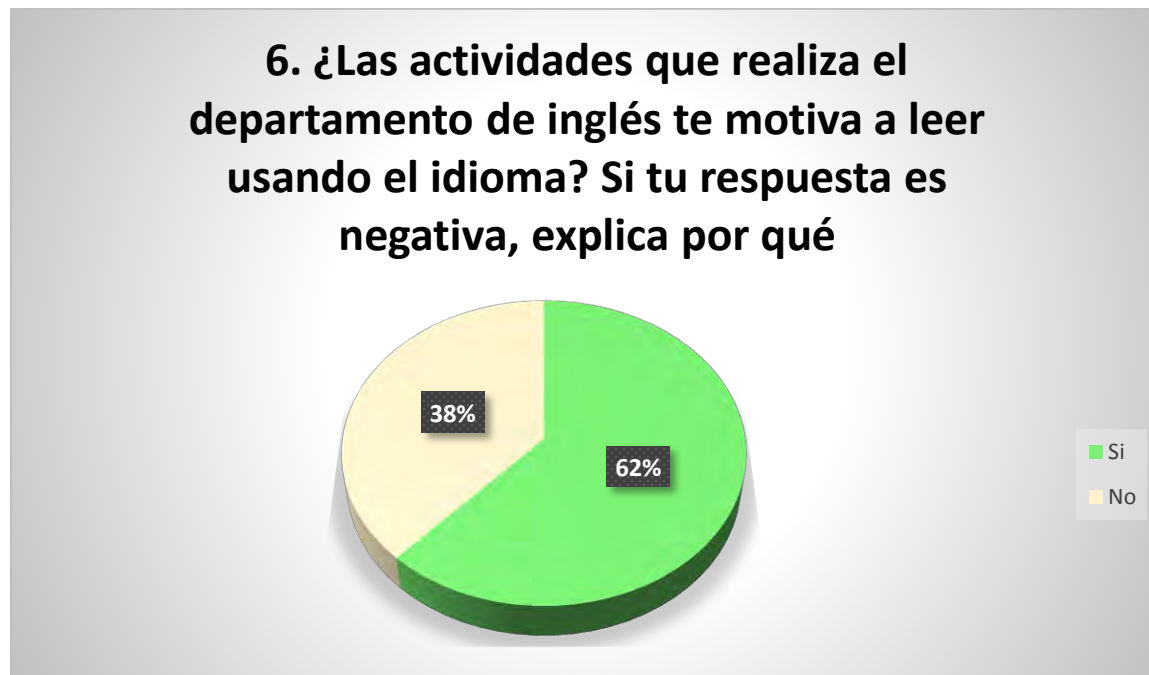
The fifth question asked: Has the reading project impacted you? If your answer is no, explain why. In relation to this question the answers of the students are the following:



Depending on the result of this question, we may conclude that the project that is promoted by the school may have an impact on some students. Based on this answer, the 86% of this group may be influenced by the reading project, while 14% of the group does not feel impacted at all. The answer is supported by the following explanation: “I don’t like it” “no, because I have not participated in an English project” “no, because I cannot complete it” “reading is not easy”. After considering the previous explanations, we might conclude that the students may feel that the challenge to complete the reading project or participate in the activities may represent a difficult process in which they don’t feel comfortable and it would be advisable to look for different activities for the classes to get this groups’ attention and interest.



Question number six asked: Do the activities that the English department promotes make you feel motivated to read by using the English language? If your answer is negative, explain why.



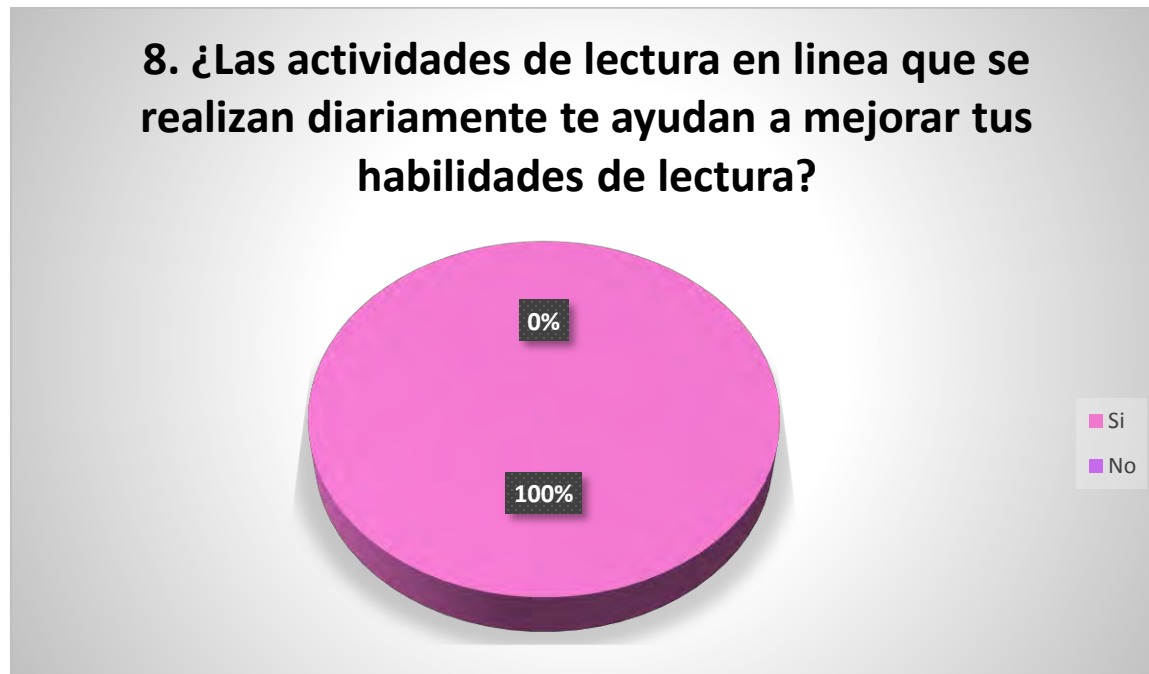
According to the answers of the students, the following graphic will specify the positive and negative answers. The 62% of the students feel motivated to speak in English because of their participation in the activities developed by the English department, while the 38% that corresponds to eight students who do not feel motivated for some reasons such as “I don’t like English” and two of them answered “Because I’d prefer Spanish”.

Question number seven provides the following results. This question asked: Do you like the online reading activities that are promoted by the school?



86% of the students answered yes, it means that they are aware of the technology and the activities related to reading that are encouraged by the school through the English department's project. We may say that this percentage of the students know, like and enjoy the activities that the school promotes to improve the students' English language, as well as they have used the platform MyON. For the rest of students, activities might not be challenging or interesting. The other 14% answered no in this question, we may say that they don't enjoy the online reading activities developed by the school.

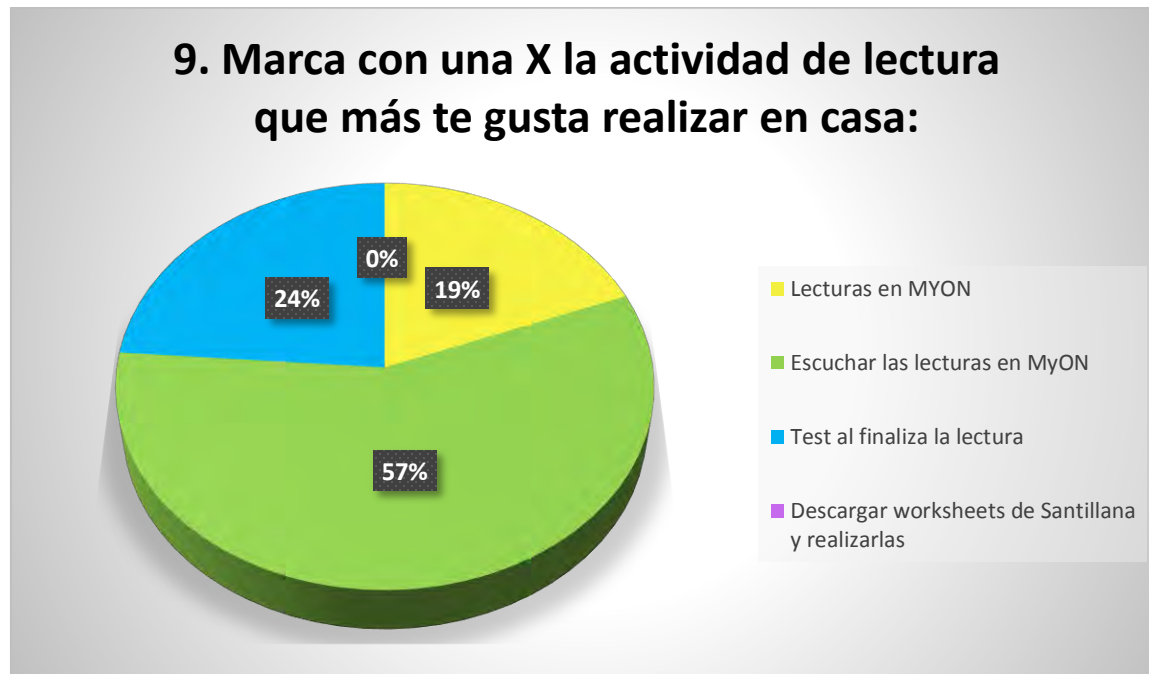
Question eight asked: Do the daily online reading activities do help you to improve your reading skills?



This question shows a positive answer, 100% of the group answered yes, which represents that 21 students or the entire classroom. After analyzing the question and the answers, we may conclude that even if they don't like the language or don't participate in the project promoted by the English department in the school, as is shown in the answers above, we may say that they feel that the online readings help them to improve their English language and it may help them in the process of the acquisition of this second language.

Question 8 asked the students to mark with an X to the reading activity that they like to do at home. The students had the following options: readings on MyON platform, listen to stories on MyON platform, test at the end of the reading on MyON platform, and download worksheets on Santillana platform and do them.

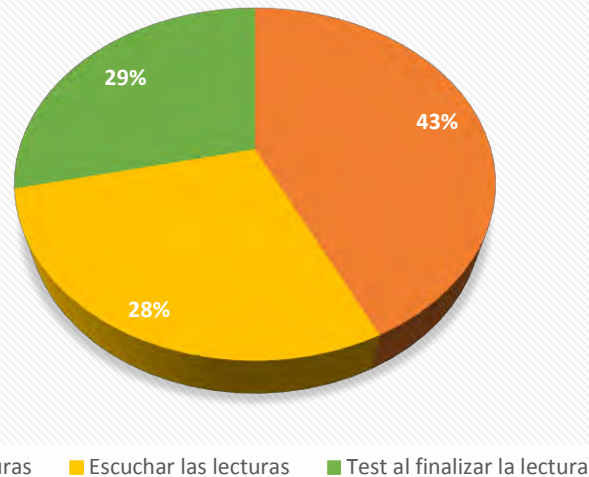
According to the students' answers we obtain the following results:



From this result we may say the reading activities that 57% of the students, more than half of the students, like listening to the books on MyON, the reading itself that obtained 19% that represent 4 of the 21 students, which is not even in the second place. The second place corresponds to the test at the end of the reading which obtained 24% of the students in this class indicated that they like this activity. In contrast downloading worksheet on Santillana platform that was the last option was not marked by the students, it may seem that this type of activity is not interesting for them.

The following question corresponds to the activities that the students enjoy doing on the MyON platform, according to their answer the results are as follows:

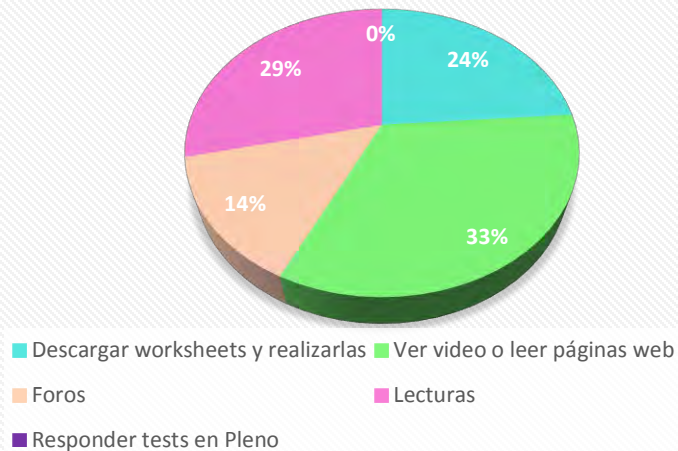
### 10. Marca con una X la actividad de la plataforma MyON que más disfrutas realizar:



According to this result we may consider that the three options may be enjoyable to the students, the 43% of the students enjoy reading, while the 29% enjoy being tested at the end of the readings, and finally 28% of this group enjoy listening to the readings. Depending on this result we may consider that these options of the MyON platform are equally enjoyed by the students of this grade.

Finally the question 11 which focused on the Santillana platform gave us the following results:

### 11. Marca con una X la actividad de la plataforma Santillana que más disfrutas realizar



According to these results we may consider that students enjoy reading information on web pages or watching videos uploaded to this platform with a 33% of the students indicating their interest in this feature, this correspond to 7 students. The second place corresponds to the 29% of the students who answered that they like to read on this platform, while 24% of this group answered that they enjoy downloading worksheets and answering them, this corresponds to five students of this group. The next place is for the 14% that corresponds to the forums that are available on this platform, this answer represents a total of 2 students that enjoy doing this activity, finally, the tests on Pleno which has was not selected by any of the students.

Based on the results we can identify that the school has a consolidated program for the students. They have tools for them to learn for instance the project "aventura lectora" and MyON platform, both encourage them to use their imagination to tell the stories with their own words and to answer questions referring to the texts. It is important to mention that the school acknowledges that the students are in a process, and that it is not easy for them because they

have to learn another language. Also they are exposed to learning the language in context, throughout different subjects.

This questionnaire allowed us to evidence the students' feelings about the reading that they are using in class, perception and likes and dislikes of the reading process as well as their thoughts related to the platform, which is the technological element of this research.

The students' reading comprehension is important for the acquisition of another language. The way that the teacher delivers a text is essential to establish a relationship among both the teacher's assumption about the reading, the students' needs and comprehension itself. These last elements encompass the strategies that the students use in order to reach the goals proposed in a reading lesson.

The results are an important part of the basis of this paper. In this questionnaire we found some desires, lack of interest and lack of personal desires related to the reading comprehension field and the process of reading in a second language which is the focus of this research. For all these reasons we may say that this instrument is a great support for our paper.

### **3.2.1.2 *Teacher observation.***

The main objective of this instrument was to identify how the teachers work in classes in an attempt to find out what kind of activities they develop. This instrument has three main aspects: methodology used by the teacher, activities, and resources, and each of them has sub aspects to be observed.

We observed that the methodologies used by the teacher to guide the students in her classes. She encourages them to read the text in English. During the class the teacher motivates

them to participate, she asks questions related to the topic and elicits the students' participation through the use of the pictures displayed on the board.

It is important for the students to be aware of reading strategies for pre-reading, during and post-reading such as predicting by using titles or images, skimming, scanning, or during the texts that they can apply in order to comprehend a text. As we observed there were some students that may not have strategies or clues as to how to approach to texts. There is another small group of students that use some strategies while they are reading that may work for them.

We observed in the development of this class, that the tools used by the teacher activated the participation of the students, they participate with accurate answers about the topic, and were active during the class. We noticed that they enjoy video clips, and wanted to participate by answering the questions formulated by the teacher; but those activities and tools do not encourage them to read in English neither school not at home. They need activities that inspire them to read, to work in class, and to discover that reading is an amazing tool in the learning process.

As we wanted to be aware of the points that are part of our interest in the class, we designed the following checklist for the observation of the classes.

<b>Point of interest</b>	<b>Observation: Stages and activities of the class</b>	<b>Implication for our innovation</b>
<b>Stages of the lesson</b>		
<b>Are the students putting into practice the reading project of the school?</b>	The teacher was reading a text during the development of the activities, in both class observations the teacher had the chance to read passages in the book and displayed them on the board.	The use of online texts to contribute to the reading project of the school.



<p><b>Does the methodology used by the teacher encourage the students to read in English?</b></p>	<p>In both classes the teacher encouraged the students to read information about topics developed in class. She asked about important details mentioned in the textbook and the students had turns to read at different moments of the classes.</p>	<p>Encourage the students to read and apply reading strategies.</p>
<p><b>Is the motivation of the students to read in English evident?</b></p>	<p>Some of the students seem to be interested, because the topic developed in class oriented their attention and got them interested in the different activities planned by the teacher. There are some students that didn't follow the instructions, refused to participate and were not interested in reading during the class.</p> <p>In both classes there were two or three students that were not following the readings. In one class two students had to share the books because two of them didn't bring the textbook. This distracted the class for a while. For that reason we observed that they were not happy with the decision to share the books; they complain about this, because they considered this as an individual reading.</p>	<p>The technology may motivate the students that like reading as well as the ones that do not.</p>
<p><b>Does the teacher provide the goals at the beginning of the class?</b></p>	<p>In one lesson the teacher explained the objectives of the lesson at the beginning of the class. She explains the importance of the topic, what they should have learnt at the end of the lesson and what they will be able to do. The students were focused on the explanations.</p> <p>In the other lesson she explained the goal before the activity. She introduced the activity by providing the reason why they are learning about the content and the application of it in the activity.</p>	<p>As the reading strategies are part of this paper they will be notified in advance about what they will learn in relation to the strategies for reading.</p>

**Activities**

<p><b>What type of activities did the teacher design?</b></p>	<p>In the first lesson she used: reading in the textbook, matching, vocabulary booster, guessing words and video clips.</p> <p>In the second activity: video clips, reading content projected on the board, oral questions displayed on the board, reading comprehension in the textbook.</p>	<p>Developed activities that showed that they have improved skills in relation to the acquisition of the language through different activities.</p>
<p><b>Do the activities developed in English class motivate them to read in English?</b></p>	<p>The teacher woke up the students' curiosity by asking them questions about the topic. The teacher worked with students based on the activities provided by the book, and added some videos to work with. They did not use different resources, or activities that can help the students to get into reading. They also need homework that encourage them to read more in English, like books, magazines, newspapers and those activities should be helpful to practice some reading strategies.</p>	<p>The students may be open to learn new ways to acquire information. This may be positive when they use their time to apply and learn about the reading strategies.</p>
<p><b>Resources</b></p>		
<p><b>What type of resources did the teacher use?</b></p>	<p>Video clips, books, platform, laptop, video beam, and PowerPoint presentations.</p>	<p>The school has and provides different elements that are crucial for the development of this study.</p>
<p><b>Were the resources used helpful for the class?</b></p>	<p>The teacher employed very useful resources because they gave the students the opportunity to participate, and also they can be used for other lessons. In both observations the use of resources was crucial to keep the students working during the classes. The teacher was practical and when something didn't work at the moment she figured out how to manage it while the situation was solved.</p>	<p>The students are open to use resources. It may balance the methodology that they used to work with. They may be curious to explore new topics with new resources.</p>

The instruments were applied in order to help us to collect information, in this sense we decide to introduce reading comprehension strategies to the activities that have or are integrated in the platform used by the students. In this order it is important to move forward, the next chapter explains the design of the lesson plans also the objectives that mark the path of the following stage.

#### **4. Conceptual framework**

As it has been previously stated, the purpose of this paper is to explore issues related to the development of reading comprehension in students they are able to read by using computer assisted language learning strategies using of the platforms MyON and Santillana.

As students may not be using these tools that the school offers them, such as Myon which is an online library platform and Santilla is used to support the teachers, students and parents with their activities inside and outside the classroom, and they may not be using them because they do not feel motivated or because some teachers are not showing them how to do it.

These decisions have been made considering the relevance of technology for our particular context, and how important it is for us as teachers to motivate our students to read in English and help them to improve their skills. Hence, the following is a brief revision of the concepts of reading, reading comprehension, CALL approach, socio cultural approach, Collaborative learning, and genre based approach.

##### **4.1 The concept of reading.**

Reading covers a wide range of point of views depending on the author and also the process itself, because it has been an important topic for research as Andre (1987) states that “reading has been of great interest to educational and cognitive psychology since their very beginnings. That interest in reading continues and is especially strong currently.” (p. 259). Thus,

the reading cognitive process has been a part of scholars' research from the early era to the recent days, which provides a solid basis for the foundation of this proposal.

According to Anderson (1985) "Reading is the process of constructing meaning from written texts." (p.7) In this sense students correlate words in a text to provide a complete connotation related to what has been read. While the RAND Reading Study Group (2002) said that reading is "the process of extracting and constructing meaning through interaction and involvement with written language" (p. 11). At this point the reading skill is correlated with written language; both linked to build a concept for the reader; both concepts focused and agreeing with the idea of "construction of meaning".

The construction of that meaning is extended to the comprehension, which sits its basis on what Brown (1983) mentions that is "influenced by the extent of overlap between the reader's prior knowledge and the content of the text." (p.118) it is thus clear that not only the content gives information, but also what readers have experienced before mark an important role in understanding the texts.

As a result of our experiences as readers and teachers we can set up the reading concept as the process of acquisition of new concept or knowledge, strengthening of information, which once is processed the students can come up with their own construction of the meaning, as it is mentioned before. For our conception of reading it is determined to add that reading comprises a whole set of steps that are intended to accomplish specific final goals upon the readers' level.

Therefore, the Ministry of Education in Colombia states that students should be able to complete different abilities in different stages of their educational process; the basis of this is found in Colombian law, which the English Standards (2014) quotes as part of the objectives of children's education "The acquisition of elements of conversation and reading, at least in a

foreign language” (p.7) that foreign language in this case being English, and the reading skill which is established by law in Colombia as is noted before.

Learners must develop reading as part of the skills that are established by the Common European Framework of reference for languages (CEFR) as well as the levels, which as stated by the Colombian Standards for English (2015) has referred that “it is intended that students upon graduation from the school system, achieve a level of proficiency in English B1 (Pre intermediate).” (p. 5) the following chart shows what the students should be able to do while reading, according to the Common European Framework.

A1	A2	B1
I can understand familiar names, words and very simple sentences, for examples on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

Table 5. Adapted from the Common European Framework (2001. p.26)

As is shown above, the Ministry of Education has taken the CEFR as reference, which functions as the basis for the Colombian curriculum for the foreign language. Following this order, Colombia Aprende (2015) has stated in the English basic standards of Competencies “are grouped into sets of grades, as follows: First to Third, Fourth to Fifth, Sixth to Seventh, Eighth to Ninth and Tenth to Eleventh.” (p. 10). Those groups are classified in order to develop the different skills and apply those skills according to the stage’s goal that aimed to the Common European Framework and the Colombian education ministry have established.

Grades' groups	CEFR Levels		
From Tenth to Eleventh From Eighth to Ninth	B 1		B 1.2 Pre intermediate 2
			B 1.1 Pre intermediate I
From Sixth to Seventh From Fourth to Fifth	A2		A 2.2 Basic 2
			A 2.1 Basic 1
From First to Third	A1	A 1	Beginner

Table 6. Colombia Aprende (2015. p.10)

The Students in Colombia should be able to accomplish the goals set for each level based on the CEFR of reading and the classification of the ministry of education in the English standards of competences. From 4th grade to 5th grade students should accomplish the skills in an A2 level, which is divided into two basic 1 and basic 2.

According to what is stated before, the one in which the 5th grade is allocated in Basic 1, thus in its standards of competencies the Ministry of education states that the reading skills that learners should develop during the process and reach at the end of this level is summarized by Colombia Aprende (2015) which states that the learners should be able to “understand short, simple and illustrated texts about every day, personal and literary subjects.” (p.20)

Recently, in 2016 the Ministry of Education has included the Basic Learning Rights of English, in this work is going to be referred as its acronym BLR. This document contains a reallocation of the levels established by the English Basic Standards in 2015, the new assignation of the BLR (2016) states that “Suggested Curriculum for Transition and Primary proposes the development of a pre-A1 preparatory level of the language in the transition to third grade, and an initial work in the beginner level A1.1 in the fourth and fifth grades.” (p.31) this

means students in the 5th grade should develop a beginner level A1.1 in comparison to the A2.1 suggested by the English Basic Standards and the Basic Learning Rights, these two systems have a very huge difference in the required levels. Why has this rearrangement happens? According to the Suggested Curriculum for English (2016) after many analysis, it has been found that:

The quality of the needs and the problems that exist in the different national contexts, in the transition and primary levels; among them: the need for teacher training in English, the lack of English graduates at these levels, the lack of didactic and audiovisual resources, especially in rural contexts, and the number of hours spent on learning the English language. (p.31)

For this reason the following chart will show the reallocation and progression of language levels and communication skills for the Suggested English Curriculum for transition and primary.

Grade Level of the language		Hours			
		Minimum	Total at the end of the year	Maximum	Total at the end of the year
<b>Transition</b>	Preparatory A1	1x36= 36 annual hours	36	2x36= 72 annual hours	72
<b>First grade</b>	Preparatory Pre- A1	1x36= 36 annual hours	72	2x36= 72 annual hours	144
<b>Second grade</b>	Preparatory Pre- A1	1x36= 36 annual hours	108	2x36= 72 annual hours	216
<b>Third grade</b>	Preparatory Pre- A1	1x36= 36 annual hours	144	2x36= 72 annual hours	288
<b>Fourth grade</b>	Beginner A1.1	1x36= 36 annual hours	180	2x36= 72 annual hours	360
<b>Fifth grade</b>	Beginner A1.1	1x36= 36 annual hours	216	2x36= 72 annual hours	432

Table 7. Adapted from BLR (2016. p.31)

As is established for fifth grade in the BLR (2016) “understands general and specific information in a short narrative text about topics, that are familiar or of personal interest” (p.24),

based on the curriculum point on the A1.1 level that corresponds to “beginners”, as this is when the students finish fifth grade they should be able to understand narrative text, specific information about them, and to do so, they need to find a way to enjoy reading while they are learning. Although the BLR appeared with new levels the document related to the Suggested Curriculum mentions that “the sets of standards of the booklet 22 that are still relevant, due to their coherence with the communicative development of these degrees.” (p.33) as these are important for the curriculum both documents are outstanding for this paper.

In this order, teachers provide different texts in order to expose the pupils to information about the L2 or information about their L1 with the intention of recognizing not only the foreign culture but also their own, while they are in charge of developing strategies in order to accomplish their goals in a way that they can enjoy and also comprehend what they are reading. In this way they might increase their awareness and motivation to read and understand the texts, which has been the challenge faced by the proposal of the Colombian educational curriculum.

To summarize the reading concept, it is a skill that students have to acquire a legal establishment in different stages of their lives, but also as part of their personal foundation, as they can comprehend the world through words and images with a complete sense that others have written for a purpose, in addition to that they can relate to past experiences, which along with the use of reading strategies make the process of comprehension enjoyable and also functions as a determinant to apprehend the sense given by the author of each text.

Therefore, adequate texts and strategies are detrimental to success in reading comprehension, in this sense Çakıcıa (2016) mentions that:



Reading is considered to be an interactive process in which readers have a conversation with the writer even though the writer is not present in the immediate environment. In that sense, teachers should be aware of that particular process and pay attention to incorporate related reading activities adopted or adapted to their own teaching practices accordingly, so that they can ensure students' interaction with the texts effectively. (p.184)

In this sense to enjoy a reading, it is important to understand the text read, and have a good connection with what the writer wants to express, to ensure that the reader is connected to the texts, teachers should expose the students to those strategies to help them read and enjoy what they are doing.

#### **4.1.1 Reading Comprehension.**

When reading comprehension is mentioned, it refers to the ability of readers to understand the meanings of strategies. Reading comprehension is a complex process involving a combination of text and readers, which can be considered as a challenging process. Moreover, Zhang and Seepho (2013) state that learners are able to increase their awareness in the reading comprehension skills and they have the ability to identify how their performance was, they evaluate themselves, and question their participation. These authors believe that learners can enhance the storage of learning using different strategies in reading which were designed to increase their willingness to assess the comprehension of the reading that the students have accomplished.

On the other hand, Kledecka-Nadera (2001). States that reading comprehension exercises have always been neglected by both teachers and learners. Some teachers think that grammar, speaking and listening are much more important and students find reading comprehension tests boring; the students need to find out that reading is not boring, they just have to find another way

to enjoy it, and the teachers have the challenge to involve the students with it, making it both enjoyable and useful at the same time.

Thereby, the reading process includes the employment of some strategies, but firstly, what is a strategy? According to Swan (2008) “a strategy is not simply what you do to obtain a result; rather, it is the way you choose to deal with questions that arise on the way to obtaining that result.” (p. 263). How can students handle and come up with answers related to texts accurately, some of the strategies will be combined to enhance the students’ process.

In the First Steps Reading Resource Book (2004) different strategies are mentioned that can be taught to the students in order to have an effective reading strategy, but only the following will be applied in this study.

Strategy	Definition	Students can...	It can be used
Predicting	It activates students’ prior knowledge about a topic.	Be able to justify the source of their predictions.	Before and during reading.
Creating images	Efficient readers use all their senses to continually create based on their prior knowledge, the images may be visual, auditory, olfactory, kinesthetic or emotional.	Sensory images created by them to help them to draw conclusions, make predictions, interpret information, remember details and assist with overall comprehension.	To create images as they read text. Students share their images and talk about how creating images helps them gain a better understanding of the text.

Skimming	It involves glancing quickly through material to gain a general impression or overview of the content.	<ul style="list-style-type: none"> <li>• Quickly assess whether a text is going to meet a purpose.</li> <li>• Determine what is to be read</li> <li>• Determine what’s important and what may not be relevant</li> <li>• Review text organisation</li> <li>• Activate prior knowledge.</li> </ul>	Often used before reading.
Scanning	It involves glancing through material to locate specific details such as names, dates, places or some particular content.	Use it as they re-read a text to substantiate a particular response.	Before and after reading.

Table 8. Reading Strategies. Adapted from First Steps Reading Resource Book, 2004

On the other hand, Palincsar and Brown (1984) mention three important factors “(1) considerate texts; (2) the compatibility of reader's knowledge and the text content; and (3) the active strategies the reader employs to circumvent comprehension failures” (p.118) the reading skills are affected by those elements, in this way, it is necessary for teachers to decide the type of text to be used and read by their students, if it is attractive to them and of course the type of strategy they can use. All of these converge in order to succeed in the reading process.

As the strategies are determinant for the students’ comprehension, it can be important at this point to evoke the teachers’ role. The following chart shows the role of the teacher at different stages of this process.

Role of the Teacher <div style="border: 1px solid black; padding: 2px; display: inline-block; transform: rotate(-90deg); transform-origin: center;">Degree of Control</div>	<b>Modelling</b> The teacher demonstrates and explains the reading strategy being introduced. This is achieved by thinking aloud the mental processes used when using the strategy.	<b>Sharing</b> The teacher continues to demonstrate the use of a strategy with a range of texts inviting students to contribute ideas and information.	<b>Guiding</b> The teacher provides scaffolds for students to use the strategy. Teacher provides feedback.	<b>Applying</b> The teacher offers support and encouragement as necessary.
	Role of the Students	The students participate by actively attending to the demonstrations.	Students contribute ideas and begin to practise the use of the strategy in whole-class situations.	Students work with help from the teacher and peers to practise the use of the strategy using a variety of texts.

Table 9. Teaching Reading Strategies Using a Gradual Release of Responsibility (First Steps reading resources book, 2014, p.124)

The role of the teacher is important in the development of a class, and it is challenging when the students have to use their computer at school or to work at home. As Jianli, W, (2012) affirms, the majority of teachers said that class management is the most challenging task as they could hardly check whether students were working or playing games. That is why it is important the type of activity that the teacher asks the students to work with, the teacher needs to guide and model the reading activities the students are going to develop in order to ask them to participate actively following the demonstration.

To have a successful class, the teacher has to support the students and encourage the ones that are not interested in the different activities and also to ask the students to work independently using a variety of texts.

## 4.2 Sociocultural approach.

Vygotsky (1980) establishes that sociocultural approaches emphasize the concept that human activities take place in cultural contexts, and are mediated by language and other symbol systems. This assumption mentions the development of the human in a context in which the use of language and items are necessary in order to communicate, to be understood and to comprehend because those elements are known by humans.

However, it is pertinent to refer to another assumption by Vygotsky (1980) in which he remarks that:

“Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.” (p.128)

The Vygotskian perception about the way humans enrich their learning by their social skills notes that, all this process happens naturally in a team, the way children interact from their own experiences to the social environment with others. He calls it the zone of proximal development (ZPD), in which teachers give the opportunity to create collaborative spaces.

In this sense, the technology has increased and the social spaces have expanded their form, through the use of platforms that give the opportunity to interact in the same time with different spaces, or different spaces and different times always focused on the same goal. The use of technology can motivate the students to interact and communicate their ideas with others, therefore they are learning together in a space of communication on a social level by using technology.

### **4.3 CALL approach.**

Levy (1997) defines Computer - Assisted Language Learning (CALL) as “the search for and study of applications of the computer in language teaching and learning.” (p.1). Technology and language are important for a class development, the society is involved in a technological world, and the teachers should get involved and introduce it in their classes in order to make them more attractive for the students. The use of computers helps the students to have better results and improve their reading comprehension.

According to Sanders, (1995) the computer proved very popular, more popular than the classes, I would say; students simply did not miss the computer; they like it, they felt they learned from it. (p. 7). This is a reason why the use of CALL is useful for working with reading comprehension with the students, this is going to make it more attractive for them, they are always using their computers, tablets or cellphones, and they consider them to be a useful tool for learning. Computers were introduced into language classrooms, and the new approach to language learning turned out to be very popular among students. (Kledecka-Nadera,2001, p. 25).

Besides that, when the students work on reading activities using their computer, they can have easy access to other web pages on which they can look for meaning, dictionaries or unknown words to have a better understanding of the reading they are doing; Kledecka-Nadera (2001) not all textbooks have a key with answers, and students very often come across copies of tests without a key. They can also check their answers to know if they are doing well or not.

#### **4.3.1 Online strategies.**

In the Australian curriculum the communication skill is part of the process by using different online platforms, as well as the importance of the socio-cultural approach implemented in this study, the following are the strategies that are going to be used in this research; those

collaborative spaces that can be provided in order to make students aware of reading comprehension.

Strategy	Tools/activity	Encourage students to
Communication form	Word-processing, presentation and publishing software, web page authoring tools, email and online discussion forums.	Communicate their ideas using a range of media elements (text, images, sound, and video).
Discussion boards	Discussion boards and websites such as Folder Share, Stickam, Talk and Write, Tikiwiki and Google Docs and Spreadsheets.	have discussions and debates.

Table 10. Online strategies. Adapted from ACARA (2011)

**4.4 Genre based approach.**

Swales (1990) acknowledges genre as “a class of communicative events, the members of which share some set of communicative purposes” (p.58) communicative purposes that all teachers have in their lessons and students must accomplish considering the aims of the subjects and topics. In this way, to take the genre-based approach into consideration was derived from systemic functional linguistics (SFL) which was introduced by Halliday, this approach deal with the relationship between language and its functions in social surroundings (Hyon, 1996, p. 696). In this point Hyon refers to the importance of knowing the type of text students are able to read according to the place and environment in which they are developing their competences.

Due to the importance of the texts and the “communicative purpose” stated by Swales in the previous quotation, for this study the readings are related to the subject, Social Studies mostly centered to natural resources, as the intention of the subject is to emerge with social environmental issues- for this reason the books converge with this communicative purpose.

Therefore, Baten and Cornu (1984) state that “there have been attempts to classify texts for reading purposes by appealing to a certain pragmatic or communicative function” (p.198) concerning this quotation these authors mention the communicative function which emerged from the reading purpose, in this sense the effectiveness of this would be centered on the function of the text itself.

Above we describe the strategies chosen for our paper, which are determined because they compose the central point for the development of the activities to be carried out later on. These choices lead to a variety of sources that provide us with an authority in the lesson plans to be prepared for this purpose.

## **5. Proposal for the pedagogical innovation**

### **5.1 General objective:**

To improve students' reading comprehension through the use of different online strategies based on MyON and Santillana digital platforms.

### **5.2 Specific objectives:**

- 1.** Assess reading books to the students on the platform MyON to improve their reading comprehension skills and acquisition of specific content.
- 2.** Solve reading activities such as worksheets, handouts and online quizzes which contain the information acquired using digital tools during the reading process.
- 3.** Select appropriate reading texts based on the content studied and develop the activities related to it using the Santillana and MyON platforms to interact, exchange and support ideas.



### **5.3 Description of the innovation:**

The implementation of the use of digital tools such as the MyON and Santillana platforms are part of the backbone of the development of this research, in keeping with the implementation these tools, they provide digital books, online tests at the end of the reading and the creation of forum for the students to share and participate actively during the development of it. They also give the students the opportunity to develop and enjoy innovative activities in the classroom, computer room and at home in which they use tools that are part of this century (computer, online and offline platforms, plickers, etcetera).

The lesson plans' development contains physical worksheets, handouts and posters that help the students to prove that they have achieved the information discussed and delivered during the lesson. The readings on the platform are developed as part of the lesson and as complement the students are assessed through their reading at home and completing the quizzes on this platform.

These quizzes show the progress and relevant information acquired by the students during the reading process, they are helpful and crucial for this paper's objective.

In addition to the approach to the reading strategies, which comprise of a very important tool used in developing the online reading for this research, the students also interact with each other during the online activities and team works, they will develop activities in teams in which they will explain, answer and propose ideas on what they have read about.

### **5. 4 Theoretical Approaches.**

The decisions related to the theories must be considered in order to evaluate and apply activities and the methodology that is appropriate and fit perfectly with the type of students that are taking this course.

Therefore, to design a course in which teachers connect the needs of the students and the theories it is necessary to make a coherent decision. In this way what teacher brings to the classroom facilitates the process of learning and students will be aware of what they are learning and developing.

Approaches to education	Approaches to language	Approaches to learning
<p><b>The hermeneutic:</b></p> <p>It takes into account the human development that is an essential part of the process of teaching. It also relates to different notions of critical citizenship, takes autonomous decisions and contributes to different processes of chances in the human beings.</p>	<p><b>The functionalist Approach:</b></p> <p>Functionalist Approach integrates cognitive, social, discourse features and pragmatism into the theory of language system. This approach empowers the students to express their feelings and their own thoughts.</p>	<p><b>Sociocultural Approach:</b></p> <p>This study focuses on the theory proposed by Vygotsky in which the interaction with others and the social environment leads the learning process. For this reason, it is important to cover the teaching theory based on the sociocultural approach; the learning process stresses in the interaction, which is appropriate in the context of the school.</p>

Table 11. Theoretical approaches

**5.5 Goals and objectives.**

A goal is stated as the final destination of a purpose, Locke and Latham (2006) noted that “goals refer to future valued outcomes, the setting of goals is first and foremost a discrepancy creating process. It implies discontent with one’s present condition and the desire to attain an

object or outcome.” (p.265). Taking into account this description, we can say that is what we want to obtain at the end of this course.

GOALS	OBJECTIVE	COMPETENCE
Target: Improvement of student’s reading comprehension.	Learners should be able to comprehend text by collaborative learning.	Reading competence.
Learning: Development of reading comprehension strategies.	Learners should be able to read and comprehend by using strategies.	Strategic competence.
Human: Encouragement of a friendly learning atmosphere	Learners should be able to respect and share ideas to others	Peace and citizenship competence.

Table 12. Goals and objectives

Objectives can be perceived as what we need to do in order to reach those goals. They are very closely related to each other and can only be defined clearly by being aware of what we purpose of the syllabus sequence.

**5.6 Syllabus focus.**

Taking into account the basis of this research as we considered the skills based-focus as backbone of this research, which is related this approach to the reading skill.

According to Moss (1997) “Skills – based syllabus emphasize the acquisition of one or more skills, usually one or more of the four macro language skills: reading, writing, listening and speaking.” (p.42) in this case, our paper focused on reading skills for the students to improve it through reading books on platform.

This syllabus focus was chosen to accomplish the process and the development of this specific students' skill. In our target context it was designed to provide feedback therefore, they can improve their comprehension of reading texts. The students can also learn by interacting with their peers who are also improving their reading comprehension, as well as they are exposed to the same readings, in this order they can share ideas and information.

This syllabus focus on the topics that are placed in order to be developed by the learners, it aims to develop their skills as it was mentioned before, in one of the four macro language skills; which is reading, in order to apply a set of strategies selected for this paper to accomplish the needs of our students, their lack of comprehension, before, during and after reading.

Moss (1997) mentions four types of syllabus sequence, this includes “grading, importance, topic development, and negotiated” (p.75). Taking into account the design of this course, grading the content which is the one that covers the sequence followed in this case. Grading engages from the easiest tasks following steps to the difficult tasks. As is going to be shown on the matrix syllabus which is the one that accurately fits in this case, Moss (1997) states that “this model lends itself particularly well to a skills- based syllabus.” (p.79) this model is represented with columns and rows that contain the units, chapters, skills, topics, etcetera.

### **5.7 Target goals.**

These goals as stated before give a path to the learners for the acquirement of the different types of reading comprehension strategies. These are goals which relate to the acquisition of the knowledge and skills required by the target situation, they are basically cognitive in nature. The knowledge and skills required may relate to the English language or to a particular subject area or both.

TARGET GOALS		
KNOWLEDGE	SKILLS	TEACHING POINTS
<ul style="list-style-type: none"> <li>· What are reading comprehension strategies?</li> <li>· Which strategies can the students use to work on their platforms?</li> <li>· Type of suitable strategy according to the texts.</li> <li>· Process and use the strategies (before, during, and after).</li> </ul>	<ul style="list-style-type: none"> <li>To identify the reading strategies.</li> <li>To enhance their reading comprehension based on online books.</li> <li>To choose and apply the reading strategies.</li> <li>To comprehend the text by using the reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Reading strategies: predicting, creating images, skimming, and scanning.</li> <li>Strategies of reading comprehension of texts.</li> </ul>

Table 13. Target goals

**5.7.1. Learning goals.**

These goals are closely related to the cognitive skill, in regards of the different learning processes and the habilities that will be developed through the activities previously planned. For this reason, the following is proposed to help learners to have different choices for future uses of these strategies.

LEARNING GOALS		
KNOWLEDGE	SKILLS	TEACHING POINTS
<ul style="list-style-type: none"> <li>· Comprehend texts and acquire a new concept based on text related to our planet Earth, continents and Oceans.</li> <li>· Comprehension of the texts related to renewable and non-renewable natural resources and sustaining our natural resources.</li> <li>· Concepts related to natural resources.</li> </ul>	<p>To read texts and apply strategies to understand them, and answer questions about them.</p> <p>To work with peers and teams to provide ideas extracted from the texts.</p> <p>To read and apply strategies, predict, create images, skim, and scan texts.</p>	<p>Reading strategies to comprehend text about our planet Earth, continents and Oceans.</p> <p>Concepts related to renewable and non-renewable natural resources and sustaining our natural resources.</p> <p>Concepts related to natural resources.</p>

Table 14. Learning goals

**5.7.2 Human goals.**

These are goals which relate to human development and are basically socio-affective in nature. These goals are related to the way in which people behave in the learning process, how they deal with problems and issues presented with their peers.

We are educators and not just language instructors, particularly in situations where we are dealing with children, adolescents or young adults. These goals are of vital importance in terms of education for citizenship.

HUMAN GOALS		
KNOWLEDGE	SKILLS	TEACHING POINTS
<ul style="list-style-type: none"> <li>· Concept of “learning-friendly” atmosphere.</li> <li>· Importance of learning peer-peer.</li> <li>· Importance of respect, cooperation and sharing ideas.</li> </ul>	<p>Be aware of how important is learning is in a friendly environment.</p> <p>Show respect to others opinions and arguments of others.</p> <p>Cooperate while working together.</p>	<p>Strategies to guide them in respecting others’ opinions.</p> <p>Positive support to the team.</p> <p>Acceptance of others ‘opinions.</p>

Table 15. Human goals

### 5.8 Lesson plan design.

#### 5.8.1 *First unit and second unit.*

General title of the units	Topics	Reading strategies
<b>Unit one</b>  <b>My planet</b>	Our planet Earth	Predicting Skimming
	Continents: America, Asia, Africa, Europe, Australia, and Antarctica.	Predicting Scanning
	Oceans: Atlantic, Pacific, Indian, Arctic, Antarctic.	Creating images Scanning
<b>Unit two</b>  <b>Natural resources</b>	Renewable natural resources	Predicting. Scanning.
	Non-renewable natural resources	Skimming. Scanning.
	Sustaining our natural resources	Predicting.

Table 16

## **6. Piloting process**

The pedagogical innovation is composed of six lesson plans. From those lesson plans, three of them were piloted in two weeks, and all the students attended. In order to apply the reading strategies using online platforms, two new instruments were designed to collect information related to the impressions of the students, the development of lesson plans, how the students followed and acquired the reading strategies and the use of the Pleno, MyON and Santillana platforms.

It is important to take into account that they have never used lesson like these before, which were designed for this study. At school, they are only asked to read from the teachers' computer, all the students at the same time. For these lesson plans, each student and teams were able to enter on their platforms by using laptops, as they are able to do at home.

### **6. 1. Piloting Data Collection Instrument.**

To collect information and impressions related to the process of piloting the two instruments we decided to use were. One is a class observation chart; in this one, there are a variety of points of interests based on the implementation of the reading strategies such as the activities used for the development of the piloting lesson plans, MyON, Pleno and Santillana platforms as resources as well as the laptops in the classroom. The stages of the lesson which are focused on the different sections of the lesson plan's performance that collect the impressions, uses and motivation that lead to reading comprehension.



**6.1.2 Observation analysis.**

The following chart will break down the aspects perceived during the development of the piloting stage:

Point of interest	Observation	Implication for our innovation
<b>Stages of the lesson</b>		
<p><b>Did the students put the reading strategies into practice?</b></p>	<p>1<sup>st</sup> Lesson: the students listened to the information related to the topic, as they had to put the reading strategies into practice. They follow the step-by-step instructions.</p> <p>2<sup>nd</sup> Lesson: In this lesson, the students successfully developed the strategies used, they used them in the way that was suggested and guided by the teachers. They were open to following the directions, as they understood the objective for this lesson.</p>	<p>In this lesson the students had the opportunity to use laptops, as they have not used them in English subjects, not for these types of activities, and now they are using them on their own. They seem very excited. They also share information with peers led by the sociocultural approach in which the students shared ideas and gave feedback to their peers. The predicting strategy using the cover of the book, in which they gave prior knowledge information. The Skimming strategy that involves comprehending the information or words that they can remember in order to participate in a discussion about the book.</p> <p>They helped each other as teams. Their social engagement was immediate as they built their teams, and each group adopted a way to work as the activities were developed. As they opened they project on MyON they started the predicting graphic organizer, something new for them, the students filled the graphic organizer with their predicting ideas by organizing</p>

	<p>3<sup>rd</sup> Lesson: the students felt very confident. This was good during the entire process but also it presented some issues that were attended immediately, some of the students were feeling self-sufficient about the last lessons and some of them did not follow the instructions this time and they had to restart the activity, but finally all the lesson was finished with the use of the strategies. As they had to create mental images from the readings, some of them at the beginning were giving details and were therefore spending too much time to complete the activity. They agreed to be more global and drew fewer details, only those that were important.</p>	<p>the information after a discussion and agreement. The use of the laptops was still something new and fun for them.</p> <p>They use of creating images was something new for them, as many of the students are oriented in Art, the subject, so they were very confident with the creation of mental images related to important information read on each page. This fact was very helpful in the way that they could draw very interesting images. As they had the opportunity to scan information and share by writing their answers on the Santillana forum to promote their social skills using online platforms.</p>
<p><b>Did the reading strategy purpose by the teachers increase the curiosity of the students?</b></p>	<p>In each lesson, the students showed their excitement about the different reading strategies, laptops, platforms, and teamwork. They were not only excited they were very curious about the lessons' development, as they were open to the new strategies. They listened and followed the directions as they were interested and wanted to succeed in each activity. Their competitiveness increased, and in this way, the door to their curiosity opened even wider in each step of the lesson plans.</p>	<p>Based on the socio-cultural approach each lesson allowed the students to develop social abilities, share ideas, clarify their doubts and respect the opinions of others, which was completely harmonious to work in this stage of the students' life. They worked, read, discussed, formulated answers and shared their answers with other teams. From the beginning, they show their commitment to their teams, as they understood that their success depended on their support for their teams.</p> <p>They read their book in teams and they developed the reading strategies on their own and with</p>

		<p>teamwork. In this order, they could accomplish each reading strategy, pre, during and after reading. In each stage of the development, the students felt very curious as they listened carefully and followed the steps. They were very excited as they fulfilled each step. This was evident as they were very cheerful and smiled at the same time that they let the teachers know they were finished.</p>
<p><b>Was the students' motivation to read in English evident?</b></p>	<p>1<sup>st</sup> Lesson: In this section, they were more nervous than motivated, as they were being introduced to this type of lesson for the first time. As the lesson progressed, their motivation increased. This was evident because they were happy at the end of the lesson.</p> <p>2<sup>nd</sup> Lesson: The second lesson plan's development was highly anticipated by the students with excitement, which helped them to increase their motivation to read and complete the session's purpose. They read with concentration and developed the activities with care.</p> <p>3<sup>rd</sup> Lesson: This time the self-confidence in each student was evident. They adapted to this lesson as easily as the two other lessons. Their motivation was increasing as the lesson plans were developed. They asked questions, as they wanted to finish and show their awareness in reading skills.</p>	<p>It was evident that the exposure of the students to new technologies and different ways to read books got them to feel academically influenced because these are the types of tools that they use to have fun. Motivation rose as they associated the reading on MyON by using laptops, which gave them a kind of power. They had the elements necessary to open the projects and read. All these elements together plus the academic purpose, which was displayed to them, was essential for the development of the class.</p>

<p><b>How did the students receive the reading goals at the beginning of the class?</b></p>	<p>In each lesson, the teachers provided the goals, in this order they could read and had a path and results of their activities. They followed the guidelines of the lesson plans and tracked their project progress.</p> <p>The students were manipulating elements that they use every day such as laptops, platforms, reading and information, but the new use with structured lesson plans that have set their own goals with all these elements at school gave them a focus to follow during the process.</p>	<p>The importance of having the goals set gave us a backbone to support all the process of the lesson plans; the steps that they had to follow, the activities' development and the results in each session. All the above-mentioned elements allowed us to uncover that the students perceived the reading goals as a set of important pieces that helped them to accomplish their purpose.</p>
<p><b>Activities</b></p>		
<p><b>How were the reading strategy perceived by the students?</b></p>	<p>In each lesson plan's, the development of the reading strategies drew the attention of the students. They were developing the activities gradually as the teachers explained to them; the excitement was evident because they could use reading strategies using the laptops. They had to draw images, observe the books from their own laptop, write on the forums, highlight information on the book, predict by completing graphic organizer, all of these strategies made the process different, new and accentuate their attention.</p>	<p>As the importance of this paper was the reading comprehension skills development, the ones that were proposed were skimming, scanning, predicting, and creating images, these were accepted, capture and developed by the students in a responsible and natural way to their age, as they follow steps and felt confident with their improved.</p>

<p><b>How did the students perceive the development of forum?</b></p>	<p>It was the first time that the 5<sup>th</sup> graders students used the forum for an academic purpose in the school, they were curious and wrote their answers when they were convinced of their answers, this took more time, because they wanted to revise their answers many time and ask supervision for the teachers many times, which may be considered time-consuming.</p>	<p>The forum on Santillana platform provided a high level of confidence to the students as they had a role to give feedback to their classmates and provide their ideas after oral discussion with their teams.</p> <p>While the teachers were giving them a positive feedback of what they answered, they were sharing the ideas with confidence and motivation.</p>
<p><b>Taking into account the use of reading strategies, how is the environment of the class described?</b></p>	<p>The environment was well-controlled as the students had a good disposition to listen, follow instructions, ask questions, give ideas, and participate in a respectful way, sometimes academic discussions came up which is a natural way to answer, but they solved the situation as they were talking about the same topics or helped to complement other's ideas. The teachers had few interventions to calm them down and remind them to focus on each lesson. As they were listening, the environment was friendly most of the time; competitive situations occurred too, this classroom showed this characteristic that was evident in different stages of the lessons' development such as the reading and activities.</p>	<p>This factor is crucial for the development of the strategy; it helped the students to maintain a cordial environment, which was an advantage. In this order the students could capture the idea of the lesson plans, as well as they asked questions in a respectful way.</p>
<p style="text-align: center;"><b>Resources</b></p>		

<p><b>What type of resources did the teachers use?</b></p>	<p>Classroom, chairs, board, laptops, PowerPoint presentations, MyON, Santillana, Pleno, post-it, poster, craft sticks, pot, continent interactive game, video beam.</p>	<p>Each of those resources play a role in the development of lesson plans. They were planned in advance, the PowerPoint presentations took more time to be developed as they might be attractive for the students, the other objects such as craft sticks and the poster provided a less technological development but a creative way to make the lesson interesting with simple objects, they were combined with technology.</p>
<p><b>How did the students react with the use of laptops during the sessions?</b></p>	<p>The excitement was evident, when the laptops were brought to the classroom, they were expecting to listen how and when they will use them, as well as they received the instructions to take care of the device and that these will help them with the development of the different activities in each lesson plan.</p> <p>There were no problems or issues with the students and the laptops, at the beginning of each session they were paying attention about how these ones will help them and how they will use them in order to reach the goals.</p>	<p>As a crucial part of the proposal for this paper, the laptops that the school provided guaranteed the success of the lesson plans that piloted.</p>
<p><b>How the students perceived the use of MyON platform in class?</b></p>	<p>The students had free access, they knew the process to enter and open the projects, in the different moments that were required by the teachers, they also use others tools of this platform that they have not done before.</p>	<p>As the students had the option to use this platform at home, this was advantageous for the reading's purpose, the graphic organizers were new for them. The tests at the end of the books were known by them, because when they finish a book they have to take the tests.</p> <p>Highlighting and listening are other tools of this platform to</p>

		complement the process of reading, and they knew them.
<b>Did the use of the Santillana’s platform increase the students’ curiosity to share their ideas with their peers?</b>	They were expecting the direction of how to use Santillana and specially the forum, which was something new for them; they accessed the platform and wrote their answers, as they were sure to do so. They confidence increased as they were receiving positive feedback, it was a good way to give them a new way to share ideas.	It was positive and increased the curiosity for the research’s purpose. They were happy to know this tool, it was their first time using it, they were careful with their answers, it took longer but they finally had their mission accomplished as well as the aim of the lesson plan.
<b>How did the students react to the use of Pleno platform in order to develop quizzes?</b>	As the students developed the reading strategies with MyON platform, they were asked to access to Pleno platform, in this order they could answer the quiz that contained different questions about the topic. They received their scores and they felt very happy as they got high grades.	Pleno’s purpose for this paper was to give another option to answer quizzes, the students faced for the first time a quiz in this platform, which represents a very interesting reaction. They were excited and curious to know their results. As well as they increase their confidence and confirmed their knowledge through the results on their scores.

After the application of the lesson plans, we may conclude that the students received and applied the reading comprehension strategies with excitement, which was evident in the process as well as they let us know while they asked us in when they had doubts, especially they wondered if they could use these strategies in every text or when could use them?, these types of questions were part of the curiosity for future uses. As well as the use of the platforms and the new environment of the classes with a positive impact, the way they executed the activities, followed the instructions and concentrated their energies in the development of the lesson itself

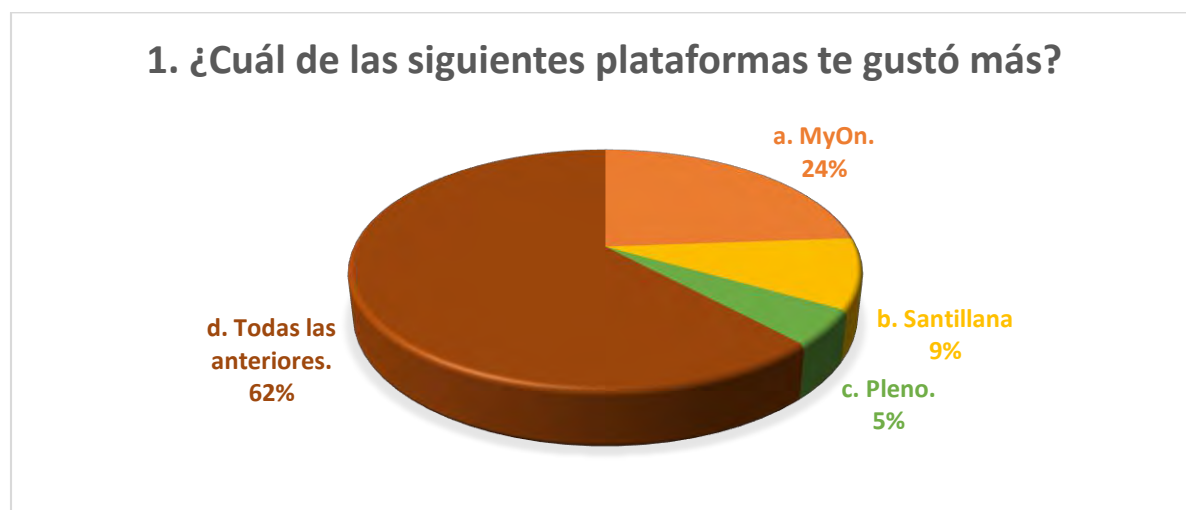
let us know that they were motivated. In this sense we may say that the environment was composed by respectful opinions, sharing opinions and division of the device used, they agreed to take turns to answer and have the laptop in certain moments, which was evidenced in all the teams.

The chart above summarizes the impressions of the application which is crucial for this paper, we could notice and grab evidences of the process, which is important to understand the achievement of the goals for this work.

### 6.2.2 Questionnaire analysis.

After piloting three of the six lesson plans proposed for this paper, we decided to apply a questionnaire in order to collect data related to the platforms, activities, and the implemented reading comprehension strategies. We talked to the students about the importance of being honest in relation to different elements used in class, as well as they should keep in mind that there is no right or wrong answers, only feelings and thoughts about the application of the lesson plans and activities.

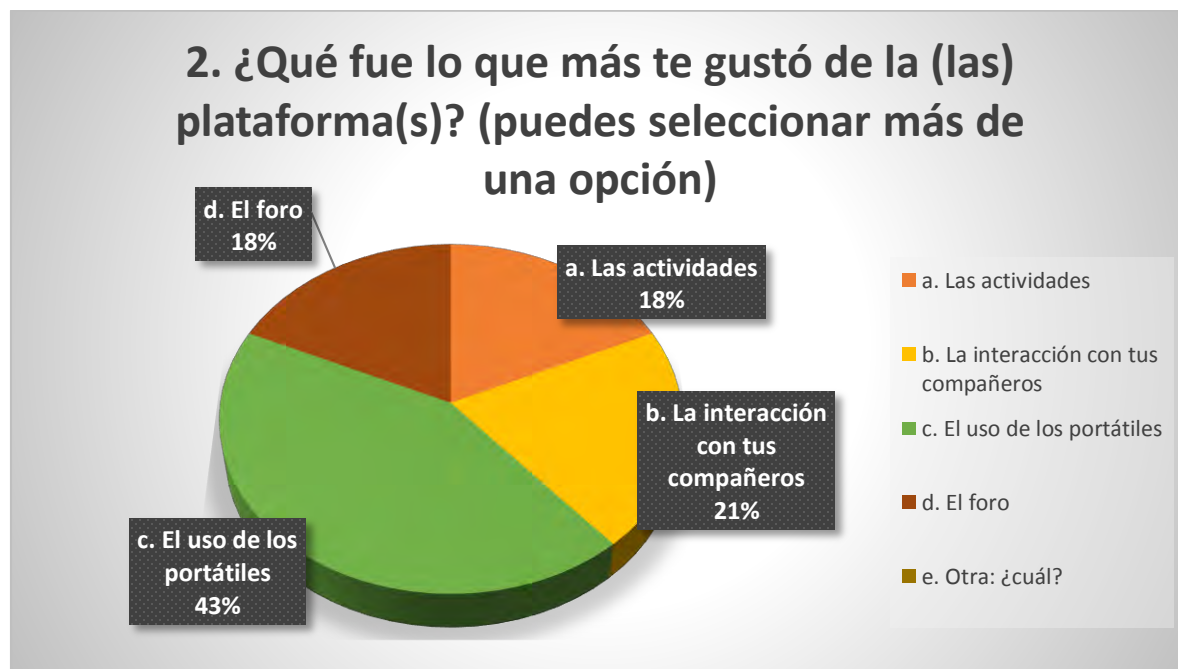
Question number one: Which platform did you like the most?





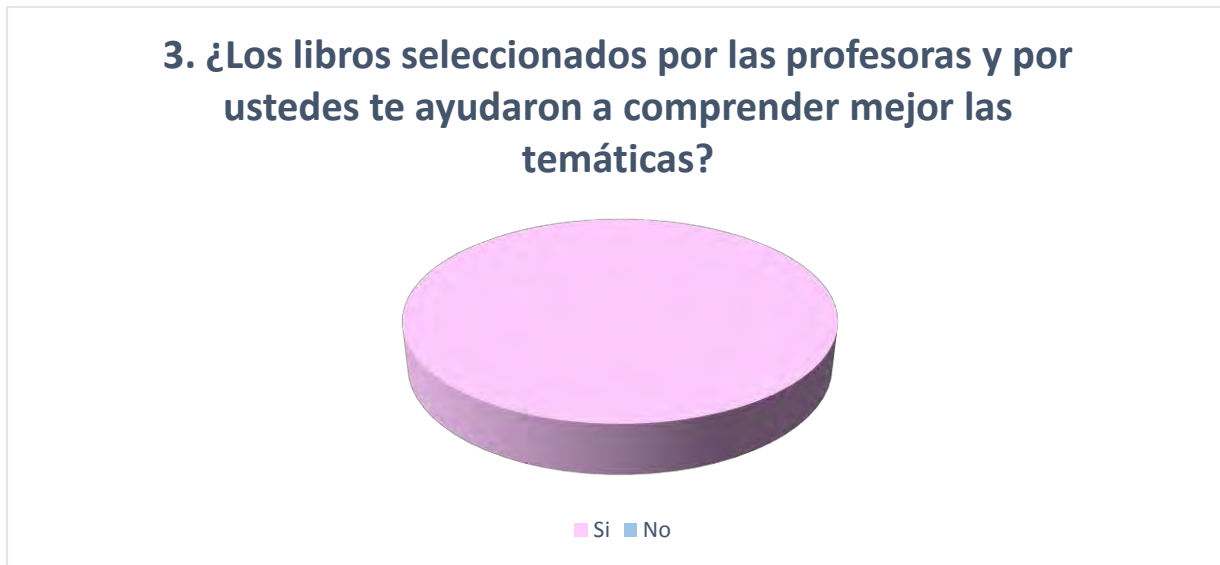
According to the results we may consider that the students liked all the platforms' activities and it is shown in their answer; all the platforms got 62% which corresponds to 13 students, in this order MyON itself got 24% of the total, and 9% for Santillana and 5% Pleno, with these results we may consider that most of the students liked all the platforms and they enjoyed working on them as is shown in the graphic, most of them chose this one as their answer which includes all platforms as was mentioned before.

The second question looks for data related to the platforms that were used and the students were asked: What did the students like about the platforms. They could choose more than one option.



From these results we may say that one of the new tools used in these lessons were the laptops, and they are allocated in the first place with a 43%, for this answer 19 students selected this as part of their likes of the lessons developed. The interaction with peer is placed as second with 21%, this was selected by 9 students, both the activities and forum with 18% each one are

in the third place, correspond to 8 times chosen. The extra choice was not filled; they limited the answers to the options. The third question is focused on the books selected in the different lesson plans. The following are the results obtained:



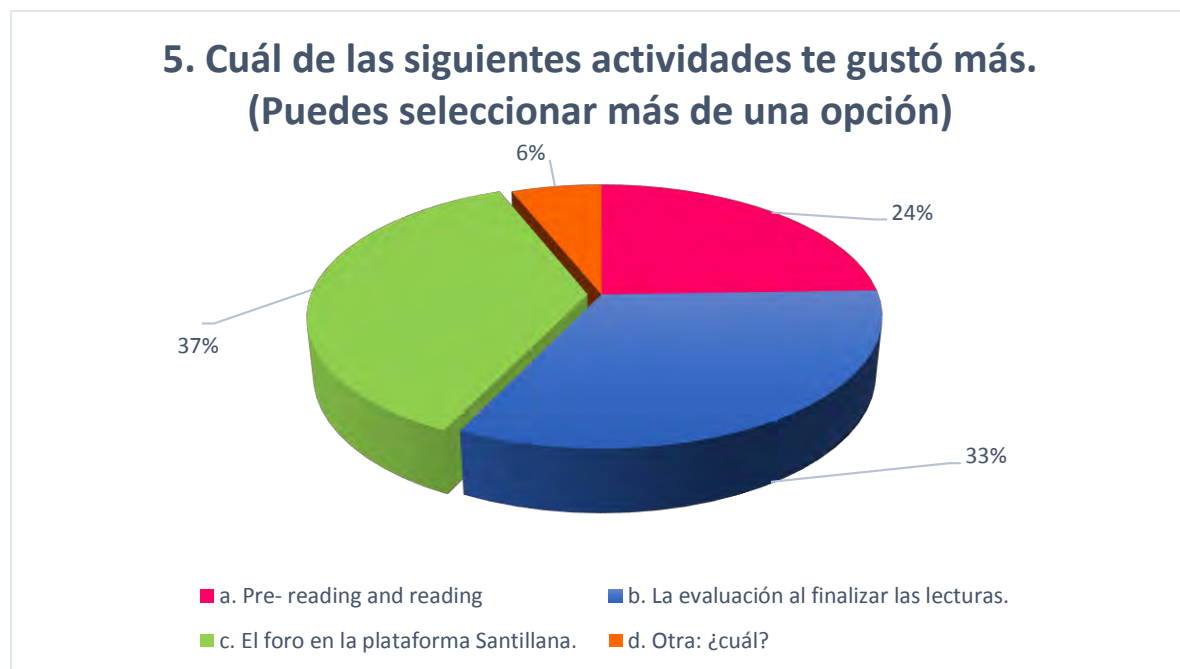
For this question, all the 21 students that correspond to 100% answered that the books used for the lesson plans supported them to comprehend the topics developed in class. We may conclude that the books chosen were accurate for the subjects addressed.

Question 4 is focused on the reading comprehension of the students, they answered:



The result obtained from the students in this answer was that 95% of them felt more comfortable with their reading comprehension in relation to the activities developed, only 5% corresponded to the student that didn't feel comfortable with the reading comprehension activities developed.

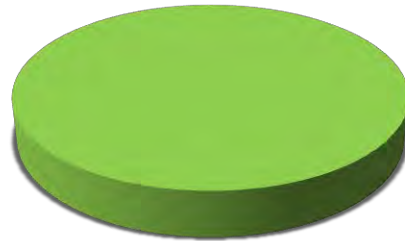
Question 5 asked the students about the activities that they liked the most, they could choose more than one option. The following graphic shows the answered of the students:



According to the students' choices, in this question most of them liked the forum on Santillana with a 37%, this one was chosen 18 times by the students, the evaluation at the end of the reading on MyON has 33%, it was chosen 16 times, while pre-reading and reading got 24% which was selected by 12 students, finally they wrote extra option that was the post-it activity, which got 6% that correspond to 3 students answers.

Question number 6 asked: Do you want your other teachers of English, Arts and Culture, and Science implement the use of the platforms inside and outside the classroom?

**6. ¿Te gustaría que los profesores de las otras asignaturas (inglés, Arts and culture, Science) implementaran el uso de las plataformas para las lecturas dentro y fuera del aula?**



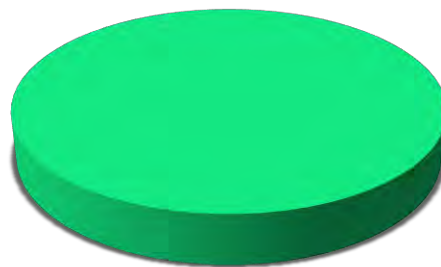
a. Si  
100%

■ a. Si ■ b. No

As is shown in the graphic, 100% of the students agreed that they would like to use these platforms for reading purpose in the other subjects too.

Question number 7: Did you like the interaction with your peers through the platforms MyON, Pleno and Santillana? For this one the students should choose yes or no, the following are the results:

**7. ¿Te gustó interactuar con tus compañeros a través de las plataformas MyOn, Pleno y Santillana?**

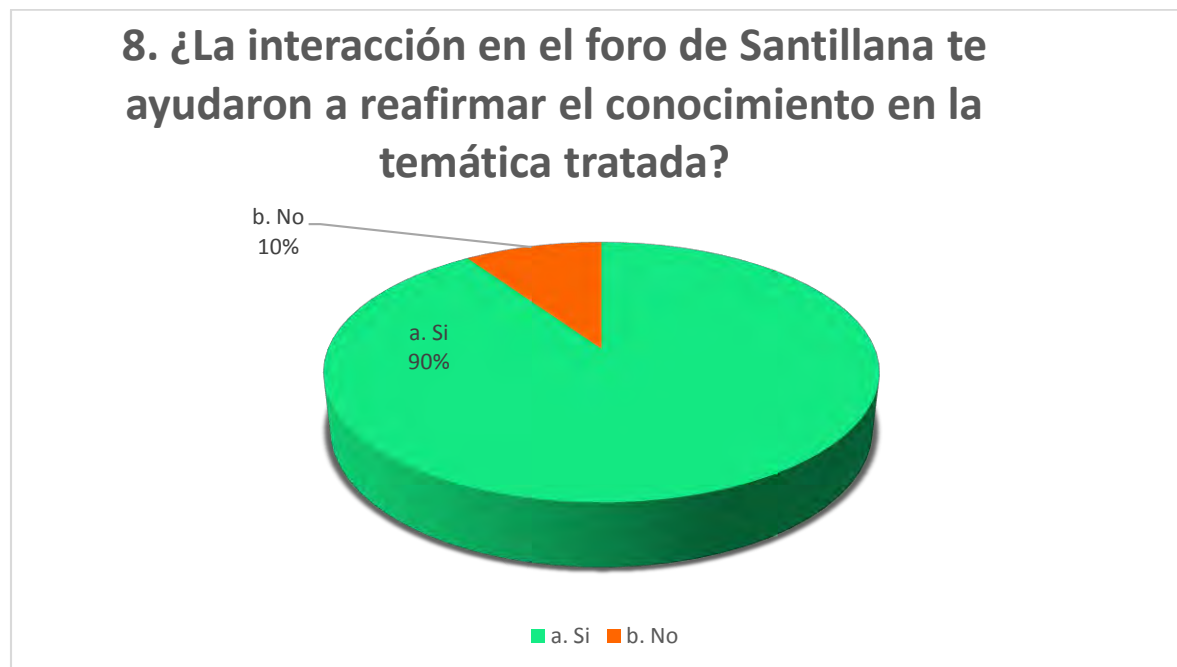


a. Si  
100%

■ a. Si ■ b. No

For this question the students chose 100% for yes, no had no answers. We may say that the interaction was accepted by the students.

Question 8 corresponds to the interaction that students had in Santillana forum, if this one supported them to reinforce the knowledge about the topic. The result is the following:



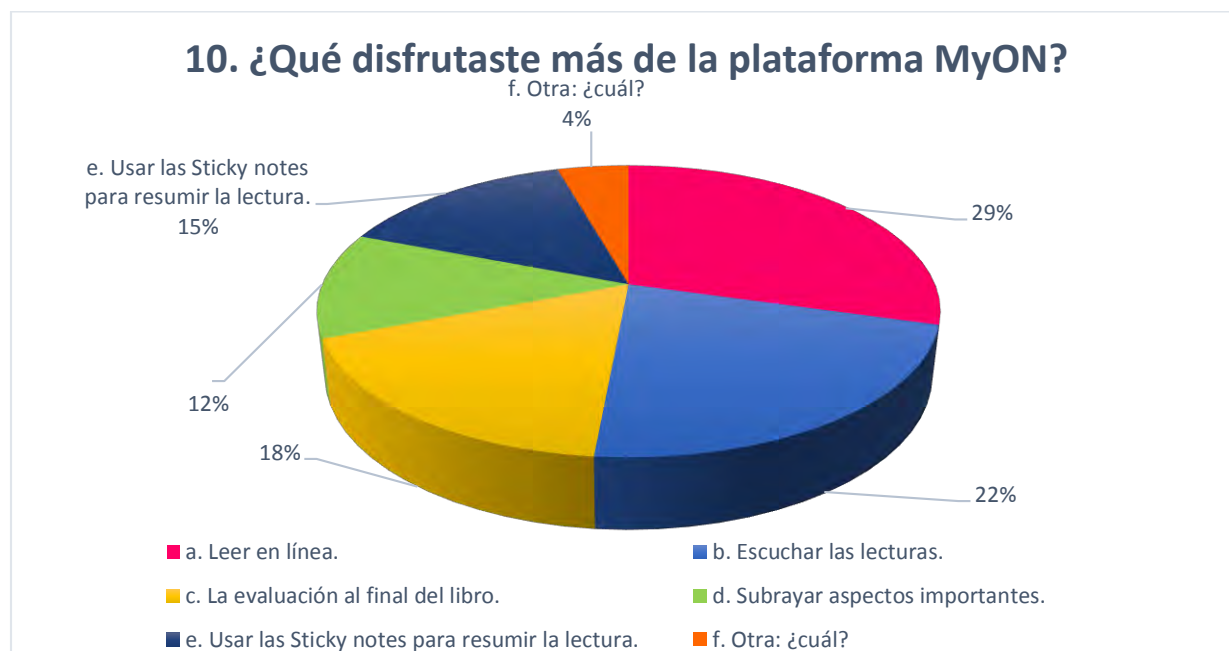
The option yes had 90%, it means that 19 of the students agreed with the support of the Santillana forum to reinforce their knowledge, while 10% did not find the forum as support of the topic developed. This may be possible because two of these students had some troubles to write comments and feedback to their peers.

Question 9 asked the students about the reading comprehension strategies, and the use of the platform to be used inside or outside the classroom, the following graphic will show the results depending on the students' answers:



The option yes was answered with 100%, which means that they may learn strategies of reading comprehension used during the development of the three lesson plans.

Finally, the question 10 asked about the MyON platform; the activities that they enjoyed on this platform, the results are shown in the following graphic, it is important to mention that they could choose more than one option.



The activity that the students enjoyed more in this platform was the reading online with a 29%, this was chosen 20 times, which means that 20 students answered with this option, followed by the listen the readings with 22%, the test at the end of the book got 18%, the use of post-it got 15% of the answers, highlight important aspects had 12%, finally another option got 4% that correspond to the predicting activity with charts.

With these results we may say that students' development, use and comprehension of the platforms, strategies and disposition was positive and had an interesting impact on them. Answers such as the one that asked about the new reading strategies allow us to know that they may be interested and motivated to keep using them.

The time invested in this process was productive, both questionnaire and observation as instruments of collection of data, gave us insights of the process from the perspectives of us as teachers and the perspectives of the students as they answered in this data their approach of the innovation for this paper.

### ***6. 2.3 Self – reflection analysis and conclusions.***

The reading comprehension strategies through the use of items on platforms and the interaction attached to the sociocultural approach were the main purpose for this paper, the implementation of the innovation was delivered with the application of three lesson plans, which cover a set of reading comprehension strategies such as predicting, skimming, scanning and creating images which were developed with a group of 5<sup>th</sup> grade, the students were exposed to the technology through the use of laptops and online platforms (MyON, Santillana, and Pleno) through these platforms the interaction was necessary as they had the opportunity to share ideas

on the forums by providing feedback. In general, the attitude of the students was positive, they felt confident while they followed the steps.

This was a process full of positive aspects related to the implementation, feedback of the students and the results of the observation that we experienced during the process, we may conclude that the reading comprehension strategies guided by us and followed by the students with all the opened attitude, which was evidenced in the observation as well as their feedback provided in the questionnaire were positive as was mentioned before, and enriched the students' knowledge, also, it helps them to develop reading strategies while they were using the different platforms and having fun.

Therefore the experience was fascinating, because we could observe the use of the platforms, something that was not possible before the application of this innovation, because the students used them at home. As we could examine for firsthand the students process, their excitement, insights and disposition in relation to our purpose. Take them out from their comfort zone and exposed them to an inexperienced class gave us the opportunity to encourage them to be able to use strategies that they would use later on their process of learning in their reading purposes.

On the other hand, we may reflect on the collaboration of the school, which was very important in this process, because they allowed us the space to develop our scope for this paper, as well as the students' mind-set.

Finally, we can denote the importance to disclose the students to this type of spaces, in which they feel motivated and delightful; from our experience we may say that their perception



of reading increases, they feel curious about the different activities, and their social skills expand as they respect opinions and provide their own ideas.

### **6.3 Final conclusions.**

This process started with some observations and an idea that came up with the lack of the reading strategies by the students' awareness. As days passed, the technology and the accurate use of this tool increase and awake our curiosity to implement it for reading purposes, as this type of technological devices are available in our school, the idea to put all these elements together arose to be displayed as part of our pedagogical innovation for this paper.

From our experience in this implementation, we may infer that this type of work are focused on increasing the awareness of the students in relation to the use of technology combined with the learning actions in class, set up the rules to the students, explain the goals and aims that they will reach at the end of each lesson plan, as they follow different steps. All these aspects were taken into account in order to develop the course planned for this paper.

The topics, books, strategies, platforms, contents, warm-up activities, teachers and students' roles were thought and analyzed in order to concern with the final idea to be applied for the collection of impressions and thought during the piloting stages. As this process required a dedicated and previous recollection of theories that converged to the needs detected in the first stage of the observations.

The different paradigms, theories and ideas recommended and written by theorists gave insights and created the backbone of this paper, as well as our own experiences in our teaching belief summed to result in the final lesson plans that were dealt in one of the grades of the school that we work as teacher and coordinator. This experience was different for both us and our

students. The technological items used, thought to capture their attention and as part of this work support, and this was one of the major attractions according to the students' answers in the questionnaire and our perception bestow what we observed from their behavior. As well as they suggested the implementation of this type of lesson for the teachers of other subjects, it is a clear desire from them to continue this process for their reading skills advancement.

Otherwise, we suggest for future application good internet connection, classroom with all the devices and items necessary in case that something goes wrong or has some troubles, because technology need a background sometimes.

Some difficulties during the process we had identified is that some students should be confident with the knowledge acquired in previous classes. They believe they might finish or the teacher would congratulate their velocity, which can be a disadvantage for some activities developed, and it gets against the time that they had consumed for certain activity that was not explained by the teacher.

Another suggestion based on this experience is that teachers need to adequate the room that is going to be used with time ahead. The first day we spent some minutes trying to organize the room, place the chairs, we thought on using the Technology room that is equipped with 28 computers, but this one was not available at the time because of some issues with the internet connection, so we had to take a second option which was the laptops in the classroom.

We are the ones who managed the time for the different activities, the development was successful and we were paying attention, walking around the classroom, solving questions, observing the perception of the students, supporting some extra explanation and encouraging them to keep the energy high in each activity.

Finally, we may conclude that this was a good experience that should keep working on some weaknesses and increase the strengths detected, which is crucial to grow the reading strategies skills from the perspective of the technological tools that are provided by many schools that look for increasing their students' capacity on learning a second language.

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Anexo

Lesson plans: unit 1

<b>DATE:</b> <b>GRADE: 5th</b>  <b>B</b> _____	<b>TIME</b>  _____
<b>SUBJECT: Social Studies</b> <b>TEACHERS: Mariam Madrid &amp; Emelina Jiménez.</b>	

**CLASS N° 1**

**EJES: Relaciones espaciales y ambientales.**

**ESTÁNDAR Y/O DIMENSIONES:** Me ubico en el entorno físico utilizando referentes espaciales (izquierda, derecha, puntos cardinales).

**BLR:**

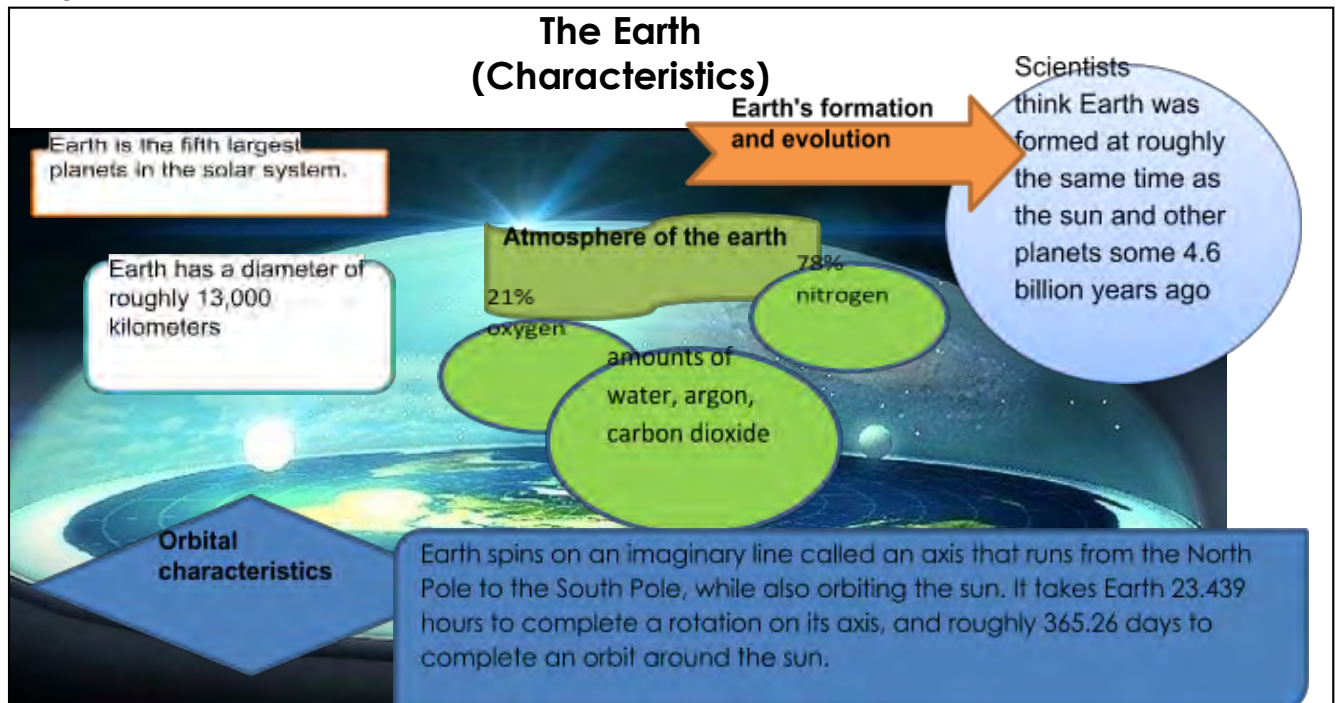
- ❖ Comprende la importancia de los límites geográficos y el establecimiento de las fronteras en la organización de los territorios.
- ❖ Understands general and specific information in a short narrative text about topics, that are familiar or of personal interest.

**TOPIC:** OUR PLANET EARTH

**AIMS:**

- ❖ To identify and relate the main characteristics of the Earth by recognizing some geographical and cultural aspects.
- ❖ To comprehend texts and acquire a new concept based on texts related to our planet Earth.

**CONTENT:**





**STUDENT'S ACTIVITIES**

Phases	Activities	Resources
<b>Warm-up</b>	<p>The teacher will ask to each student what they know about the planet, then individually, the students will watch a video called “The Planet Earth: Astronomy and Space” in order to find out some important facts about our planet. Based on the video, the students will answer some question in their notebooks:</p> <ol style="list-style-type: none"> <li>1. Why is the Earth the only planet that has liquid water in its surface?</li> <li>2. What is the Earth atmosphere made of?               <ol style="list-style-type: none"> <li>a. water and soil</li> <li>b. nitrogen and oxygen</li> <li>c. animals and humans</li> </ol> </li> <li>3. How are the layers made of?</li> <li>4. What is the percentage covered by the oceans? a. 70% b. 80% c. 30%</li> <li>5. Are there more planets with water in the solar system? Yes/ No</li> <li>6. How long takes the Earth to travel around the Sun?               <ol style="list-style-type: none"> <li>a. 365 months</li> <li>b. 12 days</li> <li>c. 365 days</li> </ol> </li> <li>7. Mention the name of the layers of our planet Earth.</li> <li>8. Why should we take care of our planet?</li> </ol>	<p><a href="https://www.youtube.com/watch?v=IDhapt7nw4A">https://www.youtube.com/watch?v=IDhapt7nw4A</a></p> <p>Power point presentation</p>
<b>Activities</b>	<p>*The teacher will ask the students to make a round table in order to discuss the main facts mentioned in the video and to share their answers about the questions the teacher asked at the beginning of the class.</p> <p>*In teams of three, the students will observe the cover and title of the book called “Earth” by Martha E. H Rustard, this will be displayed on the board, they will brainstorm about it: what is the book about? Which aspects do you believe are going to be mentioned in it? next, they will look for this book, on MyON, first, the teacher will ask them to skim, in this order they are going to glance quickly the book, determine what the reading is going to be about, and write comments or point out the expressions that they need to remember about it and then, the teacher will go with each group to check the information that they have, after that, they will write it down on their notebook and get ready to discuss it with the class.</p> <p>*After that, the students will open their Santillana’s platform and access to the forum, in it they will have some questions (10 in total) about the reading that they did, the teacher will give them time to finish the questions so the new on can be sent to them. Each group will give a feedback on another group’s answer.</p> <p>Some of those questions are:</p> <ol style="list-style-type: none"> <li>1. What does our planet look like?</li> <li>2. Which planet is the largest in the solar system?</li> <li>3. What is planet Earth like compared to the rest of our solar system?</li> <li>4. What is the third planet from the sun?</li> <li>5. What are the tens of thousands of other objects that orbit the sun?</li> </ol> <p>After they finish, they will discuss each question with the class and the teacher will give them feedback and clarify their doubts about it.</p>	<p>Laptops, PowerPoint presentation, MyON platform, Santillana Platform.</p>

<p><b>Wrap up</b></p>	<p>To finish this class the students will take the quiz on Pleno platform, they will answer the questions taking into account what they learnt in class, at the end of the quiz, they will be given their grades and the teacher will give them feedback about each question and clarify their doubts.</p> <p>The questions are:</p> <ol style="list-style-type: none"> <li><b>1. Which planet has no moons?</b> <ol style="list-style-type: none"> <li>a. Mercury.</li> <li>b. Earth.</li> <li>c. Jupiter.</li> </ol> </li> <li><b>2. Does the moon's gravity affect Earth?</b> <ol style="list-style-type: none"> <li>a. Yes.</li> <li>b. Not.</li> </ol> </li> <li><b>3. Where does the Earth spin?</b> <ol style="list-style-type: none"> <li>a. From the North Pole to the South Pole</li> <li>b. 365.26 days to complete an orbit around the sun.</li> <li>c. On an imaginary line called an axis.</li> </ol> </li> <li><b>4. What are the components of the Earth's atmosphere?</b> <ol style="list-style-type: none"> <li>a. 50% oxygen, 50% nitrogen, amounts of water, argon, carbon dioxide.</li> <li>b. 21 % oxygen, 78% nitrogen, amounts of water, argon, carbon dioxide.</li> <li>c. 18 % nitrogen, 60% oxygen, amounts of water, argon, carbon dioxide.</li> </ol> </li> <li><b>5. What are the layers that divide the Earth called?</b> <ol style="list-style-type: none"> <li>a. Gas, water, oxygen and nitrogen.</li> <li>b. Oceans, oxygen, inner core and outer core.</li> <li>c. Crust, Mantle, inner core, outer core.</li> </ol> </li> </ol>	<p>Pleno platform.</p>
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**HOMEWORK:**

No applicable.

**OBSERVATIONS:**

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Teacher

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Department Coordinator

<b>GRADE: 5th</b>  <b>DATE: Month - Day</b> <b>B _____</b>	<b>TIME</b> _____
	<b>SUBJECT: Social Studies</b> <b>TEACHERS: Mariam Madrid &amp; Emelina Jiménez</b>

**CLASS N° 2**

**EJES: Relaciones espaciales y ambientales**

**ESTÁNDAR Y/O DIMENSIONES:** Me ubico en el entorno físico utilizando referentes espaciales (izquierda, derecha, puntos cardinales)

**BLR:**

- ❖ Comprende la importancia de los océanos y mares en la organización económica y social de los pueblos costeros en la actualidad.
- ❖ Understands general and specific information in a short narrative text about topics, that are familiar or of personal interest.

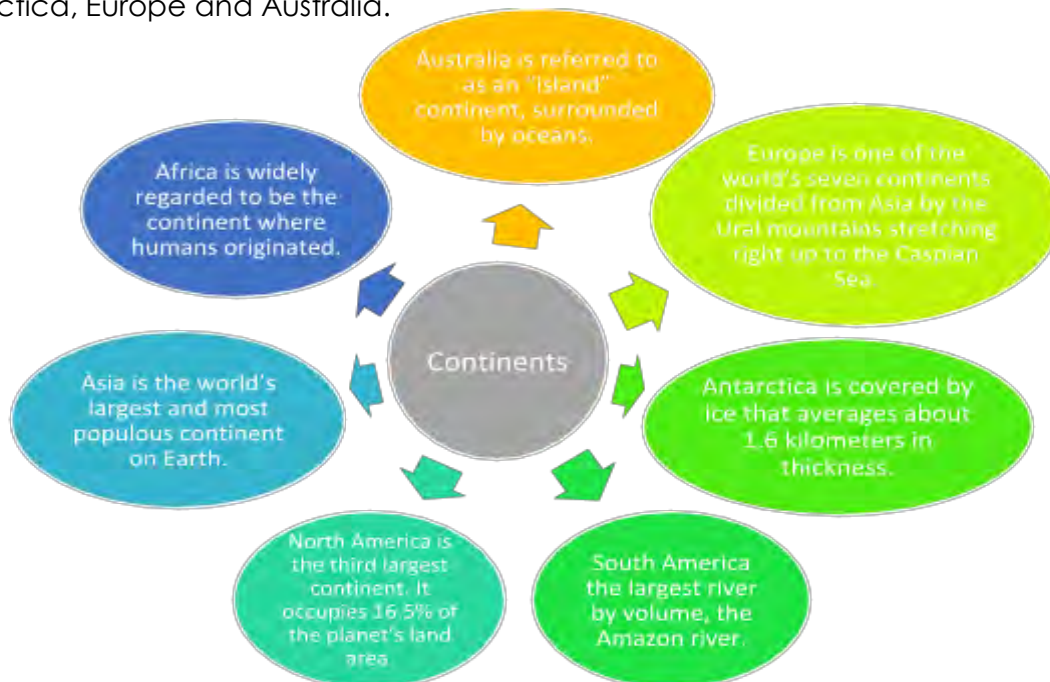
**TOPIC: CONTINENTS: AMERICA, ASIA, AFRICA, EUROPE, AUSTRALIA AND ANTARTICA.**

**AIMS:**

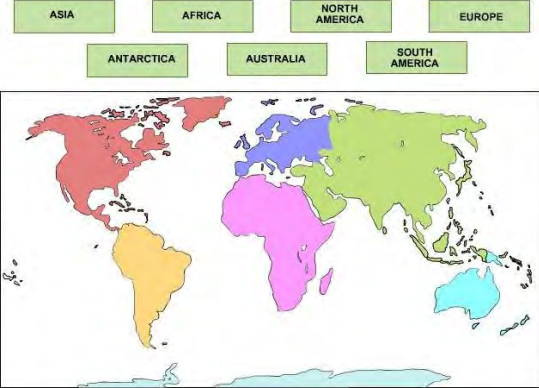

- ❖ Students will be able to comprehend information related to the continents of the world and their main characteristics by using texts on MyON.
- ❖ Students will be able to read, write and create their own resource to provide information about important aspects of the continents.

**CONTENT:**

Continents are very large landmasses found on Earth. The Earth has seven such continents. They are (from largest in size to the smallest): Asia, Africa, North America, South America, Antarctica, Europe and Australia.



STUDENT'S ACTIVITIES

Phases	Activities	Resources
<p><b>Warm-up</b></p>	<p>Map of the 7 continents of the world: drag and drop the names on the continents:</p> <div style="text-align: center;">  </div>	<p>Laptops, interactive game.  <a href="http://www.softschools.com/social_studies/continents/map.jsp">http://www.softschools.com/social_studies/continents/map.jsp</a></p>
<p><b>Activities</b></p>	<p>The teacher will refer the characteristics related to the continents (information above on the content), then the students will provide information (climate, location, places) that they know about the continent on which they live.</p> <p>The students will be placed into teams; the teams will choose a name for themselves. Their options are tigers, panthers, lions, cheetahs, wolves, or pumas, the teacher will write the name selected by the team on a craft stick.</p> <p>Then the teacher will place the craft stick in a pot, after that, draw each stick from the pot in order to give a continent to each team.</p> <ol style="list-style-type: none"> <li>Using a PowerPoint presentation the students will access to MyON platform, they will observe the following covers of the books displayed on the board, that depending on the continent of their team they will search for MyON project created by the teacher:             <div style="text-align: center;">  </div> </li> <li>On the project created on MyON they will find the following instructions, that they will complete in order to fulfill the project:             <ol style="list-style-type: none"> <li>Graphic organizer (this tool is designed by MyON): Make predictions about the book; the students will write on MyON the following predictions about the book: clues from the cover, clue from the pictures, my prediction about the book as it relates to the story, write a brief idea about what do you think the</li> </ol> </li> </ol>	<p>Laptops, MyON platform, craft sticks, pot.</p>

	<p>chapter is going to be.</p> <p><b>b.</b> Reading task: read the book that corresponds to your team, scan and highlight important details.</p> <p><b>c.</b> Test: in this test that the students will present, it will be based on the following factors; current lexile level and test history.</p>	
<b>Wrap up</b>	<p>Each team Each group will have 5 minutes to prepare the following presentation in which each team will take turns to project on the board and share their ideas: the prediction activity based on the MyON graphic organizer made at the beginning of the reading, three of the most important facts about the continent, and explain why they recommend this book.</p>	<p>Laptops, MyON platform, video beam</p>

**OBSERVATIONS:**

**HOMEWORK:**

**Not applicable**

\_\_\_\_\_

**Teacher**

\_\_\_\_\_

**Department Coordinator**

<b>GRADE: 5th</b>  <b>DATE: Month - Day</b> <b>B _____</b>	<b>TIME</b> _____
	<b>SUBJECT: Social Studies</b> <b>TEACHERS: Mariam Madrid &amp; Emelina Jiménez</b>

**CLASS N° 3**

**EJES: Relaciones espaciales y ambientales**

**ESTÁNDAR Y/O DIMENSIONES:** Me ubico en el entorno físico utilizando referentes espaciales (izquierda, derecha, puntos cardinales).

**BLR:**


- ❖ Comprende la importancia de los océanos y mares en la organización económica y social de los pueblos costeros en la actualidad.
- ❖ Understands general and specific information in a short narrative text about topics, that are familiar or of personal interest.

**TOPIC: OCEANS: ATLANTIC, PACIFIC, INDIAN, ARTIC AND ANTARTIC.**

**AIMS:**

- ❖ Students will be able to read, visualize their ideas about a text and explain it.
- ❖ Students will be able to provide the main ideas related to the book that they read and identify different aspects of the information given in a book.

**CONTENT:**





An ocean is a huge body of saltwater. Oceans cover nearly 71 percent of Earth's surface. They contain almost 98 percent of all the water on Earth.

There is one world ocean, but it is divided into five main areas: the Pacific, the Atlantic, the Indian, the Arctic, and the Southern, or Antarctic.



**STUDENT'S ACTIVITIES**

Phases	Activities	Resources
<p><b>Warm-up</b></p>	<p>The teacher will display the following set of images on the board</p>  <p>In pairs students will discuss what they observe, then some students will participate in a panel discussion with the rest of the group, led by the teacher.</p>	<p>Laptop, PowerPoint presentation video beam.</p>
<p><b>Activities</b></p>	<p>The teacher will introduce and explain the characteristics of the oceans and then solve some questions related to the topic, display on the board the map in order to identify the location of the oceans.</p> <p>The teacher will give the following instructions:</p> <p>Each student will choose one of the oceans, each ocean will be read by 4 students, to do so the teacher will use a PowerPoint Presentation to display the following covers, each student will let the teacher know the book selected, then the teacher will write each student's name in the book chosen.</p>  <p>During the reading students will use a worksheet in which they will create images of the important aspects mentioned in the reading, the teacher will explain to the students: Start to read your book, after a paragraph that contain good descriptive information create an image that help you to remember the detail of that paragraph. They will use their own mental images, besides the ones that appear on the book.</p> <p>At the end of the reading the teacher will take some minutes to ask some students to show their mental pictures of their texts.</p>	<p>Laptop MyON platform, worksheet, poster, video beam, PPP.</p>

	<p>After the reading they will scan for some details, in teams of three students, they will fill this information and upload the final version on Santillana forum, the students will find the following items to write about, as once as they write their appreciation in each item, they will upload the comment on the forum.</p> <ol style="list-style-type: none"> <li>1. Location</li> <li>2. Size</li> <li>3. Animals</li> <li>4. Plants</li> <li>5. Interesting fact</li> <li>6. Natural feature</li> </ol> <p>In a panel discussion they will participate by giving their answers and comprehension of the books based on the items above.</p>	
<p><b>Wrap up</b></p>	<p>Using a post-it notes the students will write the main idea of the book. These ideas will be placed on a poster that contain the covers of each book.</p>	<p>Poster post-it</p>

**HOMEWORK:**

Not applicable

**OBSERVATIONS:**

\_\_\_\_\_

**Teacher**

\_\_\_\_\_

**Department Coordinator**



<b>GRADE:</b> 5th	<b>DATE:</b> Month - Day B _____	<b>TIME</b> _____
<b>SUBJECT:</b> Social Studies		
<b>TEACHERS:</b> Mariam Madrid & Emelina Jiménez		
<b>CLASS N° 4</b>		

**EJES:** Relaciones espaciales y ambientales

**ESTÁNDAR Y/O DIMENSIONES:** Reconozco los diferentes usos que se le dan a la tierra y a los recursos naturales en mi entorno y en otros (parques naturales, ecoturismo, ganadería, agricultura...).

**BLR:**

- ❖ Comprende la importancia de los océanos y mares en la organización económica y social de los pueblos costeros en la actualidad.
- ❖ Understands general and specific information in a short narrative text about topics, that are familiar or of personal interest.


**TOPIC:** RENEWABLE

**NATURAL**

**RESOURCES AIMS:**

- ❖ Students will be able to comprehend information related to the world and its main characteristics by using the texts on MyON.
- ❖ Students will be able to solve reading activities such as worksheets, handouts and online quizzes which contain the information acquired during the reading process using digital tools.
- ❖ Students will be able to understand the texts related to renewable and non-renewable natural resources and sustaining our natural resources.

**CONTENT:**



A renewable resource is a natural resource that cannot be used up or it is one that can be replaced within a human life span. Air, water, soil, plants and animals are examples of renewable resources.

**STUDENT’S ACTIVITIES**

Phases	Activities	Resources
<b>Warm-up</b>	The teacher will ask the students to form groups of three and read the book “ <b>Let’s Talk about Sustainable Energy</b> ” by Heineman. Each group will read a different section of the book: Energy as Fuel, Environment Impact, Geothermal Energy and Hydropower, Solar Power and Wind Power, Biofuel and Tidal Power, Nuclear Power, Energy Efficiency. The students will have 15 minutes to scan the text and then, the whole class will brainstorm the information obtained.	
<b>Activities</b>	<p><b>Reading Book-t Camp came to class!</b></p> <p>With the information read, the students will complete six (6) drills; after each drill, they have to complete a book-t camp style exercise: pushups, rope course, etcetera.</p> <ol style="list-style-type: none"> <li>1. Label the text features within the text.</li> <li>2. Read the paired multiple choice questions.</li> <li>3. Read and annotate the text.</li> <li>4. Answer questions.</li> <li>5. Write the strategies used to answer each question.</li> <li>6. Develop the quiz about the reading on the MyON platform.</li> </ol> <p>By the end of the drills, they should see how each step helped them achieve the correct answers and why they got these answers. To meet this goal, the teacher will give them a packet with notecards and reading strategies.</p>	Laptops, notecards, paper sheets, MyON platform.
<b>Wrap up</b>	<p>At the end of the <b>Book-t Camp</b> each student should have clear information about Renewable Natural Resources and a debate will then be carried out to wrap up the class; students will be asked to return to their places and make a circle to do a debate. The instructions for the debate are:</p> <p>Observe the information or image projected on the board: state your opinion clearly, be respectful to each other, keep your cool in a debate; there is no definite wrong or right answer, have fun. Debating is a great way to explore the issue.</p>	PowerPoint presentation

**HOMEWORK:**

N.A

**OBSERVATIONS:**

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Department Coordinator

<p><b>GRADE:</b> 5th</p> <p><b>DATE:</b> Month - Day</p> <p><b>B</b> _____</p>	<p><b>TIME</b></p>
<p><b>SUBJECT:</b> Social Studies</p> <p><b>TEACHERS:</b> Mariam Madrid &amp; Emelina Jiménez</p>	

**CLASS N° 5**

**EJES: Relaciones espaciales y ambientales**

**ESTÁNDAR Y/O DIMENSIONES:** Reconozco los diferentes usos que se le dan a la tierra y a los recursos naturales en mi entorno y en otros (parques naturales, ecoturismo, ganadería, agricultura...).

**BLR:**

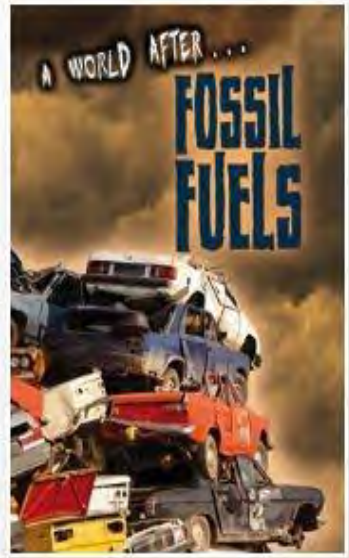
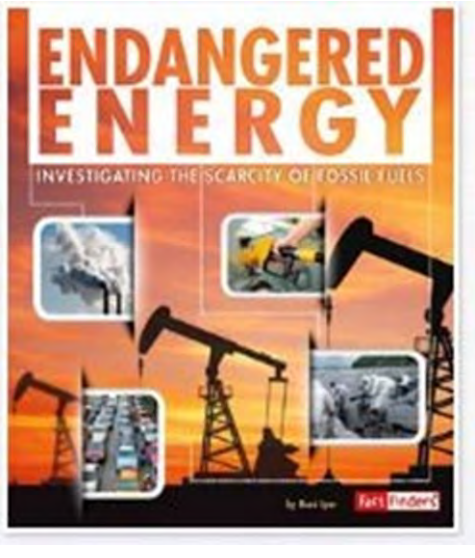
- ❖ Comprende la importancia de los océanos y mares en la organización económica y social de los pueblos costeros en la actualidad.
- ❖ Understands general and specific information in a short narrative text about topics, that are familiar or of personal interest.

**TOPIC: Non-renewable natural resources**

**AIMS:**

- ❖ Select appropriated reading texts based on the content studied and develop the activities related to it using the Santillana and MyON platforms to interact, exchange and support ideas.
- ❖ Students will be able to solve reading activities such as worksheets, handouts and online quizzes which contain the information acquire during the reading process through digital tools.
- ❖ Students will be able to comprehend the texts related to renewable and non-renewable natural resource and sustaining our natural resources.

**CONTENT:**

**Key Vocabulary:** fossil fuel, non – renewable, endangered energy.

**STUDENT'S ACTIVITIES**

Phases	Activities	Resources
<b>Warm-up</b>	The teacher will brainstorm the topic by asking to the students about renewable resource (previous class), then non – renewable resources: what do they know about it, are they good or bad for the environment, if so/not, how does it impact our environment, then, teacher will clarify the students doubts about the topics.	
<b>Activities</b>	<p>After that, teacher will ask to the students to go on MyOn platform, and check the books that they have in their reading project for this period, first the teacher will explain them what are they going to do in the class:</p> <ol style="list-style-type: none"> <li>1. First, then teacher will ask them to look for two text that based on the title and a quick scanning they consider best describe the topic explained at the beginning, (endangered energy, fossil fuels) then, teacher will divide the class in two reading groups:                     <ol style="list-style-type: none"> <li>A. Group one will be called endangered energy, this group will be divided in two groups of three and one of four, these groups will read the book called endangered energy, it has three chapters: the world runs on energy, meet the fossil fuels, the effects of fossil fuels.</li> <li>B. Group two will be called fossil fuels, this group will be divided in two group of three and one of four too, these groups will read the book called the world after fossil fuels, it is divided in different parts: the world wakes up, an oil crisis of the future, and balance of power, each group will read one.</li> </ol> </li> <li>2. They will develop a reading activity, and a final paper to share with the class.</li> </ol> <p><b>C. During the reading the students will:</b></p> <ol style="list-style-type: none"> <li>1. Use the <b>sticky notes</b> to write comments about the reading: important facts, note to remember, relevant information. (Sticky note that each page has to write on it).</li> <li>2. Discus about the reading after each page read, (what is it about).</li> <li>3. Write in their notebook a conclusion about their discussion.</li> </ol> <p>D. After reading the students will:</p> <ol style="list-style-type: none"> <li>1. Write a final conclusion of the whole reading.</li> <li>2. Organize the classroom in circle and each group will talk about each part of their reading, the teacher will clarify their doubts.</li> <li>3. Write conclusion about each discussion.</li> </ol> <p>Finally, each group will organize their information and write it down as summary in the Santillana´s forum, and write a comment to another group.</p>	MyOn and Santillana platforms. Computers.

<b>Wrap up</b>	<p>To wrap the class up, the teacher will post the following question on the platform Santillana, and the students, individually, will answer them as a reflection of the topic:</p> <p>1. In an oil crisis, would you buy fuel? 2. Would you listen to the news and join the panic or would you remain calm and think that your government will get the situation under control?</p>	
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**HOMEWORK:**

N.A

**OBSERVATIONS:**

\_\_\_\_\_  
 Teacher

\_\_\_\_\_  
 Department Coordinator

\_\_\_\_\_

<p><b>GRADE: 5th</b></p> <p style="text-align: center;"><b>DATE: Month - Day</b></p> <p style="text-align: center;">B _____</p>	<p><b>TIME</b></p>
<p><b>SUBJECT: Social Studies</b></p> <p><b>TEACHERS: Mariam Madrid &amp; Emelina Jiménez</b></p>	

**ESTÁNDAR Y/O DIMENSIONES:** Reconozco los diferentes usos que se le dan a la tierra y a los recursos naturales en mi entorno y en otros (parques naturales, ecoturismo, ganadería, agricultura...).

**BLR:**

- ❖ Comprende la importancia de los océanos y mares en la organización económica y social de los pueblos costeros en la actualidad.
- ❖ Understands general and specific information in a short narrative text about topics, that are familiar or of personal interest.

**TOPIC: Sustaining our natural resources**

**AIMS:**

- ❖ Students will be able to solve reading activities such as worksheets, handouts and online quizzes which contain the information acquired during the reading process using digital tools.
- ❖ Students will be able to comprehend the texts related to sustaining our natural resources by using texts on MyON.
- ❖ Explore the ways in which we are depleting the planet's resources, and the need to use them in a sustainable manner.

**CONTENT:**

Sustainability is concerned with assuming that nature and the environment are not an inexhaustible resource and so, it is necessary to protect them and use them rationally.

Sustainability promotes social development, seeking cohesion between communities and cultures to achieve satisfactory levels in quality of life, health and education. Thirdly, sustainability focuses on equal economic growth that generates wealth for all without harming the environment. Nowadays, many of the challenges that humans face such as climate change or water scarcity can only be tackled from a global perspective and by promoting sustainable development.

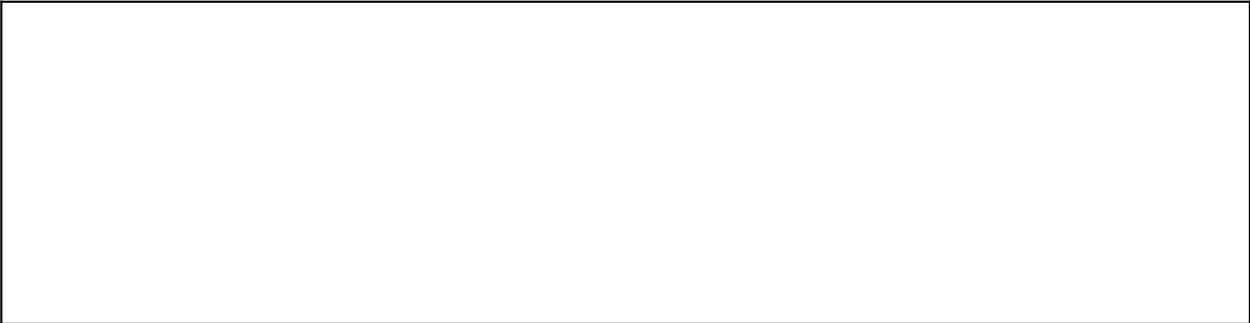
**STUDENT'S ACTIVITIES**

Phases	Activities	Resources
<b>Warm-up</b>	<p>Teacher will brainstorm with the class by using Plickers. She will give a card with a number and multiple choice options on it (A,B,C,D) to each student, then, the teacher will project questions about sustaining our natural resources and the students have to show their answer by showing the letter (A, B,C, or D) and after each question the class will discuss the answer and teacher will clarify their doubts.</p> <p><b>Some questions are:</b> do all living things need natural resources to survive? Are natural resources useful materials found in nature? Is wood an important natural resource?</p>	Plickers. Video beam. Cards, laptop.
<b>Activities</b>	<p>After the warm up is done, the teacher will put the students in group of four and give each group materials to work with (cardboard, markers, glue, tape and magazine) as well as an extract from the book “Sustaining Our Natural Resources” express edition, which is in the platform MyOn. Each group has to follow the instructions:</p> <ol style="list-style-type: none"> <li>1. Read the information given.</li> <li>2. Write unknown words and look for their meaning in your dictionaries.</li> <li>3. Discuss the extract with your group members.</li> <li>4. Write important facts about it (draft) or summarize the information.</li> <li>5. Write examples according to the information taking into account your environment.</li> <li>6. Make a poster with the information obtained and get ready to share it with the class.</li> </ol> <p>The teacher will be monitoring the students work and clarifying their doubts about the topic.</p>	MyON platform, laptops, dictionary, cardboard, markers.
<b>Wrap up</b>	<p>To wrap the class up, the students will present their work to the class, and the teacher will make questions about it to the auditorium to verify their understanding about the topic and clarify their doubts.</p>	

**HOMEWORK:**

1. Finish the reading of the book “Sustaining Our Natural Resources” express edition and develop the quiz on the platform MyOn.
2. Upload on Santillana a slide with the information about important facts about it (draft) or the summarize made by your group in class.

**OBSERVATIONS:**



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**Teacher**

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**Department Coordinator**

Data collection



**INSTRUMENT FOR COLLECTING DATA  
GUIDE FOR INTERVIEWING THE ACADEMIC COORDINATOR**

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Objective:** *This interview intends to know how the school and the English department promote reading activities and motivates the students to do it.*

1. What kind of activities does the school develop in order to encourage the students to read in English?
2. Give a brief description of the institution's reading project:
3. Do you think the project has had a major impact on the educational community? How?
4. What do you think is the language skill that students should emphasize in their English?
5. How do you evaluate the impact of reading project on the institution?
6. What methodology do teachers implement to encourage students to read in English?
7. Based on your experience, do you see a motivation on the part of the students to read books in English? How do they show it?
8. What activities do you think students prefer to do to improve their reading in English? Why?
9. Do students have good exposure to the English language? How do they show it?
10. What is the purpose of the students to read in English?

**INSTRUMENT FOR COLLECTING DATA  
GUIDE FOR QUESTIONARY**

**OBJECTIVE:** Identify what students like about reading activities in and out the classroom.

Name: \_\_\_\_\_ date: \_\_\_\_\_

**PROGRAMA DE BILINGUISMO**

1. ¿Te gusta leer en inglés? Sí \_\_\_\_\_ No \_\_\_\_\_, ¿Por qué?  
 \_\_\_\_\_  
 \_\_\_\_\_

2. ¿Disfrutas las actividades de lectura realizadas por el profesor? Sí \_\_\_\_\_ No \_\_\_\_\_  
 ¿por qué?  
 \_\_\_\_\_  
 \_\_\_\_\_

3. ¿Te sientes motivado(a) a leer en inglés? Si \_\_\_\_\_ No \_\_\_\_\_, si tu respuesta es no, explica por qué.  
 \_\_\_\_\_  
 \_\_\_\_\_

4. ¿Tienes una meta clara de lectura en inglés? Sí \_\_\_\_\_ No \_\_\_\_\_  
 ¿cuál?  
 \_\_\_\_\_  
 \_\_\_\_\_

5. ¿Ha generado en ti un gran impacto el proyecto de lectura de la institución?  
 Sí \_\_\_\_\_ No \_\_\_\_\_ sí tu respuesta es no, explica por qué.  
 \_\_\_\_\_  
 \_\_\_\_\_

6. ¿Las actividades que realiza el departamento de inglés te motiva a leer usando el idioma?  
 Si \_\_\_\_\_ No \_\_\_\_\_, si tu respuesta es no, explica por qué.  
 \_\_\_\_\_  
 \_\_\_\_\_

7. ¿Disfrutas las actividades de lectura en línea que se realizan en la institución?  
 Sí \_\_\_\_\_ No \_\_\_\_\_

8. ¿Las actividades de lectura en línea que se realizan diariamente te ayudan a mejorar tus habilidades de lectura? Sí \_\_\_\_\_ No \_\_\_\_\_
9. Marca con una X la actividad de lectura que más te gusta realizar en casa:
- \_\_\_\_\_ Lecturas en MyON
  - \_\_\_\_\_ Escuchar las lecturas en MyON
  - \_\_\_\_\_ Test al finalizar la lectura
  - \_\_\_\_\_ Descargar worksheets de Santillana y realizarlas
10. Marca con una X la actividad de la plataforma MyON que más disfrutas realizar:
- \_\_\_\_\_ Lecturas
  - \_\_\_\_\_ Escuchar las lecturas
  - \_\_\_\_\_ Test al finalizar la lectura
11. Marca con una X la actividad de la plataforma Santillana que más disfrutas realizar:
- \_\_\_\_\_ Descargar worksheets y realizarlas
  - \_\_\_\_\_ Ver videos o leer páginas web
  - \_\_\_\_\_ Foros
  - \_\_\_\_\_ Lecturas
  - \_\_\_\_\_ Responder test en pleno

### INSTRUMENT FOR COLLECTING DATA GUIDE FOR QUESTIONARY

**OBJECTIVE:** identify if the reading selected by the teachers and students from the platform MyOn were appropriated for the class based on the content studied and the development of the activities related to it using the Santillana, MyON and Pleno platforms to interact, exchange and

support ideas; also, if it helps them to improve their reading comprehension skills and acquisition of specific content.

Name: \_\_\_\_\_ date: \_\_\_\_\_

### PROGRAMA DE BILINGUISMO

- 1. ¿Cuál de las siguientes plataformas te gustó más?**
  - a. MyOn.
  - b. Santillana.
  - c. Pleno.
  - d. Todas las anteriores.
  
- 2. ¿Qué fue lo que más te gustó de la (las) plataforma(s)? (puedes seleccionar más de una opción)**
  - a. Las actividades.
  - b. La interacción con tus compañeros.
  - c. El uso de los portátiles.
  - d. El foro.
  - e. Otra: ¿cuál? \_\_\_\_\_
  
- 3. ¿Los libros seleccionados por las profesoras y por ustedes te ayudaron a comprender mejor las temáticas?**
  - a. Si.
  - b. No.
  
- 4. ¿Te sentiste más cómodo en tu comprensión lectora con las actividades realizadas?**
  - a. Si.
  - b. No.
  
- 5.Cuál de las siguientes actividades te gustó más. (puedes seleccionar más de una opción)**
  - a. Pre- reading and reading.
  - b. La evaluación al finalizar las lecturas.
  - c. El foro en la plataforma Santillana.
  - d. Otra: ¿cuál?  
\_\_\_\_\_
  
- 6. ¿Te gustaría que los profesores de las otras asignaturas (inglés, Arts and culture, Science) implementaran el uso de las plataformas para las lecturas dentro y fuera del aula?**
  - a. Si.
  - b. No.

7. **¿Te gustó interactuar con tus compañeros a través de las plataformas MyOn, Pleno y Santillana?**
- a. Si.
  - b. No.
8. **¿La interacción en el foro de Santillana te ayudaron a reafirmar el conocimiento en la temática tratada?**
- a. Si.
  - b. No.
9. **¿Aprendiste nuevas estrategias de lectura y el uso de las plataformas para aprender dentro y fuera del aula?**
- a. Si.
  - b. No.
10. **¿Qué disfrutaste más de la plataforma MyOn?**
- a. Leer en línea.
  - b. Escuchar las lecturas.
  - c. La evaluación al final del libro.
  - d. Subrayar aspectos importantes.
  - e. Usar las Sticky notes para resumir la lectura.
  - f. Otra: ¿Cuál? \_\_\_\_\_

**INSTRUMENT FOR COLLECTING DATA**

**GUIDE FOR OBSERVATION**

**5<sup>th</sup> GRADE- SANTA FE SCHOOL**

Date: \_\_\_\_\_

<b>Point of interest</b>	<b>Observation: Stages and activities of the class</b>	<b>Implication for our innovation</b>
<b>Stages of the lesson</b>		
<b>Are the students putting into practice the reading project of the school?</b>		
<b>Does the methodology used by the teacher encourage the students to read in English?</b>		
<b>Is it evident the motivation of the students to read in English?</b>		
<b>Does the teacher provide the goals at the beginning of the class?</b>		
<b>Activities</b>		
<b>What type of activities did the teacher design?</b>		
<b>Do the activities developed in English class motivates them to read in English?</b>		
<b>Resources</b>		

<p><b>What type of resources did the teacher use?</b></p>		
<p><b>Were the resources used helpful for the class?</b></p>		

**INSTRUMENT FOR COLLECTING DATA**  
**GUIDE FOR OBSERVATION**  
**5<sup>th</sup> GRADE- SANTA FE SCHOOL**

Date: \_\_\_\_\_

Point of interest	Observation	Implication for our innovation
<b>Stages of the lesson</b>		
<b>Did the students put into practice the reading strategies?</b>		
<b>Did the reading strategy purpose by the teachers increase the curiosity of the students?</b>		
<b>Was it evident the motivation of the students to read in English?</b>		
<b>How did the students receive the reading goals at the beginning of the class?</b>		
<b>Activities</b>		
<b>How were the reading strategy perceived by the students?</b>		
<b>How was the development of forum perceived by the students?</b>		
<b>How is the environment of the class described? Taking into account the use of reading strategies.</b>		
<b>Resources</b>		
<b>What type of resources did the teachers use?</b>		



<p><b>How did the students react with the use of laptops during the sessions?</b></p>		
<p><b>How the use of MyON platform in class was perceived by the students?</b></p>		
<p><b>Did the use of the Santillana platform increase the students' curiosity to share their ideas with their peers?</b></p>		
<p><b>How did the students react with the use of Pleno platform in order to develop quizzes?</b></p>		

Reading Strategies and Platform activities

MyON: Predicting

Sample of Team 1: Europe

**Continent**

Make three predictions about the book

**Topic**

Europe

**Clues from cover**

That the Europe continent is the second smallest continent in the world

**Clues from first page**

The place and size of the europe continent

**Clues from pictures**

The continents of the world

**My prediction**

That Europe is the second smallest continent in the world

Sample of Team 2: Antarctica

**Continent**

**Topic**

THE COLDEST PLACES ON PLANET

**Clues from cover**

On the cover, for me, he was telling me the book and showing the coldest places on the planet and this is the first clue.

**Clues from first page**

On the first page, the clue was: there are many very cold places and, for example, in a hotel in Sweden, it is made of ice, people use their skin to stay warm when they sleep. It's only 23 degrees fahrenheit (-5 degrees Celsius).

**Clues from pictures**

The pictures show the drawings for the coolest places in the world.

**My prediction**

1. my prediction is that in some cold places the climate could rise due to man, because man experiences chemicals that affect the temperature or climate
2. I think that in yakutsk(russia) may be the most cold place in the planet
3. Snag is a small town in Canada, it might have the record as the coldest place in North America

**Continent**

Make three predictions about the book

**Topic**

south america

**Clues from cover**

fauna and flora of south america

**Clues from first page**

continents of the word,especially south america and its climate and vegetation.

**Clues from pictures**

maps of south america its fauna and flora

**My prediction**

south america is a continent with a great variety of climate and a great expansion in its fauna and flora

**Continent**

Make three predictions about the book

**Topic**

**Clues from cover**

that it would talk about facts of north america

**Clues from first page**

that it would talk about the places of north america

**Clues from pictures**

that in the places it would be a lake

**My prediction**

I think that it would talk about the places, facts and culture of north america

**Continent**

Make three predictions about the book

**Topic**

africa

**Clues from cover**

speaking much about the topic and is a book very funny and very good for the learn from the boys

**Clues from first page**

that we shows about the book

**Clues from pictures**

that we shows much about how is africa

**My prediction**

In that spot (place) there is a lot of cold, animals and humans have to adapt to be able to live comfortably. There may not be diversion but you can investigate many things because in that place there is not much population, means that there are many things to discover and with that invention you can earn money if it is prosperous.



Scanning: highlight important facts samples:

Continents:

Viewing 5.B - LUISA JULIANA GUERRA YANETH - copy of Spotlight on Australia

### CLIMATE

Australia's **climate** ranges from hot, wet areas to dry deserts. Northern Australia is **tropical**. About 60 inches (152 centimeters) of **rain falls during the wet season**. Australia's Outback is the driest part of the continent. This desert area gets less than 10 inches (25 cm) of rain each year. **Southern Australia has warm summers and cold winters.**

**climate**—the usual weather that occurs in a place  
**tropical**—warm and wet

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 Ve a Configuración para activar Windows.

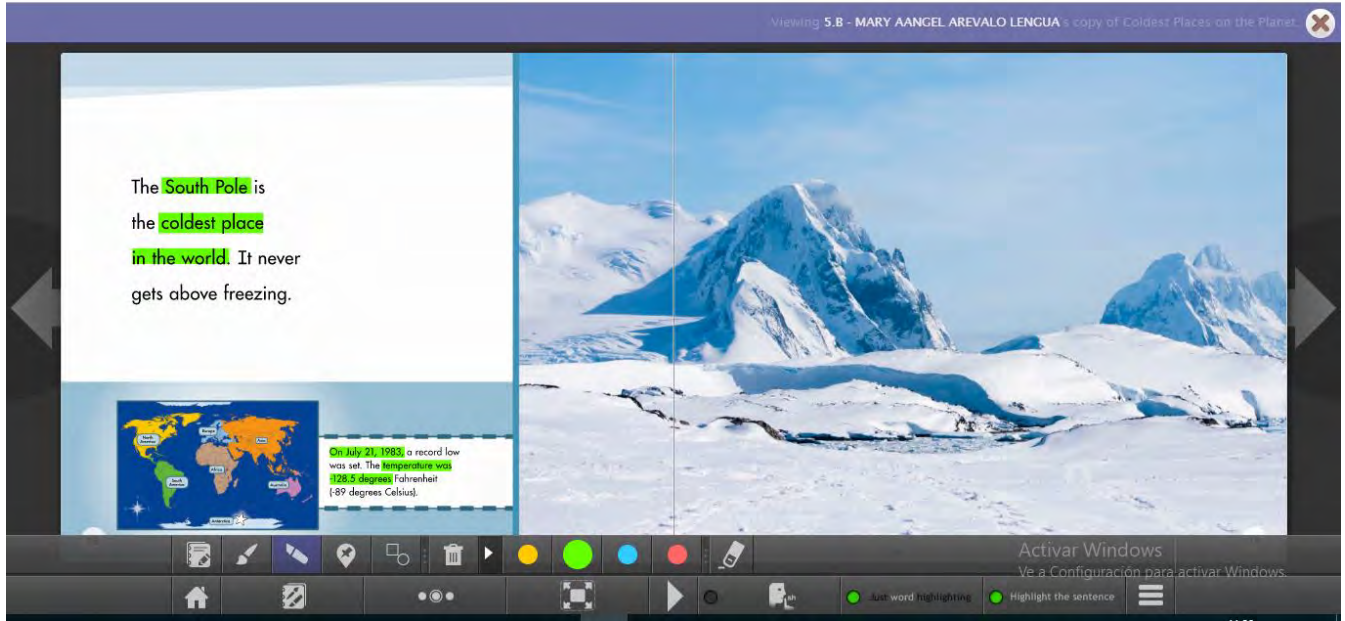
Viewing 5.B - VALERIE ALEJANDRA RIVERO GALVIS - copy of Spotlight on Asia

### PLANTS

Thousands of plants grow in Asia. **Colorful wildflowers** and tall grasses cover central Asia. Fir and pine forests grow in the south.

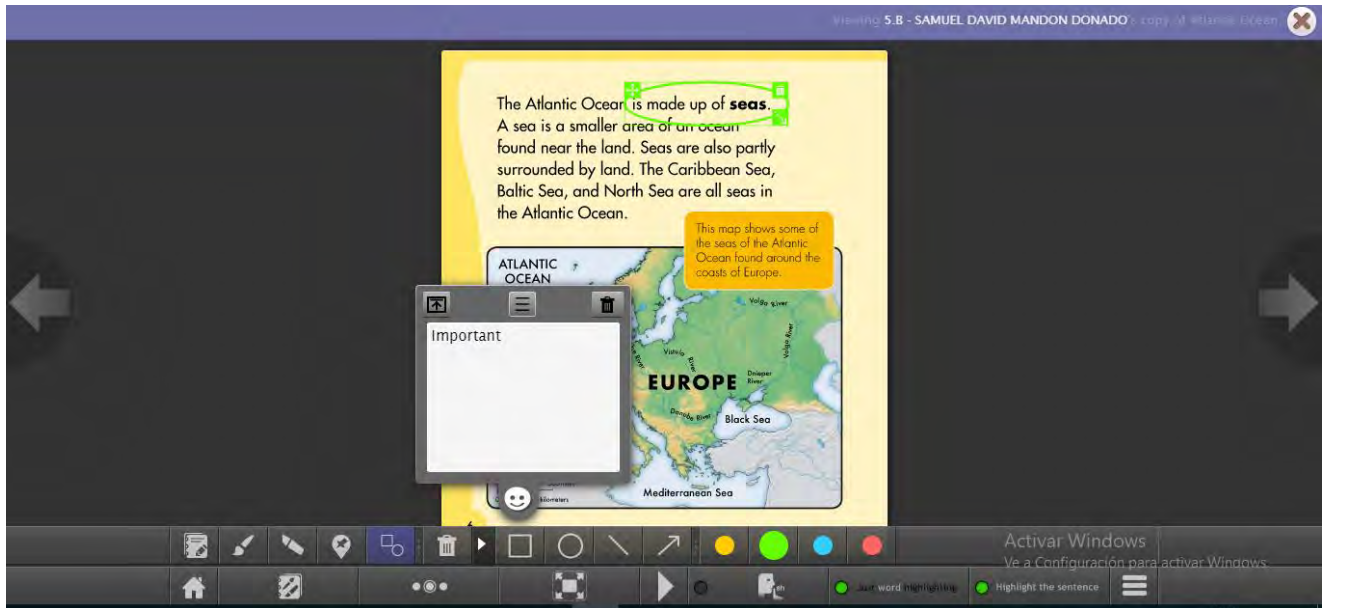
Plants that grow in the warm, wet climate of southeast Asia are sold worldwide. **Much of the world's tea, rubber, and bamboo grow there.** Farmers also **grow rice, wheat, and cotton** in these areas.

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Scanning by using the tools of MyON platform: Highlighter, sticky notes, and shapes

Continents:





Oceans:

Viewing 5.B - JULIAN CAMILO RUIZ TORTELLO's Copy of Pacific Ocean

The Mariana Trench lies in the western Pacific Ocean.

There are also deep trenches in the Pacific. A trench is a very long, deep, narrow ditch. The biggest Pacific trench is the Mariana Trench. The Challenger Deep in the Mariana Trench is the deepest point on Earth!

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Viewing 5.B - IVAN DAVID BUSTAMANTE ARIAS's Copy of Southern Ocean

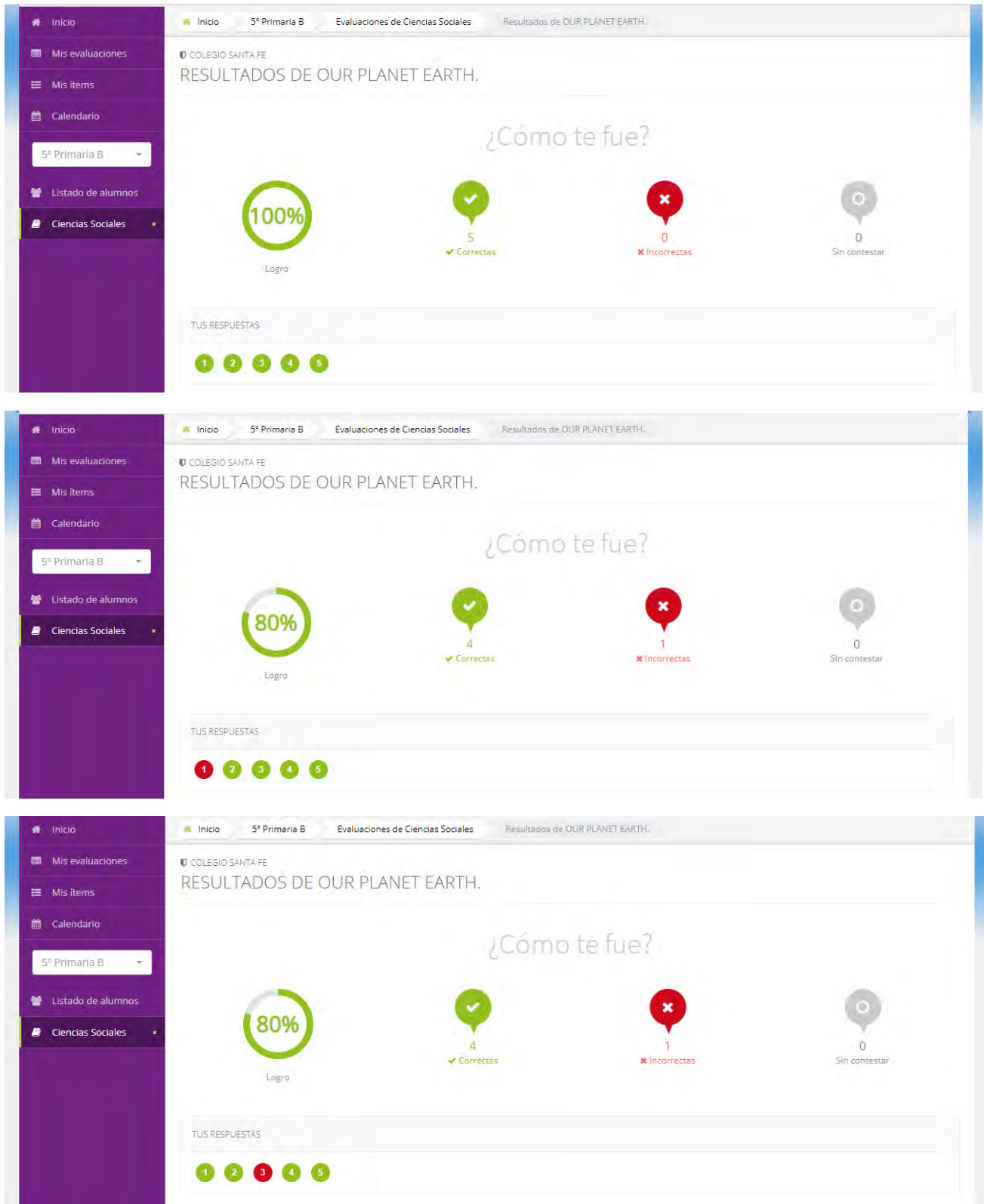
The wandering albatross has wings that reach up to 11 feet (3.4 meters) across!

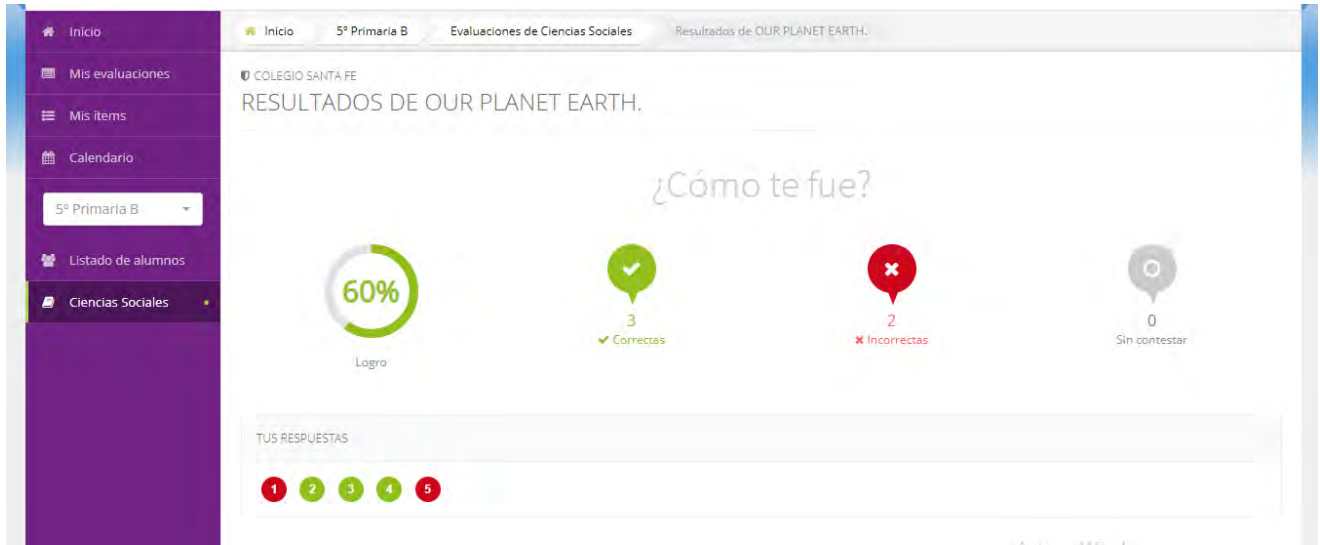
big birds live in the southern ocean

Wandering albatrosses spend most of their lives gliding above the Southern Ocean. They feed on fish and squid from the ocean and rest on the surface of the water. These huge birds visit islands in the ocean to have their young.

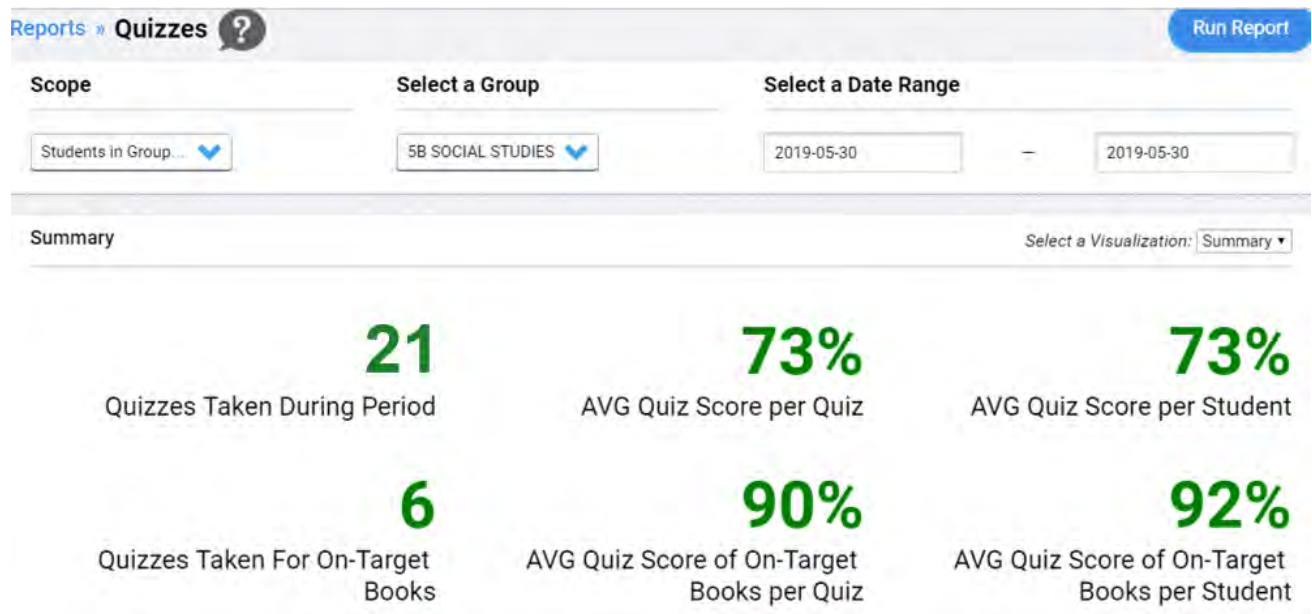
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Performance of the Course on Pleno platform





Sample of quizzes report on MyON



Sample of Forum on Santillana

< Foro

The Oceans

Iniciado por Mariam Mildreth Madrid Torres, el 29/05/2019 - 14:53, Respuestas: 3 - Visitas: 16



Mariam Mildreth Madrid Torres  
Actualizado el 15/06/2019 - 12:44



1. Location
2. Size
3. Animals
4. Plants
5. Interesting fact
6. Natural feature



Maria Angel Moreno Fuentes  
Actualizado el 31/05/2019-09- 09:30

Maria Angel Moreno escribió:

1. Location
2. Size
3. Animals
4. Plants
5. Interesting fact
6. Natural feature

To the west lie South and North America and to the east lie Africa and Europe

The atlantic ocean is so big, is the second biggest ocean in the world, north and south atlantic

Animals: Gray seals, puffins, sharks, wphaeles, jellyfish, seabirds

Plants: plams

Interesting fact: some people live along the coast of the Atlantic Ocean

natural feature: the most important is a mountain range called Mid- Atlantic Ridge

Últimas entradas del foro



Luis Guillermo Gonzalez Olmedo >  
Publicado el 31/05/2019-09- 09:35

The Oceans

I liked your answer, you wrote interesting information

Comentar



Maximiliano Diaz Jimenez >  
Publicado el 31/05/2019-09- 09:38

The Oceans

Very interesting summary of the Atlantic ocean, we learn many thing of your work

Comentar