DIALOGIC READING IN READING ALOUD ACTIVITIES:

Insights from Implementation and Effects on Reading Abilities and Attitudes.

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DIALOGIC READING IN READING ALOUD ACTIVITIES:

Insights from Implementation and Effects on Reading Abilities and Attitudes.

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Abstract

Literacy practices at school that do not balance the importance given to the two domains of reading (i.e., cognitive and affective) have been thought to be the causes of the phenomenon of aliteracy in Colombia. Therefore, reading instruction in the school needs to build reading abilities and promote positive attitudes towards reading.

In order to explore ideas about how reading instruction in the school that focuses on both the cognitive and the affective domain of reading can be developed, the current study claimed at the creation of a reading intervention that aimed at boosting positive attitudes towards reading and at enhancing reading abilities in 4th graders.

The reading intervention included the improvement of some aspects of the reading environment, and the development of a reading instruction in which scaffolding was provided by means of dialogic reading before, during and after of reading aloud activities.

The implementation of the reading intervention conceived for the current qualitative research was explored by means of different data collection methods taking into account the research questions: What are the benefits of the application of the reading intervention in the development of attitudes towards reading in Spanish and reading abilities in young learners?, What insights can be drawn from the design and implementation of the reading intervention?, and What are the students’ responses towards the different activities included in the reading intervention?.

The analysis of the collected data consisted on categorizing the information and pinpointing common categories in at least three different research methods (triangulation). The analysis
pointed out five main findings: (1) Students’ Autonomous Enrollment in Pleasure Reading, (2) Changes in Aspects of the Reading Environment and Their Impact on the Students’ Perceptions towards Reading in the Classroom, (3) Facilitator’s Scaffolding in the Enhancement of the Reading Abilities in Young Learners through Dialogues around Reading, (4) Factors Affecting Students’ Performance in the Writing Activities, and (5) Facilitator’s Performance and Its Relation to the Students’ Abilities and to the Students’ and Facilitator’s Motivation

The findings of the current study were enrolled in academic discussion with the reviewed previous studies conducted in the field of literacy teaching and learning. Moreover, implications and ideas for coming research and instructions are also exposed.

*Key Words:* Literacy, Aliteracy, Affective Domain of Reading, Motivation, Reading Abilities, Reading Aloud, Dialogic Reading, Scaffolding, Facilitator’s Reflection and Peer Observation.
Resumen

Las prácticas de alfabetización en la escuela que no balancean la importancia dada a los dos dominios de la lectura (a saber, el dominio afectivo y el dominio cognitivo) han sido pensadas como las causas en Colombia del fenómeno conocido en inglés como *Aliteracy*, el cual se refiere a que las personas aun teniendo la habilidad de leer y escribir no practican estas actividades en su vida cotidiana. Por consiguiente, la enseñanza de la lectura en la escuela debe construir las habilidades de lectura y promover actitudes positivas hacia la lectura.

Con la intención de explorar ideas sobre cómo puede ser desarrollada la enseñanza de la lectura en la escuela que se enfoque en ambos dominios de la lectura, la presente investigación postuló la creación de una intervención de lectura que buscó promover actitudes positivas hacia la lectura y fortalecer las habilidades de lectura en estudiantes de cuarto grado.

La intervención de lectura incluyó mejoramientos en algunos aspectos del ambiente de lectura y el desarrollo de una instrucción de lectura en la cual los estudiantes fueron proveídos de andamiaje por medio de la lectura en diálogo antes, durante y después de lecturas en voz alta.

La implementación de la intervención de lectura creada para la presente investigación cualitativa fue examinada por medio de diferentes métodos de recolección de información teniendo en cuenta las preguntas de investigación: ¿Cuáles son los beneficios de la aplicación de la intervención de lectura en el desarrollo de las actitudes hacia la lectura y en las habilidades de lectura en español en niños?, ¿Qué percepciones o entendimientos se pueden extraer del diseño y de la implementación de la intervención de lectura?, y ¿Cuáles son las respuestas de los estudiantes hacia las diferentes actividades incluidas en la intervención de lectura?.

El análisis de los datos recolectados consistió en categorizar la información y señalar categorías comunes en por lo menos tres de los diferentes métodos de investigación (triangulación). El análisis arrojó cinco resultados: (1) Acercamiento Autónomo de los Estudiantes en la Lectura por Placer, (2) Cambios en Aspectos del Ambiente de Lectura y su Impacto en la Percepción de los Estudiantes hacia la Lectura en el Salón, (3) Andamiaje de la Facilitadora en el Fortalecimiento de las Habilidades de Lectura de los Estudiantes a través de Diálogos en torno a la Lectura, (4) Factores que Afectan la Actuación de los Estudiantes en las Actividades de Escritura, y (5) la Actuación de la Facilitadora y su Relación con Las Habilidades de los Estudiantes y con la Motivación de los Estudiantes y de la Facilitadora.

Los resultados del presente estudio fueron puestos en una discusión académica con estudios previos llevados a cabo en el campo de alfabetización. Además, en este documento se exponen implicaciones e ideas para futuros estudios de investigación e intervenciones de lectura.

**Palabras Claves:** Alfabetización, Aliteracy, Dominio Afectivo de la Lectura, Motivación, Habilidades de Lectura, Lectura en Voz Alta, Lectura en Diálogo, Reflexión del Facilitador y Observación entre Pares.
Dedication

The efforts, commitment and satisfaction of all this work are entirely dedicated to my brother, Valentín, whose boundless affection, marvelous company, and unbeatable model have made me keep on track during these years we have been together.

Also, I want to dedicate this work to my exceptional parents, Diana and Jaime, for their everlasting love, and their remarkable parental aptitude, and for many unquestionable and immensurable reasons, but namely for their efforts and urgings to make me see and feel reading necessary in my life, for their stimulating bed-time reading, and for taking my brother and me to the library on Fridays afternoon there back in the memorable 90’s!
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models to follow in the professional field, not only because of their academic level and mastered experience, but also, and more important, because of their incomparable responsibility and their impressive devotion to their occupations.

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Leer es una de las actividades humanas más trascendentales. Quien lee tiene la oportunidad de conocer toda clase de ideas, de sentir todo tipo de emociones, de viajar a todas las épocas – incluso al futuro, de aprender toda suerte de destrezas y de disfrutar uno de los placeres más exquisitos.

Reading is one of the most transcendental human activities. The person who reads has the opportunity to know all kinds of ideas, to feel all types of emotions, to travel to all ages – even to the future, to learn all sorts of skills and to enjoy one of the most exquisite pleasures.

(taken from El Poder de la Lectura, 1998)
Chapter 1

Statement of the Problem

Governments and organizations spend large amount of money with the aim of abolishing illiteracy, especially because it is also associated with low-quality employment, poverty, crime, domestic violence, substance abuse and even unhealthy diet (Poppe, 2005). Hence, literacy plays an important role in society. Correspondingly to this, many scholars have recognized that one of the most important missions of education is to guide students to achieve levels of literacy that will later contribute to their lives (Ministerio de Educación Nacional, 1998; Antonacci, 2000; Lerner, 2001; Teale, 2003; Zevenbergen & Whitehurst, 2003; Cunningham, 2008).

Despite the significance of these common academic and social assertions, literacy is a term that it is still difficult to define. A person who is literate in a third world country might not be defined under this same label in a developed country (Poppe, 2005). For instance, in a country such as Colombia a person who knows how to read and write in terms of decoding is a literate person; while this might not be true in a country like Canada, where literate people are expected to develop higher mental processes different to decoding. Even though such discrepancies in the definition of literacy, studies about literacy rates have been conducted across countries and cultures, relating and ranking countries as diverse as China and Colombia, and have been used to describe the global status of the countries (Berliner & Biddle, 1995, as cited by Poppe, 2005, p. 3). In spite of the nature and characteristics of such studies, ranking studies can be used carefully to draw forthcoming national or local changes in the literacy instruction and to direct further research on the field.
The analysis of the rates about literacy in Colombia gives some sense about the position of reading in the daily activities of Colombians. On one side, the rates suggest that Colombia has improved in terms of literacy. The United Nations Development Programme annual report, presented by UNESCO in 2009, places Colombia in the line 86 out of 179 countries measured in terms of literate adult population in each country. According to the report, 92.7% of the adult population in Colombia is literate. Surprisingly, Colombia is located only three lines after China and two lines after Qatar, which are countries recognized by their technological development and economic strength, respectively.

Additionally, the improvement in literacy in Colombia has also been portrayed by the report of the Household Survey (author’s translation) developed by DANE in 2003. The report notes that the percentage of illiteracy in Colombia has decreased from 13.5% in 1985 to a 7.6% in 2005 (Ministerio de Educación Nacional, n.d.). This figure shows a positive improvement in education since during twenty years an increased number of Colombians have learned to read and write.

Such statistics give evidence of a significant socio-cultural development in Colombia and present a favorable panorama about the educational system. Nevertheless, studies conducted by DANE in 2005 and the National System of Evaluation in 1993 (as cited by Ministerio de Educación Nacional, 1998, p. 46) contrast in their results. The survey conducted by DANE (2005) about the reading practices and attendance to libraries pointed out that Colombians are not reading as many books as they used to. Specifically, as the survey declared, in 2005 Colombian adults used to read 1.6 books a year; which means, 0.8 books less than in 2000, and 1.88 books less than in 1992. Such panorama is worrisome since in other countries the rate is noticeably higher. In particular, in Argentina people read fourteen books per year, and in
European countries such as Germany and France the rate is about thirty to thirty-five (N. A., 2001; N. A., 1996; Montagut, 1994).

At this point, it is important to say that appears that the fact that Colombians are reading fewer books every year is not such a disquieting situation. In the same survey, DANE declared that Colombian adults are reading fewer books, but that they do read other sort of materials such as newspapers and magazines. Then, a question rises here: if it is a fact that Colombians read in their daily lives, but they do not read books, what kind of texts are they dealing with?, and how developed should the reading skills of Colombians be to understand an informative text found in a magazine about popular entertainment, for example?.

The discrepancies about knowing to read and write and not using that knowledge properly to approach to texts have an old story, especially in academic contexts. In particular, a study conducted by the National System of Evaluation (author’s translation) in 1993 called the attention about the worrying panorama of the quality of the basic education in Colombia (as mentioned in Ministerio de Educación Nacional, 1998, p. 46). Such study found out that children could not understand what they read and could not use writing to express their feelings and opinions. The divergences found between the studies by DANE (2005) and the National System of Evaluation (1993), along with the United Nations Development Programme annual report (UNESCO, 2009) as well as the DANE’s (2003) survey give evidence of the aliteracy phenomenon that Colombia is facing nowadays (N. A., 2004). Aliteracy (or alliteracy) is the name given by Mikulecky (1978) to the phenomenon in which people who are capable of reading and writing lack the desire and the habit to read and write often in their daily lives (as cited by Poppe, 2005, p. 19). It is important to clarify that aliteracy differs from illiteracy in the sense that the lastly mentioned refers to not knowing to read or write; in other words, an illiterate
person cannot read or write, while an alliterate person can, but is not interested in doing so. Gathering the contrasting data provided by the aforementioned studies along with the definition of aliteracy and its difference with illiteracy, it is possible to assert that even though every year a larger quantity of people in Colombia are learning to read and write, aliteracy is a growing phenomenon in Colombia. Thus, the mission of education relative to literacy instruction has to be redefined with more concrete words: the most significant aim of education is to engage the students in the culture of the written word (Lerner, 2001), using their literacy skill beyond the school settings, assignments and demands.

In the school setting, in particular in the elementary school, reading is seen as the core of education since students who struggle on reading often present difficulties with other skills in their learning process that are related to the ability to read and to interpret information out from texts (Moats, 1999; Verhoeven & Snow, 2001, as indicated by Poppe, 2005, p. 3). Consequently, reading instruction makes most of the efforts and pays high attention to the improvement of already-learned reading skills, and not to the promotion of reading as a long-life habit (Poppe, 2005). Albeit for students to get engaged in independent reading it is necessary to boost first their abilities —since they are indispensable for finding enjoyment in independent reading, definitely boosting the abilities does not consequently imply that the students will enjoy reading (Poppe, 2005).

Due to the fact that developing strong reading skills is considered necessary for guaranteeing success and avoiding struggles in academic contexts, reading is commonly related to school purposes. Therefore, at school reading skills are developed taking as principle that its purpose is merely for learning about content subjects; this is evident since the focus of reading
instruction has been placed exclusively in its cognitive domain, while the equally important affective domain of reading is usually forgotten in instruction.

The school literacy practices impact the way people perceive and interact with literacy even out of academic settings. Therefore, the phenomenon of aliteracy is clearly related to the literacy instruction provided at school. Moreover, Poppe (2005) states that alliterate people always seem to find a reason for being so. For instance, adults who do not consider reading important in their lives always blame at time constraints for not reading; however, it has been seen that there are adults that organize their lives in the way that reading can take time and place (Poppe, 2005). The crucial existing relationship between the adults’ perception and importance given to literacy and their prior school literacy practices is caused due to the fact that these last mentioned are the ones that can promote the habit of reading to transcend the school setting. Therefore, when the entirely school literacy practices are dedicated to the acquisition of morals, values and knowledge found in literature, the educational goals related to literacy do not extend enough in the students’ lives because reading is continuingly seen as meaningless and instrumental in their lives (Poppe, 2005).

Consequently, paying attention to the affective domain of reading, by including in instruction the enhancement of the love towards reading can determine that the efforts made on the cognitive domain of reading are not lost (Mikulecky, 1994, as cited by Poppe, 2005, p. 3). Consistently, many scholars have declared that ignoring the affective domain of reading is an enormous mistake. (Cramer & Castle, 1994; Mikulecky, 1978; Nell, 1994; Verhoeven & Snow, 2001; as cited by Poppe, 2005, p. 1). Due to the fact that this domain deals with the feelings, attitudes, and emotion that promote reading and are evoked from reading, it is the domain that makes readers transform their knowledge of reading into something that purposefully enrich their
lives. Therefore, when the desired outcome of a reading program or intervention is lifelong literacy learning, the intervention has to include a balance in the attention and importance given to the attitudes or beliefs and the cognitive growth (Nell, 1994; Verhoeven & Snow, 2001, as cited by Poppe, 2005, p. 4). Changes in instruction have to be carried out in order to contemplate both domains of reading; in that order of ideas students will see reading as essential in the enrichment of the conceptual scheme of the way of perceiving and comprehending the world; also, as a requirement for the cultural, intellectual and scientific development of the students (Ministerio de Educación Nacional, 1998, p. 47). However, reading is a very complex process; thus, the instruction of reading is challenging and demands responsibility from the teachers to establish a framework in their instruction that is based on the features of the reading process (Hamrick, 1995).

It may be possible that the literacy practices led by educators and the teaching of literature that give more emphasis to the cognitive domain of reading are causes of the aliteracy phenomenon in Colombia. Even worse, as it is stated in *La Lectura No Es un Hábito (Reading Is Not a Habit*, author’s translation), in Colombia, the routine of reading is less common in students of public schools than the ones who attend private institutions. This reality might be the cause of the differences in academic proficiency among public and private educations (N. A., 2001), and in the opportunities of achievement in educational and professional fields. Accordingly, changes need to be carried out not only regarding the development of effective teaching practices in all the levels of education—remarkably in elementary school, but also in attention to the policy making about literacy instruction (Pinnell, 2006); thus, such changes will become the main power to fight aliteracy.
Furthermore, when arriving to academic settings, children come with a background that will determine their performance at school. Even though it is true that not in all the cases the children have in their background the necessary literacy skills that will benefit them in their academic achievement (Teale, 2003; Cunningham, 2008), it is the teachers’ goal to provide the students with the necessary experiences to make literacy part of their lives (Pinnell, 2006). Therefore, children need extra time, assistance, and opportunities at school that guarantee better literacy experiences that will finally be portrayed in their academic success (Fields, Groth, & Spangler, 2000, as cited by Cunningham, 2008, p. 20). Moreover, students need to be involved in classroom where reading has an important role; in this way, the students will understand reading as an enjoyable and meaningful activity (Armfield, 2008). Granted that, any effort to improve the teaching and learning process of reading in relation to the cognitive and affective domains at school in Colombia is meaningful.

In fact, the Lineamientos Curriculares de Lengua Castellana reviewed some problems regarding the teaching of reading, and, more specifically, the teaching of literature at school in Colombia. Such review gives an idea about the impact that the school literacy practices have in provoking aliteracy and points at aspects that need to be modified in literacy instruction. One of the problems is that the study of literature has failed at advocating only for linguistics patterns, and for the acquisition of general information. Another problem is that literature has been seen as a tool for teaching values and the sense of beauty. In addition to this, teachers hate changes and actualization in terms of theory to approach to literature (Ministerio de Educación Nacional, 1998, p. 56). Such practices must be changed for ones that enhance not only further interpretation and comprehension of texts, but also for practices that captivate students into
literacy since, as Cambourne (1995) states, “engagement is the key to success” (as cited by Armfield, 2008, p.175).

The importance of the affective domain of reading takes further strength in the article 21rst of the General Education Law that points out as specific goals of the primary school not only the development of the four languages skills in mother tongue (i.e., reading, writing, speaking, and listening), but also the promotion of the interest towards reading. With the aim of accomplishing the goals pointed out in the aforementioned article, and taking into account the significance of incorporating the affective domain of reading in order to promote a long-life habit, it is important to research about how the interest towards reading can be effectively boosted from primary school onwards.

When making efforts to enhance positive attitudes towards reading and to counteract the growing aliteracy phenomenon, teaching literature should not be seen as a mere task of teaching an amount of dates, names of authors, or cultural trends, without having the students passionate by the pieces of literature. Also, it is necessary to have the students reading, interpreting, and analyzing the texts; as well as to engage students in dialogues based on the readings so that they get involved by the texts and experience a glowing reading (Ministerio de Educación Nacional, 1998; Chambers, 2007a; Alvermann, 2000 and Beck & McKeown, 2001, as cited by Pinnell, 2006; Loysen, 2010). The relevance of perceiving and developing the teaching of literature and reading within the cognitive and the affective domains of reading becomes even more meaningful since it seems to be a relation between later academic achievement and early reading success and the role that the attitudes played in the development of successful readers and writers (Cunningham, 2008).
Nonetheless, misconceptions surrounding the teaching of reading and literature have led to the teachers’ lack of enthusiasm towards making further and more accurate efforts in their instructions. For instance, there is a conception that training good readers at school means having students reading thousands of big books. Such conception has led to the belief that not only teaching but also learning literature is tiring and time consuming. In fact, the Lineamientos Curriculares de Lengua Castellana claim that literature cannot be taught as an amount of dates, names, genres and trends, but it has to be taught as something necessary and pleasing for humans’ thinking. By this, the authors do not mean that the subject of literature is not important in the curriculum, but that the literature work cannot be presented to the students as an inert amount of dates and names. On the contrary, the teaching of literature should promote better perceptions towards the literature work and enhance independent, autonomous and competent readers, who take readings for pleasure, and desire during the whole life even out of academic contexts (Ministerio de Educación Nacional, 1998, p. 57).

Another change that is necessary in the understanding of reading at school is the priorities or what is considered to be the most important aspect of a good reader. For years, it has been believed that a proficient reader is the one who reads fast or who reads very fluently while reading out loud. However, nowadays, school should pay more attention to the attitudes and comprehension than to the speed. Therefore, enhancing both comprehension and attitude should become the core of the teaching of reading; it is necessary to have students understanding the meaning and purpose of the readings and finishing the readings with firmness and rigorousness (Ministerio de Educación Nacional, 1998, p. 47). Consequently, after having mentioned the worrying phenomenon of the aliteracy in Colombia and the changes needed in the teaching of reading and approaches to literature at school, research in the area of teaching reading at school
becomes of high importance, since it can draw some instructional implications about how to enhance comprehension and how to boost positive attitudes toward reading.

Improvements in the teaching of reading, as well as the research in this area should be seen as a responsibility of educators of all the subjects. Due to the fact that promoting the love for life-long reading is a goal that needs to be shared by every classroom teacher, administrator, and reading specialist (Cunningham, 2008), in Colombian education this goal cannot be understood to be only for teachers of Spanish (mother tongue), but also for teachers of all the areas, including the teachers of foreign languages as English.

Besides, lately the significance of conducting research on the reading instruction in Spanish (mother tongue of the majority inhabitants in Colombia) and its relation in the learning of a foreign language has taken more strength since the national government has proposed a language educational policy called the National Bilingualism Plan. Such policy aims at improving and enriching the teaching of Spanish, native language and English (which is the main foreign language taught in Colombian context) at school. Without forgetting the critics that the policy has received by scholars in the area of language teaching, it is imperative to recognize that the policy states the importance and the necessity of developing first the language skills in mother tongue, so that they can later influence the learning of the foreign language. In other words, the foreign language learning has to be based on both the processes previously developed and the acquired competences in the mother tongue. Thus, in Colombian context, improving reading skills in Spanish is essential for the success of the National Bilingualism Plan.
Chapter 2

Research Questions and Objectives

In the previous chapter it was granted the necessity of conducting research studies that aim at exploring ideas in the area of reading in mother tongue, particularly about how reading instruction in the school can be developed in order to focus on both, the cognitive and the affective domain of reading. Consequently, the current study claimed at the creation of a reading intervention that addressed the two domains of reading. Thus, the reading intervention aimed not only at enhancing reading abilities, but also at boosting positive attitudes towards reading in 4th graders. Moreover, the study sought at exploring the impact of the implementation of the reading intervention in which reading aloud activities and dialogic reading technique were employed. The study also had as an objective the analysis and descriptions of the events surrounding the design and implementation of such reading intervention.

The study was guided by the following research questions:

- What are the benefits of the application of the reading intervention in the development of attitudes towards reading in Spanish and reading abilities in young learners?
- What insights can be drawn from the design and implementation of the reading intervention?
- What are the students’ responses towards the different activities included in the reading intervention?
Chapter 3

Theoretical Framework

In a study that aims at exploring the impact of the implementation of a reading intervention in which reading aloud activities and dialogic reading technique are employed, and that also seeks to describe the events surrounding the design and implementation of the conceived reading intervention, it is necessary to precede the review of theory and research by providing key definitions that define the general understanding of the study.

Beforehand, it is relevant to explore the concept of literacy. As it was mentioned in the previous chapter, literacy is a term that is not easy to be defined since a person who is considered to be literate in a country, may not be considered the same in another country if the two countries differ in economic and technological development (Poppe, 2005). Moreover, as The Centre for Literacy states that in the technology society that is lived nowadays, the concept of literacy as a “complex set of abilities needed to understand and use the dominant symbol systems of a culture” is constantly expanded. The concept provided by The Centre for Literacy is further enlarged by the definitions provided by in the American National Assessment of Adult Literacy (2003), in which literacy is defined not only as the ability to use printed information to participate in society, but also as the ability to achieve and develop personal goals, knowledge and potential (as cited in Literacy Coalition of Central Texas, 2003-2009). The characteristic of the ability of literacy as defined by the American National Assessment of Adult Literacy (2003) is supplementary expanded by the definition of literacy provided by The National Literacy Trust (2003), in which literacy is defined as the ability to process information critically through the
interaction with and the understanding of the written word in writing and reading (as cited by Poppe, 2005, p. 4).

In the case of reading, it is explained as both: the ability to understand, and process of interaction with the written word in which understanding takes places. Reading is an active activity in which the reader is constantly interacting with the words in processes that take the form of *top-down* and *bottom-up*. On one side, top-down processing refers to the interaction with the written words that is guided by the reader’s prior knowledge and expectations. On the contrary, bottom-up processing encompasses the interaction of the reader’s knowledge and concepts and the written words that is directed by the lastly mentioned (Treiman, 2001, p. 2).

Reading, as being one of the literacy skills, is also understood as a complex process and ability. Such complexity and its importance can be highlighted by understanding reading as an activity that produces changes in the psychological and cognitive aspects of readers (Csikszentmihalyi, 1990 and Nell, 1994, as cited by Poppe, 2005, p. 3).

The complexity of reading is also evident since even though it is a mental activity, it cannot be defined as a merely cognitive activity. Reading has two domains: affective and cognitive. The affective domain of reading relates to the attitudes, feelings, and emotions that evokes and are evoked from reading. Besides, the cognitive domain of reading refers to the processing, meaning making, comprehension and abilities such as decoding and word recognition (Poppe, 2005). Many scholars have mentioned the importance of addressing both domains of reading in reading instruction (Cramer & Castle, 1994; Mikulecky, 1978; Nell, 1994; Verhoeven & Snow, 2001; as cited by Poppe, 2005, p. 1).
Finally, the relevance of reading as a human activity is additionally exposed by drawing from the concept of Perfink, that comes from the understanding that reading favors the readers with possibilities to perceive and feel the world; thus, reading is not a merely ability that provide the reader with opportunities to know and think about the world.

After having granted the basic understanding of the most relevant concepts in this study, it is possible to start a revision of the theory and research in the area of learning, and literacy and reading instruction, in which the principles that guided the instruction and the research process of the current study are presented.

To begin with, the impact that early childhood literacy practices has on later academic success is well recognized by scholars and people in general (Ministerio de Educación Nacional, 1998; Antonacci, 2000; Teale, 2003; Zevenbergen & Whitehurst, 2003; Chambers, 2007b; Cunningham, 2008). The task of reading to children is a duty for both parents and teachers. Even though home and school literacy practices have different effects on children’s literacy skills both complement each other, both are essential.

In academic settings, the development of literacy practices (specifically, reading) is not an easy task due to the fact that every student comes to the classroom with different background in terms of home literacy practices (Fields, Groth, & Spangler, 2000, as mentioned in Cunningham, 2008, p. 20), perceptions and attitudes towards reading, towards academic life, and life experiences. The combination of the practices conducted in both settings impact the child’s perception of reading, and consequently affects their performance as readers. In such a way, the children’s performance as readers and their perceptions towards reading can place them under one of the labels given for enclosing the characteristics of two different kinds of readers: reluctant or motivated readers. These labels are explained by the concepts drawn from the
findings of a study about how children perceive pleasure reading and themselves as readers conducted by Poppe (2005).

At this point, before pointing the findings by Poppe (2005), it might be relevant to define *pleasure reading* as it is understood in this study. The idea and definition of pleasure reading used in this study were both taken from the study developed by Poppe (2005) in which this term is employed as a synonym of recreational reading, and as an academic term to refer to reading for pleasure. Poppe (2005) describes pleasure reading as any reading that is developed for work or school duties. She highlights that this term cannot be used either to refer to the reading done for research or reports, nor to the reading carried out online in chats or social web pages. On the contrary, as Poppe (2005) stated, pleasure or recreational reading refer to the reading done for personal desires, needs and interests. Moreover, pleasure reading can include fiction and non-fiction literature found in different sources such as magazines, newspaper, and books.

Based on this definition, the findings of the study by Poppe (2005) declare that —on one side— *reluctant readers* perceive reading beneficial for their intellectual growth. *Reluctant readers* have a precarious awareness about the meaning of reading, inasmuch as they consider reading useful for their improvement in vocabulary, for getting important information and for fulfilling school requirements. Furthermore, in her study, Poppe (2005) found out that this group of readers understands pleasure reading as an oxymoron because *reluctant readers* do not find anything pleasing in the reading, for them reading is merely a task or an academic assignment. On the other hand, Poppe’s (2005) study determined that *motivated or avid readers* do not only recognize the role of reading in their intellectual growth, but they also appreciate the emotional experiences that they encounter when interacting with a reading text. As a consequence,
motivated readers understand reading as a recreational activity, and continuously get enrolled in autonomous pleasure reading.

The distinction between reluctant and avid readers takes further importance in the literacy practices conceived in academic settings. Instruction and research related to the literacy practices held in the school need to take into account that not all the children use and approach to literacy in the same way, and that in a group of children there are always some that are more proficient than others, while some are below the average (Poppe, 2005; Pinnell, 2006). This is further explained in the study conducted by Antonacci (2000), in which, by citing the concepts by Vygotsky (1986) about the characteristics in children’s learning process, Antonacci (2000) exposes that the children’s development does not happen either at the same time or with the same quality in all the children (p. 23). For instance, in school years the literacy concepts are in a continuous process of development; however, for some children the learning of such concepts can take longer time, and effort (Antonacci, 2000).

In relation to the difference in the children’s development and its implication in research, Teale’s (2003) article about the research on the area of reading aloud as a classroom activity notes that children have been seen as a homogeneous category when conducting research, while the truth is that diversity is evident in every group of children as it is in every human group. Therefore, when conducting research with children in academic contexts, diversity among children has to be taken into account, since it will determine the variation in students’ responses to the intervention. Moreover, the quality and appropriateness of an intervention conducted with a group of students cannot be evaluated like totally accurate or inaccurate, because what can be effective with high-performance students, at the same time it can be inaccurate with low-performance students. It is important to remark at this point, that regardless the discrepancies in a
group of students that can be found in terms of the children’s previous home literacy practices, children’s perceptions of reading, and children’s performance, strength and weaknesses, every teacher has the same goal: support the students in their literacy learning, so that both, reading and writing become a lifelong habit (Pinnell, 2006).

This last mentioned assertion is one of the principles of the current study. Additional principles are found under the headings below. To illustrate, the following heading encloses the definition used in this study about how learning occurs and what the role of language is in the process of learning.

**Social Constructivism in Teaching and Learning**

In the intervention conceived for the current study, the theories about the role of social milieu in the learning process were used to give meaning to the characteristics of the reading intervention. Concepts by social constructivists of different times gave form to the reading intervention; for instance, Vygostkian and Neo-Vygostkian ideas have been reviewed.

Social Constructivism describes that knowledge is built through interaction among people and the environment; therefore, learning takes place when people interact with each other, it is an active and a social activity in which language plays an important role, and in which both knowledge and thinking abilities are fostered (Shuck, 2000, as cited by Armfield, 2008, p. 88). Under this paradigm, language is understood as what Bodrova and Leong (1996) called a symbolic “tool of the mind” that changes the interlocutors’ thinking, and behaviors (as cited by Loysen, 2010, p. 12-16). *Tools of mind* are cognitive tools that help humans to take their mental
abilities beyond, since they do not only help, but also change the way humans think, remember, and pay attention (Loysen, 2010).

Moreover, Berk and Winsler (1995) highlight the importance of language in mediation, described as the event in which two interact socially in a significant and collaborative activity by means of language exchanges (as cited by Loysen, 2010, p. 15; Loysen, 2010). Mediation was described by Vygotsky as a process of socially construction of knowledge and information that occurs in two planes; it firstly happens in the external plane thanks to the interaction with other people; subsequently, mediation takes places in the internal plane when the information is transferred in the person’s mind and starts interacting with their prior knowledge, information, and (way of) thinking (Loysen, 2010).

In the theoretical review in the study conducted by Loysen (2010), the author summarizes the main ideas of what Vygotsky called Zone of Proximal Development (ZPD hereafter) and its implication in teaching and learning. The ZPD is the distance between what the learner can do without help, and what the learner cannot do without help, but will be able to master with correct assistance. The ZPD is composed by the stage of already mastered knowledge and abilities (a comfortable zone) in which a learner is, before further learning takes place. Later, the learner is assisted to move to a different stage of ZPD, which is a little bit further from their already acquired abilities and knowledge. Even though this last level is higher to the learner’s current level of development, the learner can solve problems, construct knowledge and reinforce abilities thanks to the assistant of an adult, a teacher, for example. The assistance takes the form of a social interaction in which the language is the most important tool (pp. 19-24).
A child’s ZPD is not static; it changes, inasmuch as when the child has finally acquired the knowledge and learned to solve the problems in a new level of development (in which before he could not do so without the assistance of an adult), the new level of development becomes the stage of what the child can do without help. Therefore, another ZPD is created and again the assistance of an adult is necessary to move the child to a higher level of development.

Further, in Loysen’s (2010) revision of theory, it is stated that Vygotsky, and later Morris warned that educators need to consider the current student’s independent level of performance, in order to determine the student’s assisted level of performance, so that the instruction does not either go too far beyond the student’s achieved abilities, or stays within the present student’s level of achievement. On one hand, Morris (1988) noted that attempts to move the children to a zone that is not proximal to their development will be inaccurate, due to the fact that a level farther to the children’s ZPD will result incomprehensible to the children. On the other hand, Vygotsky stated that ignoring the children’s ZPD while allowing the children stay in their current level of achievement will hinder the development of their emerging skills and will limit and slowdown the children’s future development (p. 21).

Besides of ZPD, Loysen’s (2010) study reviews the importance of scaffolding which was a concept that was not developed by Vygotsky, but by neo-Vygotskian scholars that further explored the way learning takes place in social interactions (i.e., Woods and collaborators such as Bruner, Ross, and Middleton). Berk and Winsler (1995) define scaffolding as a technique that is used to assist children achieve their goals within their ZPDs, in which the assistance provided to the children is adjusted as the children competences increase. Assistance is thought to be more when the child has moved to a new level of development, but as the child becomes more
competent at that level, less assistance is provided, and consequently, child’s autonomy and independency are fostered (as cited by Loysen, 2010, p. 22).

The relevance of the previously mentioned theories in the current study is further explained, since as Loysen (2010) noted, the Neo-Vygostkian scholars (as Berk, Winsler, Bodrova and Leong, and others) express that the role of teaching is to provide the children opportunities to acquire the *tools of mind*, so that they can later use them independently (p. 12), and that the way of doing so is through stimulating dialogue and co-construction of knowledge (Loysen, 2010). In their learning and developmental process, children need to be assisted by a more competent person (i.e., an adult or a peer) in an interaction in which language is the tool, and in which the children’s Zone of Proximal Development is considered (Loysen, 2010).

In agreement to this, in her article about the teachers-lead mediation within the students’ ZPD in guided reading and its impact in the students’ learning to read, Antonacci (2000) also highlights the importance of the theories of social constructivism (namely ZPD and mediation) in teaching. Antonacci (2000) points out that educators need to know the children’s level of development, and use this to guide their instruction so that it goes slightly beyond the children’s level of development. Moreover, Antonacci (2000) states that teachers should mediate and provide scaffolding technique to the children’s performance, until they master a level in which assistance is no longer needed because children can finally use the knowledge and the abilities independently.

By drawing from the concept by Rogoff (1990) about the “apprenticeship model of teaching”, Antonacci (2000) describes that when children are enrolled in reading instruction that is based on their ZPD, the children are allowed to construct their own knowledge, in
contradistinction to repeat the teacher’s knowledge. Therefore, the teachers are not givers of knowledge or originator of abilities, but providers of opportunities and assistance to construct knowledge and develop abilities.

As it was mentioned previously diversity among children is an important issue when conducting any kind of intervention in academic contexts; however, reading intervention should not be seen as an impossible task to be conducted at school. In fact, in comparison to home reading practices, school reading intervention encourages children to interact with classmates and teacher(s), to negotiate meaning and to express prior knowledge that may not be shared by others participants as the way it is at home (Pinnell, 2006; Loysen, 2010). Nevertheless, the teachers need to take into account that the heterogeneity among the children that are part of a group in terms of their level of performance and development represents diversity in the ZPD of students. Chambers (2007b) gives supplementary support to the theory of ZPD and depicts its relevance in reading instruction by asking “What are teachers for if it is not for guiding us to where we can’t get alone?” (p. 116).

Thus, a teacher may find many ZPDs in the students, and need to plan activities that address such heterogeneity. For this, teachers need to include in the instruction activities in which language plays an important role, since regardless the difference in the students’ ZPDs, they all need assistance provided by means of language. Correspondingly, in the reading intervention conceived for the current study that aims at boosting positive attitudes towards reading and better reading abilities, reading sessions were thought under the principles of the Dialogic reading technique and the Reading aloud activities.
Getting Children Involved in Dialogic Reading

*Dialogic reading* is a reading technique that was first described in Whitehurst et al. (1988) (as mentioned in Zevenbergen & Whitehurst, 2003, p. 178). Such technique aims at involving children in a dialogue around the book or story in which the floor is shared. In other words, the reader (adult) does not do the whole reading all alone, instead of that they encourage the children to read and to talk about the story (e.g., characters, places, problem, and so forth). Whitehurst et al. (1988) designed the dialogic reading technique based on the idea that young children’s language development is facilitated in the context of picture book readings through adult-child scaffolding, feedback regarding language and the use of language. Actually, dialogic reading is meaningful technique for this study since it enhances several reading and literacy abilities and skills of children from different socioeconomic backgrounds (Zevenbergen & Whitehurst, 2003).

The effectiveness of the dialogic reading technique seems to be based on how it is implemented, thus adults (parents and teachers) who want to use this technique with children should train themselves to become proficient dialogic readers. The Zevenbergen and Whitehurst’s (2003) conceptual article gathers a revision of studies regarding dialogic reading in terms of techniques, parents and teacher training and impact on the children’s language and literacy. The basis of dialogic reading is that the child becomes the teller of the story, and that the adult provides the child with questions. Moreover, dialogic reading is based on the principle of Zone of Proximal Development proposed by Vygotsky (1978), in which the assistance of an adult promotes the improvement of the child’s language skills (as cited by Zevenbergen & Whitehurst 2003, p. 178). Granted on the principle of dialogic reading, in the article written by
Zevenbergen and Whitehurst (2003), the authors explain the different techniques in which adults need to be trained, in order to implement the techniques when reading to children.

Techniques were designed taking into account the age of the children. By using the techniques known as *CROWD* and *PEER*, adults encourage children from 4 to 5 years old to participate in more challenging dialogues within their ZPDs. Zevenbergen and Whitehurst (2003) explain that CROWD comes from an acronym formed by five types of questions: completion prompts, recall prompts, open ended prompts, *wh*-prompts, and *distant* prompts. Respectively, these questions aim at making the child complete the missing information (fill-in the blank), remember features of the book, respond to the book with their own words, give specific information (what, where, who, when, why), and relate the book with life outside the book.

On the other hand, PEER corresponds also to an acronym: *prompt, evaluate, expand, and repeat*. In particular, this technique remains adults to encourage the children to label aspects of the book and to talk about them, to assess the children’s responses but in a sense of providing children with constructive feedback, to always add information to what the children say and to ask the children to repeat the information added by the adult. These techniques are very important for the present study due to the fact that both are designed to be used during literacy practices in mother tongue. Also, through the use of dialogic reading and the techniques (CROWD and PEER) reading will become meaningful to the students because they will understand that they have too much to contribute to reading in terms of prior knowledge, and connection with life outside the book.

In the revision of research, it was found that *text-talk*, and *curricular conversations* are commonly used under the same basis of dialogic reading. Therefore, it was concluded that all the
three terms are synonyms. However, the term *dialogic reading* is preferred to be employed in the current study, due to the fact that not only its definition, but also its instructional used have been provided at length by Zevenbergen and Whitehurst (2003).

Interesting aspects about the characteristics of dialogic reading used by teachers, and its impact in students’ reading abilities and motivation were found in the revision of research. The study by Loysen (2010) about the strategies used by an elementary school teacher during the reading aloud activities gives evidence that through dialogic reading the facilitator provided students with scaffolding so that they were able to master a more higher level of development. In her study, Loysen (2010) found out that the teacher asked questions to the children that promote their thinking and active participation in the daily reading aloud activities. Ms. Terrance (the teacher participant in Loysen’s study) asked children questions that addressed different reading abilities. For instance, Loysen (2010) pinpointed that the elementary school teacher asked children questions that: (a) make them get information found in the peritextual aspects of books, (b) promote recalling and retelling of previously read books, (c) contextualize the reading and activate students’ prior knowledge and vocabulary, (d) make students predict from illustrations and text, and (e) provide opportunities to the students to find intertextual links.

Moreover, Loysen (2010) found out that even though Ms. Terrance used a combination of both, open- and close-ended questions, every close-ended question was followed by an open-ended question that provided children with further opportunities for express what they think. At this point, it is relevant to call that one of the major implications of enrolling children in dialogic reading is that through expressing the ideas orally, the children are capable of realizing what they think. This is briefly explained in Chambers’ (2007a) words: “we do not know what we think until we listen to ourselves saying it” (p.12).
The study by Loysen (2010) and the concepts by Chambers (2007a) and Zevenbergen and Whitehurst (2003) are all relevant to the current study because they provide insights about the impact that engaging students in dialogic reading can have in the students’ reading abilities, language growth and thinking, and its connection to the social constructivism theories. Specifically, the study by Loysen (2010) and the ideas by Zevenbergen and Whitehurst (2003) are meaningful for the current study because they provide the facilitator-researcher with input about strategies and techniques can be used by the facilitator in order to favor the students’ reading ability. Besides, applying such strategies might also help to boost positive attitudes towards reading in the students participants of the study.

Now that the dialogic reading technique has been reviewed in theory and research, it may be meaningful to revise theory and research about the reading activity that was thought to be employed in the reading intervention conceived for the current study: reading aloud.

**Taking Advantages from Reading Aloud**

Chambers (2007b) claims that people initiate to have contact with the printed literature through the texts that are read out loud to them. Therefore, *reading aloud* is a meaningful literacy practice, and it is essential in helping children to become literate; besides, it should be conducted in every year of school (Chambers, 2007b). However, reading aloud is a literacy practice that is commonly related to childhood. In fact, the importance of reading aloud to children is recognized by adults, because of its effects on children’s responses towards literacy. Also, reading aloud is an activity that is frequently thought to be essential when building knowledge required for

Albeit, as stated in a conceptual article written by Teale (2003), the effectiveness of reading aloud has not been strongly demonstrated by means of research, it is probably that adults (including teachers) continue reading out loud to children due to the fact that adults enjoy carrying out such activity. Indeed, astonishing contradictions exist in the results of the studies that have analyzed the impact of read-alouds in children’s language and literacy growth (Scarborough & Dobrich, 1994; Lonigan ,1994; Meyer, Wardrop, Hasting, & Linn ,1993; Meyer, Wardrop, Stahl, & Linn ,1994; Bus, van Ijzendoorn, and Pellegrini, 1995; as cited by Teale, 2003). Specifically, Teale (2003) shows the controversial results of the meta-analysis of 31 empirical research samples from different studies conducted from 1960 to 1993 by Scarborough and Dobrich (1994). The meta-analysis concluded that reading aloud activities only contribute an 8% to the development of children’s reading ability in primary grades.

Furthermore, a revision of the Scarborough and Dobrich’s (1994) meta-analysis developed by Lonigan (1994) demonstrates that reading aloud activities enhance between a 12 or 13 % the development of children’s reading ability in primary grades. Even though the results the Lonigan’s (1994) study are not as low as the ones given by Scarborough and Dobrich (1994), both studies lead to the conclusion that the expectations that the educators have about the benefits that reading aloud has in literacy learning are far away from what the studies have portrayed. Moreover, Teale (2003) emphasizes that such controversial results have been considered neither in childhood nor in reading educational journals. Thus, as the author declares, it has been difficult to suggest an accurate theory or practice of reading aloud as an instructional activity.
Despite the contradicting results found on the effectiveness of reading aloud, such reading activity is still seen as important in the development of literacy skills from childhood. While it may be true that literacy can be enhanced by means of daily reading aloud (Rosenhouse, Filetelson, Kita, and Goldstein, 1997; as cited by Teale, 2003, p. 119; Loysen, 2010), reading aloud does not target all the aspects that are necessary to become literate. In other words, reading aloud plays an essential role in children’s literacy development, but it is not enough to solve all the necessities surrounding literacy development (Teale, 2003; Antonacci, 2000). To illustrate, as in read-alouds the adult is the one doing the decoding from the printed page, children are not able to practice decoding to improve fluency or word recognition.

It seems that different aspects play important roles in the success of a reading intervention. As a consequence, questions related to what to read, how to read, and how often to do it arose when thinking about the instructional design of a reading intervention. In the conceptual article written by Teale (2003) about reading aloud and its role as an instructional activity, the author reports that questions as the aforementioned have not been answered yet. Also, Teale (2003) asserts that such remaining gaps in the field have to be addressed by means of research.

In particular the question regarding what and how much children should be read does not seem to have a definite answer, perhaps because it has not been easy to make connections among long term reading intervention to the literacy development of children (Teale 2003). On the contrary, several studies have focused on how children’s responses and performance towards and during the reading intervention vary based on what children are being read to. Children’s reactions strongly differ depending on the genre, topic, plot, etc. Teale (2003) specifically points out that the effects of picture books (that are commonly used with children) on children’s literacy
has not been studied by means of research; although, picture books are widely used to teach literacy to children. The assertions by Teale (2003) regarding the sort of texts children should deal with significantly contribute to the current study since they portrayed the researcher the criteria that was taken into account when selecting reading material.

The Teale’s (2003) article was also relevant to this study since it gives insights about how the reader should read aloud to children to keep their attention on the reading. Teale (2003) calls the attention on the study by Martinez and Teale (1990) who note that the way adults read to children affects children’s attention to the reading. As a consequence, Teale (2003) encourages reader teachers to engage children in reading aloud through the personification of the different characters and emotions found in the stories (by means of tone of voice shifting and gestures).

Albeit, becoming a reader proficient in art drama skills is not an easy task; hence, Teale (2003) suggests that reader teachers can get advantage of the existing technology like the audio books (also known as books on tape). The audio books may be meaningfully used in read-alouds in classroom settings, since the stories are told by different people (female and male) or by a reader who is able to change the tone of voice, the speed, the pronunciation and the intonation which help students to be permanently involved in the “reading”. Teale (2003) points out that audio books are merely tools, so they cannot replace the reader/teacher because the interaction around the books has to be encouraged by the teacher, based on what has been listened. For the purpose of this study, the researcher believed that audio books were not only useful during the reading intervention, but also during the reader training; that is, that listening to audio books helped the reader train herself to change the tone of voice and to express emotions.
Moreover, Chamber (2007b) provides supplementary ideas for the teachers’ training as readers in reading aloud activities. Chambers (2007b) notes that the adult facilitators’ rehearsing is imperative before the actual reading aloud. He states that readers need to read for themselves, before they read to someone else. Becoming a proficient reading-aloud leader is related to the theories of social constructivism of learning by drawing from the concepts by Berk and Winsler (1995) (as cited by Loysen, 2010, p. 172) and Chambers (2007b) about the gradually children’s incorporation of abilities. When children are enrolled in both dialogue-guided reading interaction and reading aloud activities, they are shown the abilities, strategies, and behaviors of a proficient reader by whom they consider a more competent reader. Children start internalizing such abilities and behaviors, and will finally use them later when reading alone. The idea by Chambers (2007b) along with the ideas by Teale (2003) about the preparation as a reader provides insights to the current study about the necessity of the facilitators’ training to ensure a better development of the reading aloud activities.

It was mentioned previously that Teale (2003) noted that the way adults read to children affects children’s attention to the reading. However, the revision of the research led to the conclusion that the teacher’s performance as a reader has greater implications in students as well as in the teacher. The studies reviewed have also connection with some other ideas developed by Teale (2003). For instance, the study conducted by Howerton (2006) that explored the educators’ beliefs about reading instruction in elementary school with struggling and avid readers pointed out that the educators considered reading aloud a meaningful activity to develop with both kind of readers. Interestingly, Howerton (2006) portrayed that the facilitators are capable of recognizing the students’ points of weaknesses in reading, but that their instruction does not address specific problems. Educators in Howerton’s (2006) study mentioned that they provided
struggling students with extra assistance, extra reading, and extra material that is labeled. Surprisingly, Howerton (2006) found out that the facilitators recognized the impact of their performance as readers in the students’ abilities and motivation towards reading. Even though the study by Howerton (2006) does not provide insights about how the reading abilities and motivation of students are affected by the facilitators’ performance, this study depicts that a high-quality facilitator’s performance does not only impact the students’ reading ability, but also their motivation towards reading.

As this study seeks to explore how the reading attitudes and the abilities of student are boosted thanks to a reading intervention, the findings by Howerton (2006) play a significant role in the current study because they state that both the students’ motivation and ability can be positively impacted by the facilitator’s performance as a reader. Therefore, the importance of the facilitator’s preparation is highlighted.

In addition to the relevance of the facilitators’ performance as a reader in the students’ reading abilities, findings from the study developed by Armfield (2008) that sought at analyzing and describing the perspectives and perception that three elementary school teachers had about what they considered important in the teaching of reading in relation to their instruction are relevant for the current study. Armfield (2008) found out that the three elementary school teachers gave a high importance to reading in their classrooms. They spent a large amount of hours developing reading activities with the children. Armfield (2008) also pointed out that the three elementary school teachers placed reading aloud as one of the most significance activities in their classroom. They joined reading aloud activities with text-talk in which the students were usually asked to recall the author’s name, to predict from illustrations, and to retell whole stories. However, the most relevant findings of the study by Armfield (2008) in the current study are
related to the facilitators’ performance as readers and its impact in the student’s abilities, and to the reading environment created by the three facilitators in their classrooms.

Armfield (2008) found out that the three elementary school teachers considered that prosodic accent and paralinguistic aspects of language played an important role in providing assistance to the students to make meaning out from stories. Moreover, the facilitators believed that reading aloud was a useful activity to teach such aspects of language, since the facilitator’s way of reading was eventually imitated by the children. Finally, Armfield (2008) also declared that the three teachers agreed that the classroom environment had to highlight the importance of reading and writing, and had to be comfortable to do so as well. Therefore, the three teachers in Armfield’s (2008) study decorated their classrooms with posters related to reading, and words that students subsequently used in writing.

The findings by Armfield (2008) provide significance insight to the current study because they add supplementary reasons for the facilitator-research to get enrolled in an autonomous training as a reader (of reading aloud) since the facilitator’s performance clearly has an impact in the students’ abilities. Moreover, the findings by Armfield (2008) entail to think about the characteristics that the reading setting should have in the reading intervention.

**Placing Reading in the Classroom**

In regard to the characteristics that the place in which the reading aloud activities are designed to be conducted in the intervention conceived for the current study, the revision of both, theory and research, pointed out an interesting concept in the field of reading and literacy instruction: reading environment.
Chambers (2007b) introduces to this study the concept of reading environment, which is understood as the combination of all the aspect surrounding reading in a social scenario. For instance, in a school, the reading environment is composed not only by the readers, the reader-facilitator, and the reading material, but also for the reading related policies and school events. To be more concrete, the school reading environment is composed by the kinds of reading activities, and the time and place they are developed, by the interactions among readers, by the reader-facilitators and reading policy makers, by the quality and quantity of reading material, and by the importance given to reading in the social context.

It is possible to assert that in every school there is at least one of the components of the reading environment; however, a high quality reading environment does not only need the present of all the components, but also a balance between them. Therefore, a school may have a large quantity of books, but may not have qualified teachers to be reader-facilitator that are necessary to assist the children in their approaching to book, and literature. As a consequence, school staff needs to balance their human and material resource in order to create a reading environment of high quality. For example, Chambers (2007b) notes that school should have parents as readers programs, so that the number of adult-facilitators increases and that the reading environment is further extended to home.

Literacy environment, found in Cunningham (2008), is a similar concept to reading environment, but the firstly mentioned is wider since it compiles not only the environment created for reading but also for writing. In other words, reading environment is a component of the literacy environment.
As it was mentioned before, four of the elements of the reading environment are the kind of the reading activities developed in the school, the time given to such activities, the place where such activities are conducted, and the amount of the reading material available. These concepts are relevant for the current studies since changes in the school—more specifically—in the classroom reading environment are thought to be held during the reading intervention conceived for the current study. In the first place, the elements about the kind of reading activities developed in the classroom and the time given to them are going to be impacted, due to the fact that 45- to 50-minute long reading aloud activities are going to be incorporated in the intervention. Nevertheless, the concept of reading environment provided ideas to impact the classroom reading environment in regarding to the place where the reading activities of the intervention are going to take place (reading setting) and in relation to the quantity and quality of the material that is going to be provided to the students.

The ideas given by theory about the reading environment are further complement by the findings a quantitative study developed by Cunningham (2008) about the relationship among the literacy environment students are enrolled in and their abilities and perceptions towards the literacy skills (i.e., reading and writing). In her study, Cunningham (2008) reveals that the quality of the literacy environment influences the students’ perception and motivation towards literacy. Cunningham (2008) describes that students who were enrolled in low-quality literacy environments have more negative perception of both literacy skills. On the contrary, students who were enrolled in high-quality literacy environment portrayed more positive attitudes towards both reading and writing. Interestingly, the study by Cunningham (2008) also depicts that improvements in literacy environment entails in fostering more positive attitudes towards reading and writing in students. Additionally, Cunningham (2008) points out that when making
the comparison between the two literacy skills, enhancing positive attitudes towards writing seems more difficult than doing so in reading.

The findings by Cunningham (2008) are very significant to the current study because they point out at another way to make efforts in boosting positive attitudes towards reading. Cunningham’s (2008) study supports the ideas by Chambers (2007b) about the importance of reading environment; therefore, support the ideas taken out from the revision of theory about some of the characteristics that the reading environment is going to be impacted by the intervention conceived for the current study.

**Turning Reading Meaningful and Joyful by Means of Interaction around the Texts**

Teale (2003) along with other scholars on the field (i.e., Pinnell, 2006; Antonacci, 2000; Loysen, 2010) consider that when conducting a reading intervention, quality should not refer to the kind of books that are being read during the intervention, but to the interaction around the books. Furthermore, Hoffman, Roser, and Battle (1993) claims that when conducting reading aloud activities with young children, it is necessary to shift from traditional intervention (“modal”) to an affective intervention based on interaction (“model”) (as cited by Teale, 2003, p. 129). Readings should be comprehensible, enjoyable and meaningful to children; therefore, interaction around it is necessary not only during the reading but also before and after it.

A way of enriching the reading intervention is applying activities before, while and after the readings. Ellis and Brewster (2002) proposed a reading model called the *Plan-Do-Review* which is composed by three main parts: pre-, while, and post-activity (cited by Alvarez, 2004, p. 86). According to what Ellis and Brewster (2002) claim, in the pre-activity, the teacher uses
strategies to introduce the text and to increase the students’ interests towards the read-aloud. Besides, during the while-activity, the educator should not only read out loud a story, but also motivate the learners to make inferences, conclusions, predictions, connections, and so on. After that, it is in the post-activity that students must be strongly encouraged to retell the story through oral or written language. In fact, it seems that when implementing such kind of model, not only reading skill but also writing, speaking and listening are improved based on reading.

To illustrate, it can be meaningful to address the findings by Alvarez (2004) who conducted a study about the use of reading aloud activities in an elementary English course with nineteen EFL learners, whose ages fluctuated between 16 to 45 years and who attended an English language course at a university in Bogota. In Alvarez’s (2004) findings, the author offers that when following the Ellis and Brewster’s (2002) reading model students are encouraged to call the prior knowledge and experiences, and the vocabulary and structures they know in the second language (L2) (pre-activity), to answer questions (while-activity), and to give their opinions (post-activity). As in Alvarez (2004) the implementations of the Plan-Do-Review model in this study may lead children to perceive reading not only to fulfill an academic task but also as a meaningful source of knowledge and entertainment.

Besides, another way of promoting interaction around texts is to use different aspects of the techniques CROWN and PEER. Even though such techniques are used in dialogic reading (which refers to the dialogue during the reading), aspects such as the wh-prompts and distant-prompts allow the reading to be extended further from the in-progress reading. To illustrate, both wh-prompts and distant-prompts can be the used not only during, but also after the reading activity. In other words, students may be asked to retell the story or to connect it with the life out
of the text by means of writing (as a post reading activity). In such a way, further interaction with the texts will be provoked, even after the reading.

Assessing the Process of Reading

Finally, evaluating reading is also a controversial feature inside the instructional design of a reading intervention. As it has been explained so far, a reading intervention cannot take the form of just giving students with readings and then ask them to answer a test. A reading intervention that aims at enhancing comprehension of texts and at boosting positive attitudes towards literacy must assess comprehension or motivation not as a final product (by giving students a test), but as a whole process. Besides, as Alderson (2000) notes, there are two limitations with the product approaches to assessing reading: the final product and the methods used to evaluate the product. First, evaluating the understanding of the product can end at evaluating readers’ memories (in terms of the ability to remember). In fact, different students will develop different understanding about what a text means and intents. A person reading following the product approach may fail at labeling students’ understanding as correct or incorrect (Alderson, 2000) based on their own perspective of what is correct or incorrect.

Apart from the lack of objectiveness that the product approach can lead while assessing reading, it can also bring serious consequences in students’ motivation towards reading. To illustrate, telling a student that their understanding is incorrect may make them feel unqualified for dealing with texts. On the other hand, the product approach has another limitation that has to do with the method used to measure the product. In fact, how known the assessing method or test is to the students will affect the evaluation of the product. For example, if students are always
given cloze tests in which they have to match the description of a character with the name, students will read the story paying more attention to the description of the characters than to the whole reading. Indeed, the methods or procedures used when assessing the product of a reading favor the examination of specific levels of understanding but not all of them (i.e., literal understanding, understanding of meaning that are not explicit in the text, and understanding of the implications of texts) (Alderson, 2000, p.7).

With the purpose of boosting positive attitudes towards reading and enhancing reading comprehension, any effort to avoid students feel incompetent in becoming better readers is essential (e.g., labeling their understanding as correct or favoring other levels of understanding that, and so forth). Thus, in the reading intervention conceived for the present study, reading was assessed following a process approach. Alderson (2000) gives evidence of how challenging assessing the process can be when he states “product is easier to investigate than process” (p.7). Despite of this, including an in-process approach evaluation in a reading intervention generates constant feedback and redesign of the lesson planning; thus, it allows both students and teachers to be conscious of their weaknesses and strengths (Estaire & Zanon, 1994; as cited by Ríos-Olaya & Valcárcel-Goyeneche, 2005).
Chapter 4

Methodology

This chapter presents relevant information about the current qualitative study in terms of: (a) the type of study, (b) the context and setting where it was conducted, (c) the participants (i.e., main and secondary), (d) the researcher’s role, (e) the methods for data collection and its relation to the research questions, and the data analysis, (f) the instructional design, and (g) the ethical considerations.

Type of Study

During the development of the reading intervention designed for the current study, the facilitator-researcher collected and analyzed data, so that she could make decisions about her teaching. In this order of ideas, the current study can be delimited under the definition of action research provided by Wallace (1998). Not only the procedures of action research, but also the principles of it, as proposed by Wallace (1998), were taken into account in the development of the research process. For instance, problems found out during the development of the instruction were not seen as something negative or something the facilitator should be ashamed of. On the contrary, problems regarding teaching during the intervention were seen as positive experience that along with reflection and peer observation promoted the facilitator’s professional development.

Moreover, the nature of the research questions, as well as the kind of collected data, and the subsequent findings give evidence of the qualitative approach employed in this study. According to Wallace (1998), the studies conducted under such approach aim at understanding
facts, events, behaviors, practices, phenomenon, and so forth by means of data that cannot be accurately counted or measured, but that can be described or explained.

**Context and Setting**

The present action research was conducted in a public school located in the urban area of Pereira, a city that is located in the center-western area of Colombia. Pereira is the fifth most important city in Colombia and the tenth in population (with around 500,000 inhabitants). Antoine de Saint Exupéry School\(^1\) is a K-11 educative institution, which has different satellites and a main headquarter scattered in diverse neighborhoods.

The entire educative institution targets the education of children and adolescents from diverse socioeconomic background; however, the socioeconomic characteristics of the neighborhoods mark the performance and administration of each of the satellites and the main headquarter. To illustrate, the main headquarter is located very close to a slum; therefore, most of the children and the adolescents that attend the headquarter come from low-income families that live in that neighborhood. The behavioral issues found in the main headquarter also differ from the ones found in, for example, a satellite located in a middle-class neighborhood.

By the time the study was conducted, Antoine de Saint Exupery School had an agreement with the University of Science and Humanities (USH), a public university in Pereira. Thanks to such agreement, the undergraduate teachers from the B. A. program in Teaching English Language of the USH were asked to go to the school to do their required pedagogical practicum. As a consequence, students and teachers in the Antoine de Saint Exupery were used to having

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\(^1\) All names of people and institutions are pseudonyms. See Ethical Considerations below.
people coming to the school to teach, observe and interact with them in and out of the classrooms. This study is specifically conducted in one of the satellites: Mark Twain School\(^2\), a K-5 located in a middle class neighborhood.

At the time the study was conducted, the Mark Twain School had two shifts: one in the morning from 6:30 am to 12:10 pm, and one in the afternoon from 12:30 pm to 6:10 pm. Putting the two shifts together, the Mark Twain School had 20 groups, each group with an average of 26 students, and only one teacher per classroom. Most of the teachers had had between one and two decades of experience in teaching children. Some of them started teaching with a degree from an national educational institution that has an emphasis in pedagogy and education. The majority of the teachers had recently graduated from or was studying in a teaching program in a university. The coordination of the school was very interested in the professional development of the teachers and had enrolled them in programs and extra activities in order to update them with new teaching trends, and use of technology. During the week, in Mark Twain School three extra teachers of sports went frequently to the school to teach P. E to the students. The classroom teachers taught all the subjects expect English and sports, and had also the responsibility to be aware of the students’ behavior during the 15- minute break.

By the time the study was developed, the Mark Twain School had two main buildings with 12 classrooms, a central yard in which a weekly protocol event was held with all the

\(^2\) For the purpose of this study, in order to differentiate the satellite where the reading intervention was conducted from the entire educational institution an additional name was given to the satellite, but actually it is known under the same name of the entire educational institution.
students per shift. There was also a kiosk, a multidisciplinary court, 20 toilets, a coordinator office, a nursing, and a library. Part from the teachers and the coordination, the school staff was also composed by two security guards, two cleaning people, and a nurse. There was not any librarian in the school; therefore, the teachers shared the responsibility of the library.

The reading intervention conceived for the current study was developed in a 4th grade classroom located in Mark Twain School. Inside the classroom, a reading setting was created and gradually improved based and inspired on the ideas by Chambers (2007b) about the reading environment and on the findings by Cunningham (2008) about the role of the quality of literacy environment in the construction of attitudes towards literacy in students (both previously reviewed, See. Theoretical Framework). The expenses of the improvements carried out in the reading setting were assumed by the researcher.

Participants

**Main participants.** In this study, both the children that were engaged in reading aloud activities and the person who read out loud to them were participants (i.e., the researcher). To begin with, the children participants of the current research were 18 4th-grade students that attended the Mark Twain School in the morning shift. The age of these children ranged between 9 and 11 years. They all conformed and belonged to a singular course known in the school as 4E. In the group, there were children from different socioeconomic status (SES), family literacy practices, and language skills and abilities. Additionally, Spanish is the mother tongue of all the children. At that level of schooling, these students were supposed to have already acquired basic and essential literacy and language skills in their mother tongue such as decoding, phonological awareness, letter/sound relation, and so forth. Being a student of the B.A program in Teaching
English Language of the USH that had an agreement with the Antoine de Saint Exupery School, by the time the study was conducted, the researcher was also developing part of the required English teaching practicum with the same group.

On the other hand, the role of the reader-facilitator (a concept introduced by Chambers, 2007b) was performed by the researcher (See Researcher’s role below); in other words, the researcher played two roles in the current study: a researcher and a reader-facilitator. When the study was conducted the researcher was 22 years old and was in 9th semester of a ten-semester English Language Teaching B. A. program at the USH, a public university in Pereira. Being born in Colombia, Spanish is the researcher’s mother tongue. Moreover, the researcher is an independent user of two foreign languages (i.e., English and French). By the time the study was carried out, the researcher had had about one year of experience as a teacher of English in languages institutes in two universities in Pereira. Furthermore, since the researcher graduated from a high school where the emphasis is pedagogy and education, she had previous experience teaching children.

**Secondary participants.** In the current study the researcher had a guest observer in four out of the eight sessions of the reading intervention. The guest observer was an undergraduate student form the same university program the researcher belonged to, and he had had some experience in research as well as in teaching children and adults. The guest observer had mainly two important roles in this study. First, he examined the students’ attitudes and responses towards the instruction. And secondly, and the most important role of the guest observer was to assess and give opinions, insights and ideas regarding the reading instruction provided by the
researcher-facilitator, including her teaching and reading performance, and the material and setting provided for the instruction.

He also gave some feedback regarding the accuracy of the techniques, activities, and materials the researcher used in the reading instruction. The feedback received from the guest observer helped the researcher-facilitator see the instructional design and implementation with more critical eyes to be more objective in the evaluation of the instruction. Moreover, the feedback allowed comparison between what the researcher perceived was strong and weak in the instruction with what he perceived.

Besides, in the present study the children’s teacher was also a secondary participant. The teacher had two roles in the research process. First, she was asked first to provide information about the status of reading in the classroom and to give initial insights about the students’ abilities and attitudes towards reading. On the other hand, the children’s classroom teacher was a mediator between the researcher and the school coordinators and between the researcher and the children’s parents (See Ethical Considerations below).

**Researcher's Role**

Apart from the conventional actions of researcher of settling the relevance of the study, making a revision of theory and research, collecting and analyzing the data, pointing at the findings of the study and enrolling them in academic discussion, and portraying implications for

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As the instruction was designed and implemented by the researcher, there was a possibility of losing the objectivity in self-observation, in the sense that, for instance, the researcher could have considered the instruction well designed and accurate, and might have not seen the difficulties it probably had.
further research and instruction, and formulating conclusions, the researcher in the current study performed additional actions in relation to the reading instruction: the researcher played the role of the reader-facilitator. This means that apart. The researcher, more specifically, the researcher-facilitator designed and implemented read aloud activities that were mediated through dialogic reading, and that included pre-, while-, and post-reading activities.

The term reader-facilitator[^footnote] is a modified version of the term adult-facilitator introduced in this study by the revision of theory about reading environment by Chambers (2007a). This author states that the adult-facilitator is located in the center of the reading environment since the adult is the one who can articulate the other aspects of the reading environment (setting, material, children’ responses, policies, and so forth) in order to make reading experiences more available, joyful and meaningful to children. Adult-facilitator is not only an adult who reads, or promotes reading to children, but is also a competent reader who understand that importance of reading for the cognitive growth and affective experiences that it gives (p. 23).

According to the definition of an adult-reader, the researcher-facilitator constantly changed the reading setting creating for the development of the reading intervention that was paid from her personal incomes. Also the researcher-facilitator selected, modified when necessary, and provided the material for the reading activities.

Prior and during the intervention, by following the theory and research previously reviewed about the importance of the facilitator’s performance as a reader and its impact in the reading abilities and attitudes in the students (Teale, 2003; Howerton, 2006; Chambers, 2007b; Chambers, 2007a). The shorter form facilitator is also used in this study to refer to the reader-facilitator and to make the difference between the classroom teacher and the researcher as a teacher.

[^footnote]: The shorter form facilitator is also used in this study to refer to the reader-facilitator and to make the difference between the classroom teacher and the researcher as a teacher.
Armfield, 2008), the researcher-facilitator got enrolled in a process of training to perform better as reader (for reading aloud activities). Such process included observation of reading aloud activities carried out in libraries, listening to books on tape, and constant rehearsing of varied tones of voice and gestures.

Methods for Data Collection and Data Analysis

In order to answer the research questions, initially, different data collection methods were employed (i.e., Observations, Facilitator’s Journal, Interviews, and Field notes) following the ideas by Wallace (1998). However, later, due to some inconveniences that the researcher had with part of the data collected (See Chapter 7, Limitations of the Study) an additional method was included (i.e., Retrospective Notes or Accounts). Examples of the most important instruments are included in the Appendix.

Observations. Wallace (1998) depicts observation as “the process of watching or listening to professional action either while it is happening or from a taped sequence” (p. 258). In the current study two types of observations were used during the development of instruction.

Diagnostic observations. A twenty-five- minute long observation was conducted before starting the intervention with the aim of getting to know the students’ attitudes and performance when being enrolled in reading activities. The observation was conducted during the daily 15-reading minutes that the students had at the beginning of the classes.

Even though during this period the students were asked daily to read silently, thanks to the observation, it was possible to get some input about (a) the students’ concentration while reading, (b) the joy that reading gave or did not give to them, (c) the classroom literacy practices,
(d) the students’ performance and attitudes towards reading before enrolling the reading instruction conceived for the current study, and (e) the practices after the silent reading.

Besides, the observation provided input about how the students dealt with reading texts, whether the teacher encouraged the students to use prior knowledge and to make connections among texts and to give evidence of their comprehending or whether students did it by their own. Finally, the observation gave some input about how students responded to the reading activities in class and to being observed.

The data taken from this observation was expanded with the researcher’s comments about the classroom environment and teacher’s performance, which was summarized and compiled in the Facilitator’s Journal under the heading Knowledge about the Group. Therefore, it was further analyzed as part of the Facilitator’s Journal. Likewise, the data collected in this observation gave ideas for a semi-structured interview with the teacher at the beginning of the intervention (see below).

In-action observations. In order to get some input about the effectiveness of the instructions, the students’ responses towards it, and so forth, a guest observer (afore mentioned as a Secondary participant) was invited to come to the reading sessions to take some notes about the strength, and weaknesses of the instruction. The idea of having a guest observer is also based on the assertion by Wallace (1998) that states that observation in action research is easier done in collaboration with peers since the researcher being the teacher might not have enough time and space to develop the observations. Also, in this study, the researcher-facilitator as well as the observer agreed with the idea by Wallace (1998) about the aim of observations. Observations

An example of an observation is provided in Appendix A.
were not seen as a way to assess teaching, but as a meaningful professional development tool due to the fact that insights drawn from it can bring improvements to the teaching and learning in the observed teacher’s classroom.

As the guest observer and the researcher did not evidence any dramatic changes in the participants’ attention, performance and attitude while being observed, the peer observations were developed with the observer in the classroom. The observer always took the same place that was located inside the classroom but out of the reading setting. From this position, the observer could have access aurally and visually of the events that happened not only in the reading setting but also in the rest of the classroom. In the second finding of the current study, pictures of the reading setting and the classroom are presented. In such pictures, the guest observer’s position is represented by a school chair.

Having a guest observer helped the researcher-facilitator address the research questions and develop the instruction with a more critical view of the appropriateness of the reading instruction and intervention that she designed for the current study. In every observation conducted by the guest observer, he was asked to fill in a form. The form was composed by four parts: 1) Material, where he took notes about the kind of material brought to the lessons, its characteristics, its function and appropriateness in the instruction. He also took notes about the Reading Environment and Classroom Management (2). In this part he was asked to write down interesting insights about the physical changes in “El Rincon de La Lectura”, their importance in the intervention, the behavior of the students and the facilitator on it, as well as the strategies used to control volume of voices and discipline.

Moreover, the form that the guest observer filled in had a third and a fourth parts called Facilitator (3) and a Students Participants (4). In part 3 the guest observer had to write down
notes about the behavior of the facilitator, her use of strategies in reading and teaching, her performance as a reader. Finally in part 4, the guest observer had to take notes about the students’ attitudes, reaction and participation towards the reading activities included in the instruction.

The role of the guest observer did not limit only to fill in a form that was organized in four main aspects, due to the fact that after the observations conducted by the guest observer he and the facilitator-researcher got enrolled in informal talks and negotiated about what needed improvement in the instruction, what must have been avoided, and so forth. Conclusions, suggestions and constructive critics drawn from the talks with the guest observer were recorded in the Facilitator’s Journal (explained below). Therefore, the inclusion of this method in the study agrees with the assertions by Pinnell (2006) about the importance of teachers peer observations in the professional development of both the observer and observed person in the teaching practices in reading instruction.

The guest observer was remunerated for his work with a representative payment. This additional expense of the study was also assumed by the researcher-facilitator. Having done so takes more significance in this study since as it is presented in the Implications of the Study, the observations conducted by the guest observer became the most important support to defend the current study inasmuch as they were the only data that was not collected directly by the researcher, who also played the role of facilitator.
**Facilitator’s Journal**. Wallace (1998) points out that *journals* in action research are written data about the teacher’s actions, procedures, feelings, thoughts, and ideas. According to this same author, the journal is usually written daily or after each lesson. Moreover, Wallace (1998) states that journals are written to be shared, to be public documents.

By citing Brock, Yu and Wong (1992) Wallace (1998) calls the attention on the importance of keeping journals in teaching. These authors mentioned that some of the advantages of journals are that thanks to them questions and hypotheses are risen not only about teaching and but also the learning process; moreover, journals are excellent for the practice of reflection and they provide a record of the classroom events (as cited by Wallace, 1998, p. 62).

In the current study, the researcher-facilitator kept a journal in which she wrote down her thoughts, ideas, struggling issues, and feelings about and around the design and implementation of the reading instruction. She used the journal not only during the development (as it also included the planning of the lessons) of the reading activities but also before and after them. Through the journal, she recorded evidence of all the events surrounding the whole process of the study in (e.g., the difficulties or facilities when using any specific technique) and out of the classroom (e.g., the selection of goals, procedures and materials). Also the researcher-facilitator kept the feedback extracted after the informal talks with the guest observer. The facilitator’s journal was the main data collection method that helped answering the second research question.

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6 An example of the reflective part of the Journal is provided in the Appendix B. Moreover, examples of the part of the journal in which the aims and procedures are stated (planning) are given under the section Instructional Design below.
Along with the reflective part of the journal the facilitator also kept evidence of the lesson plans of each lesson. The planning included information about the date and time of the session, the book read and extra material included the aims of the lesson, and the procedures divided into pre-, while-, and after-reading activities. In the planning, each part of the procedure contained principally the prompts or questions that were planned to be asked to the students to guide them through the dialogic reading. Each prompt was joined with a purpose and in some cases the expected replies or answers were also included in the planning. The planning is also composed by the analysis of the post-reading writing activity, its explanation, the material needed, the students' reaction and the students’ productions (see *Reflection about the writing activity* below).

This method also agrees with the ideas by Pinnell (2006) about the importance of self-reflection in the improvements of teaching practices and learning approaches. Pinnell (2006) mentions that teachers need to develop a long-life habit of self-reflection on action in order to raise awareness in their strengths and weaknesses as educators.

*Reflection about the writing activity.* Even though most of the reflection found in the journal was made during the process of the reading intervention, this additional part was added after the end of the intervention, during the editing of the journal.

This section of the journal focused specifically on the writing assignments conducted as post-reading activities. The researcher collected all students’ post-reading written productions. Examples of this production included informal short letters recommending a book, drawings and descriptions of favorite scene or part of the story, predictions (while-reading), story maps including only characters and places, and so forth. With the collection of the written samples, the
researcher sought to find out further evidence on the students’ reading abilities, and also if there was any influence of the participants’ writing caused by the reading sessions.

The analysis of all the students’ written productions was made after the end of the reading intervention and it was incorporated in the journal per sessions. The analysis included extended comments and reflections by the research-facilitator about not only the students’ performance during the activity, but also about the facilitator’s performance, the setting the activities took place, the appropriateness of the material provided. Due to the fact that the analysis, and as a result the reflection were made when the reading intervention had already finished, some of the reflections took the form of regrets in planning and performance in which the facilitator provided ideas for further instruction.

Moreover, the analysis of the students’ written work took into account the principles by Teale (2003) who asserts that even though reading aloud is a reading activity essential for the literacy development of children, it is not enough to solve the requirements of reading learning since, for instance, students do not boost word recognition ability by means of reading aloud. Therefore, the analysis did not focus on the students spelling and punctuation, but on the students’ abilities as readers. In other words, the analysis paid more attention to the students’ portrayed reading abilities than to the aspects of writing.

Retrospective Notes or Accounts. This method was included after some inconveniences with the collected data after the end of the reading intervention. The initial idea was to record by means of video tape and audio the reading sessions, since it was considered that the researcher-facilitator was going to be very busy during the reading sessions for doing

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7 An example of this instrument is available in the Appendix C.
exhaustive in-action observations. Therefore, the initial idea suggested that the researcher-facilitator was going to watch and listen to the video and audio recordings carefully seeking not to miss important details, and that they will be transcribed for analysis. However, the inconveniences with the data (See Limitations of the Study) made impossible the transcription and the analysis of the recorded data. Therefore, the researcher was suggested to write Retrospective Notes or Accounts to compile part of the lost data.

Even though the researcher understood that writing retrospective accounts consisted on writing what she remembered of the reading sessions, definitions about how to write retrospective accounts were not found. Therefore, the researcher developed the Retrospective Accounts filling in the same form used by the guest observer. Developing Retrospective Notes was time consuming and exhausting for the researcher, particularly because sometimes it was difficult for the researcher to remember specifically in which lesson a remarkable event had happened. For this reason, the researcher took advantage of already compiled facilitator’s journal, and the guest observer’s observations to have more input to allow a deeper recalling of the events. Albeit the retrospective accounts were written by the researcher, using third person instead of first was believed more appropriate as it made the researcher try to remember the events as she were an outsider observer watching videos of the reading sessions.

**Field Notes**. Part of the information recorded was expanded through Field Notes (i.e., interviews, diagnostic observation). However, since the researcher had some inconveniences with a portion of the already collected data (see Limitations of the Study), the researcher took advantage of this method to expand the information in the Facilitator’s Journal, in the Retrospective Accounts and in the Observations.

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8 An example of a Field Note is provided in the Appendix D.
The researcher also incorporated some extra information in the Field Notes that may not have been included in the other data collection methods (e.g., pictures of the reading setting and the description of the changes in it, disciplinary issues, and so forth). The structure of the Field Notes was based on the ideas by Wallace (1998) about developing the Field Notes as *Records of Work* in which the focus is given to aspects of learning and teaching. As a consequence, the field contained eight parts: (i) Basic information about the session (i.e., date, time, number of absentees, book that was read), (ii) pictures and descriptions of the reading environment, particularly about the reading setting, (iii) the functioning of the group, (iv) the students’ reactions and behavior, (v) the interesting comments made by the students, (vi) disciplinary issues, classroom management and dilemmas, (vii) the facilitator’s ideas, inspirations and general aspects that went well, and (viii) the most interesting incidents.

**Interviews.**

*Diagnostic interview.* Before starting the intervention, an informal interview was conducted with the teacher of the students. The informal interview gave the researcher some input regarding the previous experiences with texts that the children had had at school. The researcher asked the teacher questions such as: “how many books have the children read at school during this year?”, “what kind of books have they read?”, “what has the criteria been for selecting the reading materials?”, “how often did she engage the student in reading in the classroom?”.

Furthermore, the informal interview was a source of information about the students’ performance and attitudes towards reading before the intervention, since the researcher asked questions such as: “how do students react when you tell them to read a text?”, “do you know if your students read out of the classrooms?”, “if they do, what kind of texts do they read?”, “do
you think your students understand what they read?”, “will your students feel threaten if you take them to the library?”.

In the same way the diagnostic observation was used, the data collected with this method was expanded with comments by the researcher, and it was summarized and compiled in the Facilitator’s Journal.

*Interviews after the intervention.* At the end of the intervention, the researcher also conducted semi-structured interviews with the participants in order to get some input regarding their perspectives towards the different aspects of the reading intervention they were part of (i.e., the reading aloud activities, the dialogic reading, the kinds of material provided, the conceived reading setting, the facilitator’s and their own performance).

In the interviews with the participants, they were asked about which of the books used in the reading instruction they enjoyed the most and why, which of the post-reading activities they found more interesting, what activity they preferred between reading silently and reading aloud, how they defined reading, and so forth. The interviews with the participants lasted around ten minutes, and were only possible to be held at the end of the intervention. During all the interviews the researcher took notes, which later expanded through field notes.

Following the ideas by Merriam (2009) about the data analysis, in this study, all the collected data was broken down into bits of information that were simultaneously coded in the margins of the written data. Codes were later analyzed in order to be grouped into categories. Moreover, in order to make the categories more concise, the data analysis process, namely the category construction process followed the suggestion by Dey (1993) that says that after having
given categories, similar ones can later be grouped, while wide categories can be divided into more compact ones (as cited by Merriam, 2009, p. 177).

Furthermore, the researcher of the current study took advantage of the idea by Merriam (2009) who says that during the data analysis, categories should be compiled in a separate memo. The researcher of this study created a form in which she did not only write down the names of the categories, but she also noted the piece of data in which such category was found. Moreover, the form that the researcher developed in order to compile the categories that had emerged from the first steps of the data analysis also included a space in which the researcher ticked the research question(s) that the category answered. This was done in order to delete categories that even though they were interesting and common, they did not answer the guiding research questions. This form was also helpful when selecting the evidence for the findings that finally came out from the analysis. In other words, when a category or a set of categories became a finding, the researcher took advantage of the form to guide her in the search of useful evidence. Therefore, she did not have to go over the whole data, but only to the data that the compiling said contained the category. The form that the researcher developed during the data analysis is available in the Appendix E.

Furthermore, the data analysis paid attention to the Merriam’s (2009) explanation about the importance of triangulation. This term is defined by Wallace (1998) as the method of giving reliability to the findings of a research process by collecting and analyzing data from different research instruments. As Merriam (2009) mentions, triangulation provides the researcher with a tool for determining if a category can or cannot become a finding. The compiling form made this process easier since categories that were not found in at least three of the data collection methods were put aside. Later, the categories that were evident in at least three data collection methods
became possible findings of the current study. Finally, the findings of the current study came out by selecting the categories that had more evidence in the data methods.

**Instructional/Curricular Design**

The reading intervention conceived for the current study was planned to last 4 weeks, in which two forty-five minute-long reading sessions were imparted every week. In the reading sessions, the facilitator specifically implemented reading activities (i.e., read-alouds), a reading technique (dialogic reading), and a reading aloud model (i.e., Plan- Do- Review). Also, during the study, diverse kinds of texts—all written in Spanish—were implemented in the readings, meaning this that in the intervention the books read were about different topics, genres, cultures, authors, and physical characteristics. The books were chosen before the instruction, and were organized in a sequence for them to be read. The sequence of the book in the reading intervention was thought to be coherent in the way that more than one book were used to address a specific aim.

Lessons were planned to include pre-, while- and post- reading activities, all mediated in Spanish and from Spanish texts. The planning of the pre-reading activities included prompt that aimed at encouraging students not only to recall and retell previous reading activities and experience, but also to activate prior knowledge and vocabulary and to contextualize the reading. In this way, the design of the instruction was incorporating the significance of top-down processing in the interaction and sub sequential comprehension of texts.

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9 An example of a lesson plan is available in Appendix F.
In the while-reading activities, planning was thought to get the participants involved in reading aloud activities, in which the facilitator encouraged permanently the students to predict, infer, and guess, and check comprehension. Moreover, at this point, the facilitator included in the planning the constant asking of questions to the students about the texts using the CROWD and PEER dialogic reading techniques. To illustrate, when reading a narrative book, the design of the reading instruction paid attention to make participants recall what was happening in the story, to point out the main characters, and to associate aspects of the text with their lives. In this way, the read-aloud activities were thought to have features of “shared reading” in which both the reader and the listeners are involved in the reading in a dialogic way. Also, by including the promotion of students’ predictions, inferences and comprehension, the design of the instruction constantly recognized the importance of the bottom-up processes in the process of making meaning from written words.

Finally, different post-reading activities were planned to be developed in order to evaluate comprehension, to establish relationship between texts and real life, and between the texts and prior reading experiences. Therefore, in the post-reading activities the planning was thought to encourage (orally or in writing) students to retell the story, to draw and write about the part of the story that they liked the most, to recommend a story, to name the main characters and places, or to depict intertextual links among previously read stories.

**Aims of the reading instruction.**

**What the learners should achieve.**

**General aims.**
• To actively get enrolled in reading aloud activities by making meaning grasping from both, top-down and bottom-up processes.

• To take advantages of the scaffolding provided by a more competent reader through reading aloud and dialogic reading to improve abilities and to boost positive attitudes towards reading.

Specific aims.

• To use the contextualization of reading and the activation of prior knowledge and vocabulary to actively interact with reading material by creating expectations about what the reading material contains.

• To actively participate in dialogic reading, understanding the necessity of expressing thoughts to realize about thinking.

• To allow the printed words interact with the personal background knowledge and experiences by comprehending that such interaction is essential in the process of meaning making.

• To relate the reading material to the world out from the book, giving place for inferences to take place.

What the researcher-facilitator should achieve.

Personal aims.
- To evoke the necessity and meaningfulness of reading in the children by giving them balanced opportunities to explore and enhance not only the cognitive domain of reading but also its affective domain.

- To provide a glowing reading experience to the students by improving the reading environment in terms of both the material and setting, and the development of significance literacy practice.

- To improve as a reader understanding that the students need to be assisted by a competent reader, and by placing high interest in the professional developments as a reader-facilitator.

**Materials.** The selection of the material was based on the theoretical ideas proposed and reviewed by Teale (2003). Regarding the book quality, Teale (2003) refers to the idea by Lester (2001), who asserts that what makes a book literature, in particular a children’s book, is the quality of language used. The way the ideas are expressed makes the difference between a good book and an average book. Lester (2001) says the following about the use of language and its impact in literature:

> Literature cares about language, cares about enabling the reader to experience the possibilities in language, that how something is expressed enables one to experience anew that what he or she thought they knew (cited by Teale, 2003, p. 126)

Thus, the facilitator selected books that contain personified objects and animals, metaphors, and similes. Moreover, Teale (2003) claims that the books should not have a very complex nor an extremely simple language in comparison to the children’ level of language.
Nonetheless, avoiding using texts with a very complex language (with which children will struggle) does not mean that in the readings the ideas have to be literally written. This relates to the ideas by Vygotsky and Morris (1988) about the importance of knowing the children’s ZPD in teaching, since the instruction should not be either exclusively about what the learners can do without assistance, nor too far beyond what the learners can do with assistance (as cited by Loysen, 2010, p.21). Hence, using books that use words to express ideas in a metaphorical way may promote the understanding of meanings that are implicit in the texts (see Levels of Understanding in Alderson, 2000, p.7). To illustrate, in “El ratón que comía gatos” the mouse says that he has eaten cats, rhinoceros, and Christmas trees; then, the mouse says that all tasted like paper and ink. Even though the printed words gives the idea that the mouse has eaten the animals and object printed on paper, what can be implicitly understood is that the mouse has read thousands of books, he is a “ratón de biblioteca” which is the expression used in Spanish to express the idea of “worm book” in English.

Finally, in Teale’s (2003) article, the author claims that visual aids found in picture books enrich and support the comprehension of the text. Therefore, the researcher selected books and stories with appropriate visual aid. The following is a list of the material that was included in the reading instruction to be read out loud. Out of this list, there are also some other material that was provided to the students when they freely enrolled in autonomous reading.


**Ethical Considerations**

In order to develop an ethical study, the names of participants and institutions that were introduced in this chapter are all pseudonyms in order to avoid accusations to them to what is mentioned, asserted, concluded, and commented in this paper. In fact, the author of this paper declares herself responsible of all its content. However, it is important to report that not only the
implementation but also the aims of this study and the reading intervention conceived for it were well known by the school administration and the participants.

In the case of the adults participants (i.e., the guest observer and the classroom teacher), they both individually agreed to be part of the study. On the contrary, in the case of the children participants, an informing consent was signed by their parents who allowed the participation of the children in the study. The signing of the informed consent was carried during an informative meeting with the parents in which, among other aspects, they were explained the aims of the reading intervention and its sub sequential academic use in the development of the current study. The totally of the parents who attended the meeting signed the informed consent.
Chapter 5

Findings and Discussion

This chapter compiles the finding of the current study and their discussion with other studies conducted on the field. The findings answered the three research questions that guided the study (i.e., What are the benefits of the application of the reading intervention in the development of attitudes towards reading in Spanish and reading abilities in young learners?, what insights can be drawn from the design and implementation of the reading intervention?, and what are the students’ responses towards the different activities included in the reading intervention?)

This chapter is divided into five sessions, one per finding: (1) Students’ Autonomous Enrollment in Pleasure Reading, (2) Changes in Aspects of the Reading Environment and Their Impact on the Students’ Perceptions towards Reading in the Classroom, (3) Facilitator’s Scaffolding in the Enhancement of the Reading Abilities in Young Learners through Dialogues around Reading, (4) Factors Affecting Students’ Performance in the Writing Activities, and (5) Facilitator’s Performance and Its Relation to the Students’ Abilities and to the Students’ and Facilitator’s Motivation. Academic discussion between the findings and the reviewed research on the field is found at the end or alongside each finding.

Students’ Autonomous Enrollment in Pleasure Reading

This finding describes that in a 4-week reading intervention, positive attitudes toward reading in Spanish were boosted in 4th graders. Positive attitudes toward reading were evident thanks to the constant increasing number of students who got engaged autonomously in reading
after the post-reading activities in each session. To put it in another way, while being part of the intervention, the students stopped seeing reading as something they have to do as an academic assignment (instrumental motivation) to start seeing reading as a pleasurable activity they could do for their own will (intrinsic motivation).

The following is an extract taken from the Facilitator’s Journal that shows the role that the environment created for the reading intervention of the current study, and —more specifically— the material included in the instructional design played in the development of positive attitudes toward reading and the consequently enrollment of children in pleasure reading.

[Journal] El otro aspecto positivo sobre el material extra que se trajo a la sesión es referente a la autonomía hacia la lectura que se puede generar en espacios como este. Luego de terminar la actividad de después de la lectura, algunos niños me pidieron libros prestados, algunos de los que había sacado al principio de la sesión, o el de la sesión anterior. Fueron tantos los niños que me pidieron libros que tuve que sacar del maletín unos libros que estaba cargando allí […], pero que debido a las circunstancias tuve que sacarlos para esta sesión. Así, algunos niños que no habían venido a la sesión anterior leyeron por su propia cuenta el libro “Disculpe, ¿es usted una bruja?” Como habían tan pocos libros para tantos niños, los niños hicieron caso en compartir los libros, así los niños comenzaron a leer mentalmente los libros junto con un compañero, antes de pasar la hoja el que ya había terminado de leerla decía “ya podemos seguir”. Los niños no asumieron esto como una competencia de quien leía más, fue algo verdaderamente autónomo, por el placer de leer. Algunos por el tiempo me pidieron que volviera a traer los mismos textos; otros me pidieron que trajera “cuentos parecidos”.

The previous extract presents evidence on how some students did not take reading as an assignment, but experienced it as a pleasurable activity they got engaged in following personal desires. To illustrate, the extract points out that students got update with the book read in the previous lesson without a facilitator’s order; on the contrary, they invested their free time to read
the book because of a personal interest or necessity. Moreover, the extract describes the relationships among students that were created from the shared necessity of reading a book.

Furthermore, it is important to highlight the children’s reaction toward the extra material brought in each lesson and its impact in students’ attitudes toward reading. The extra material was neither read out loud by the facilitator nor included in the instructional design to be used following dialogic reading technique. Nevertheless, the extra material was part of the designed reading environment to see the students’ changes in behavior with the presence of an incrementing number of books available for the students to read them without being asked to. The following is an extract from a Field Note that provides insights about the children experiencing reading for pleasure.

[Notas de Campo] Sin lograr predecir sus alcances con anterioridad, también salió muy bien el haber tenido libros cortos y otros cuentos para que los estudiantes más autónomos leyeron después de la sesión. Es interesante ver como los participantes se van sintiendo más cómodos con la presencia de libros y como ellos mismos se van apropiando del espacio de lectura para sus mismos intereses y necesidades. Esto lo digo, por que algunos de los participantes, luego de terminar la actividad de después de la lectura, regresaron al Rincón de Lectura y tomaron los otros libros pequeños que había traído y comenzaron a leerlos.

The aforementioned extract demonstrates that autonomy in reading was evident in 4th graders during the reading intervention since it mentions that some students freely took the extra reading material available and started reading it by their own. Besides, the extract remarks the students’ reactions not only about the extra material but also about the reading setting conceived by the facilitator. The extract describes how the students were using both —material and setting— for their personal needs and interests, and how both aspects played a role in influencing students who began to read for pleasure.
Up to this point, it has been evident that in a short reading intervention, the affective domain of reading was addressed with positive results in developing attitudes toward reading. However, it has not been included a testimony that shows that the number of students who got enrolled in autonomous reading after the post-reading activities increased session by session in the intervention designed for the current study. For this purpose, contrasting excerpts from two of the observations conducted by the guest observer (see Methodology) have been taken.

[Observación] A las 9:27 am, algunas niñas (3 en total), toman los libros y los leen, ningún niño toma uno de los libros. Los niños están en un juego físico y algo fuera de control (piden el descanso). Las niñas siguen leyendo los libros (hay una que no habla con nadie, está concentrada leyéndolo). Dos minutos después, algunos niños no leen, se quedan sentados callados, mientras las niñas siguen leyendo. Las niñas piden a la facilitadora que si se pueden quedar a leer el libro.

[Observación] Otros niños que van terminando se dedican a jugar juegos de choque o a hacer simplemente nada. A las 9:11, cuatro niñas y cuatro niños están leyendo algún libro. Los demás estudiantes no están haciendo nada. Irma lee en voz alta lo que esta leyendo, unos compañeros la escuchan, le siguen la lectura. También hay parejas de lectura que leen en voz alta. Solo un niño lee en silencio. [...] Son las 9:18 am y los estudiantes que están leyendo por su propia cuenta llevan en esto ocho minutos aproximadamente. Todos están muy concentrados. Los estudiantes siguen leyendo aunque se les ha pedido que guarden todo, los únicos en hacer caso a esto han sido los que no han hecho nada y se han enfocado en hacer desorden. A las 9:20, finalmente se levanta el espacio de lectura. Aun así hay unos estudiantes que continúan leyendo. Un niño se sienta en su pupitre y sigue leyendo. [...] La facilitadora guarda todo la adecuación del espacio de lectura. Cuando va guardando los libros deja dos afuera para dos niñas que se los han pedido prestados (Nadia y Xiomara). La facilitadora les presta los libros y autoriza a una niña de llevarse uno a casa con el compromiso de regresarle. Al final, una niña guarda un libro que la facilitadora le ha prestado para leer en casa y un niño habla con la facilitadora sobre cómo imprimir un libro.

The preceding excerpts give evidence that the number of students who got enrolled in autonomous reading was increasing throughout the development of the intervention. At the beginning, only three female students were the only ones who freely decided to take a book to read out of the ones provided by the facilitator. With the progress of the intervention, after just a
few sessions, it was possible to prove that the intervention was stimulating positive attitudes toward reading in young learners since more students (female and male) were enrolling autonomously in reading after the post-reading activities. These students were never asked by the facilitator to take a book and read. They started experiencing reading for pleasure, following their own desires, and not responding to a facilitator’s request. In other words, they moved from reading induced by an instrumental motivation to reading experiences evoked by intrinsic motivation.

In addition to the evidence provided by the excerpts about the increasing number of students enrolling autonomous reading, the aforementioned excerpts give also some description about the relationships and the reading behaviors that the children showed during their autonomous reading. To illustrate, the excerpts describe that some students were reading silently, while others were sharing books and reading out loud to other classmates. Moreover, the excerpts present evidence on the concentration of the students while reading autonomously and their endless desire to continue reading the provided book. For example, the last excerpt reports that even after the reading setting was picked up, one of the students continued reading in his regular school chair. Besides that, the excerpt also notes that one of the girls borrowed a book from the facilitator, for her to continue reading it at home.

Finally, both excerpts display that when some students were reading autonomously after the post-reading activities, some others were not doing any reading activity; instead, they were playing with some classmates or just around the classroom doing nothing. These two different groups can be defined based on what Poppe (2005) relates to in terms of “Avid or motivated readers” and “reluctant readers”. According to Poppe (2005) motivated readers do not perceive reading important merely because of its benefits for their intellectual growth —as the reluctant
readers do—, but that motivated readers also appreciate the emotional experiences that a reading text can provide to them; hence “motivated readers perceive recreational reading as a pleasurable activity” (Poppe, 2005, p. 131).

In contrast to the perceptions that motivated readers have toward reading, reluctant readers value reading because it is useful for their improvement in vocabulary, for getting important information and for fulfilling school requirements. This group of readers fails at narrowing the importance of pleasure reading understanding it as a task or assignment. Moreover, as Poppe (2005) declares, reluctant readers do not find pleasure in reading; therefore, for them the term “pleasure reading” is an oxymoron. Reluctant readers find more pleasure doing other activities, especially the ones that involve kinetics.

Taking back the look to the last evidence provided for this finding, it is possible to see in the excerpts that the group of students participating in the study has both kinds of readers. To illustrate, when some students were reading intently —reading alone, sharing books or enrolled in reading aloud activities— following their own desires (avid readers), other students were around the classroom playing, doing different activities but not exactly reading since the reading task (reading aloud with the facilitator and the dialogues around the reading) had already finished (reluctant readers).

Albeit the definitions of avid readers and reluctant readers by Poppe (2005) have been useful for the current study, the findings drawn by Poppe (2005) in her study about how children perceive pleasure reading differ from this finding. Poppe (2005) found out that both groups present no differences in preferring outside and social activities rather than reading. In her own words, Poppe (2005) states that “None of the children reported reading as a priority, something
they would rather do than play with their friends” (p. 134). To put it in another way, in her study, Poppe (2005) declared that not only reluctant readers, but also motivated readers would choose at first the opportunity to play. Exclusively in the case of motivated readers, reading would be a second choice, when outside or social activities cannot be held since they depend on the presence of daylight and nice weather. Nonetheless, in the current study, motivated readers do not prefer playing rather than reading as the reluctant readers did. Instead of that, avid readers got enrolled in autonomous reading taking the advantages of the reading environment conceived for the intervention (the reading setting and the extra reading material provided by the facilitator).

Changes in Aspects of the Reading Environment and Their Impact on the Students’ Perceptions towards Reading in the Classroom

This finding provides insights about the design and implementation of the improvements of the reading environment in a 4-week reading intervention. This finding specifically refers to the changes in the reading setting and the impact that they had in promoting positive attitudes toward reading in Spanish in 4th graders. The finding portrays that the improvements in the setting, gradually incorporated from the beginning to the end of the intervention, were not only planned in advance based on theory but were also carried out due to the students’ reactions and ideas, facilitator’s reflection and peer observation. Therefore, this finding highlights the importance of reflection and peer observation to improve aspects of the instruction, namely the setting.

Fragments taken from the Retrospective Notes, the Observations, the Facilitator’s Journal, and excerpt and pictures taken from the Field Notes have been put together in order to show
evidence on how the environment changed gradually. The following fragments present some
evidence on the characteristics of the initial reading setting.

[Notas de Campo] Las actividades antes de la lectura se hicieron con los niños sentados en
los pupitres, pero al hacer el diagnostico por medio de preguntas sobre la vida de los niños
como lectores (qué libros habían leído, si iban o no a la biblioteca) por sugerencia de uno
de los participantes, se hizo la lectura en el piso del salón.

[Nota Retrospectiva] Un niño dijo que había ido a la biblioteca. Entonces se le preguntó
que como era para que compartiera con los compañeros. Él habló de que el área de niños
era diferente y de que se leía en mesas bajitas o en el piso. Sugirió que se hiciera la lectura
en el piso. Por sugerencia de un niño se hizo la lectura en el piso. Esto se pretendía plantear
para otra semana (sesión numero 2). Sin embargo los demás niños estuvieron de acuerdo
con la propuesta.

These fragments give evidence that the initial reading setting did not include any object
brought by the facilitator, and that it was proposed by a student who had been to a library.
According to the first fragment, a diagnosis about the previous experiences that the children had
had with books and libraries allowed the comments of the student who finally proposed the
initial setting. This gives evidence that it was through a dialogue led by the facilitator that the
student had the opportunity to mention his previous experiences at the library. Putting both
excerpts together, it can be seen that the facilitator had planned to conduct the readings with the
children sitting on the floor from the second session onwards, but for this session she had
planned to do it with the children sitting on their school chairs.

The following excerpts and pictures give evidence of some of such improvements in the
reading setting.

[Journal] […] temo un poco por la indisciplina que se pueda generar en el que desde hoy
comenzaremos a llamar “el Rincón de la Lectura” que será un espacio que se irá adecuando
paulatinamente en el trascurso de la intervención en donde tomarán lugar las lecturas. Hoy
he traído para empezar a darle forma (y color) una tela gruesa color azul oscura que forma un rectángulo grande. Esta hará las veces de tapete sobre el cual los niños y yo nos sentaremos con zapatos y leeremos. La idea es que los niños se sientan cómodos, pero no quisiera que por comodidad los niños comenzaran a acostarse, jugar o hacer otras cosas allí en el Rincón de Lectura.

[Notas de Campo] […] con miras a organizar un espacio más ameno para llevar a cabo la intervención de lectura, se ha comenzado a adecuar el que será conocido como el Rincón de la Lectura que no es más que un espacio ubicado en el salón que solo se usará para las lecturas de esta intervención […] hoy se ha comenzado trayendo la primera parte de los elementos que decorarán, limitarán y destacarán este espacio el cual es una tela medianamente gruesa color azul oscuro, la cual hará las veces de tapete en el cual los niños y yo nos sentaremos en forma de círculo para llevar a cabo las lecturas.

Picture 1
The above given evidence portray the first changes carried out in the space in the classroom that was taken for conducting the reading sessions in the reading intervention conceived for the current study. The coming after data shows the subsequent changes in the reading setting.

[Nota Retrospectiva] Para esta sección se trajeron tres colchonetas con sus respectivos forros de colores fuertes: naranjado, verde y azul claro. De igual manera está la tela tapete de la sección anterior.

Picture 2

Up to this point the data has shown that, apart from the initial setting, the changes in the reading environment were planned by the facilitator before the beginning of the reading intervention; nevertheless, the fragments given below show changes in the reading setting that were introduced thanks to an in-action reflection and peer observation.
Finalmente, para las sesiones venideras quisiera poder conseguir una voz de más autoridad y de mayor alcance para las lecturas. En algunas ocasiones he sentido que mi voz no se escucha muy bien o que algunos estudiantes no acatan a mis indicaciones por que no me escuchan claramente. Para dentro de dos sesiones había pensado traer una banquita pequeña para sentarme en ella, para verme más alta y que mi voz se pudiera proyectar mejor, pero gracias a las conversaciones con el observador, entendí que esa modificación en el Rincón de Lectura no debe esperar más. De tal manera que para la próxima sesión traeré la banquita y veré si con ella mi voz al ser mejor proyectada capta más la atención de los estudiantes.

Para esta sesión la facilitadora ha traído una sillita para sentarse.

In addition to the changes already mentioned and the reasons why they were carried out, there were also supplementary changes that were generated during the development of the intervention due to the students’ reactions in the reading setting. The following fragments depict the characteristics of those changes and portray what evoked them.

A las 8:57 am, el grupo está calmado y sigue la lectura, esta vez la facilitadora ha bloqueado un acceso a una mesa con objetos cerca de la zona de lectura. La facilitadora ha traído unos afiches muy llamativos sobre lo que son los libros.
All the previously mentioned fragments portray the changes and improvements carried out in the reading setting conceived for the current study. Picture 1 shows the reading setting adapted with a dark blue fabric for the students and facilitator to sit on it, while in Picture 2, it is possible to see that besides the dark blue cloth there were also three mats covered with fabrics of different vivid colors. The fragments give the idea of a facilitator-lead continuing and gradual process of improving the reading setting. Moreover, the first fragments taken from the Field Notes and the Facilitator’s Journal do not only point out at the importance of the students’ comfort in the reading session, but they also mention the facilitator’s fears towards students’ behavior in this conceived space.
In addition to the improvements evident in Picture 2, Picture 3 reveals an additional change in the reading setting. However, the more important aspect about this change is not exactly the object (i.e., the facilitator’s chair) included for this and the following-up sessions but the origin of the idea or of the necessity of such object in the reading setting. At this point, the fragment taken from the Facilitator’s Journal remarks that the necessity of the presence of the facilitator’s chair in the reading setting was caused by her own perception of low voice projection during the reading aloud activities. Even though the facilitator’s chair had already been thought to be included in the reading setting, this change was going to take some more sessions to be carried out. However, the facilitator’s reflection on the topic and her conversation with a peer who played the role of a guest observer concluded that the change was essential sooner; consequently, changes in the designed process of improving the reading settings were evoked by reflection and peer observation.

Besides the changes in the reading setting that were planned in advance when the reading intervention was being designed, there were also some changes that were promoted by students’ behaviors. To illustrate, Picture 4 shows the incorporation of a pair of folding screens that were made by the students at the beginning of the school year and that were used by the facilitator to delimitate the area of the reading setting. These folding screens helped to block the access to the handcraft objects of the classroom project that students had made by the classroom teacher’s request. As the fragment of the Field Notes portrays, some students had been distracted during the reading sessions due to the proximity of such objects; as a consequence, changes had to be carried out. In addition to the incorporation of the folding screens, along with Picture 4, the fragment taken from the Observation also gives evidence on another change incorporated in the
reading setting; both data elucidates the inclusion of two posters brought by the facilitator about the meaning of reading

It is relevant to understand that all the changes carried out in the classroom, more specifically in the space used for the reading sessions, were thought to be included in the intervention since the revision of theory and research led to the conclusion that the reading setting is an important factor in the literacy environment and that the improvements on the literacy environment bring positive consequences on the students’ attitudes toward reading (Chambers, 2007b; Cunningham, 2008). So far, the changes in the reading setting have been clearly exposed; however, it has not been disclosed the students’ perception regarding the conceived reading setting.

[Entrevista] Le pareció que el Rincón de Lectura fue muy cómodo.

[Entrevista] Le gusto mucho la manera como se fue adecuando el salón para el Rincón de Lectura. Leer en ese rincón le parece mucho más cómodo que en los pupitres pero dice que hubo mucho ruido y eso es malo para la concentración.

[Entrevista] Le gusta leer en silencio pero cuando hay mucho silencio no logra concentrarse, se duerme. Se sintió muy cómoda en el Rincón de Lectura por que este era muy limpio.

[Entrevista] Le gustó mucho como se adecuó el Rincón de Lectura. Quisiera tener uno así en casa.

The previous data collected by means of the Interviews with the students gives evidence on the students’ perception towards the reading setting. The data describes that the students found the reading setting of the current study as a pleasant and comfortable place. The second excerpt provides a further idea about how the students found and considered the reading setting was. The excerpt depicts that the interviewee recognized the reading setting as a place that is more
comfortable for reading than the school chairs. However, this excerpt depicts that during the reading aloud activities there was too much noise in the reading setting which affected his concentration. Putting this excerpt along with the third excerpt of the Interviews, it is possible to find contrasting ideas about how the students achieved concentration and how the noise did or did not affect them. The third excerpt demonstrates that the interviewee needed some noise in the reading setting in order to be awake during the reading sessions. Thus, it is possible to assert that even though noise was present in the reading setting, its effects on the students’ concentration are neither clearly determined as negative nor as positive.

The excerpts taken from the Interviews do not only show what the student thought about the reading setting, but also, namely the last excerpt gives insights about the impact that the reading setting conceived for the current study had on the students’ perception about where reading should take place. For instance, the last excerpt depicts an interviewee’s desire to have a similar setting at home to develop reading activities.

The changes of the reading setting and the students’ perception towards the setting have been exposed hitherto. However, the effects that such changes in the reading setting had on the students’ attitudes toward reading have not been described. For this purpose, clippings taken from the Field Notes are cited below.

[Notas de Campo] Los estudiantes parecen recibir con entusiasmo las adecuaciones que se han hecho el día de hoy para el Rincón de Lectura. […] Algunos niños han traído libros para mostrarme y yo les pregunto rápidamente si los han leído y si les han gustado. Los niños que no asistieron a la sesión anterior parecen en su mayoría entusiasmados con respecto al proyecto. […] En general la reacción de los niños con respecto al material traído, al espacio creado y al cuento leído fue muy positiva.

[Notas de Campo] En general el grupo recibe con entusiasmo las adecuaciones que se han traído para esta sesión en el Rincón de Lectura. Varios se nombran voluntarios para ayudarme a acomodar el espacio, demostrando así una gran motivación a la intervención y una cierta premura por que la lectura de este día comience. En especial las niñas son muy
atentas a la lectura, muy participativas y sobre todo muy interesadas en el proyecto, de que yo me siga sintiendo cómoda ejecutando la intervención con ellos. Ellas ejercen cierto control sobre el grupo, para que yo y todos los demás nos sintamos bien. Si algún o de los niños esta haciendo mucho ruido o molestando constantemente, ellas suelen decir “silencio, no ve que la profesora esta leyendo”. [...] Quienes consideran valioso mi trabajo con ellos me lo hacen saber con comentarios como “muchas gracias profesora”. Mis sugerencias han sido acatadas por muchos niños y muchas niñas tanto en el contexto escolar como familiar. Ellos llegan diciendo que han leído esos días, otros cuentan que les han contado (no leído) el cuento que habíamos leído en clase a algún familiar y que el familiar quiere ver las imágenes.

The preceding clippings give evidence on the students’ reactions toward the changes conducted in the reading setting and how such changes motivated them to participate in the reading intervention. Besides that, the clippings reveal the students’ self-control of noise and discipline; especially the female students were calling their classmates attention when they were making noise during the reading aloud. This reaction shows high interests of the students to continue listening to the story that was being read out loud and a high concern for the facilitator’s comfort. Likewise, the students’ motivation towards participating in the reading session is evident on the students’ self-commitment to organize the reading setting and to start the reading session thereupon. Moreover, the aforementioned clippings portray the impact that the different aspect included in the design of the intervention —e.g., material, setting and the facilitator’s actions— have on the students’ motivation to read. To illustrate, the last clipping describes that some of the students’ behaviors with reading material were based on the facilitator’s previous actions. To sum, it is possible to conclude that alongside other factors, the gradual improvements in the reading setting conceived for this reading intervention facilitate the boost of positive attitudes toward reading.
The improvements in the reading settings, plus the facilitator-leading reading activities, plus the possibility given to students to deal with an increasing number of books, and plus the teacher-leading 15-minute individual reading activity at the beginning of the school day create all together the reading or literacy environment the students participating in this study are exposed to. The current finding strongly agrees with the findings drawn by Cunningham (2008) in her study about the literacy environment quality and its impact on preschoolers’ attitudes towards reading and writing. In her study, Cunningham (2008) concluded that children’s attitudes became more positive with the improvement of the quality of the literacy environment. Accordingly, the current study found out that in a 4-week reading intervention, positive attitudes towards reading were boosted in 4th-graders thanks to the reading intervention conducted in which the reading environment was gradually improved. Now, it would be interesting to see if the facilitator’s actions affect not only students’ attitudes but also their reading abilities.

Facilitator’s Scaffolding Reading Abilities in Young Learners through Dialogues around Reading

This finding gives evidence on how the reading abilities of 4th graders, enrolled in a 4-week reading intervention, are boosted through the scaffolding of a reader facilitator. The finding portrays the facilitator’s strategies to promote higher-level mental reading abilities in the students, taking them to their Zone of Proximal Development, while conducting reading aloud activities with dialogic reading techniques. The scaffolding was evident in six main reading abilities: (a) retelling stories and recalling previous readings, (b) knowing and getting information from the peritextual aspects of the books, (c) contextualizing reading and activating prior knowledge and vocabulary, (d) making and verifying predictions, (e) corroborating
comprehension and concentration, and showing interpretation of stories, and (f) pointing and analyzing inter-textual links. Data from different methods has been used in order to give evidence. The finding has been initially divided into three sections: (i) Scaffolding in pre-reading activities, (ii) Scaffolding in while-reading activities, and (iii) Scaffolding in post-reading activities. Academic discussion is developed at the end of each section.

**Scaffolding in pre-reading activities.** This section of the current finding presents the facilitator’s employment of several strategies to provide scaffolding to the students’ reading abilities in the pre-reading segment of the reading sessions. Discussion with research related to the strategies that the facilitator used in pre-reading activities is developed at the end of this section.

**Retelling stories and recalling previous readings.** The following extracts from the Facilitator’s Journal, and the Observations, give some insights about the use of recalling and retelling techniques.

[Observación] Hace una serie de preguntas para hacer que los niños recuenten la historia del cuento leído en la sesión anterior “¿sobre qué era el cuento que leímos la clase pasada?” Para esta pregunta los participantes responden bien.

[Journal] Antes de la lectura

En esta sesión antes de la lectura se han planteado diálogos sobre temas y objetivos diferentes. En primer lugar, con el fin de que los estudiantes que no estuvieron en la sesión anterior tengan una idea del cuento que se leyó y para que los estudiantes que si estuvieron logren recordar el cuento se han planteado varias preguntas que buscan guiar a los estudiantes que si asistieron en el recuento que ellos le harán a los estudiantes que no asistieron.

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In addition to the aforementioned extracts, data taken from the Retrospective Notes, and
the Field Notes provides further evidence on the facilitator’s strategy to make students recall and
retell previous reading material and activities.

[Nota Retrospectiva] La facilitadora intenta poner al día e invitar a la lectura a 6
estudiantes que no asistieron a la lectura anterior. Invita a uno de los que sí hayan asistido
que le comente a los demás compañeros que fue lo que hicieron, leyeron la clase anterior.
La facilitadora guía las intervenciones con preguntas. También intenta resaltar el nombre
del libro, de los personajes, y del autor.

[Notas de Campo] Gracias a la secuencia de la actividad, que comenzó recontando,
recordando los primeros libros leídos, seguida de la lectura de un nuevo libro, fue posible
que los estudiantes establecieran y señalaran similitudes entre los cuentos.

The previous extracts evidence that the facilitator asked guiding prompts to the students in
order to make them retell and recall previous activities and readings. The data portrays that these
prompts were also used as a strategy to update the students who had missed the precedent
reading session. In this way, the absent students learnt from their classmates and not from the
facilitator what the last book read was about. Moreover, the extract taken from the Field Note
gives evidence on the importance of the space given at the beginning of the reading sessions for
recalling and retelling previous readings in the achievement of the aims in the reading sessions by all the students including the ones that were absent in the precedent session. To illustrate, in the extract from the Field Note is evident that the sequence of the lesson (starting with the retelling of previously read books and continuing with the main activity of the lesson) allowed the students to achieve the aims proposed for the session (i.e., to find similarities among texts). Further insights about the scaffolding strategies used for encouraging students pointing at similarities among texts are presented under the last heading of this finding (see Scaffolding in post-reading activities below). Write this as a foot note

**Knowing and getting information from the peritextual aspects of the books.** According to what the aforementioned excerpt from the Retrospective Notes states, the facilitator also provided the students with prompts addressing the information found in the different parts of the books (i.e., author, title, and main character) and in the stories (i.e., main characters). The following excerpt taken from the Facilitator’s Journal give further insights about the way the facilitator asked the students about the information found in the peritextual parts of books.

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| Hacer un diagnóstico sobre el que hacer como lector, usuario de libros y biblioteca de cada individuo y del grupo en general | (aquí se saca el libro y se le muestra a los participantes) ¿Pueden ustedes decirme cuál es el título del libro? | "Disculpe, ¿es usted una bruja?"
| | ¿Cómo se llama esta parte del libro? | "portada"
| | ¿Cómo se llama el autor del libro? | "Emily Horn"
In addition to the excerpt from the Facilitator’s Journal, data taken from the Observations and the Field Notes gives evidence on the facilitator’s scaffolding strategy to make students get and point out the information found in the peritextual aspects of books. This data also shows how the students’ performance was while dealing with questions addressing this aspect of reading.

[Observación] Repasa sobre el último libro leído y pregunta datos sobre el libro: “El último libro que leímos, ¿cómo se llamaba?, ¿Cuál era el autor?, ¿Quién hizo los dibujos?”. Los niños responden acertadamente a las preguntas que buscan recordar información sobre el libro leído en la clase anterior.

[Notas de Campo] Las niñas en particular quisieron tomar la vocería en el momento de recontar los cuentos que ya se habían leído. Guió sus intervenciones por medio de preguntas y recuentos erróneos de las historias. Los niños demostraron ser más eficientes en el aprendizaje de nombres, títulos, nacionalidades y datos sobre los libros. La participación de ambos géneros llevó a recordar eficazmente los dos cuentos leídos en sesiones anteriores.

The previous extracts, taken from different data collection methods, portray that the facilitator provided students with prompts about the parts of books and the information that could be got from there (basically author’s name and title). Moreover, the evidence shows that the facilitator articulated the questions about the content of story with the questions about the basic information about the book and the parts of the book. The last excerpt mentions that the students answered questions that did not only address the name of the author and the title of the book, but that also made students remark the author’s nationality. Likewise, the excerpt depicts that in the reading session the students also answered questions related to the content of the story;
consequently, the participation of students of both genres contributed to the recalling of the previously read books.

Furthermore, the last aforementioned excerpt expands the previously mentioned-facilitator’s technique to make students recall and retell the story. The excerpts describe that, in addition to the prompts, the facilitator also used mistaken retelling to check students’ retelling and recalling of previous readings while providing students to evaluate and correct the facilitator’s comments while retelling a story.

*Contextualizing reading and activating prior knowledge and vocabulary.* This study found out that the facilitator drew from different strategies in order to contextualize reading material and activity and to activate the students’ prior knowledge and vocabulary. The following data gives evidence on the variety of possibilities the students were provided during the intervention for them to activate the information that finally impacted their generation of meaning from the reading. The fragments portray a clear interest on the facilitator to promote top-down processes before the actual reading aloud of the story.

[Nota Retrospectiva] La facilitadora preguntó qué era un bandido y que si alguno había conocido o visto a algún bandido. La facilitadora preguntó por el tipo de armas que usan los bandidos, si atacan solos y que hacen con lo que roban. Un par de niñas contaron anécdotas de robos. Los niños dijeron que los bandidos usan pistolas y cuchillos y que siempre son dos o más y que con lo que roban compran cosas para las mamás o las esposas. Un niño dijo que compraban “vicio”.

The previous fragment from the Retrospective Notes shows that the students were encouraged to activate their prior knowledge about a topic (i.e., the robbers) through the questions made by the facilitator. The data presented afterward gives evidence of the variety of strategies that the facilitator used to activate the students’ prior knowledge and vocabulary and to contextualize the story that was about to be read out loud.
[Notas de Campo] El haber comenzado con un texto relacionado con eventos recientes (Día de los bruítos) fue de gran utilidad en la lectura puesto que el conocimiento previo que se trajo a relevancia para contextualizar el cuento fue finalmente de fácil acceso por su reciente uso. No obstante, hablar de esta festividad generó un momento de distracción, por así llamarlo, en el cual los niños desviaron sus comentarios hacia lo vivido en la festividad. Fue entonces necesario recuperar la atención y guiar los comentarios hacia los aspectos de la festividad que serían relevantes para la lectura. […] Los niños mencionan gran variedad de objetos relacionados con las brujas. Algunos de ellos serán usados en el cuento. Dicen que han aprendido de las brujas por las películas y los cuentos infantiles como Hansel y Gretel.

[Observación] A las 8:43 la facilitadora pone una grabación (música chill out) para ambientar. Muestra un libro colorido y súper llamativo que contiene adivinanzas y un cuento. Las adivinanzas son llamativas. Los estudiantes participan activamente para resolverlas. El material es pertinente. La música no es únicamente para ambientar sino también para contextualizar la historia (los sonidos son de oriente y el cuento es del Tibet). La música atrae a los niños. Las adivinanzas leídas sirven para dar contexto al cuento y más aun a la actividad que se realizará (“Vamos a adivinar con base a unas pistas”). Usa las adivinanzas para contextualizar la actividad que se hará con el cuento: “Vamos a predecir cómo continúa el cuento”.

The previous fragments show three different strategies that were used by the facilitator in order to contextualize reading material or reading activity and to elicit prior knowledge and vocabulary from the students. The fragments do not only portray a variety of strategies used by the facilitator but they also give evidence on the presence of the scaffolding through dialogue that the facilitator implemented with the students in the different strategies. The first fragment, taken from the Retrospective Notes, describes the students’ answers given after being asked prompts that aimed at bringing concepts about burglars that might have been useful to understand and interpret the following-up read-aloud story.

In addition, the fragment taken from the Field Notes depicts the way a festivity that had happened recently was used to contextualize reading due to the fact that the concepts, knowledge and vocabulary were thought to be fresher in the students’ minds. Besides, this fragment gives evidences on the students’ activated vocabulary and the students’ background knowledge on the
topic (about witches) caused by previous readings. Interestingly, this fragment warns about the consequences that can bring the use of recent festivities to contextualize a story and activate the students’ prior knowledge. To illustrate, the fragment presents that during the reading session, some of the students’ comments started to go far from the aim of the facilitator-lead dialogue; nevertheless, the data clearly states and remarks the facilitator’s technique to guide the students’ comments within the aim of the dialogue.

Finally, the last fragment taken from an Observation conducted by the guest observer depicts another facilitator’s strategy to initiate dialogue regarding context and prior knowledge. In this case, the observer expresses that the facilitator used music and guessing riddles not only to contextualize the reading material and activate the students’ prior knowledge, but also to contextualize the reading activity. According to this fragment, for this session the facilitator brought music that was related to the reading since both the music and the story were from an Eastern culture. Moreover, the book used in the observed session contained some riddles and a story (the one that was read out loud). The fragment suggests that the facilitator used the guessing riddles to contextualize the following-up activity since the activity consisted on guessing based on clues as it is done with the guessing riddles.

The sub-finding compiled under this first section of the finding called Facilitator’s Scaffolding Reading Abilities in Young Learners through Dialogues around Reading can further be put into an academic discussion with the findings drawn from Loysen’s (2010) study about the evidence of Vygotskian theories of ZPD and scaffolding in a daily reading aloud activity in an early childhood classroom. In her study, Loysen (2010) observed and analyzed the reading aloud activities conducted by a preschool teacher in terms of the teacher’s techniques and the way such techniques result in the children’s improvement of reading abilities.
The study by Loysen (2010) found out that the teacher actively involved students in what the author calls curricular dialogue which is a dialogue generated from a reading text. The findings of Loysen’s (2010) study and the current study agree not only in the aspects of reading that the facilitators of both studies addressed, but also on the importance that both facilitators gave to dialogue as a tool to scaffold students’ reading abilities. To illustrate, in Loysen’s (2010) study, the author found out that in the reading aloud activities the facilitator provided scaffolding to the students through asking them about the peritextual aspects of books such as the author’s name, the illustrator, the title, and so forth in the pre-reading session of the reading activity. The author also mentions that Ms. Terrance (the facilitators in Loysen’ study) activated students’ prior knowledge and personal experiences and encouraged them to recall books previously read.

Accordingly, in the current study, as it has been mentioned, the facilitator also asked the students about some of the peritextual aspects of the book, activated their prior knowledge, contextualized the reading to their personal experiences and made the students recall and retell stories read before. By drawing from the concepts by Berk and Winsler (1995), Loysen (2010) explains that the conversations in reading aloud are important since when children are reading alone, they use the skills and understandings in reading that they have acquired thanks to the dialogues with others (p. 120). In this order of ideas, when teachers involve students who are still dependent readers in dialogues targeting the aspects of books, the students’ prior knowledge, the students’ immediate context and literacy previous experiences, teachers are actually providing students with skills that they may transfer when reading alone.

Despite the similarities between the findings by Loysen (2010) and the current study, it is important to remark that differences between both have also been found. In the study conducted by Loysen (2010), the author pointed that Ms. Terrance did not only address peritextual aspects
of books such as the ones the facilitator in the current study did (i.e., author, title, nationality), but she did also include more peritextual aspects such as the illustrations of the books and the information found in the back covers of books. Loysen (2010) states that Ms. Terrance also introduced books and authors including interesting facts like the awards they had received or been nominated. Besides, Loysen (2010) found out in her study that Ms. Terrance provoked dialogues surrounding the material used by the illustrator of the books, and occasionally involved students in hands-on activities that aimed at imitating the techniques used in the illustration of books. As a conclusion, all the peritextual aspects of books that were addressed by the facilitators of the current study were evident in the facilitator in the study by Loysen (2010); however, it is not true the way around, since not all the peritextual aspects of books that were addressed by the facilitator in Loysen’s (2010) study were evident in the current study. In further research, it would be interesting to explore the inclusion of the other peritextual aspects addressed by Ms. Terrance as noted in Loysen’s (2010) study.

**Scaffolding in while-reading activities.** This section compiles the strategies used by the facilitator during the reading activity to provide scaffolding in the students’ reading abilities. The sub-findings in this section are enrolled in academic discussion at the end of this section.

**Making and verifying predictions.** Guessing based on clues can be a brief definition of what predicting means. This study found out the way the facilitator favored students with scaffolding dialogues to make them draw constantly predictions based on the information given by the written words and the illustrations (bottom-up process). Data taken from different methods gives proof and insights on the facilitator’s strategies to evoke students’ predictions before and during the reading aloud of a story.
[Nota Retrospectiva] La narración del cuento se para en un punto marcado por la facilitadora (luego de que se roban a la niña). Y hace preguntas para predecir el final del cuento. Algunos niños dicen que van a pedir mucha plata por la niña. Otros que la van a matar. Dos niñas dicen que las van a violar, parecen identificarse con el personaje de la niña como un temor común cuando se es tomado por 3 bandidos.

[Journal] Durante la lectura

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<tr>
<td>Leer a través de las imágenes (Picture Walk) y promover la creación de predicciones</td>
<td>¿Qué creen que va a decir el gato a esa niña?</td>
<td>&quot;que si es una bruja&quot;, “que si lo quiere adoptar”, &quot;Disculpe, ¿es usted una bruja?&quot;</td>
</tr>
<tr>
<td>Leer a través delas imágenes (Picture Walk) y enfatizar texto predecible</td>
<td>¿Qué creen que va a decir al barrendero?, ¿Qué creen que va a decir a la señora del caldero?</td>
<td>&quot;que si es una bruja&quot;, &quot;Disculpe, ¿es usted una bruja?&quot;</td>
</tr>
<tr>
<td>Incentivar predicciones</td>
<td>¿Creen que Horacio va a encontrar una bruja?, ¿en dónde?</td>
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The aforementioned extracts give evidence on the facilitator’s strategy to promote predictions in the students while they were enrolled in reading aloud activities. The data also shows that the facilitator used the illustrations and guiding questions as scaffolding tools to evoke predictions in the students. The coming next extracts add evidence on the way the facilitator provided students with tools and opportunities to make and verify predictions.

[Notas de Campo] A mi parecer, uno de los incidentes mas significativos de esta sección fue cuando los niños comenzaron a corear el diálogo predecible que tenía el texto. La concentración y la motivación de los participantes se hicieron claramente evidentes

[Observación] La facilitadora lee a un buen ritmo, luego pregunta por la respuesta para evaluar las predicciones de los niños: “¿Cuál era la opción?”. La tercera vez que los niños deben de marcar sus predicciones, los estudiantes en su mayoría aciertan. Los participantes aciertan a las opciones (los que están concentrados celebran, los que están distraídos, no hacen celebración de ningún tipo).

The last four mentioned extracts give evidence on the strategies applied by the facilitator in order to encourage students to make and verify predictions. Reiteratively, the facilitator’s techniques are enclosed by the scaffolding provided to the students through dialogue. The extract —taken from the Retrospective Notes— describes that the facilitator provided students with questions about what they thought was going to happen at the end of a story in which a girl had been kidnapped by three robbers. The students’ answers portray their ideas of what the robbers were going to do with the girl. To illustrate, some students said that the robbers were going to ask for money to free the kidnapped girl, other said that they were going to kill her, and lastly some girls thought that the robbers were going to rape the girl. Even though the students’ answers are very diverse and also very different to what the story actually narrates, their answers are not wrong at all since the clues given by the text clearly allowed such predictions. To put it in another way, the students’ predictions were related to the signs given by the text, and which is
more, they were linked to their prior knowledge. Therefore, prediction was evident not as a mere action of reading words and imagine what comes next (bottom-up), but also as the product resulting between mixing the prior knowledge and the information given in the text in order to imagine what will come next.

The extract taken from the Facilitator’s Journal provides the description of the use of images and illustrations to conceive predictions. The excerpt gives insights about the aims that the while-reading activities were attempting to achieve. In the chart, the first row presents that the facilitator employed a mixture of picture walk (reading made with the illustrations of the text and without having read the printed words) and related prompts to encourage the students to make predictions. This gives an important insight about the use of illustrations to guide the reading aloud and the dialogue around a reading. Moreover, this extract describes the facilitator’s intends to get students highlight an interesting feature of the story: the predictable dialogue or text. According to the extract taken from the Field Notes, in this session the students were finally able to point at the predictable text of the story and to predict where it was going to be told.

The last extract was taken from one of the Observations conducted by the guest observer during a session in which students were read a story that was divided into seven segments. Each segment finishes giving three options about how the story was going to continue. In this session the students were provided with a worksheet in which they had to mark the options that they believe was the one that was going to happen. Both, the design of the story and the options provided for each segment, are originally found in the book; in other words, the facilitator did not modify neither the segments of the story nor the options given. The extract provides evidence on the presence of verification of predictions during the reading activity. The facilitator favored the students with the opportunities to verify if they had predicted correctly what was going to
happen next in the story. Additionally, according to the observer’s notes, the verification of the prediction had an impact on students’ motivation and it clearly showed the lack of concentration of some students. To illustrate, the extract said that the participants celebrated when they verified that their answers were correct, but the ones who did not show any kind of celebration were not because they had answered wrong due to their lack of attention to the rest of the story; consequently, they were unable to verify their predictions. This extract gives proof about the impact that achievement can have in attitude or motivation since when the students answered correctly, their motivation towards the reading improved.

The aforementioned extracts taken from the Field Notes and the Observations give also insights about the importance of the students’ concentration during the reading activity. In both, concentration is an important tool to draw completely or partially accurate predictions. In other words, the students’ concentration played a relevant role in the creation of predictions since it allowed students to get more clues out of the written text and illustrations about what was going to happen. For example, in the reading session in which the students were read a book that had a predictable text, a student lacking concentration could not have pointed at the lines of the predictable text and could not have predicted where those lines were told in the story. As a conclusion, to ensure students make effective predictions (predictions that do not go out of the story), it is not only important the guidance of the facilitator but also a constant concentration by the students.
Corroborating comprehension and concentration, and showing interpretation of stories. The following data gives evidence on the facilitator’s strategies applied to corroborate and call the students’ concentration during the reading activity and to confirm students’ comprehension and explore the students’ interpretation of texts.

[Notas de Campo] Debido a que algunos niños no estaban poniendo atención constantemente, fue necesario recurrir al parafraseo para que ellos se vieran obligados a escuchar en una próxima ocasión. Así, se les pidió entonces que dijeran que era lo que la compañera o compañero habían dicho y cuando decían que no habían escuchado se les decía que debían estar atentos por que luego se les preguntaría.

The previous excerpt describes one of the strategies employed by the facilitator to corroborate and highlight the importance of the concentration from the students during the reading session. The aforementioned evidence given under this heading provides further proof about the different aspects of reading that were explored by the students during the reading sessions through the scaffolding provided by a facilitator-lead dialogic reading. Additionally to the excerpts taken from the Field Notes and the Observation in the previously mentioned facilitator’s strategies to promote predictions of the story in students, the above excerpt taken from the Field Notes provides evidence on the facilitator’s interest to concentrate students not particularly in the story but in the dialogue around the story, more specifically in the other students’ comments. This highlights the significance given to the participation of the students in the dialogues in the reading sessions since the facilitator called the attention to some students who did not listen to what their classmates had just said. In this opportunity, the facilitator asked the students who were not paying attention to paraphrase what their classmates had said. By this, the facilitator was adapting an aspect of the PEER strategy proposed by Zevenbergen and Whitehurst (2003), in which the last letter of the acronym —designed to remind teachers what
they need to do when reading dialogically to children — refers to Repeat. By Repeat, the authors suggest and remind the teacher to ask the children to repeat what the adult says; however, in the case of the current study, specifically in the given example, the teacher was not asking the children to repeat what she had said but what the other children had said.

In addition to the use of paraphrasing to corroborate the students’ concentration in the reading aloud and the dialogue, the following data describes other strategies used by the facilitator to maintain and confirm the students’ concentration.


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<tr>
<td>Corroborar comprensión e interpretación</td>
<td>¿De dónde sacó Horacio la idea de buscar una bruja?</td>
<td>&quot;de un libro que leyó en la biblioteca&quot;</td>
</tr>
<tr>
<td></td>
<td>¿Pudo Horacio encontrar una bruja?</td>
<td>&quot;si&quot;</td>
</tr>
<tr>
<td></td>
<td>¿Para Horacio fue fácil encontrar la bruja?</td>
<td>&quot;no, le toco buscar mucho y preguntarle a varias personas&quot;</td>
</tr>
<tr>
<td></td>
<td>¿A cuantas personas les preguntó y por qué a esas personas?</td>
<td>&quot;a tres. Una por que tenía medias de rayas, otro por que tenía una escoba y a otra por que tenía un caldero&quot;</td>
</tr>
<tr>
<td></td>
<td>¿Finalmente donde encontró Horacio a las brujas? ¿Qué estaban haciendo las brujas cuando Horacio las encontró?</td>
<td>&quot;en la librería, estaban leyendo&quot;</td>
</tr>
</tbody>
</table>

This chart continues in the following page
¿Son comunes las brujas que adoptaron a Horacio?

"no, no son miedosas, son muy cariñosas con Horacio"

[Observación] A las 9:23 la facilitadora hace preguntas sobre el cuento, es decir, el qué y el porqué de lo sucedido.

The data presented above gives further proof that the facilitator employed strategies to corroborate the students’ concentration. The excerpts taken from the Observation and the Facilitator’s Journal give insights about the characteristics of some of the prompts asked by the facilitator during the reading sessions. Both data shows that the facilitator tried to get from the students their sense about what happened in the story and why it happened. Besides, according to the excerpt from the Journal, the prompts used to scaffold the students to refer to the events in the story and the reasons and the form of such events were of both types: closed-ended and open-ended questions. It is important to note that open-ended questions have also expected answers since the planning shows a semi structure of the dialogue; when the expected answer was not achieved, it was necessary to make similar questions with other words. Besides, as the evidence also portrays, the facilitator also asked the students to express what they understood that happened in the stories. The following data provides evidence on the students’ interpretation of texts.

[Notas de Campo] Los estudiantes dieron cuenta de que habían entendido en la historia que gracias a una niña los bandidos habían cambiado. Muchos de ellos se sintieron identificados con el texto, decían cosas como “entonces nosotros podemos cambiar a la gente mala”, “nosotros somos niños y podemos hacer que los malos hagan el bien”.

The excerpt taken from the Journal and the last excerpt taken from the Field Notes show that the students were able to comprehend the text and to interpret it, creating significant
meaning. For example, the last excerpt gives evidence on the way the students, after having comprehended the story, convey meaning based on the story but not exactly attached to the written words; therefore, the students were able to interpret the story, giving it a personal meaning based on both the text and their lives.

The sub-findings compiled under the heading *Scaffolding in while-reading activities* can also be enrolled in an academic discussion with the findings pointed out by Loysen (2010). As previously mentioned, the facilitator in Loysen’s (2010) study provided the children with wider range of opportunities to get meaning out of the illustrations of the books than the facilitator of the current study. Despite such difference in the facilitator’s performance, the facilitators of both studies constantly impart prompts to the students to evoke predictions. Moreover, both studies relate in the way the predictable feature of texts was used. As Loysen (2010) notes, in her study she found out that Ms. Terrance made pauses when reading books with predictable texts or when reading books that students had previously heard or been read. Such pauses allowed the students in Ms. Terrance’s classroom to show that they knew what happened next in the story. The finding by Loysen (2010) does not only agree with the finding of the current study, but it also provides a complementary relevance of the facilitator’s strategy to make students predict. To review, as it was mentioned before, the finding in the current study portrays that the facilitator highlighted the predictable text of a story and made the students predict the part of the story where the text was. The study by Loysen (2010) also explains that pausing during the readings in order to allow students to make predictions and verify them has an enormous impact on the students’ motivation since it provides students with a sense of having achieved skills of more independent readers (p. 150).
**Scaffolding in post-reading activities.** This last section of the current finding called *Facilitator’s Scaffolding Reading Abilities in Young Learners through Dialogues around Reading* gives insight about an additional strategy used by the facilitator of the current study to provide scaffolding in the students’ development of reading abilities. Again, discussion with research on the field is noted at the end of this section.

**Pointing and analyzing inter-textual links.** Finally, this study found out that the facilitator also provided the students with scaffolding dialogues that promote students to point and explain the intertextual links among different texts. The data gives evidence that the facilitator encouraged the students to move within their Zone of Proximal Development since students were incited to not only notice the similarities among the texts in terms of form (what they could do) but also to demonstrate that they could perceive similarities in terms of content (what they could do with help).

[Observación] [La facilitadora] provoca referencias intertextuales (“¿En qué se parecen los libros?”)

[Journal] Objetivos principales de la sesión:

- Explorar, encontrar y señalar similitudes y relaciones intertextuales de forma y contenido entre dos o más textos.

<table>
<thead>
<tr>
<th>Objetivo de la Pregunta</th>
<th>Pregunta</th>
<th>Respuesta Esperada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Señalar similitudes y diferencias entre textos (referencias intertextuales) y predecir a partir del título</td>
<td>El cuento que vamos a leer hoy se llama &quot;3 Brujas&quot;. ¿Encuentras algunas similitudes de este título con el título del primer cuento que leímos?, ¿y con el segundo libro?</td>
<td>&quot;Sí, el título se parece al del primer cuento porque ese también decía &quot;bruja&quot;, y al segundo porque en ese eran &quot;tres&quot; los banditos y en este son &quot;tres&quot; las brujas&quot;</td>
</tr>
</tbody>
</table>

This chart continues in the following page
The aforementioned data gives evidence about the facilitator’s strategy to provoke the analysis of intertextual links. The excerpt taken from the Journal firstly introduces that the scaffolding surrounding the intertextual links was included in the aims; consequently, the activities in the lesson were addressing the learning aim. The data taken from the Observation and the Facilitator’s Journal provides evidence on the inclusion of the aim in the reading session. The supplementary data below portrays the inclusion of the aim of the lesson not only in the pre-reading activity but also in the post-reading activity.

<table>
<thead>
<tr>
<th>Objetivo de la Pregunta</th>
<th>Pregunta</th>
<th>Respuesta Esperada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encontrar y señalar relaciones intertextuales</td>
<td>¿Finalmente, a cual de los textos leídos anteriormente se les parece mas este cuento?</td>
<td>&quot;Al de Los Tres Bandidos&quot;</td>
</tr>
<tr>
<td></td>
<td>¿Por qué 3 Brujas se parecen más a Los Tres Bandidos y no al otro cuento?</td>
<td>&quot;Porque son tres malos que los niños cambian a buenos&quot;</td>
</tr>
<tr>
<td></td>
<td>¿Acaso no hay ninguna similitud con el otro libro?</td>
<td>&quot;si, el título también dice brujas&quot;</td>
</tr>
</tbody>
</table>

[Journal] Después de la lectura
The above extract taken from the Facilitator’s Journal portrays that the aims were
addressed in both: the pre-reading and the post-reading activities. Nevertheless, there are
notorious differences in the prompts asked in the pre-reading activity in comparison to the ones
asked during the post-reading activity. In the pre-reading activity the prompts were focused to
courage the students to find similarities in terms of form, while the prompts in the post-reading
activity narrowed the students thinking to focus on the content of texts.

Albeit the finding has portrayed the facilitator’s strategy to make students point out the
similarities among texts, it has not been given evidence that describes that the facilitator’s
strategy provide the necessary scaffolding to make students recognize intertextual links. The
following data proves that the facilitator’s strategy provoked the analysis of intertextual links by
the students.

[Notas de Campo] Los estudiantes lograron hacer referencias intertextuales entre los libros
leídos en la primera unidad. En un principio, señalaron relaciones de forma, como el título
y las palabras que se encontraban en más de un título de un cuento. Pero la final de la
lectura logró señalar relaciones más profundas, de contenido, como el hecho de que las
3 brujas del cuento de Solotareff habían cambiado por los niños al igual que los tres
bandidos del cuento de Ung Her. […] Los estudiantes no solo encontraron relaciones
intertextuales de forma, como por ejemplo “el primer libro tiene la palabra bruja y el
último también” o “el libro anterior era tres bandidos y ahora son tres brujas, el mismo
numero de malos”, sino que también hallaron relaciones de contenido, para lo cual
necesitan comprensión de todos los textos. Algunos dijeron por ejemplo “no se parece
tanto al primer libro, sino más al segundo por que los malos cambiaron”. El hecho de que
los estudiantes hayan tenido la oportunidad de analizar las similitudes de forma y
contenido entre los diferentes textos que conforman la primera unidad les podrá ayudar a
hacer lo mismo con otros textos que lean o que ya hayan leído.
Journal: Reflexión sobre la Actividad de Escritura] Sorprendentemente los participantes cambiaron con frecuencia el nombre de uno de los libros. Escribían por ejemplo, “las tres brujas”, mientras que el título original es “3 brujas” con el número y no la palabra “tres” y sin el artículo. Posiblemente estos errores se hubieran podido evitar si desde el inicio de la lectura la facilitadora hubiera usado la portada del libro para remarcar estos aspectos del título. Claramente se hubiera podido hacer al final de la lectura cuando la facilitadora preguntó a los niños si habían encontrado alguna similitud entre los libros. En el caso de esta sesión, las relaciones y comparaciones intertextuales se hicieron más a nivel de contenido, sin embargo se pudieron haber hecho también a nivel de forma (título). Así se hubiera podido enfatizar en las similidades y diferencia que hay entre los títulos de los tres cuentos, en el que únicamente “3 brujas” usa números.

The aforementioned data gives evidence about the facilitator’s strategy to provoke the analysis of intertextual links and, subsequently, the scaffolding-provoked students’ achievement to find more profound intertextual links. The extract taken from the Field Notes shows that at the end of the reading session, it was concluded that the students pointed at the similarities among the texts in terms of form and content. The data also describes the utterances made by the students. For example, the students mentioned that the titles of books were similar because the vocabulary used in one book was partially present in the titles of the other books. Further, the students noted that the lastly-read book was not as similar to the first book read as it was to the second one. Finally, the last excerpt, taken from the Journal, deals with the students’ spelling mistakes when writing the titles of the books in a written recommendation of books given to the observer. The relevance of this excerpt in this finding is not exactly the students’ mistakes, but the faults in the Facilitator’s planning that the Journal highlighted. The excerpt points out that the students’ spelling mistakes when writing the titles of books could have been avoided during the pre-reading activity when the facilitator was asking students to find similarities and difference among the titles of the books. The facilitator could have included questions addressing specifically at the differences in the use of words and numbers and the presence and absence of articles in the titles.
Accordingly to the discussions in the previous sections of the current finding (i.e. Facilitator’s Scaffolding Reading Abilities in Young Learners through Dialogues around Reading), the in progress discussion is further enriched by some other similarities in the findings of both the current study and the study conducted by Loysen (2010) since the facilitators in both school settings were using thematically related texts in order to increase opportunities that allowed students to find intertextual links among texts. The importance of facilitator’s role in terms of this aspect of reading in the current study is explained by Moss’ (1995) concept that intertextual links help students to generate meaning out of text and show them the importance of a constantly growing literary databank of prior literacy experiences (as cited by Loysen, 2010, p. 116).

So far it has been shown the similarities and differences in the findings drawn by Loysen (2010) and the current study; nevertheless, in order to conclude the current discussion, it is important to give space to one of the major differences found between the two studies. In Loysen’s (2010) study, she found out that Ms. Terrance sometimes used to read the books more than once. The findings in Loysen’s (2010) study note that every time the same book was read, Ms. Terrance used the book for different purposes. For example, in one opportunity she read two times the book Rumble in the Jungle by Gile Andrear written in 2001; however the first time she focused students’ attention on the similarities with the characters in another book already read (bringing the Rain to Kapiti Plain written by Verna Aardema in 1981), while second time she focused students on the differences about the characters with the same book. Contrastingly, in this study there is no evidence that portray that the aims of the reading intervention were targeted by reading a book more than one time. Further research may be conducted addressing contrasting
results with group of participants being read a book only once and a group of participant being read the same book two or more times.

To sum, the current finding shows the enhancement and improvement in the 4th graders’ reading abilities in terms of retelling stories and recalling previous readings, knowing and getting information from the peritextual parts of the books, contextualizing reading and activating the students’ prior knowledge and vocabulary, making and verifying predictions, corroborating comprehension and concentration, and showing interpretation of stories, and pointing and analyzing inter-textual links thanks to the facilitator’s use of scaffolding strategies during the reading aloud in which dialogic reading was used. Consequently, it is possible to assert that the current study, namely the finding *Facilitator’s Scaffolding Reading Abilities in Young Learners through Dialogues around Reading* strongly agree in many aspects of the findings drawn by Loysen (2010) in her study regarding the use of scaffolding strategies provided by an elementary school teacher in daily reading aloud activities. However, the discussion of the current finding and the findings by Loysen (2010) disagree in the sense that he facilitator in Loysen’s (2010) study provide children with scaffolding strategies related to more aspects and abilities of reading than what the facilitator of the current study did.

Finally, after having portrayed the evidence that support the current finding and settled the discussion with a researcher on the field, it is possible to move forward to the following finding of the study.
Factors Affecting Students’ Performance in the Writing Activities

This finding depicts insights about the post-reading activities conducted during a 4-week reading intervention. This finding focuses exclusively in the post-reading activities that involved writing from the students. The finding gives evidence on both the students and the facilitator’s performance related to the activities. Under this section it is shown the different aims of the written activities and their relation to the reading instruction (i.e., recommending books, showing preferences, naming characters, and so forth). The data —collected by means of different methods— provides evidence on the level of achievement encountered by the students in the written production. The quality of the material provided for the development of these activities is mentioned in relation to the students’ attitudes towards written assignments. The data also gives evidence on the facilitator’s reflection on the activities and briefly introduce ideas for further research and instruction. This finding highlights the importance of an ongoing reflection on every aspect of the instruction. Discussion with research on the field is included at the end of this finding.

During most of the reading sessions, specifically in the post-reading part of the session, there were following-up writing activities that address aims related to the encouragement of the reading ability of the students. Therefore, in the writing activities students were asked to perform different roles of readers related to the students’ preferences within the story and among a set of books and to the students’ interpretation and understanding of texts. The following data gives evidence on the aims that were targeted by means of the writing activity.

[Journal: Reflexión sobre la Actividad de Escritura] Tarea: Escribir cual de los cuatro textos leídos últimamente ha sido el que más le ha gustado. Priorizar entre “Donde viven los monstruos”, “Cuento Tibetano” “La Madrina Muerte” y “El padre de los 18 geniecillos.”
Throughout the process, there will be a section for the students to draw the scene of the story that they liked best. Alongside the drawing, there must be an explanation saying which scene of the story it is. The materials will be provided.

These first two extracts taken from the Facilitator’s Journal show two of the aims of the reading instruction that were addressed by means of the writing activities. Namely, the data above notes that the writing activities focused on expressing preferences among different texts and within the same text. The extracts describe a variety in planning to address the different levels of students’ preferences. For example, the first excerpt taken from the Journal shows that the aim of the writing activity was to make students point at the book they liked the most (out of four that had already been read) and to encourage students to say why they preferred a specific book. Even though the last excerpt taken from the Facilitator’s Journal portrays that the aim was also for the students to show their preferences, in this case the students’ preferences were addressed within a story and not among different stories. The data presented afterward points out some other aims of the reading instruction that were addressed through the writing activities.

[Observación] La facilitadora les pide a los participantes que escriban sobre los personajes de la fabula y los lugares. Una niña ayuda a la facilitadora a repartir el material de escritura. La facilitadora da 5 minutos para la actividad.

[Nota Retrospectiva] Luego la facilitadora reparte papeles en blanco y pide a los estudiantes que escriban en sus propias palabras el final del cuento.

The last mentioned data provides further evidence on the different aspects of reading that were addressed during the writing activity. In addition to the aims described in previous data, the extracts from the Observation and the Retrospective Note portray that aims of the reading
instruction such as pointing at main characters and places of a fable and retelling the end of a story were also incorporated in the writing activities. The excerpt, taken from the Observation, states that the aim of the writing activity was to make students analyze the grammar of a reading text in terms of its characters and places. This same excerpt gives an idea about the shortness of the time the writing activity took during the reading session. Contrastingly, the extract taken from the Retrospective Notes shows another aim in the reading intervention addressed by means of the writing activities. According to this extract, the students’ writing productions was focused on their interpretation and comprehension of the final part of a story. Moreover, this extract along with the excerpts taken from the Facilitator’s Journal and the Observation provide a previous insight about the origin of the material used during the writing activities. All the data together gives the sense that the writing activities were all based on previously read books; in other words, writing was used as a tool to extend the reading instruction.

Additionally to the evidence provided by the previously mentioned data about the aims of the writing activities and their relationship with the reading instructions, the last three excerpts indicate that the material for the writing activity was lent by the facilitator; consequently, it may be relevant to get notions not only about the characteristics of the material facilitated to the students but also about its implications in students’ performance during the writing assignments. For this purpose, it has been selected data from different research methods. To begin with, a fragment taken from the Journal provides initial description about the characteristics of the material provided to the students in the writing activities.
The previous data notes that the material the students received for developing the writing activities consisted merely on pieces of white paper. Along with a further view on the characteristics of the material used during the writing activities, it is also relevant to give evidence that provides insights about the quality of such material. According to this, additional data is provided afterward.

[Notas de Campo] Otro de los inconvenientes presentados en esta sesión con respecto a la disciplina fue el manejo del material facilitado para el desarrollo de la actividad de después de la lectura. Los niños en su mayoría utilizaron los marcadores y los colores con mucha fuerza hundiendo o quebrándole las puntas a los mismos. También hubo pequeñas riñas entre los compañeros por los marcadores y los colores; unos niños sencillamente se apoderaban del material y no lo prestaban, entonces no permitían que otros lo usaran. En algunos casos, cuando si se prestaban el material entre ellos, para pasárselo de uno al otro lo lanzaban de un extremo al otro del salón. Estos inconvenientes provocan un dilema que se debe de resolver para las sesiones próximas respecto a las condiciones de préstamo de material.

[Journal] En su mayoría los niños maltrataron y mal usaron el material. Algunos pintaban con demasiada fuerza con los colores y les quebraban las puntas, las cuales en los intentos por sacarla con el sacapuntas la volvían a quebrar una y otra vez. Con los marcadores fue mucho peor por que los usaban con mucha fuerza hasta hundirlas o dañarles las puntas. Por mi parte no tengo problema con que esos materiales que son míos se acaben en esta intervención, de una u otra forma quiero asegurar que esta intervención salga bien, sin escatimar gastos, tiempo, y energía, pero no me parece que los niños al ver que no son cosas de ellos, los maltraten el material. Si el material se daña en esta sesión o en pocas sesiones, luego tendré que comprar nuevamente y el costo de la intervención se aumentaría inoficiosamente. Creo que vale la pena plantear el buen uso del material como un comportamiento necesario en el “Rincón de la Lectura”.
The previous fragments taken from the Field Notes and the Facilitator’s Journal pinpoint interesting implications about the use of the lent material by the students. To illustrate, both fragments show the facilitator’s concern about the misuse the students gave to the material that did not belong to them. The fragments describe that the students were biting, throwing, and generally mistreating the material during the development of the writing activity. Moreover, the data also notes that the way students used the material provoked behavioral issues to the reading session inasmuch as the students were taking the lent material as personal and did not allow others to use it. Both fragments give evidence on the facilitator’s concern to establish clear rules for the use of material. Additionally, the fragment from the Facilitator’s Journal depicts that the relevance in establishing rules for the use of material relays not only in avoiding the disciplinary issue above mentioned but also in keeping the expenses of the intervention as low as possible.

Up to this point, the data has suggested some of the implications of the use of the material provided by the facilitator during the writing activities; nonetheless, the data below portrays a different origin of the material used by the students in the post-reading activities.

[Nota Retrospectiva] La facilitadora recoge los papeles y va revisando, hace algunas preguntas a los niños cuyas recomendaciones son muy simples y les devuelve la hoja para que amplíen las recomendaciones (justifiquen).

The outright of the fragments lastly mentioned (i.e., the ones taken from the Field Notes, the Facilitator’s Journal, and the Retrospective Notes) give evidence on the appearance of the material provided to the students for the development of the writing activity during the post-reading segment of the reading sessions. The data describes that the facilitator distributed white pieces of paper, markers and color pencils to the students, and it also provides insights about the
implications of providing material to the students without having established rules for its use. Besides, the data mentions that the students used their own pencils and pens to write, but it is not stated that the students used any kind of notebook or personal journal or logs to develop and keep the progress of their writing. To illustrate, according to the data presented, namely, as the fragment taken from the Retrospective Notes describes, the facilitator collected the students’ writing productions, meaning this that the students did not keep their writing.

Supplementary insights about instruction are also drawn from the fragment taken from the Retrospective Notes, inasmuch as it gives a preliminary insight about the facilitator’s monitoring technique. For instance, the fragment states that the facilitator orally asked some guiding questions to the students in order to make them expand their writing and settle their justifications. Albeit it has just been given some evidence about the facilitator’s monitoring technique during the writing activity, it is crucial to give more attestation not only about the way the facilitator monitored the students when they were enrolled in the writing activity, but also about the quality of the facilitator’s on-going supervision of students’ performance.

[Observación] La facilitadora permanece el 85% del tiempo en el mismo sitio sin ejercer presión sobre los que no están trabajando. Chequea el ejercicio y pregunta a los niños si en el cuento había un búho.

[Journal: Reflexion sobre la Actividad de Escritura] La facilitadora por su parte, no monitorea correctamente la actividad y se hace cerca del escritorio de la profesora a esperar a que los niños entreguen sus escritos. Lee rápidamente algunos de ellos y pide a los estudiantes ampliar las ideas.

The recently cited data shows an ineffective monitoring technique conducted by the facilitator during the writing activities in the reading sessions. In the same way, the data below provides further description about the facilitator’s monitoring technique and its appropriateness in the instruction.
[Observación] Durante lo escrito, los estudiantes se concentran en el escritorio de la facilitadora. Todos le muestran a ella lo que escriben. Los estudiantes entienden las correcciones, el objetivo de la actividad y vuelven a escribir.

[Notas Retrospectiva] Los niños hacen esto en sus pupitres. Solo unos lo hacen en el Rincón de lectura. La profesora recoge los papeles y va revisando monitoreando.

The previously mentioned data describes that the facilitator conducted an inadequate monitoring technique in the writing activities. The data mentions that the facilitator did not move from a specific place in the classroom (namely, the teacher’s desk) and waited to the students to show her their productions. Even though it is difficult to define the facilitator’s behavior as monitoring, the data gives evidence of a facilitator’s action that can be enclosed under this term. As the data notes, the facilitator quickly checked the students’ productions and started to ask them questions for them to extend their writing within the aims of the activity. Finally, the excerpt taken from the Retrospective Note brings at plain sight an important aspect of the writing activities: the place the students developed the activity.

Based on the excerpt from the Retrospective Notes, it is possible to assert that the writing activities were developed in a different setting from where the major part of the reading activities where conducted (i.e., the Reading Corner). The excerpt shows that some part of the group of the students did not develop their writing activity in the setting created for the reading intervention, but that they moved to the common school chair to do so. Now, it can be interesting to get some insights about the reasons why some students did not stay in the reading setting for the writing activity.
[Observación] Cuando se les pide irse para los pupitres y hacer un trabajo escrito, la mitad del grupo obedece de inmediato, al resto les toma un minuto para obedecer.

[Journal: Reflexión sobre la Actividad de Escritura] Los estudiantes regresaron como de costumbre a sus pupitres. Esto ya parece algo rutinario, pero se sigue haciendo con el mismo desorden del principio de la intervención.

[Journal: Reflexión sobre la Actividad de Escritura] Los participantes regresaron a sus pupitres para escribir. Allí puede parecerles más cómodo. Algunos, aun trabajando en un lugar cómodo, prefiriendo hacer esta actividad muy rápidamente, sin prestar atención al cumplimiento del objetivo o propósito de la actividad. Es posible que los estudiantes también hayan deseado terminar con prontitud el trabajo para salir rápidamente al descanso.

The previous data gives insights about the reasons why some of the students decided to move to their school chairs to develop the writing activity, while abandoning the reading setting conceived for the intervention of the current study. As shown in the previously mentioned finding *Changes in Aspects of the Reading Environment and Their Impact on the Students’ Perceptions towards Reading in the Classroom*, the reading setting suffered a constant process of improvements that finally led to the enhancing of positive attitudes towards reading in the 4th graders. Nevertheless, it seems that the improvements that were conducted in the reading setting did not address students comfort for developing the writing activities. The excerpts collected from the Journal clearly state that the students might have felt more comfortable in the school chairs that in the reading setting when writing; thus, at the beginning of the writing activity they moved to their school chairs. The data portrays that the movement of the students from the reading setting to their school chairs was very messy and generated disorder during the reading session.

Moreover, the last excerpt calls the attention on the students’ performance during the writing activities, since it mentions the reasons why some of the students wanted to finish the
writing activity fast. According to the excerpt, the students carried out the writing activity regardless they had already achieved the aims of the writing assignment. The excerpt points out that the students were looking forward to the break; consequently, their performance and motivation might have been affected. The following excerpts give more insights about the external factors affecting students’ performance in the writing activity.

[Journal: Reflexión sobre la Actividad de Escritura] Por el horario en el que se programaron las lecturas, casi siempre las actividades de después de la lectura se hacían muy de afán, con el tiempo muy limitado. Los estudiantes casi siempre querían terminarlas pronto para salir a descanso a jugar o a leer como algunos participantes lo hacían a partir de esta intervención.

[Nota Retrospectiva] Una gran cantidad de estudiantes, en especial niños [varones], toman con desánimo la actividad de después de la lectura. No quieren escribir y lo hacen a la carrera, sin profundizar en sus ideas. En su mayoría los participantes hacen esta actividad en un lugar más cómodo para tal propósito: los pupitres, y no en el Rincón de Lectura.

The first of the aforementioned excerpt begins stating that the time saved for the writing activities in the planning was very short. Besides, the excerpt provides important insights about the way the students’ performance and attitudes towards the writing activity was affected by the time the reading sessions were programmed (i.e., before the break). As the excerpts describe, in almost all the opportunities, the students—especially male students—wanted to finish the writing assignment quickly because they wanted either to play with their partners or to read autonomously a book as some students started to do it because of the reading intervention. (See finding Students’ Autonomous Enrollment in Pleasure Reading).

It has been hitherto evident that there were some factors in the writing activity that are thought to have affected the students’ performance and attitudes toward the writing activities (i.e., teachers’ lack of effective monitoring technique, time proximity with the school break).
Moreover, it has been mentioned the students’ misuse of material during the writing activity.

However, the actual students’ performance during the writing activity has not been included though the aims of the activities were clearly stated since the beginning of the finding. The following data gives proof on the actual performance of the students when developing the writing activities addressing different aims related to the reading instruction.

[Journal: Reflexión sobre la Actividad de Escritura] En su mayoría los dibujos demuestran una comprensión por parte de los niños sobre el cuento (las situaciones y personajes). Esto se puede evidenciar en que casi todos los dibujos representan a los tres bandidos (personajes principales) robando o junto a las pertenencias y oro robado (caracterización). También hay ilustraciones que representan el cambio de vida de los tres bandidos, al mostrárselos con niños adoptados (solución y final del cuento). Únicamente uno de los dibujos no tiene a los tres bandidos sino solamente a dos, y a juzgar por la descripción escrita hecha por el niño no hubo, por lo menos por parte de este individuo, una clara comprensión sobre aspecto relevantes de la historia, como por ejemplo, el que los bandidos sacaba el oro de los carruajes que asaltaban y no de sus cuevas, o que los bandidos vivían en una cueva y no en una casa común. Lo siguiente es lo que el niño escribió (nótense, sin embargo, que dice tres aunque haya dibujado dos): “este capítulo representa que los tres malvados roban las cuevas para traer orar y llevarlo a su casa”. También hubo un niño que representó “cuando todos fueron por la noche a matar la gente”. Esto demuestra una falta de atención y comprensión del texto debido a que esto no era lo que realmente se narra en el cuento.

[Journal: Reflexión sobre la Actividad de Escritura] La totalidad de los estudiantes anotaron en primer renglón a “el lobo” como personaje. Esto hace evidente que los estudiantes reconocieron al lobo como el personaje principal, el personaje central del cuento.

The excerpts above do not only portray different aims addressed by means of the writing activity, but they also demonstrate that during the writing activities there were differences in the students’ performance. To illustrate, there were students who were accurate in their written productions in comparison to some others who did not give evidence of the achievement of the aims proposed for each session. For example, the first excerpt, from an activity in which the students were asked to draw their favorite scene in the story and to write what part of the story the drawing represented, stated that the majority of the group of students were able to explain
what their favorite part of the story was while portraying their comprehension of the story. However, in this opportunity there were particularly two specific cases of students who drew scenes of the story but that gave inaccurate explanations of the characters and events of the story. On the contrary, the second excerpt, referring to an activity in which the students were asked to mention the main characters and places of the story, depicts the achievement of the aim by the totality of the students participating in the writing activity. Additional data is presented to give more evidence on the aims of the reading instruction that was addressed by means of the writing activity and —even more relevant— to describe the students’ performance during such activities.

[Journal: Reflexión sobre la Actividad de Escritura] Los participantes escribieron a manera de carta al observador quien hizo el papel de destinatario de las recomendaciones. Los estudiantes escribieron de manera informal a él y en muchas ocasiones escribieron como si sostuvieran una conversación incluyendo oraciones como “¿hola, cómo estás?”. […] Igualmente, los niños escribieron chistes a Juan y le agradecieron por ser parte del proyecto diciéndole “gracias por colaborarle a la profesora”. […] Por otra parte, los participantes parecen no estar muy familiarizados con el uso de la reseña de libros o recomendaciones, ya que muchos de ellos, le escribieron al observador el final del cuento que ellos le estaban recomendando. Esto pudo haberse dado debido a que las instrucciones de la actividad no incluían la recomendación de no contar el final. No obstante, es posible que se hubiera podido obviar tal explícita instrucción si los estudiantes hubieran sido expuestos a unas cuantas reseñas y se hubieran analizado en las lecturas para concluir que las reseñas no tienen el final de la historia del cuento reseñado. Es decir, se debió haber expuesto a los estudiantes al tipo de texto antes de haberles pedido que escribieran uno.

Corresponding to the insights provided by the above mentioned excerpts taken from the Journal, the last mentioned excerpt expands the description of the students’ performance during the writing activities, in which a variety of aims of the reading instruction were addressed. This excerpt gives evidence on the register used by the students in their writing (informal). Moreover, by addressing at the facilitator’s after lesson reflections included in the Journal, the excerpt
highlights the importance not only of giving clear and precise instructions to the students, but also of exposing the students in advance to the type of written text expected from them.

Finally, the lastly mentioned facilitators’ reflections can become as warnings about what to do and what not to do for facilitators enrolled in following-up reading interventions. Thus, the facilitator’s reflections about her own performance in the writing activity give important insight about the implementation of a reading instruction. The following excerpts give more insights from reflection about what might have worked better, providing ideas for further research on the field.

[Journal: Reflexión sobre la Actividad de Escritura] La actividad resulta similar a otras que se han hecho. Hubiese sido útil cambiar la metodología en las actividades de después de la lectura. Por ejemplo, esta actividad [en la que los estudiantes debían escoger que libro preferían más entre los últimos cuatro libros leídos sobre culturas diferentes del mundo] se pudo haber desarrollado colocando un papel mural en el que los estudiantes pudieran haber escrito sus preferencias. Así mismo, el gran formato de un mura pudo haber facilitado la socialización de los escritos de los estudiantes que una vez más obvió en esta instancia de la planeación. Si bien en esta sesión no alcanzaba el tiempo para socializar, esto se pudo haber hecho al inicio de la sesión siguiente. La socialización de las producciones escritas de los estudiantes con todo el grupo hubiera servido como una herramienta para repasar sobre los textos leídos, la comprensión de los mismos, recordando de que se trataban y ver los puntos de vista de los estudiantes y compañeros que pueden ser similares o diferentes al de la facilitadora y al de los demás compañeros.

[Journal: Reflexión sobre la Actividad de Escritura] Existen otras muchas maneras de preguntarles a los estudiantes sobre sus preferencias. Por ejemplo, en esta sesión hubiera sido útil hacer una actividad en la que los estudiantes deban de contestar de manera oral o escrita ¿en cuál de los cuentos les hubiera gustado estar, qué personajes les hubiera gustado ser y por qué? Así, se incentiva la creatividad, la imaginación y la conexión emocional con el texto, como un proceso propio del ser lector.

The previous extracts call the attention on what the facilitator considered to have had better results, had it been done differently during the writing activities. The facilitator’s reflections relates to important aspects such as variety in the writing assignments, socialization of written
work, and additional aims that can be further addressed by means of writing activities in the post-reading segments of the reading sessions. Firstly, the extracts from the Journal led to the facilitator conclude that she did not include variety in her instruction, namely in the writing activities, since they all involve students writing alone in a plane white piece of paper.

Through reflection, the facilitator got to the creation of new ideas. For example, the facilitator mentioned that instead of having students again writing in a piece of paper and collect it, it could have been possible (and better) to have students writing on a paper wall, where they could have not only portrayed their preference, but also read their classmates’ preferences. Moreover, the first extract also provides insights about the lack of socialization of the students’ written work among their peers. In the reflection, the facilitator thinks that through socialization the students would learn about peers’ perspectives towards reading. Besides, according to the extract, socialization can also be used as a technique to recall and review previous reading material and activities. Further, the second extract demonstrates that student do not always have to be asked directly for them to portray what adults want them to show. Therefore, instead of asking a student what the story they like the most was and why, facilitators can ask more fantasy-highlighting questions such as: “In which of the stories would you like to be and why?”, and “what character would you be?”.

To recapitulate, this finding gives evidence about the way aims of reading instruction were addressed by means of writing activities during the post-reading segments of the reading sessions of a 4-week intervention with students of 4th grade of an elementary public school. This finding also portrays insights about the implementation of the writing activities in aspects such as material provided, monitoring faults by the facilitator, changes in setting, time proximity with the break, and how such aspects affect the students’ performance and attitudes toward the writing
activity and influenced the performance of the students during the named activity. The finding also points out at possible modifications in instruction that can be relevant in further research.

After having recapitulated the present finding, it is possible to draw attention on the existing similarities between the present finding and the finding drawn by Cunningham (2008) in her study about the literacy environment quality and its impact on preschoolers’ attitudes towards reading and writing. In her study, Cunningham (2008) found out that even in high quality literacy environments, the children’s attitudes toward reading are higher than toward writing. Moreover, Cunningham’s (2008) study led to the conclusion that better attitudes toward the aspects of literacy are enhanced by means of the improvements in the literacy environment, being this more difficult when addressing writing. Even though Cunningham (2008) does not depict detailed information about the reason why children’s attitudes toward writing are usually lower than the attitudes toward reading even in improved environments, the finding by Cunningham (2008) agree with the current finding since in the present study it was also found that while incorporating improvements in the literacy environment, the students’ attitudes towards reading were boosted (see finding Changes in Aspects of the Reading Environment and Their Impact on the Students’ Perceptions towards Reading in the Classroom), but this was not true for the attitudes toward writing. Contrasting the findings in Cunningham’s (2008) research and in the present study, it is possible to assert that Cunningham (2008) does not provide specific information about the aspects in instruction and environment that may affect the students’ attitudes toward writing, in contrast to the current finding that provides insights from implementation and instruction that affect both the attitudes and the performance of students in writing assignments.
Facilitator’s Performance and Its Relation to the Students’ Abilities and to the Students’ and Facilitator’s Motivation

This finding portrays insights from the design and implementation of a 4-week reading intervention related to the facilitator’s training and performance as a reader. The finding also depicts the factors that affected the facilitator’s performance. Besides, the evidence provides insights about the facilitator’s knowledge of the reading material and how this knowledge was used in the instructional design. The analysis of the data led to the conclusion that the facilitators’ performance as a reader impacted the students’ performance during the reading aloud activities. Moreover, this finding also describes the existing relationship between the facilitator’s performance as a reader with the students’ and the facilitator’s motivation. Data from different methods has been used to support this finding. Finally, this finding is enrolled in an academic discussion with reviewed studies on the field.

To begin with, the following excerpt describes the facilitator’s preparation as a reader before the reading aloud sessions. It also gives some insights about the facilitators’ feelings towards reading aloud and the intervention.

[Journal] […] Me siento muy bien con lo que estoy haciendo, me encanta leer a viva voz aunque sé que puede resultar un poco agotador, disfruto el material que leeré, lo he leído y re leído antes de la sesión, siento que ha sido muy elegido y que las preguntas planeadas, los diálogos pensados van muy acordes con los objetivos de mi intervención, son verdaderamente atractivas para los niños y contribuyen a su crecimiento como lectores.

The previous excerpt depicts that the facilitator trained herself as a reader through reading several times the material she had selected. Moreover, the excerpt points out at the facilitator’s beliefs towards the material and its appropriateness for promoting the achievements of the aims
proposed in the instructional design. Additionally, the data suggests that the facilitator found reading aloud exhausting; however, the reasons for this are not shown in the excerpt. Therefore, it can be relevant to explore the reasons of the facilitator’s perception of reading aloud and also to explore more about her training as a reader.

[Journal][…] Antes de cada lectura he leído y releído los cuentos. He ensayado las voces, inclusive he marcado en donde debo de bajar o de subir el volumen de la voz. Los participantes parecen disfrutar de las características que estos aspectos paralingüísticos le dan a las lecturas. Sin embargo a mí me resulta un poco extenuante, especialmente porque en ocasiones vuelvo a leer una misma parte del cuento como para que los niños vuelvan a coger el hilo de este y en ocasiones he tenido que alzar la voz por asuntos externos a las intensiones propias de la narrativa del cuento, con el fin único de tener la atención y el silencio de todos los niños. Conservar la voz para que me dure hasta el final de la sesión y para que este viva para la próxima sesión son aspectos en los que debo mejorar como lectora a viva voz y facilitadora.

The aforementioned excerpt portrays that the facilitator trained herself as a reader not only by means of repeated reading, but also through creating and rehearsing different voices for the characters. Moreover, the data describes that the facilitator had marked the places in the story where she had to raise or decrease her tone of voice. According to the excerpt, albeit the students seemed to enjoy the prosodic aspects that the reading aloud gave to the reading session, the facilitator noted that sometimes the raising of her tone of voice is not caused by the narrative intentions of the book and the reading aloud. Instead of that, the facilitator had to raise her tone of voice in order to call the students’ attention or to request silence from the students; in other words, the increasing in the tone of voice was used as a classroom management technique. In addition to this, sometimes the facilitator had to read the same part of the story more than once in order to retell the last mentioned part of the story so that students got focused again after a short dialogue. The combination of both, the repetition of the reading and the constant raising of tone
of voice, led to the facilitator’s evaluation of reading aloud as an exhausting activity. Finally, the above mentioned excerpt shows the need for improvement from the facilitator regarding the conservation of voice for the following-up activities after the reading (post-reading activities) and for coming reading sessions.

So far it has been seen the facilitator’s training as a reader and some implications of the application of the instructional design regarding tone of voice and the facilitator’s reasons for finding reading aloud exhausting. In addition to this, it can be also relevant to have a view about her perceptions towards the material. Further insights about her training and her reflection towards the appropriateness of the material used are shown in the following excerpt.

[Journal] Este cuento contiene casi el triple de palabras que el texto anterior, sus párrafos son más largos y en sus diálogos participan personaje de características específicas que me obligan a inventar como mínimo una voz por cada bruja. Es un cuento divertido, pero realmente difícil de leer a viva voz. […] Fue una sesión muy larga, el cuento es muy extenso y agotante para ser leído en voz alta por un solo lector. Este libro puede funcionar mejor para lecturas compartidas con los niños o para grupos de niños en el que dos o más adultos estén haciendo el papel de facilitadores. Así, sería menos el cansancio en la voz. Este mismo, genera una imposibilidad de monitoreo a la hora de las actividades de después de la lectura. Siento que apenas y alcancé a dar las instrucciones pero no tuve voz para repetirlas en el trascurso de la actividad o para ir puesto por puesto haciendo preguntas a los estudiantes sobre sus producciones escritas. Esto lo hice con algunos que se acercaron a mí con un poco de tiempo, es decir los que terminaron primero.

The previous extract shows that even though the facilitator considered the story amusing, the material was not appropriate to be used in reading aloud due to its extension. The facilitator mentioned that the book could be used in reading aloud activities in which more than one reader (both adults or children and adults) are responsible of the reading aloud. The extract notes that the facilitator found the reading aloud fatiguing, and that she could not manage to avoid getting
her voice tired. Based on the excerpt, the tiredness of the facilitator’s voice made impossible the monitoring during the writing activity.

As the previous extract depicts, the facilitator found out that the material was not as appropriate for the reading instruction and methodology as she might have thought. Thus, the facilitator’s knowledge about the material starts playing here an important role since an inadequate or avoided analysis on the material by the facilitator could have led to more severe problems during the instructions. The following data extends the facilitator’s process of training as a reader as it has been understood (i.e., re-reading the story many times, rehearsing voices for characters and changes in the tone of voice).

[Journal] Conozco algunos de los títulos pertenecientes a la colección Buenas Noches del Grupo Editorial Norma, la cual está diseñada principalmente para ser leída a viva voz por facilitadores de grupos en nivel prescolar. Por eso los textos usados son acompañados por coloridas y claras ilustraciones, un vocabulario por lo general muy sencillo y común para los niños. También son libros que se pueden usar en lectura compartida con niños que apenas comienzan a leer.

As shown in the previous excerpt, the facilitator’s process of training as a reader did also include an extensive knowledge about the material that was finally selected for the intervention. The following extract gives further evidence on the facilitator’s knowledge about the material and the way this knowledge was articulated to the design of the instruction.

[Journal] Hace algún tiempo, cuando estaba buscando y seleccionando los materiales que iba a usar en esta intervención basada en ciertos parámetros teóricos y personales tuve la oportunidad de encontrarme con este libro de un autor que ya hacía algún tiempo conocía. De hecho buscaba un libro muy específico del autor, del cual al parecer no existen versiones en español. Sin embargo este libro podía unirse con otros libros que ya había elegido para ser usados en la intervención, y junto con ellos podían construir una unidad del diseño de instrucción con los cuales trabajaría objetivos comunes, parecidos,
consecutivos y complementarios. Ya que los libros no son de mi biblioteca personal sino que son de bibliotecas públicas en las cuales tengo suscripción, supe desde un principio que se podían dar inconvenientes de última hora como el no encontrar disponible el libro o los libros que pensaba usar para sesiones próximas. [...] la versión que se había pensado no estaba disponible en la biblioteca en el momento de yo solicitarlo. Por consiguiente debí usar otra edición del libro, otra impresión. Sin embargo, esto no estuvo del todo mal, ya que la edición que finalmente usaré en esta sesión tiene una cantidad de ventajas, que la hacen, por así decirlo, mejor que la versión que se pensaba usar. Por una parte, la edición tiene un vocabulario un poco más sencillo, creo que más latino, que el de la versión de Alfaguara. Si bien las ilustraciones son las mismas (por ser autoría del mismo escritor) en este libro que usaré hoy las imágenes son más grandes puesto que el formato del libro también es más grande. La fuente de la letra es también más grande y está escrita en letra más gruesa. Algo que pareciera una característica desventajosa de este libro pero que por el contrario traerá al inicio de esta sesión y a la sesión en sí una serie de discusiones y diálogos sobre los libros, las elecciones de libros y el cuidado de los mismos, es la apariencia física del libro que los estudiantes verán en pocos minutos. Es un libro desgastado, un poco desteñido, maltratado, le falta un pedazo de lomo; pero como lo demuestra el resto de la planeación este aspecto del libro será usado para los objetivos mismos de la instrucción.

This aforementioned excerpt clearly relates to the excerpt previously mentioned since both give proof of the facilitator’s knowledge about the characteristics of the material. Nevertheless, the last mentioned excerpt depicts insights about the use that the facilitator gave to such knowledge in the design of the instruction. According to the extract, the book that the facilitator found at the library shared some characteristics with some other books she had already analyzed and selected for the reading intervention; hence, the facilitator thought at creating a unit in the instructions with the books. The excerpt also describes that due to the fact that the material selected by the facilitator was in bad conditions (mistreated), it was not only thought to be used for reading it out loud but also for addressing other aspects surrounding the students’ development as readers (i.e., the selection and conservation of reading material). In other words, the facilitator planned reading sessions in which she took the most out of the material selected.
Moreover, this excerpt also provides evidence on the origin of the material used by the facilitator, namely a public library, and the inconveniences that arose in the intervention since the material did not belong to the facilitator. To illustrate, as noted in the excerpt, the facilitator had planned the reading session with another version of the book but when she went to withdraw the book from a public library she is subscribed to, the book in the version she had planned was not available; consequently, she was forced to use a different version of the book. Even though the finally used version of the book happened to be better, not only for its simpler vocabulary, but also because it allowed the dialogue to be extended to address other aspects of reading, this calls the attention on the pedagogical implications that can bring the use of lent material in the implementation of a planned intervention.

Albeit it has been portrayed some insights regarding the facilitator’s training as a reader and some implications of the aspects surrounding the reading aloud activities (i.e., the students’ noise, the necessity of reading more than once, voice projection, appropriateness of the material) in the facilitator’s performance and some implications about the material used, it has not been included evidence about the facilitator’s performance after the training and surrounded by such aspects. The following data provides description about how the facilitator’s performance during the reading aloud activities was.

[Observación] Por lo general la lectura tiene una buena entonación, ritmo, puntuación, aunque en ocasiones lee un poco rápido.

[Notas Retrospectiva] La facilitadora narra el cuento hasta el final con una pronunciación mas clara, pausada y abriendo los ojos con admiración. Muestra las imágenes de la historia que hay en cada página.

[Nota Retrospectiva] Algunas palabras parecieron muy complicadas de pronunciar para la facilitadora. Algunos párrafos también, debido a su extensión y la facilitadora debió haber hechos mas cambios en la voz del narrador y los demás personajes de la historia.
The extract lastly mentioned provides evidence on the facilitator’s performance as a reader. On one side, it is shown that while reading aloud, the facilitator had fine intonation, rhythm, and pronunciation; besides, one excerpt depicts that the facilitator read slowly, showed the illustrations of the book to the students and opened her eyes as showing admiration. These descriptions give evidence of a positive performance by the facilitator while reading aloud; however, the data also shows contrasts in the facilitator’s performance. The excerpts also show that the facilitator sometimes struggled with the pronunciation of some words. Also, the data gives evidence that the facilitator read quickly, and that she also lacked of variation in the voices for representing the characters and the narrator of the stories.

Despite the fact that the data has not provided concluding evidence on how the facilitator’s performance was while reading, it is more relevant to focus the attention on how both, the students’ and the facilitator’s performance are related. The excerpts given afterward provide evidence on the students’ performance and reactions towards the facilitator’s performance as a reader.

[Nota Retrospectiva] Hace leer a los estudiantes el título del libro. Y luego ella lo lee con voz alta y abriendo los ojos. Los estudiantes vuelven a leerlo imitando a la facilitadora.

[Observación] Cuando los niños le permiten seguir la lectura, [la facilitadora] lee con buen ritmo y acentuación.

The data previously mentioned depicts a relation between the students’ performance during the reading aloud and reactions towards the facilitator’s performance as a reader. The first excerpt shows a facilitator-lead interaction during the reading aloud. To illustrate, the excerpt notes that the facilitator asked the students to read the title of the book, and then she read it out
loud and using gestures (i.e., opening her eyes), after that, the students started imitating the facilitator’s way of reading (with paralinguistic patterns and prosodic accent). In other words, the facilitator’s performance influenced the students’ performance as readers since it worked as a modeling for reading aloud. On the other hand, the second excerpt gives evidence that the students’ performance did also influence the facilitator’s performance. The data shows that the facilitator’s performance was highly affected by the students’ performance during the reading aloud. As the excerpt notes, the facilitator was capable of reading slowly and with clear pronunciation only when the students allowed her to do so. The influence that the students’ performance and reactions play in the facilitator’s performance is further described in an excerpt taken from the Retrospective Notes:

[Nota Retrospectiva] La facilitadora es rodeada por niñas que van siguiendo con sus ojos las lecturas y una de ellas va leyendo con la boca entre abierta. Esto parece perturbar la concentración de la facilitadora.

This last excerpt mentions that the facilitator was reading out loud the story while some girls that were close to the facilitator were following the reading as well; however, the proximity of one of the girls affected the facilitator’s comfort and concentration. Even though the lastly mentioned excerpts show the correlation between the students’ and the facilitator’s performance, it has not been shown the students’ perceptions towards the facilitator’s performance. The following excerpts, taken from the Students’ Interviews, provide evidence on the way the students perceived the facilitator’s performance as a reader and its impact in their reading process.

[Entrevista] Dice que disfruta leer sola mucho más que ser leída, pero que disfrutó la manera como la facilitadora leía y los libros que trajo al salón. Disfruta mucho la actividad de leer en voz alta en el salón de clase.
The previous extracts show the students’ perceptions towards both: the facilitator’s performance as a reader and the reading aloud activities. The data portrays that the students did not only enjoyed the reading aloud activities but they also got engaged in the reading thanks to the facilitator’s performance during the reading aloud activities. The excerpts also note that the way the stories were read by the facilitator helped the students to imagine the story; in other words, to convey meaning from the texts. Having said this, it may be relevant to go further through analyzing the relation between the students’ reactions, performance, perceptions and their impact in the facilitator’s performance and motivation. The following excerpts, taken from the Facilitator’s Journal, provide insights about the relationship that exists between the facilitator’s performance and motivation and the students’ motivation and perception towards the reading aloud.

[Journal] En general me siento muy bien después de haber realizado la primera sesión de la intervención. […] La respuesta de los niños que asistieron hoy no pudo ser más positiva. Todos parecieron haber disfrutado a su manera de la lectura, de la historia que se narra en el cuento. Algunos en particular, parecieron haber disfrutado mucho más la actividad como tal, el ser leído y el responder a las preguntas propuestas. La totalidad de los estudiantes estuvieron en la mayoría del tiempo concentrados, atentos y dispuestos a la lectura.

[Journal] Al final de esta sesión de la intervención es interesante sentir como la motivación hacia ella tanto de parte mía como de los demás participantes es cada vez mayor. Los estudiantes me saludaron con entusiasmo y me preguntaban, aun sin yo haber descargado el maletín, sobre qué libro leeríamos.

The above excerpts show that the students found interesting the way the facilitator read to them and guided a dialogue surrounding the reading. Specifically, the first excerpt depicts that
the students were most of the time focused, attentive and willing to the involved in reading alouds, and their reactions were very positive. Moreover, the excerpt describes the facilitator’s positive feelings based on the students’ reactions. This excerpt portrays that it exists a cyclical relationship between the facilitator’s performance and motivation and the students’ reactions towards the reading aloud activity. Even though the excerpt does not state the existence of the relationship, it can be inferred that the facilitator’s performance provokes positive reactions in the students, and in this same way, the students’ reactions boost motivation in the facilitator. Putting both excerpts together, it can be said that the facilitator’s motivation was directly proportional to the students’ motivation and positive reactions towards the reading aloud activities.

To conclude, the current study found out that in a reading intervention, specifically in one that involves reading aloud, the training of the facilitator as a reader plays an important role in the implementation since it can promote positive reactions from students that will finally lead to a higher motivation by the facilitator. Moreover, this finding exposes the identified factors that affected the performance in-action of a facilitator who had trained for reading aloud and who had analyzed intently the characteristics of the reading material and its appropriateness in the instructional design. Besides, the current finding has also stated that the facilitator’s performance as a reader impacted the students’ performances since students started to imitate the prosodic and paralinguistic aspects of language that the facilitator used when reading out loud. Finally, this finding also points out that the way the stories were read out loud to the students helped them to convey meaning.

The assertions under this finding related to the facilitator’s performance as a reader and its impact in the students’ abilities as well as in the students’ and facilitator’s motivation can be
put in an academic discussion with the findings of the studies by Armfield (2008) and Howerton (2006). For instance, the findings drawn from the study conducted by Armfield (2008) about the perspectives and perception that three elementary school teachers had about what they considered important in the teaching of reading in relation to their instruction are similar in the importance that the teachers in Armfield’s (2008) study gave to the prosodic accent and the paralinguistic aspect of language. According to Armfield (2008), the teachers provided students with the rhythms and sounds of the written words were engaging their students in reading aloud activities. The teachers in Armfield’s (2008) research claimed that through saturating students with the rhythms and sounds of the printed word, the students are more capable of conveying meaning. Similarly in the current study, the facilitator’s performance provides insights about her understanding of the importance of the prosodic accent and the paralinguistic aspects of languages. To illustrate, the facilitator paid attention to her preparation as a reader capable of changing voices, and generate gestures that children used to convey meaning.

Additionaly, the current study, namely the present finding (i.e., *Facilitator’s Performance and Its Relation to the Students’ Abilities and to the Students’ and Facilitator’s Motivation*) can be put into an academic discussion with the finding of the research conducted by Howerton (2006). In her study about the middle school language arts teachers’ beliefs about themselves as reading teachers to students who struggle with reading, Howerton (2006) found out that the teachers’ motivation was related to the students’ motivation. In her finding, Howerton (2006) described this as “reciprocal motivating experiences” and stated that it was very important for the teachers since it provided them evidence of their efficiency with the students (p.92). The finding by Howerton (2006) strongly agrees with the present finding due to the fact that, as it has been shown previously, the current study also found out a relationship between the students’ reactions,
and motivation and the facilitator’s motivation. Although, both studies led to similar findings, the current study further describes the relationship as a cycle in which the facilitator’s performance provokes positive reactions and motivation from the students, and consequently, the students’ positive reactions and motivated attitude promote a higher level of motivation in the facilitator.
Chapter 6

Research and Pedagogical Implications

This chapter collects the implications that the findings and the methodology of the current study provide for both: research and instruction. Additionally, ideas for further research are also included under this heading.

Using Data Collection Methods for Improving Instruction

To begin with, the most relevant assumption that can be drawn from the methodology and the findings of the current study is the unquestionable significance that plays the Peer Observations, and the Facilitator-Researcher’s Journal (see Methodology).

In the first place, the Observations that were conducted by a guest observer became the most supportive data to defend the current study inasmuch as the Observations were the only data that was not collected directly by the researcher, who also played the role of facilitator.

Some teachers feel uncomfortable with the presence of an observer in their classrooms; although, they seem to ignore the positive impacts that peer observation can bring to their teaching. Educators should no longer conceive their work as —what Knoblock and Goldstein (1971) refer to— a “lonely” profession (as cited in Pinnell, 2006, p. 80). Having a guest observer in the classroom is even more important when the teachers are enrolled in action research due to the fact that when imparting instruction the teachers will not be able to observe all the events surrounding their instruction such as the students’ reactions or comments, or even more, the teacher’s language and performance.
Guest observers can play a significant role in action research. However, the guest observers need to get an idea of what they are supposed to observe albeit they might observe more than they are required. At least, they need to have an outline, a guiding structure, or a format that will remind them their aims as observers. Besides, it may be relevant to provide them some input about the topic of the research or the instruction. Input provided before the observations can have the form of short readings, brief abstract of the aim of the research, or also informal talks.

To include this method in research, important aspects need to be taken into account. Researchers and observers ought to have a good relationship, filled with confidence and respect, so that none will feel threatened while being the receiver or the doer of the action. Moreover, confidence and respect encourage informal talks between the subjects, in which all the different aspects that do not fit in the form or the structure that the observer has to fill in can be finally addressed. Informal talks with a peer guest observer evokes reflection in the teaching imparted by the facilitator-researcher.

Additionally, it is important to estimate the efforts and commitment of the guest observer, and to value his/her presence in the classroom regardless the reason (research or pedagogical) why he/she is there. It is true that in peer observation both, the observer and the person being observed can get insights that might impact the teaching and research experience of both. However, if the guest observer is invited to a classroom to help evidence the implications in the instruction imparted by a teacher, it is the teacher’s responsibility to reward the important role of the observer. This means, that unless the peers are both part of a program in which they take turns to play the two roles (i.e., teacher and observer), facilitators who want to include this
method in their in action research need to consider in the budget and the expenses of the study a salary to pay back the guest observer.

On the other hand, another research method that performed an indubitable important role in the study was the Facilitator-Research’s Journal. The significance of this method in the instruction and the research was that it compiled —among other aspects— the reflections made by the facilitator’s before and after each reading session. Richart (1991) states that self-reflection provides the teachers the opportunity to continue learning (as cited by Pinnell, 2006, p. 82). In this case, teachers are no longer learning from teachers training programs but from their own experiences.

In the current study the Facilitator’s Journal was divided into several parts: prior knowledge about the material, prior knowledge about the group, feelings before the lesson, and feelings after the lesson. Specially in the last two parts, deep facilitator’s reflections were included in the form of strategies that were thought to solve a problem in the reading session, facilitators’ fears towards students’ perceptions, the facilitator’s motivation, and the students’ responses towards the reading aloud and the dialogic reading. However, the use given to the Facilitator’s Journal in the current study failed at not including for each session a reflection focused on the events and reactions of the participants (students and facilitator) during the post-reading activities, namely the writing activities. It is possible to assert that all the negative aspects surrounding the writing activities (see finding Factors Affecting Students’ Performance in the Writing Activities) could have been avoided if the reflection about the writing activity would have been done during the development of the intervention (in-action reflection) and not after the intervention had finished (post-action reflection).
When reflection is developed some time after the events happened, they can take the notions of regrets. It is more relevant to get an idea of what needs to be improved and consequently, carry out such needed improvements than to have an idea of how something could have been improved when there is no longer the opportunity for correction or improvement.

**Teachers Adapting Theory to Context and Becoming Part of the Context**

The findings presented in the previous chapter give some evidence about what worked well and what did not work so well during the implementation of the reading intervention conceived for the current study. The findings also depict the reasons why some aspects of instructions were accurate, why others were inaccurate. In all along the previous chapter, there is no evidence that says that the large number of students participating in the study (i.e., a whole 4th grade group composed by 18 children) was one of the causes of the inconveniences in the reading intervention. However, a previous revision of theory and research on the field of reading and literacy instruction points out that the number of pupils enrolled in a reading activity in which dialogic reading was used should never be larger than 10 children (Zevenbergen & Whitehurst, 2003) Thus, the present study provides implications in research and instruction, since it describes that theory can and should be modified to fit in the context the study is going to be carried out.

The fact that the staff in a school (namely, the principal, the coordinators and the classroom teachers) allows undergraduate students from a university teaching program to develop research at the school they work for is an action that must be acknowledged. Therefore, the studies developed in a given context should provide solutions and no problems to the school
or the staff. To illustrate, theory about dialogic reading declares that the groups for dialogic reading should be small groups. Nevertheless, if a research wants to employ a study about dialogic reading in school in which groups are usually large (probably twice or trice the theory has suggested), the research should either use the whole group for the study no matter the quantity of the students or should provide the classroom teacher with ideas for activities that can be done with the rest of the students that will not get enrolled in the dialogic reading. The researcher should never split a group, using one part for his/her study and letting another part— that can play the role of control group— without activities to do while the others are in the activities of the reading instruction. Thus, researchers who want to have a smaller group or who need a control group and experimental group need to plan two lessons per session, one per group. It should not be the classroom teachers’ responsibility to solve the dilemma of what to do while others are in a different activity since it is clear that the classroom teacher should not advance in the school program, because the students in the experimental group will get affected.

In addition to the necessity of adapting theory to context so that problems are not created in the school or students’ academic performance from the study, it is important to emphasize that researcher should always acknowledge and thank the school staff for providing the context for a given study. However, thanking and acknowledging should not be a wordy protocol. Becoming part of the context, getting involved with the students, the classroom teacher, the staff and the activities in the school is a more accurate way to give credit to the importance of the school in the development of the study. Highlighting the importance of this ethical and social behavior is relevant for further research since the more a school is rewarded for allowing research in it, the more opened will the school be for coming research studies. Thus, when a researcher uses a context merely for the purpose of their study and does not get involved in the school or
classrooms events at least during the time the study is conducted, it is possible that the school staff will feel used and will never again accept researchers in the school context.

**Ideas for Educators and Research to Conduct Meaningful Reading Interventions at Low Cost**

In the previous chapter, the first finding (i.e., *Students’ Autonomous Enrollment in Pleasure Reading*) presents the impact that the reading intervention conceived for the current study had on the students’ autonomy to enroll pleasure reading. The finding also mentions that the extra material provided to the students during the intervention gave students the possibility to explore reading for pleasure and not for academic purposes. The data presented under this finding reveals the students’ interests to have larger number of books available for them to read in pleasure reading. Thus, the amount—and quality—of reading material available played an important role in the enhancing of positive attitudes towards reading in young learners.

Albeit getting reading material can be expensive, especially if it is necessary for a reading intervention conceived for a research study, perhaps in this case, the expenses of the material, and the intervention have to be assumed by the researcher, as it was the case of the expenses in the current study, there are alternative ways to get larger quantities of reading material. For instance,—as in the case of the researcher in this study, it is possible to get the material lent from several libraries. Depending of the membership a person has in a library, he/she can usually take from 3 to 5 books to read them outside the library. In the case of this study, the researcher had membership in four libraries, where she went quite often to lend books to take them to the school. Going around a city visiting different libraries can be tiring and time consuming, but as
the finding in this study portrayed, this action made by the facilitator-research was worthy since it impacts the students’ attitudes towards reading.

Additional ideas to get extra reading material are also provided by Chambers (2007b). In his book called *The Reading Environment*, that has also be translated into Spanish, Chambers (2007b) declares that book fairs of barter fairs can be held at school with a classroom budget in order to get more books for a classroom library. In other words, Chambers suggests that as a way of improving the reading environment in the school and in the classrooms, the children, parents and teachers can organize an event (book fair, or barter fair) in which there would be an interchange of books. The idea is that getting new books for the classroom library is an expense that is shared by teachers, parents and children.

Chambers describes the differences among the two kinds of events. In book fairs the books are usually sold by staff sent from the publishing houses or the bookstores. People are enrolled in transactions were money is used. However, barter fairs are events organized inside the school, in which a group (teacher and students) select the books that they want to barter in the fair out from the ones they have in the classroom library. The books can be selected taking into account that they have already been read many times or by all the students in the classroom. Students can also bring books from home such as texts books. The different groups of the school get enrolled in the barter fair, in which they exchange already read books to unread books. In barter fair, the books become the money needed for the transactions.

According to Chambers regardless the event that is thought more appropriate for a given school, all the community needs to be engaged in the preparation and development of the event. It is a common mistake that events such as the previous mentioned are 100% the teachers’
responsibilities. These two ideas may seem to be more useful in further instruction than for further research. However, as Chamber declares, creating a necessity of reading in the whole school community is an important improvement that needs to be done in the reading environment; through book fairs, barer fairs and events related to reading, the importance of reading is highlighted and thus the reading environment is improved. Therefore, further research can be done in the impact that additional improvements in the reading environment can promote when boosting positive attitudes towards reading in young learners.

Besides, out of the scope of the findings, but as it is stated in the Methodology, in the current study, the facilitator used a book that was printed from the internet in one of the reading sessions. The planning of that lesson also included a pre-reading activity in which the use of internet was addressed through dialogue. The facilitator-lead dialogue elicited from the students the use that they gave to internet. Later, in the lesson, the facilitator showed a printed-at-home book that she declared to have downloaded from the internet. The students were encouraged to download books from free sources available on the internet. The facilitator presented the book printed in full color and kept in a folder to preserve it. Moreover, it was declared to the students that the printing of the book was economical. These alternative ways to get reading material at a low cost can be used in further reading instruction. Additionally, it can also be used in further research on the field of reading and literacy instruction that aim at exploring the impact that the kind of reading material has on the students’ perception towards reading.
Ideas for Facilitator to Expand Reading by means of Purposeful Post-Reading Activities

As the finding *Facilitator’s Performance and Its Relation to the Students’ Abilities and to the Students’ and Facilitator’s Motivation* in the previous chapter shows, the major difficulties that the reading intervention conceived for the current study had were related to the writing activity. Therefore, implications and ideas for further researcher and instructions are given below.

The discussion of the named finding drew from the findings by Cunningham’s (2008) study about the influence of the literacy environment in the students’ attitudes towards reading and writing, in which she found out that improvements in literacy environment can promote positive attitudes in both reading and writing, but that it is a more difficult process with the last mentioned skill. However, all along the finding it is mentioned that the writing activities (post-reading activities) addressed aims of the reading instruction. Hence, it may be relevant to say that positive attitudes towards writing cannot be boosted when the unique focus of the instruction is the ability and the attitudes towards reading. In further instruction, problems regarding low students’ performance and negative attitude towards writing activities can be avoided if writing is given its space to be taught, explored and used meaningfully and not as a servant of reading. On the other hand, in further research, it can be examined the impact on the students’ attitudes towards reading and writing in a literacy intervention that addresses both skills.

The previously provided ideas for further research and instruction do not mean that writing activities cannot be used in post-reading activities; on the contrary, they mean that both writing and reading need special attention in school, lesson planning should include aims for writing and reading. For example, in a post-reading aloud activity the students can be asked in a dialogue to retell the three last read stories and say which of the last book read is their favorite.
Later, the facilitator can ask the students to give reasons why they select a specific book and the feelings the book evokes on each student. After that, the facilitator compiles the ideas on the board. Later, the facilitator reads a piece of a book review and asks the students if the writer feelings about the book were expressed along with the characters, and the context of the story. The facilitator may also ask if the book review tells the end of the story. Based on the given model students will be asked to write a book review that contains their feelings towards the book and some information about the book and the story. Students will be constantly monitored, and will finally share their writing with the classmates and the teacher.

Perhaps, when focusing an intervention on only one of the literacy skills, for example reading, it will be better to have activities to address the aims of the instructions of the given skill and avoid activities in which a literacy skill becomes the servant of the other. In addition to or as a complement of having post-reading writing activities that address aims of writing instruction, it is also possible to have alternative following-up post-reading activities. As the study by Loysen (2010) portrays, hands-on activities are very engaging for children and they can be used as both post- or pre-reading activities. In the case of post-reading activities, Loysen’s (2010) study found out that a school teacher proposed activities to children in which they had to draw, build and act. To illustrate, instead of having students writing down their predictions for the end of a story that was being read out loud by the teacher, Ms. Terrance (the teacher participating in the study by Loysen, 2010) asked the children to get in groups and prepare a role play in which they showed what they imagined was going to happen at the end of a story.

Similar to the previous use of alternative post-reading activities to address aims of a reading intervention, Ms. Terrance also asked students to draw a scene of the story previously read out loud by the teacher. In this case, Ms. Terrance encouraged students to use the material
used in the original illustrations of the story that had been analyzed in a pre-reading activity in which information was got out from all the peritextual aspects of the book, including the illustrations. According to Loysen (2010), the varied post-reading activities that Ms. Terrance designed for the reading instruction allowed the students in Ms. Terrance’s class to explore more aspects of an active reader such as making predictions and showing preferences.

The evidence in the finding *Factors Affecting Students’ Performance in the Writing Activities* shows a lack of variety and planning in the post-reading activities and its consequences in students’ performance and attitudes towards writing in general and the writing activities. Consequently, the previously reviewed alternative post-reading activities can be used in further instruction to avoid the negative consequences of a poorly planned post-reading activity. Moreover, the activities conducted by Ms. Terrance can also be used in further research that aims at exploring how the children’s reading abilities are not only enhanced in pre- and while-reading activities but also in post-reading activities. Further research can also examine the insights from design and implementation of post-reading activities similar to the ones employed by Ms. Terrance in Loysen’s (2010) study. Moreover, further research can also explore the use of additional peritextual aspects of books (such as the illustration) in all the parts of the reading session (see finding *Facilitator’s Scaffolding Reading Abilities in Young Learners through Dialogues around Reading*).

Finally, without missing the importance of avoiding creating problems in the context where research is conducted (see *Teachers Adapting Theory to Context and Becoming Part of the Context* above), further researcher can be conducted with a control group in which the post-reading activities take similar features as the one conducted in the current study, while an
experimental group is enrolled in well planned follow-up writing activities (as the example given above) or in post-reading hands-on activities as the ones used by Ms. Terrance.

Implications and ideas for further research and instruction have been given hitherto in the view of alternative and probably more accurate ways to design and implement post-reading activities. So far it has been said that when writing is used in post-reading activities, it is important to make sure that the writing activity has its own aim related to writing instruction, and that instruction should also be imparted in writing and not merely in reading. However, it has also been exposed the way post-reading activities can serve aims of the reading instruction without using writing skill as a servant. By drawing at the findings by Loysen (2010), ideas were given to use role plays and drawing to address the aims of the reading instruction in the post-reading activities. Even though different sort of activities can take place after a reading activity, it is now relevant to describe the way reading can follow reading in instruction.

Post-reading activities can also take the form of different reading activities. For example, after a reading aloud session students can be asked to read a book they have been reading in a 15 minutes silent reading. Also, after a facilitator-lead reading aloud, it is possible to have a student-lead reading aloud or a shared reading between the students and the facilitator. The examples that reading activities can be followed by another reading activity can go on and on; however, as it was noted in discussion of the third finding compiled in the previous chapter, Loysen (2010) found out that Ms. Terrance read a book to the children more than once, and that the students were asked to listen to the same story but with different purpose each time. This is relevant for further research because studies can be conducted in order to explore the differences in ability and —why not— attitude between students enrolled in a reading intervention in which one group of students is read a book only once (control group) while the other group is read the same book.
two times (experimental group). On the other hand, reading the same book more than once to the same group of students can also be useful in reading instruction, since it may provide extra scaffolding to the students who struggle in reading.

In addition to the previous follow-up reading activity, and addressing specifically the students who struggle in reading, it may relevant to draw from the finding by Armfield (2008) who found out that the teachers in her study provided the students with time for silent reading. Even though silent reading can be used as a reading activity in a post-reading activity, the study by Armfield (2008) is even more important since it found out that of the teacher participant of the study spent extra time with students who struggle in reading (p. 177). Thus, for example in a reading intervention that uses reading aloud activities and dialogic technique as the current study, a facilitator can provide avid readers with post-reading activities such the ones that were mentioned before that involved hands-on activities. While the avid readers develop a given post-reading activity, the facilitator gets reluctant readers with a reading activity that can be, for example, silent reading, share reading or even again reading aloud.

In the case in which the facilitator gets struggling students in additional reading during the post-reading part of the session, the facilitator might need to think of reading material that is not very far from the students’ capacities (grasping the ideas of social constructivism of ZPD and scaffolding). One strategy that the facilitator can use to give students reading material that is within their capacities is to have the classroom library or the reading material for the intervention leveled as the participants in Armfield’s (2008) study did. Teachers—and also students—need to understand that children read in different levels (Armfield, 2008, p 174). Providing students with reading task or material that is very far from their abilities (ZPD) might create a perception that
reading is impossible; therefore, students need to know in which level they are and which one they need to achieve.

The impact of an additional reading activity on the abilities and attitudes of students who struggle in reading needs to be explored by means of action research. However, perhaps it will not be easy to have two different activities in the same classroom: one group doing one thing, while another group is doing a different thing. Hence, in research that includes a division of the group in the post-reading activity (i.e., the group of avid reader doing a post-reading activity different than reading while reluctant reader are engaged in another reading) it might be useful to think of more than one facilitator-researcher in the classroom. If there are two facilitator-researchers in the reading sessions, one can be in charge of the post-reading activity with the group of avid readers while the other can read with or to the reluctant readers.

**Reader-Facilitators’ Lifelong Habit of Training**

The finding *Facilitator’s Performance and Its Relation to the Students’ Abilities and to the Students’ and Facilitator’s Motivation* portrayed the importance of the facilitator’s training in her later performance. The finding highlights the impact that the facilitator’s performance as a reader has on the reading abilities of the students and in the motivation of both the facilitator and the students. Since the students’ reading abilities and motivation towards reading can be boosted through the facilitator’s appropriate performance as a reader, the importance given by the facilitator for the training as a reader plays a significant role. Reader-facilitators should enroll a process of continuous training.
However, the concept of training should not only be seen as a mere activity of reading many times the same book before the actual read aloud with the students. Teachers’ training should include rehearsing of new voices, gestures, questions and techniques as well as a constant contact with the studies and theory on the field and the attendance to events related to the professional development in the field of teaching and learning.
Chapter 7

Limitations of the Study

This chapter compiles the obstacles and weaknesses that came forward during the development of the research process and the instructional intervention conceived for it. Most of the limitations happened under the domain of methodology; there are also theoretical and analytical limitations.

To begin with, the most relevant theoretical limitation, that clearly has a connection with the development of the instructional methodology, is that the revision of theory suggested that in order to impact students accurately, teachers are required to have at least the basis about how children learn and how adults can be part of the children’s learning process (Pinnell, 2006).

Moreover, the revised theory also states that reading teachers need to be well prepared in both aspects, as teachers and as readers. However, the current study was initially designed when the facilitator was a student of 6th semester in a 10-semester English Language Teaching program in a public university in Pereira. By this time, the facilitator-research of the current study had already had little experience in teaching due to the fact that she graduated from a high school where the instructional emphasis is pedagogy and education.

Despite the prior experiences as a teacher, the facilitator decided to follow the suggestions found in the theory on the field of literacy and reading instructions. Thus, the limitations were initially found in the preparation as a teacher that the facilitator had at the beginning of the research process. The decisions of postponing some time the implementation of the intervention designed for the current study allowed her to get additional input about instructional design, language teaching and other academic aspects that were addressed in the
subjects of the latest years as a student in the university program. As a consequence, by the time the intervention was finally developed, the facilitator had got additional experience as a teacher that helped her overcome some of the problems that arose during the intervention and that had made her understand the importance of reflection in teaching.

In addition to the suggestions provided by the revision of theory about the necessary preparation that the teachers should have in order to impact children effectively, the revision of theory also showed that the school literacy practices and the home literacy practices should be seen as complementary one another. Even though theory advocated at involving parents to the school literacy practices, and with other academic process is relevant in the improvement of reading environment, this might be more difficult than what the theory suggested. Therefore, another theoretical limitation was found in the research process.

For instance, theory states that the school and home literacy practice can be articulated; in the way that one setting can expand the practices made in the other setting. However, this cannot be possible if the home literacy practices are never taken into account and their importance highlighted in the school or vice versa. Thus, in school literacy intervention, parents can also play an important role along with the teachers. For instance, parents can observe the practices as they are conducted at school and imitate them at home. Also parents can be part of the organization committees of events related to literacy that are held in the school such as book fairs or barer fairs. However, in the case of the current study, for ethical protocol, the facilitator, with the help of the classroom teacher and the authorization of the school coordinator, prepared a meeting with the parents of the students participants to create a close relationship with them. In the meeting, the parents were told the aims of the research study their children were being part of, the characteristics of the intervention, and the desire to have parents participating as observers.
in the reading sessions and in a coming visit to a library. The facilitator thought that having parents observing the reading sessions would give them ideas to conduct reading aloud activities at home. Moreover, in the meeting with the parents they were also asked to sign their consent to allow their children being part of the reading intervention conceived for the study.

Even though the meeting was necessary for the signing of the consent, the facilitator tried to narrow the relationship between school and home in terms of literacy, namely reading, practices. However, most of the parents limited their presence in the meeting to sign the consent. Only a few of them approached the facilitator to ask her about the reading material they should buy at home. The facilitator called their attention on the differences in expenses that represent getting a membership in a library rather than buying books. In the visit to a public library that was carried out in the third week of the intervention, only two relatives accepted the invitation to accompany the facilitator, the classroom teacher, the school coordinator and the students. Thus, it is possible to assert that the revised theory is limited in the sense that it gives relevant insights about the importance of making parents get involved in school literacy practices, but it does not provide accurate ideas to do so in public schools that address students from different socioeconomic status.

On the other hand, during the research process there were found some other limitation regarding the methodology of the study. First of all, at the beginning of the process, when the research idea was presented to the professors at university, in the data collection methods was stated that video and audio recording were going to be used during the session for further transcription and analysis. Albeit the data was collected as mentioned, when the intervention had already finished, the researcher lost the data she had kept exclusively in a hard disc; therefore, transcription and analysis were not possible to be done. Along with the videos, and audio
recordings of the sessions and interviews, the facilitator also lost the photos that were taken in order to give evidence of the continuing improvements of the reading setting. Later, the photos were partially recovered by means of computing design (as shown in the pictures in finding Changes in Aspects of the Reading Environment and Their Impact on the Students’ Perceptions towards Reading in the Classroom); nevertheless, the other data collected by means of video and audio were completely lost. Thus, this limitation raises recommendation for further research highlighting the importance of additional back up of the digital data.

On the other hand, the significance of the role of the guest observer in the classroom was identified from the foundation of the research process before the beginning of the reading intervention. Although resulting from the loss of the digital data collected by means of a photographic camera, the Observations conducted by the guest observer became of even more importance in the current study. Notwithstanding, during the implementation of the reading intervention, there were also some limitations regarding the guest observer. In the first place, there were difficulties finding time in the observer’s agenda that matched the time the reading sessions were scheduled. Thus, in some cases the guest observer was not able to attend the reading session. Besides, in some other cases the scheduled reading sessions were put up one or two hours so that the guest observer could attend, what could have been objected by the school staff. Despite these difficulties, the number of the observations that had been planned in the methodology to be developed was finally carried out (i.e., four).

It is possible that with a better coordination of agendas between the observer and the facilitator, more observations could have been developed. However, the amount of the observation conducted was not only limited by the differences in availability between these two
participant but also because of the restricted budget at hand for the reading intervention
conceived for the current study.

The funds for the reading intervention and research project were all taken from the
facilitator’s personal income. Therefore, all the expenses, including the modifications in the
reading setting and the observer’s payment were assumed by the facilitator-researcher.
Limitations regarding economical resources should be taken into account in further research
since (as it was mentioned in the previous chapter) there are some expenses that have to be
assumed by the researcher unless the study is supported by research scholarships or academic
institutions.
Chapter 8

Conclusions

This chapter presents the conclusion that arose from the development of the current study. Under this section, it is presented the most relevant aspects on the field of reading instruction that emerged from the implementation of a 4-week reading intervention.

In the first place, it is important to recapitulate the purpose of the study and the guiding research questions. This study explored the way the abilities and attitudes towards reading in a group of 4th graders were influenced during the implementation of a 4-week reading intervention in which reading aloud activities and dialogic reading technique were used. The present study also described the events surrounding the design and implementation of the reading intervention, such as the modifications in the school setting, the facilitator’s preparation and performance as a reader, the characteristics of the dialogues and the materials employed during the intervention. Therefore, the study was guided by three research questions: (a) What are the benefits of the application of the reading intervention in the development of attitudes towards reading in Spanish and reading abilities in young learners?, (b) What insights can be drawn from the design and implementation of the reading intervention?, (c) What are the students’ responses towards the different activities included in the reading intervention?

In order to answer the research questions, different methods of data collection were used (i.e., Facilitator’s Journal, Field Notes, Observations, Interviews, and Retrospective Notes). The analysis of the collected data pointed at 5 main findings of the study: (1) Students’ Autonomous Enrollment in Pleasure Reading, (2) Changes in Aspects of the Reading Environment and Their Impact on the Students’ Perceptions towards Reading in the Classroom, (3) Facilitator’s
Scaffolding in the Enhancement of the Reading Abilities in Young Learners through Dialogues around Reading, (4) Factors Affecting Students’ Performance in the Writing Activities, and (5) Facilitator’s Performance and Its Relation to the Students’ Abilities and to the Students’ and Facilitator’s Motivation.

The findings together with their discussion with previous research conducted on the field of reading and literacy instruction along with what was assumed to be relevant for further research and instruction led to the following conclusions:

First of all, positive attitudes towards reading in Spanish were boosted in 4th graders thanks to the reading environment provided in the 4-week reading intervention that was conceived for the current dissertation. The findings depict that there was a continuing process of transformation of the reading setting in order to become it more colorful, comfortable and appropriate for reading aloud. The constant improvement of the reading setting evoked higher motivation towards the reading intervention in the students. This was similar to the findings by Cunningham (2008) who stated that improvements in literacy setting have positive effects on the way the students perceive reading and also writing.

Moreover, the findings also suggested that the students’ motivation was not exclusively towards the specific reading intervention proposed for the present study. On the contrary, motivation towards reading was also evident since during the development of the reading intervention, an increasing number of students were enrolled in autonomous reading. To put it in another way, thanks to the reading environment (including among others, setting and amount of material), a portion of the group of participants became avid readers who started reading for pleasure and not for an academic demand. Interestingly, the findings of the current study
demonstrate that while reluctant readers (the students who did not enroll pleasure reading) were playing, avid or motivated readers preferred reading above other activities that were at hand, for example, playing with their classmates. Based on this, an academic discussion arose, when an interesting contrast was found between the findings of the current study and the finding by Poppe (2005). Disagreement between the two studies was distinguished due to the fact that Poppe’s (2005) study declared that avid or motivated readers and reluctant readers concurred at declaring that in first option they preferred doing outside activities, such as playing with their classmates than reading.

Related to the impact that the reading environment (setting and material) can have on the enhancement of positive attitudes towards reading in young learners, the present study has also pointed at the implications for further research and instruction. To illustrate, in the Research and Pedagogical Implications compiled in Chapter 6, it is mentioned that since reading material can be expensive, facilitators and researcher should take into account alternative and cheaper reading sources. The options presented in that chapter include lent books in libraries, book fairs or barer fairs in the school, or even free books available on the internet.

In addition to this options provided to facilitators and researchers for coming reading interventions, the current study also pointed out ideas for further research. For instance, research can explore the impact of the additional improvements in the reading environment in a school by implementing and organizing book or barer fairs in which the importance of reading is highlighted. Also, further research can attempt to analyze the effect that alternative reading sources (e.g., books downloaded and printed from the internet) has on students’ perception towards reading.
As it has been reviewed above, the findings of the current study portray that half portion of the students got motivated towards reading (avid reading) and got enrolled in pleasure reading while others were playing around (reluctant readers). Out from this, this study suggests that in further instruction and research it might be useful to have additional reading activities with the students who are reluctant or struggling readers. Following-up research on the field of reading instruction can be done in the sense of exploring the effects and the implementation of extra reading activities with reluctant readers (as in Armfield, 2008) during a post-reading activity (while avid readers are doing hands-on activities related to a previous reading aloud activity). Likewise, further research can explore the benefits of reading two times the same book in the reading abilities and attitudes of reluctant readers (as in Loysen, 2010).

The current study has also concluded that the facilitator’s performance has effects on the students’ abilities and motivation towards literacy. To begin with, the findings of this study give evidence that the facilitator’s preparation and employment of dialogues surrounding the reading during the different sections of the reading sessions provided scaffolding to the students in the development of their reading abilities. The facilitator-lead dialogues promoted active reading in the children; consequently, the students’ performance evidenced a better understanding and meaning making from the texts.

To illustrate, the findings portray that the facilitator encouraged the children to use their background knowledge, prior vocabulary and context to predict and make meaning from the text. Therefore, as the findings mention, the students were able to relate the texts to their lives and contexts and to activate vocabulary that was useful to comprehend the texts. Besides, the students-participant in the current study were also assisted to make predictions from the illustrations of the books. The consecutive reading of the book allowed the students to verify
their predictions. Moreover, the facilitator guided the students to point at similarities among texts not only in relation to their form but also and more important in relation to their content. Also, though guided dialogue, the facilitator effectively persuaded the students to recall and retell previous reading texts and material, paying attention to the content of the stories and to the importance of the peritextual aspects of the book to get information such as the author’s name and book title.

The findings of the current study related to the scaffolding of the reading abilities that was provided to the students by the facilitator through dialogic reading were joined in an academic conversation with the findings by Loysen (2010). The conversation pointed at similarities and differences between the dissertation about the strategies used by a preschool teacher to improve the reading abilities in young children conducted by Loysen (2010) and the current study. On one hand, similarities were evident since the facilitators of both studies activated the students prior knowledge and context to enhance comprehension and make students convey meaning from texts. Also, the two facilitators promoted active reading through strategies such as showing illustration, asking questions, and pausing in order to give students the opportunity to make predictions. Moreover, similarities were also pointed out paying attention to the facilitators’ employment of thematic related text along with scaffolding dialogue that allowed the students to notice the intertextual links among the texts.

In addition to this similarities, the discussion of the current study remarks that the facilitators in the present study and in the dissertation conducted by Loysen (2010) used of peritextual aspects of books to encourage students to get information out from there. However, the discussion also presented differences in the use given by the facilitators to the peritextual aspects of books. To illustrate, the facilitator in Loysen’s (2010) study did not only ask students
to get the author’s name and book title out of the peritextual aspects of books, but she also asked students to analyze the back cover, and the illustrations of the book. Therefore, this study suggested the facilitators and researcher to employ the strategies used by the facilitator in Loysen’s (2010) study, and to explore their benefits in the reading abilities and attitudes in students.

Accordingly to the impact that the facilitator’s performance has on the students’ abilities and attitudes towards literacy, the findings of the current study show the negative impact that the lack of monitoring and well-structured planning had on the students’ performance and reactions towards the writing activities conducted during the post-reading section of the reading session. The findings demonstrate that the facilitator failed at using writing skill as a servant of reading instruction; therefore, in the instructional design there were not included aims and instruction of writing. As a consequence, the students were asked to perform activities in writing that they were not previously modeled. Also, the facilitator left the last part of the reading sessions to the writing activities—all of them addressing aims of reading instruction. The findings show that by the time the writing activities were conducted not only the facilitator’s voice was tired and insufficient to monitor the students’ productions but also the students were expecting the break bell to ring for them to go out and play.

Despite these factors, the major cause of the problem about the students’ performance and reaction towards writing activities was clearly an ineffective planning regarding the post-reading activities in the reading sessions. Therefore, the current study provides insights that should be considered in further instruction and research. To illustrate, in chapter 6, it was mentioned that the educators need to take into account that a literacy skill should never be treated as servant of the other literacy skill. In other words, writing activities or reading activities need to be thought
Thus, if teachers want to use writing activities in their post-reading activities, they have to make sure that writing is modeled before the actual performance of the activity. Also, in this case, the educators should always address aims exclusively of writing skill. For example, they can ask students to write a book review of their favorite book, in this activity there is a purpose related to reading instruction (students portraying their preferences and knowledge as readers); however, the students need to be presented a model of a book review as they need to be provided with scaffolding dialogue to allow them analyze the parts and components of a book review. Finally, after the activity, the facilitator should encourage students to share their writings, and should also pay attention to aspects related to writing instruction such as paragraph organization, spelling, punctuation, and so forth.

This study also reveals that the post-reading activities do not have to be exclusively writing activities. When facilitators are not able or do not want to articulate the reading and writing instruction, it is better to have post-reading activities that are not writing activities and that address the aims of reading instructions. The Chapter 6, about the Research and Pedagogical Implications, gives ideas in which hands-on activities can be used in the classroom in post-reading activities in which aspects of reading are also covered.

Further action research can also take the advantages of the ideas and insights provided about the planning of post-reading activities, in the sense that action research is the mean that can give clear insights about the benefits in students’ literacy abilities and attitudes when
articulating writing and reading instruction or when implementing effective post-reading activities.

Moreover, the findings of this study also reveal that the students’ attitudes towards writing were not boosted even with the improvements in the literacy environment (exclusively related to reading). Discussion was developed with the findings by Cunningham (2008) that asserts that enhancing positive attitudes towards the different aspects of literacy is even more difficult when addressing writing. Therefore, the findings, the discussion and the consecutive implementations for further research compiled in the present study describe the necessity of exploring by means of research the way in which the literacy environment can be improved so that better attitudes towards writing are boosted.

Another conclusion of the current study is related also to the impact of the facilitator’s performance in the students’ abilities and attitudes towards reading. The findings portray that the facilitator’s preparation and following performance as a reader in reading aloud activities provoked positive reactions by the students. Along with the conceived reading environment, the facilitator’s performance as a reader enhanced the students’ motivation to read. In fact, in some cases the motivation took the form of imitation due to the fact that the data provides evidence that the students started to read using prosodic accent and paralinguistic aspects of reading as the facilitator did thanks to her previous preparation.

However, the scope of the existing relationship between the facilitator’s performance as a reader and the students’ attitudes and performance is finally expanded since the findings of the study reveal that in the same way the students were motivated towards the reading intervention, the students’ motivation impacted the facilitator’s motivation. In other words, a cyclical
relationship was found between the facilitator’s performance, the students’ motivation and the facilitator’s motivation.

Based on this, the study highlights the importance of a prior preparation as reader that the facilitators need to do when using reading aloud activities in their classrooms. Rehearsing provides to the reader facilitators opportunities to try out new voices and gestures that might become in extra scaffolding to the students’ comprehension and interpretation of texts. Thus, implication in instruction suggests the educators to develop a long-life habit of training as models of reading aloud activities that include rehearsing and attending events of professional development related to reading instruction.

Finally, the present study concludes that the facilitators (enrolled or not in action research) have at their hands the most important tools for improving instructions: self-reflection and peer observation. Concepts about the use of both tools (that can also be used as data collection methods) are presented in the Research and Pedagogical Implications.
References


Howerton, D. R. S. (2006). Middle school language arts teachers' beliefs about reading instruction. The University of Texas at Austin.


Appendix A

Example of Observation
Observación número: 2
Observador: Andrés Camilo Pérez
Fecha: 14 Nov. 2011     Hora: 8:30 am
Lectura: Cuento Tibetano

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>MANEJO DE GRUPO/ AMBIENTE DE LECTURA</th>
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</thead>
</table>
| - A las 8:43 la facilitadora pone una grabación (música chill out) para ambientar. Muestra un libro colorido y súper llamativo que contiene adivinanzas y un cuento.  
- Las adivinanzas son llamativas. Los estudiantes participan activamente para resolverlas.  
- El material es pertinente. La música no es únicamente para ambientar sino también para contextualizar la historia (los sonidos son de oriente y el cuento es del Tíbet). La música atrae a los niños.  
- Las adivinanzas leídas sirven para dar contexto al cuento y más aun a la actividad que se realizará ("Vamos a adivinar con base a unas pistas")  
- Las hojas en los que los participantes deben de resolver la actividad aparentemente están claras de entender. Al comenzar, los participantes están manipulando adecuadamente el material. Pero el material tiene un logotipo que parece distractor, pues los participantes lo | - Tres niños ayudan a la facilitadora a organizar el espacio de lectura, los otros siguen en lo de ellos. La facilitadora con unas pocas instrucciones organiza a los niños.  
- Durante las adivinanzas los niños comienzan a participar rápidamente, no se turnan, lo hacen todos al unísono.  
- La facilitadora ha traído una clase de alfombra y más colchonetas esto hace de la zona de lectura un lugar más agradable para estar.  
- El rincón de la lectura se ubica en el mismo sitio de la vez anterior.  
- Los estudiantes (9:05) están hablando entre ellos, y la facilitadora los llama por el nombre y los hace escuchar  
- Pesar de las distracciones los niños están en calma.  
- A las 9:27 (al final de la lectura) una niña dice "profesora muchas gracias" (Anna) y cuatro niños más ayudan a organizar de nuevo el salón. |
pintan y hacen dibujos sobre y el y detrás del papel.
- La actividad duro 37 minutos (solo una, parece extensa para niños de esta edad).

### ADULTO FACILITADOR
- La facilitadora entra al salón pero no se hace notar. Luego ve que los estudiantes están leyendo y dice “Qué bonitos esos cuentos”.
- Revisa la tarea que tenían con preguntas como “¿Qué tarea teníamos?” “¿Qué es el Tibet?”, pero solo un niño responde adecuadamente y hace que este comparta su consulta con los demás compañeros. Guía su intervención con preguntas sobre la región del Tibet.
- Repasa sobre el último libro leído y pregunta datos sobre el libro: “El ultimo libro que leímos, ¿cómo se llamaba?, ¿Cuál era el autor?, ¿Quién hizo los dibujos?”
- Luego hace que los niños recuerden temas de la clase anterior “¿Qué habíamos dicho de la adivinanzas?”
- Lee muy bien las adivinanzas, en especial las de meteorología.
- La facilitadora hace preguntas para que los niños piensen y analicen la respuesta de las adivinanzas, es decir, da pistas.

### ESTUDIANTES/PARTICIPANTES
- Cinco niños se prestan para empezar la clase (“vamos a leer cuentos de los hermanos Grimm”). Un niño trae unos libros. 3 o 4 niños quieren ver y leer. Expresan sus preferencias: “A mi el gato con botas”.
- Los niños se quedan callados e inician a leer los mini cuentos. Darío está leyendo.
- Los niños se coordinan entre ellos para organizar y escuchar la lectura de la facilitadora.
- Solo un niño busca la tarea sobre el Tibet.
- A las 8:46 am los niños no se concentran aún.
- Los niños responden acertadamente a las preguntas que buscan recordar información sobre el libro leído en la clase anterior.
- Los niños no se organizan bien para recibir los materiales de trabajo. Algunos están acostados, otros sentado, otros arrodillados.
- En la explicación sobre como completar la actividad en el
• Usa las adivinanzas para contextualizar la actividad que se hará con el cuento: “Vamos a predecir cómo continúa el cuento”.
• Debe hacer una prueba para revisar que si entendieron, por eso La facilitadora explica como hacer la actividad y luego indaga para ver si ellos entendieron.
• La facilitadora inicia el ejemplo pero no hace explícito, esto causa que no todos estén enfocados y se pierdan del ejemplo, lo cual puede traer consecuencias negativas para la ejecución del resto de la actividad.
• La facilitadora lee a un buen ritmo, luego pregunta por la respuesta para evaluar las predicciones de los niños: “¿Cuál era la opción?”. 
• La facilitadora pasa muy rápido de leer el cuento a leer las preguntas. En mi opinión, esto da espacio que se enfoquen. La facilitadora pregunta a un niño a contar en qué va la historia.
• La facilitadora pide a Mauricio que diga hasta donde va el cuento. El no responde, luego le pide a Cristian y Darío. Ninguno responde.
• La facilitadora vuelve a contar el cuento, una parte, pero no lo hace explícito. Y luego dice “Podemos seguir”.
• Mientras la facilitadora lee el ejemplo, tres niños a su derecha hablan.
• Algunos estudiantes aciertan a las predicciones. Un niño al lado derecho de la facilitadora juega con un tarro. La facilitadora interrumpe y luego sigue la lectura.
• Irma y otra niña se miran y hablan entre ellas.
• La tercera vez que los niños deben de marcar sus predicciones, los estudiantes en su mayoría aciertan. Un niño no responde bien, esto confirma lo distraído que se encuentra.
• Los participantes aciertan a las opciones (los que están concentrados celebran, los que están distraídos, no hacen celebración de ningún tipo).
• Irma juega mucho con Darío. La facilitadora nota su desconcentración y para hacerlos atender dice “buenas”, a lo que los niños contestan “tardes”.
• Mauricio está demasiado distraído, juega con las cosas que hay a su lado.
• A las 9:10 am, algunos niños están distraídos jugando con lo de la tienda del proyecto de aula.
• papel entregado, los niños hacen gestos como que no entendieron. Luego del ejemplo algunos dicen “Ah, ya entendi”, otro dice “yo había tachado todos”.
• Algunos estudiantes aciertan a las predicciones. Un niño al lado derecho de la facilitadora juega con un tarro. La facilitadora interrumpe y luego sigue la lectura.
• La facilitadora sienta al lado a los más distraídos (Mauricio, Darío, Irma).
• A las 9:17 La facilitadora sigue la lectura y pregunta “¿Cómo les ha parecido el cuento hasta ahora?”
• Constantemente interrumpe la lectura, preocupada por el mal uso que los estudiantes hacen del material y dice “No se coman los marcadores”.
• Antes de leer la ultima parte dice “vamos a terminar el cuento”.
• A las 9:23 la facilitadora hace preguntas sobre el cuento, es decir, el porqué de lo sucedido.
• Luego dice, “¿Qué les pareció el cuento?, ¿de qué se trataba, Irma?” No hay respuesta de la niña.
• A la hora de controlar a los estudiantes le falta un poco de voz para regañarlos con autoridad.
• La facilitadora usa vocabulario un poco fuerte para reprender a dos niños cuya recocha ha sido prolongada. Ellos igual no se inmutan a sus palabras.
• Los niños pintan el logo del material y dibujan detrás del papel. (¿escuchan o dibujan?).
• A la derecha de la facilitadora los niños juegan mucho igual Darío e Irma.
• Los niños están hablando del descanso.
• Cuando la facilitadora les pide que no muerdan los marcadores, muchos estudiantes responden cínicamente.
• A las 9:19, ya no hay forma de encajar a los participantes distraídos en la actividad, pero la facilitadora pone música para ver si se concentran. Parece funcionar con algunos.
• Cuando la facilitadora hace preguntas sobre el cuento, cuatro niños corren hacia la puerta y no la escuchan. Luego no vuelven al espacio de lectura y me hablan a mí. Ya no escuchan a la facilitadora.
• Unos niños empiezan a hablar de los regalos.
• Unos niños preguntan “¿ya?” para ver si ya se acabó la actividad.
• Fueron en total 35 minutos de actividad receptiva.
• Al final uno me pregunta: “¿cómo nos portamos profesor?”
Appendix B

Example of Journal (Reflective Part)

Conocimiento previo sobre el material
Hace algún tiempo, cuando estaba buscando y seleccionando los materiales que iba a usar en esta intervención basada en ciertos parámetros teóricos y personales tuve la oportunidad de encontrarme con este libro de un autor que ya hacia algún tiempo conocía. De hecho buscaba un libro muy específico del autor, del cual al parecer no existen versiones en español. Sin embargo este libro podía unirse con otros libros que ya había elegido para ser usados en la intervención, y junto con ellos podrían construir una unidad del diseño de instrucción con los cuales trabajaría objetivos comunes, parecidos, consecutivos y complementarios. Ya que los libros no son de mi biblioteca personal sino que son de bibliotecas públicas en las cuales tengo suscripción, supe desde un principio que se podían dar inconvenientes de última hora como el no encontrar disponible el libro o los libros que pensaba usar para sesiones próxima. Tal y como lo había anticipado, los libros de la primera unidad no están disponibles, entonces opté por empezar la instrucción con la segunda unidad pero aun así esta clase de problemas alteraron un poco lo planeado. No obstante, pese a esos inconvenientes anticipados pero, de una u otra forma, incontrolables, he podido hasta el momento sacar o por lo menos pensar en sacar el mejor provecho al material disponible. En el caso de esta sesión, y más específicamente del libro que se pensaba usar en esta sesión, la versión que se había pensado no estaba disponible en la biblioteca en el momento de yo solicitarlo. Por consiguiente debí usar otra edición del libro, otra impresión. Sin embargo, esto no estuvo del todo mal, ya que la edición que finalmente usare en esta sesión tiene una cantidad de ventajas, que la hacen, por así decirlo, mejor que la versión que se pensaba usar. Por una parte, la edición tiene un vocabulario un poco mas sencillo, creo que mas latino, que el de la versión de Alfaguara. Si bien las ilustraciones son las mismas (por ser autoría del mismo escritor) en este libro que usare hoy las imágenes son mas grandes puesto que el formato del libro también es mas grande. La fuente de la letra es también mas grande y esta escrita en letra mas gruesa. Algo que pareciera una característica desventajosa de este libro pero que por el
contrario traerá al inicio de esta sesión y a la sesión en si una serie de discusiones y diálogos sobre los libros, las elecciones del libros y el cuidado de los mismos, es la apariencia física del libro que los estudiantes verán en pocos minutos. Es un libro desgastado, un poco desteñido, maltratado, le falta un pedazo de lomo; pero como lo demuestra el resto de la planeación este aspecto del libro será usado para los objetivos mismos de la instrucción.

Conocimiento previo sobre el grupo
Gracias la sesión anterior y a previas observaciones pude diagnosticar mas a fondo el cómo son los estudiantes como lectores, como usuarios de libros y cual es la importancia que la lectura tiene en sus vidas personales, académicas y familiares. En el grupo se destacan hasta el momento tres estudiantes que parecen ser grandes apasionados por la lectura, son por lo general acompañados en casa al momento de leer, tienen acceso a textos de varias clases, y uno es usuario de una biblioteca publica. Entre los demás participantes se podría decir que hay quienes aprecian la lectura, pero es para ellos una actividad académica o escolar y también hay unos que parecen disfrutar de la lectura pero que esta no tiene mayor valor o importancia en sus vidas. Como la clase anterior, como es de usual, faltaron varios estudiantes, en esta sesión quisiera diagnosticar a esos individuos en particular. En general los participantes asumen mi rol y posición en el aula como de autoridad y respeto, por ende en la mayoría de los casos escuchan con atención cuando soy yo quien les hablo. Sin embargo las lecturas están orientadas al dialogo y no monologo, por consiguiente yo debo de interactuar con los participantes, son ellos quien responden a preguntas, yo los guio por la lectura. Por ello, es tan importante que los niños entre sí se escuchen, que respeten al apalabra de un compañero que esta aportando a la lectura en dialogo, que escuchen atentos y en silencio. Estos son patrones de comportamiento que aun no se han podido establecer en el salón durante las lecturas de esta intervención.

Sentimientos antes de la sesión
Esta vez me siento más segura que la primera sesión. Varios aspectos contribuyen en mi seguridad. Por una parte, podría decir que la reacción de los niños para con la lectura pasada y la idea de más lecturas es bastante positiva. Me saldan en la clase de inglés y me dicen que cuándo
les voy a volver a leer. Me entusiasma enormemente esa emoción de los niños. Por otra parte, me siento muy bien con lo que estoy haciendo, me encanta leer a viva voz aunque sé que puede resultar un poco agotador, disfruto el material que leeré, lo he leído y re leído antes de la sesión, siento que ha sido muy bien elegido y que las preguntas planeadas, los diálogos pensados van muy acordes con los objetivos de mi intervención, son verdaderamente atractivos para los niños y contribuyen a su crecimiento como lectores.

No obstante, hay como siempre debe haberlo, unos temores o aspecto de los cuales aun no estoy tan segura como me gustaría. Esta vez he ensayado un poco mas el cuanto tiempo podría tomar la sesión. Creo que no tendré problema con el tiempo, siempre y cuando limite el número de intervenciones. He pensado en algo así como “necesito dos personas que me digan…..” O algo similar. También temo un poco por la indisciplina que se pueda generar en el que desde hoy comenzaremos a llamar “el Rincón de la Lectura” que será un espacio que se ira adecuando paulatinamente en el trascurso de la intervención en donde tomaran lugar las lecturas. Hoy he traído para empezar a darle forma (y color) una tela gruesa color azul oscura que forma un rectángulo grande. Esta hará las veces de tapete sobre el cual los niños y yo nos sentaremos con zapatos y leeremos. La idea es que los niños se sientan cómodos, pero no quisiera que por comodidad los niños comenzaran a acostarse, jugar o hacer otras cosas allí en el Rincón de Lectura. Mi último temor es referente a si funcionaran o no las estrategias para que los niños que no vinieron la sesión anterior, se enteren de lo que se hizo, de lo que se habló y de lo que se leyó en esa sesión. Es de suma importancia que los niños conozcan los tres textos de esta unidad para poder así hacer una actividad que se dirija al objetivo de sugerir un libro

**Sentimientos después de la sesión**

Al final de esta segunda sesión de la intervención es interesante sentir como la motivación hacia ella tanto de parte mía como de los demás participantes es cada vez mayor. Los estudiantes me saludaron con entusiasmo y me preguntaban, aun sin yo haber descargado el maletín, sobre qué libro leeríamos. Algunos, inclusive, tanto de los que asistieron a la sesión anterior, como de los que no asistieron, me han pedido desde un principio que les preste el libro que leímos la clase anterior.
Creo que con respecto al tiempo de la sesión este ha sido justo y suficiente tanto para los niños, como para la lectura (y sus actividades y objetivos), como para mí. Para la próxima sesión tengo planeado traer un libro con más palabras (casi el doble de las que tienen los dos cuentos que se han leído hasta el momento). Esto me preocupa, ya que mantener a los estudiantes concentrados no ha sido fácil. Uno de los aspectos que contribuye a la desconcentración es, sin duda alguna, el ruido en el que hoy por hoy ha comenzado a llamarse “Rincón de la Lectura”. Algo interesante es ver que entre los niños existe un control del ruido. Ellos se dicen entre ellos “Silencio”, “deje leer a la profesora”, o sencillamente se hacen gesto de silencio como el dedo índice sobre los labios. Algunos niños optan por acatar el aviso de sus compañeros, otros persisten con el ruido y me he visto obligada a parar la lectura, para pedir silencio, y tomar fuerzas para mi voz. Leer en voz alta me resulta realmente interesante, es casi que actuar con la voz, cambiar de voces por los personajes, poner tono de suspenso, de admiración. Esto lo he logrado en parte, sin embargo requiere mucha preparación. Antes de cada lectura he leído y releído los cuentos. He ensayado las voces, inclusive he marcado en donde debo de bajar o de subir el volumen de la voz. Los participantes parecen disfrutar de las características que estos aspectos paralingüísticos le dan a las lecturas. Sin embargo a mí me resulta un poco extenuante, especialmente porque en ocasiones vuelvo a leer una misma parte del cuento como para que los niños vuelvan a coger el hilo de este y en ocasiones he tenido que alzar la voz por asuntos externos a las intensiones propias de la narrativa del cuento con el fin único de tener la atención y el silencio de todos los niños. Conservar la voz para que me dure hasta el final de la sesión y para que este viva para la próxima sesión son aspectos en los que debo mejorar como lectora a viva voz.

Aparte de los inconvenientes y preocupaciones que surgieron en esta sesión, hubo también un par de aspectos positivos los cuales considero necesarios remarcar. Ambos están relacionados con el uso del material extra traído para la sesión. En primer lugar, quiero mencionar que el haber traído diferentes libros con diferentes características físicas arrojo una información sorprendente con respecto a las preferencias que tienen los niños al momento de elegir un texto para leer. Entre los libros que se trajeron para que los niños eligieran cual preferían leer, había en su mayoría libros usados, viejos, maltratados, entre los cuales sobresalía por su mal estado el
libro que finalmente se leyó. También había libros muy coloridos, con ilustraciones grandes, otros con títulos interesantes, etc. Me pareció sorprendente el ver como los niños preferían un libro con carátula limpia y con flores llamado Entre Actos de Virginia Wolf a mi libro gastado con ilustraciones de piratas y páginas amarillas de La Isla Del Tesoro de Robert Louis Stevenson. En su mayoría los niños no tienen en cuenta ni siquiera el título del libro. Prefieren juzgarlo por su apariencia física, prefiriendo lo nuevo, a lo viejo inclusive cuando el libro nuevo tiene un título que sugiere poco, e inclusive cuando el libro nuevo es largo y no tiene ilustraciones en su interior. Cuando les presente otros libros, algunos con títulos más juveniles que infantiles, ellos prefirieron los libros infantiles, los de los cuentos cortos y una gran variedad de dibujos. En esta sesión por ejemplo, los niños me pidieron que les leyera en una próxima sesión una de las Historias de Villa Zanahoria, un cuento físicamente muy infantil (con hojas gruesas, lomo reforzado, letra grande). Únicamente dos participantes lograron dar una razón un poco más certeza del por qué preferirían un libro al otro. Una niña dijo que “prefiero el de cuentos de misterio (Edgar Allan Poe) que el de la Isla del Tesoro por que no me gustan los piratas”. Otra niña dijo que le gustaba leer mucho y que por eso prefirió los libros largos que se demoran en acabarse, prefiriendo así Entre Actos a Las Historias de Villa Zanahoria. También a partir de este ejercicio se pudo desarrollar una conversación sobre el cómo se deben tratar los libros. Los niños en su mayoría apuntan a que si los libros son de ellos se pueden tratar de cualquier manera, pero algunos parecieron cambiar de punto de vista cuando se les dijo que ellos podían vender o cambiar ese libro por otro y que si estaba en mal estado pues no les iban a dar mucho dinero por el libro.

El otro aspecto positivo sobre el material extra que se trajo a la sesión es referente a la autonomía hacia la lectura que se puede generar en espacios como este. Luego de terminar la actividad de después de la lectura, algunos niños me pidieron libros prestados, algunos de los que había sacado al principio de la sesión, o el de la sesión anterior. Fueron tantos los niños que me pidieron libros que tuve que sacar del maletín unos libros que estaba cargando allí, que había analizado para traer luego a una sesión para usarlos al final pero que debido a las circunstancias tuve que sacarlos para esta sesión. Así, algunos niños que no habían venido a la sesión anterior leyeron pro su propia cuenta el libro “Disculpe, ¿es usted una bruja?”. Como habían tan pocos
libros para tantos niños, los niños hicieron caso en compartir los libros, así los niños comenzaron a leer mentalmente los libros junto con un compañero, antes de pasar la hoja el que ya había terminado de leerla decía “ya podemos seguir”. Los niños no asumieron esto como una competencia de quien leía más, fue algo verdaderamente autónomo, por el placer de leer. Algunos por el tiempo me pidieron que volviera a traer otros textos otros me pidieron que trajera “cuentos parecidos”. Esto me ha puesto a pensar en extender el “Rincón de lectura” creando un sistema de préstamo de libros para que los niños puedan llevar a casa.

Finalmente, si bien hubo algunos aspectos positivos en cuanto al material extra, también hubo un aspecto negativo sobre el cual debo de reflexionar para las sesiones venideras. En este caso no es referente a los libros extras que se trajeron a la sesión sino a los marcadores, lápices, colores y papeles que se trajeron y se les facilitaron a los estudiantes para el desarrollo de las actividades de después de la lectura. En esa actividad los niños debían dibujar la escena del cuento que más les había gustado y decir que escena era. En su mayoría los niños maltrataron y mal usaron el material. Algunos pintaban con demasiada fuerza con los colores y les quebraban las puntas, las cuales en los intentos por sacarla con el sacapuntas la volvían a quebrar una y otra vez. Con los marcadores fue mucho peor por que los usaban con mucha fuerza hasta hundirles o dañarles las puntas. Por mi parte no tengo problema con que esos materiales que son míos se acaben en esta intervención, de una u otra forma quiero asegurar que esta intervención salga bien, sin escatimar gastos, tiempo, y energía, pero no me parece que los niños al ver que no son cosas de ellos, los maltraten el material. Si el material se daña en esta sesión o en pocas sesiones, luego tendré que comprar nuevamente y el costo de la intervención se aumentaría inoficiosamente. Creo que vale la pena plantear el buen uso del material como un comportamiento necesario en el “Rincón de la Lectura”

**Reflexión sobre la Actividad de Escritura**

Antes de esta actividad los niños habían escuchado el cuento y habían visualizado una a una las ilustraciones del cuento. La idea era que ellos representaran el cuento a su manera, con sus
días ilustraciones sin calcar las imágenes; sin embargo, varios estudiantes insistieron en utilizar el libro para “volver a ver las imágenes” o para calcarlas. Yo reitere que no se podía.

En su mayoría los dibujos demuestran una comprensión por parte de los niños sobre el cuento (las situaciones y personajes). Esto se puede evidenciar en que casi todos los dibujos representan a los tres bandidos (personajes principales) robando o junto a las pertenencias y oro robado (caracterización). También hay ilustraciones que representan el cambio de vida de los tres bandidos, al mostrarlos con niños adoptados (solución y final del cuento).

Únicamente uno de los dibujos no tiene a los tres bandidos sino solamente a dos, y a juzgar por la descripción escrita hecha por el niño no hubo, por lo menos por parte de este individuo, una clara comprensión sobre aspecto relevantes de la historia, como por ejemplo, el que los bandidos sacaba el oro de los carruajes que asaltaban y no de sus cuevas, o que los bandidos Vivian en una cueva y no en una casa común. Lo siguiente es lo que el niño escribió (nótese, sin embargo, que dice tres aunque haya dibujado dos):

“este capítulo representa que los tres malvados roban las cuevas
para traer oro y llevarlo a su casa”

También hubo un niño que represento “cuando todos fueron por la noche a matar la gente”. Esto demuestra una falta de atención y comprensión del texto debido a que esto no era lo que realmente se narra en el cuento.

La mayoría de los dibujos escenifican personajes y acontecimientos en horas del día. Esto se hace evidente en los soles representados sobre las esquinas de los dibujos. No obstante, esto puede entenderse como mal interpretaciones sobre el contexto en el que los robos sucedían, ya que en los dibujos originales del libro, se ve claramente que los bandidos atacan en la noche. Es posible que esto se hubiese podido haber enfatizado desde el momento de la lectura (picture walk) o inclusive desde el principio de la sesión durante la contextualización y abordaje de conocimiento.
previo. Por ejemplo, se pudo haber preguntado en las actividades antes de la lectura “¿A que horas salen más los ladrones en la noche o en el día?”, aquí los niños hubieran opinado de acuerdo a su conocimiento previo y luego al comienzo de la lectura de imágenes se les hubiera podido haber hecho preguntas indirectas como “vamos a ver algunas ilustraciones del cuento y ustedes me van a decir si a estos bandidos les gusta salir de noche o de día”, así los niños no solo hubieran hecho dibujos más certeros después de la lectura, sino también que durante la lectura hubieran podido haber inferido y haber encontrado y evaluado similitudes entre su conocimiento previo y el cuento.

Es importante anotar que en su mayoría los niños al escribir sobre la escena que más les había gustado (la que habían dibujado) cometieron errores de ortografía y solo un par de niños tuvieron en sus escritos errores de sintaxis. Muchos de los textos fueron leídos por mí a medida que los niños iban acabando la actividad. Yo, puse más atención en la extensión y profundidad de las ideas que en la ortografía como tal. Algunos errores fueron:

“… los bandido echando le al caballo pimienta.”

“…los tres bandidos van a ir a robar.”

“Este dibujo representa a que cuando ellos dejan de ser malos y comienzan a ser buenos.”

“…niños adoptados…”

“esta escena representa cuadno la niña esta en el caruaje y el bandido la esta mirando…”

“…escena…”, “…prinsipio…”, “…cojieron…”

Al final no hubo una socializar de los dibujos y escritos. Hubiera sido más enriquecedor la experiencia si se hubiera compartido los dibujos y de pronto si se hubieran dejado exhibidos en algún lugar en el salón, para así premiar a los más atentos, y marcar el recuerdo de aquella lectura. Socializando se hubiera podido corregir problemas de comprensión como los anotados anteriormente.
Appendix C

Example of Retrospective Account
<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>MANEJO DE GRUPO/ AMBIENTE DE LECTURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ “Disculpe, ¿es usted una bruja?” libro impreso</td>
<td>▪ El salón no estaba muy limpio. Faltaron muchos niños. Se ubicaron las sillas en semicírculo y el adulto facilitador estaba ubicada en la parte abierta del semicírculo opuesta al tablero. Los estudiantes están en sillas “universitarias” que al parecer no son muy cómodas para ellos. En estas sillas y en esta disposición de salón trascurren, en su mayoría, el resto de las clases debido a una reciente disposición (hecha en la semana de receso de octubre). El salón solía ser compartido junto con la biblioteca pero recientemente fueron divididos. Sin embargo, varios libros y estantes de la biblioteca aún están dentro del salón. En la parte de atrás del salón, opuesta a la vista de los niños están los artículos que hacen parte de un proyecto de aula llamado “Comprando Y Vendiendo Me Divierto Aprendiendo”.</td>
</tr>
<tr>
<td>▪ Gorro de bruja y peluche de bruja.</td>
<td>▪ En los primeros minutos los niños responden las preguntas en desorden, todos a la vez. Esto genera un ruido no muy propicio para un ambiente de lectura. Se hace énfasis en la importancia del silencio y el orden.</td>
</tr>
<tr>
<td>▪ Los materiales tienen un orden de presentación coherente. Algunos distraen mucho (el peluche) pero logra usarse como una herramienta didáctica en el proceso inicial a la lectura (pre-Reading).</td>
<td>▪ Por sugerencia de un niño se hizo la lectura en el piso. Esto se pretendía plantear para otra semana (sesión numero 2). Sin embargo los demás niños estuvieron de acuerdo con la propuesta.</td>
</tr>
<tr>
<td>▪ La facilitadora permanece con el gorro durante toda la lectura.</td>
<td></td>
</tr>
<tr>
<td>▪ El libro está un poco deteriorado /usado se hace énfasis de que es de una biblioteca pública y esto da pie a una serie de preguntas que sirven para hacer un perfil individual y grupal de los estudiantes participantes como lectores y usuarios de libros y de bibliotecas.</td>
<td></td>
</tr>
<tr>
<td>▪ El libro tiene imágenes altamente vistosas y claras que facilitan a los niños hacer predicciones sobre la historia.</td>
<td></td>
</tr>
<tr>
<td>▪ En la portada está el título, la editorial y el autor del libro. El título tiene dos renglones lo cual hace confundir a algunos participantes.</td>
<td></td>
</tr>
<tr>
<td>▪ Con el libro se intenta explicar cual es el lomo de libro, pero no es muy apropiado para tal asunto debido a que es muy delgado y es grapado.</td>
<td></td>
</tr>
<tr>
<td>▪ El material no solo es usado como material de lectura sino</td>
<td></td>
</tr>
</tbody>
</table>
también para establecer parámetros de comportamiento como lectores. Como coger los libros, el silencio, como guardar los libros, como pasar las hojas de los libros.

- Los niños logran anticipar partes del cuento debido a su estructura/dialogo repetitiva. (“Disculpe, ¿es usted una bruja?”)
- Para algunos niños el libro fue muy infantil. Un par se refirieron a él como “qué bobada”, y otro dijo que las brujas no tenían medias de rayas.

### ADULTO FACILITADOR

- Para comenzar se hacen preguntas sobre qué festividad se estaba celebrando el día anterior (31 de octubre, Día de los niños o de los brujitos) esto se hace para contextualizar el libro y traer conocimiento previo relevante a la lectura (top-down process).
- La facilitadora saca un gorro de bruja y un peluche de bruja que llama la atención de los niños. A ellos se les pregunta con qué objetos, animales o apariencia física se relaciona con las brujas.
- Luego la facilitadora pregunta a los niños sobre qué creen que va a ser el libro que les van a leer (predecir).
- Luego mostrando la portada la profesora pregunta sobre cuál es el título del libro y cuál es el autor. Los niños responden en su mayoría acertadamente; sin embargo, algunos se confunden con el título de doble renglón.

### ESTUDIANTES PARTICIPANTES

- Los niños se acomodaron en el piso sin ver mayor inconveniente en la condición que estaba este. Y algunos se sentaron, otros se recostaron. La facilitadora también tomó asiento y formaron entre todos un círculo.

- Los niños responden con entusiasmo sobre el Día de los niños y de los brujitos. Algunos comienzan a comentar sobre la cantidad de dulces que consiguieron otro sobre que se disfrazaron o sobre que disfrasen que habían visto les llamó la atención.
- Luego cuando el tema se enfocó en las brujas. Se comenzaron a escuchar comentarios referentes a que una niña del salón (ausente) es una bruja. Los niños reconocen que esto es insultante. Pero la facilitadora aprovecha para llamar la atención e indagar si todas las brujas son malas. (se replantea el papel de la lectura para formar valores)
- Al sacar el peluche de bruja muchos niños, en especial las niñas se distrajeron. Querían cogerlo, jugar con él. La facilitadora aprovecha para que le señalen las partes más sobresalientes de
La facilitadora aprovecha que hay un adhesivo en la portada del libro para preguntarles a los niños que si saben o creen saber que es ese adhesivo. Se les aclara que ese libro es de la biblioteca. Se aprovecha para preguntar quienes han ido a la biblioteca, quienes saben dónde queda la biblioteca, que se puede hacer allá, si están suscritos, si tienen bibliotecas en casa y que tipo de libros. Un par de niños compartieron sus experiencias en la biblioteca.

La facilitadora aprovechó que los niños trajeran libros de la casa e indagó sobre si los niños habían leído libros sobre gatos (en la portada del libro hay un gato) para activar procesos intertextuales. Los niños mencionaron títulos comunes como “El gato con botas”. Un niño me menciono “El gato negro”. Esto llamó la atención de la facilitadora puesto que no es literatura infantil. Pregunto por el nombre del autor o sobre que era el libro. El niño dio una idea no muy profunda sobre el libro.

La facilitadora abrió el libro y mostró a todos los niños una de las imágenes del libro y les preguntó qué pensaba que pasaba en esa parte de la historia. Así se hizo hasta un punto marcado en la historia. Luego contó el cuento hasta ese punto volviendo a mostrar las imágenes.

Hace pregunta a los niños para ver si entienden el patrón de una bruja.

Gracias a la primera parte de la contextualización los niños logran predecir en parte sobre que va a tratar el libro.

Algunos niños confunden la editorial con el nombre del autor. Para algunos niños no fue fácil distinguir hasta donde iba el título del libro puesto que el título ocupaba dos renglones.

Los niños se sorprenden al saber que el libro no es de la profesora sino que es prestado de una biblioteca. En su mayoría los niños aseguran que no han ido a una biblioteca, para alguno es un lugar donde venden libros, otros aclaran que no venden sino que prestan y que es diferente a librería. Solo uno está suscrito a la biblioteca pero no sabe muy bien cuanto vale la suscripción. La facilitadora les pregunta que cuanto puede costar la suscripción a una biblioteca en la que uno puede prestar miles de libros y ellos contestan con precios muy altos. La facilitadora comenta que a ella le costó once mil pesos y que para los niños vale cinco mil. Los niños opinaron en su mayoría que les gustaría ir a una biblioteca. El entusiasmo por el proyecto, por la lectura se ve muy alto. Un niño dijo que había ido a la biblioteca. Entonces se le preguntó que como era para que compartiera con los compañeros. Él hablo de que el área de niños era diferente y de que se leía en mesas bajitas o en el piso.
repetitivo en la historia. “¿Qué creen que Horacio va a preguntarle a la señora?” Hace algunas preguntas evaluando la comprensión y cuando llega al punto marcado en la historia hace anticipar el final. Luego lee el final seguido y muestra una a una las imágenes que acompañan el cuento. Al llegar al final hace preguntas sobre el contenido del libro y las percepciones hacia el libro.

Sugirió que se hiciera la lectura en el piso.

• Muchos niños hablaron sobre los libros que tenían en casa y dijeron que los traerían para las lecturas y se las prestarían a la facilitadora. Algunos trajeron unos libros hoy y dicen que en sus casas hay algunos libros. La Facilitadora aprovecha para preguntarles cómo se deben de tratar los libros para que duren.

• Los niños respondieron con entusiasmo sus predicciones sobre el cuento. Algunos niños estaban distraídos entonces a ellos se les hacían las siguientes preguntas o se les pedía que evaluaran como correcto o incorrecto o que complementaran lo que los compañeros habían dicho.

• La mayoría de los niños responden en coro las partes que ya conocen del cuento, como por ejemplo el título que luego se convierte en una pregunta repetitiva hecha por Horacio. Esto demuestra atención.

• Algunos estudiantes consideran que el libro es apropiado para su edad otros dicen que es para niños de menos edad. Algunos niños se identificaron con el personaje del cuento y con las brujitas, puesto que al gato Horacio y las brujitas les gustaba leer.
Appendix D

Example of Field Note

Fecha: 8 de noviembre de 2011
Hora: 8:45 am
Clase: 3
Numero de estudiantes: 18 asistentes de 18 estudiantes

Trabajo hecho: Libro leído: 3 Brujas

Ambiente de Lectura

Las actividades antes y durante la lectura se hicieron en el espacio creado para esta intervención, el cual se le ha dado el nombre de Rincón de la Lectura. Este espacio está ubicado dentro del...
salón de clase en el que los participantes reciben la mayoría de las de demás clases de diferentes asignaturas a diferencia de sistemas y educación física. Ya que el salón es grande, se pudo adecuar un espacio en el mismo pero a parte del espacio en el que los niños permanecen para el resto de las clases, esto quiere decir que el Rincón de Lectura es un espacio en el salón, pero que no cambia la ubicación de los pupitres de los niños. Para ser más exactos, el Rincón de Lectura esta ubicado hacia el fondo del salón (parte del salón que se muestra en la imagen), limitando con la biblioteca.

Como la idea es ir adecuando el espacio en un proceso paulatino, hoy se han traído unas colchonetas con forros de colores y un cojín (no incluido en la imagen) para que los estudiantes y la facilitadora se sienten en ellos y se sientan más cómodos durante las lecturas.

Se han escogido colores vivos para darle más vida al salón y al espacio de lectura como tal. Las colchonetas tienen forros solo en la parte de encima, y por debajo tienen resortes de esta manera se pudo ahorrar un dinero en tela, usando solo lo necesario par cubrir las colchonetas. Todas las telas usadas son fáciles de lavar, así, los participantes pueden usar los zapatos sobre el Rincón de Lectura. El tapete, el cual ya se había usado la clase anterior, se fija a las baldosas usando cinta adhesiva gruesa transparente sobre los costados y las esquinas.

Aun queda el Rincón de Lectura topando con el lugar en donde se mantienen los artículos creados por los estudiantes para el proyecto de aula. Estos artículos son muy atrayentes para los participantes y en ocasiones la proximidad del Rincón de Lectura a ellos ha facilitado que los estudiantes se distraigan jugando con ellos. En la imagen, los artículos se representan con cajas y juguetes, pero en realidad son artículos muy didácticos, coloridos e interesantes.

También se encuentra topando con el Rincón de Lectura la casita de niños, la facilitadora decidió sentarse sobre un cojín a la entrada de este par que los niños no se entren allí, aunque algún os lo hacen a través de las ventanas de la casita de niños.

El ruido de la calle perturba un poco la comodidad del salón. La luz natural que entra por las pequeñas ventanas no es suficiente para iluminar el salón de clase, entonces se debe respaldar con luces artificiales (lámparas) ubicadas en el techo del salón.
La silla universitaria que se ve en la imagen representa el lugar en el cual el observador invitado estuvo ubicado durante la sesión. Este es un lugar fuera del Rincón de Lectura pero con acceso a visual y auditivo a lo que pasa en el mismo. El pupitre proporciona comodidad al observador para tomar las notas respectivas.

**Funcionamiento del grupo**

En general el grupo recibe con entusiasmo las adecuaciones que se han traído para esta sesión en el Rincón de Lectura. Varios se nombran voluntarios para ayudarme a acomodar el espacio, demostrando así una gran motivación a la intervención y una cierta premura por que la lectura de este día comience. Los niños fueron dejando lo que estaban haciendo en otras materias y se fueron acercando al espacio de lectura, algunos se acomodaron a la ligera en las colchonetas, luego por orden mía se pararon y luego hicimos un círculo y luego nos sentamos todos al mismo tiempo. Esto fue bastante ordenado. Sin embargo, aun había estudiantes que querían estar en los pupitres, por que en las colchonetas no cabían todos. Otros querían era meterse a la casita de niños, a la cual yo tape uno de los accesos al sentarme al frente de la puerta. Al parecer para algún os participantes era muy incomodo el sentarse en posición de loto, con la piernas cerradas cruzadas; entonces, estiraban las piernas e incomodaban a otros compañeros.

En especial las niñas son muy atentas a la lectura, muy participativas y sobre todo muy interesadas en el proyecto, de que yo me siga sintiendo cómoda ejecutando la intervención con ellos. Ellas ejercen cierto control sobre el grupo, para que yo y todos los demás nos sintamos bien. Si algún o de los niños esta haciendo mucho ruido o molestando constantemente, ellas suelen decir “silencio, no ve que la profesora esta leyendo”.

El grupo de niños se puede dividir en varios tipos de niños. Están quienes no participan en lo absoluto aun cuando permanecen callados y atentos, pero parecen no estar muy cómodos haciendo comentarios en el grupo. También están quienes permanecen en silencio y están muy conectados con la lectura, con las actividades y son participantes activos. También hay un grupo de estudiantes que no pone atención, hacen mucha indisciplina y no logran concentrarse ni respetar ninguna de las actividades. Gracias a conversaciones con el observador, pude darme cuenta de otro grupo de estudiantes que parecen muy dispersos, por su indisciplina, por que se
paran, conversan con otros compañeros y sus comportamiento se podría decir no es el mejor para el Rincón de Lectura, pero sorprendentemente los niños que hacen parte de este grupo son medianamente participativos, pero sus aportes son muy valiosos, por ejemplo, logran hacer inferencias y predicciones muy acertadas.

El grupo en su mayoría respeta mucho mi autoridad y se preocupan por mi comodidad. Quienes consideran valioso mi trabajo con ellos me lo hacen saber con comentarios como “muchas gracias profesora”. Mis sugerencias han sido acatadas por muchos niños y muchas niñas tanto en el contexto escolar como familiar. Ellos llegan diciendo que han leído esos días, otros cuentan que le han contado (no leído) el cuento que habíamos leído en clase a algún familiar y que el familiar quiere ver las imágenes. Hay un interés muy grande en que haya libros para que ellos se lleven a casa.

**Actuación de los estudiantes**

El día de hoy hubo por primera vez un observador invitado al salón. El observador permaneció fuera del Rincón de Lectura en un espacio desde donde podía tener acceso visual y auditivo de lo que acontecía en el espacio de lectura y en el resto del salón durante la sesión de lectura. Su presencia causó en un principio mucho interés por los participantes quienes me preguntaban quién era “ese profesor” y por qué estaba allí. Les expliqué que era alguien que venía a colaborarme a mí con el proyecto que estaba llevando a cabo con el grupo, que si se portaban bien el decidiría volver o no, seguirme ayudando o no. Muchos estudiantes se acercaban a él, algunos intentaron ubicarse en un lugar en el que él no los pudiera ver directamente, por ejemplo detrás de un compañero. Otros, por el contrario, prefirieron lugares en el que el observador los viera más directamente y constantemente durante la lectura volaban a mirarlo. Algunos niños decidieron hacerse notar de manera negativa ante la presencia del observador y se paraban, gritaban y se comportaban causando indisciplina. En la actividad de después de la lectura, en la que se usó al observador Andrés como destinatario de notas en el que los estudiantes le recomendaban uno de los tres libros leídos en la primera unidad, algunos os estudiantes parecieron haberse sentido con la suficiente confianza para acercarse al observador a hablarle a él directamente. Esto me pone a pensar que la presencia de él en el salón es más positiva que
negativa, los estudiantes se sienten cómodos con su presencia aunque no falta quien siempre quiera llamar la atención con recocha y ruido.

En un principio los estudiantes se entusiasmaron mucho con las adecuaciones del Rincón de Lectura, hasta tal punto que todos querían estar ahí, sin compartir el espacio. Esto provocó indisciplina y ruido al comienzo de la sesión. Luego se dijo que había espacio para todos y que si no era posible que todos nos acomodáramos sería necesario levantar las colchonetas, el tapete y hacernos todos en el piso. Los estudiantes prefiriendo acomodarse, compartir, antes que sentarse directamente sobre las baldosas.

Las niñas en particular quisieron tomar la vocería en el momento de recontar los cuentos que ya se habían leído. Guíe sus intervenciones por medio de preguntas y recuentos erróneos de las historias. Los niños demostraron ser más eficientes en el aprendizaje de nombres, títulos, nacionalidades y datos sobre los libros. La participación de ambos géneros llevó a recordar eficazmente los dos cuentos leídos en sesión es anteriores.

Los estudiantes lograron hacer referencias intertextuales entre los libros leídos en la primera unidad. En un principio, señalaron relaciones de forma, como el título y las palabras que se encontraban en más de un título de un cuento. Pero la final de la lectura lograron señalar relaciones más profundas, de contenido, como el hecho de que las 3 brujas del cuento de Solotareff habían cambiado por los niños al igual que los tres bandidos del cuento de Ungerer.

Algunos participantes dan indicios de crecimiento de su interés y por consiguiente autonomía hacia la lectura puesto que al final de la sesión me han pedido prestado libros para ellos leerlos durante el descanso, inclusive algún os me han pedido que si los pueden llevar a casa. Otros se acercaron a preguntarme fuentes de internet de la cual pueden bajar libros e imprimirlos como lo hice yo con el libro que les compartí el día de hoy. Esto es muy motivante para mí como facilitadora.

**Comentarios interesantes y comunes hechos por los estudiantes**

Lamentablemente en el grupo hay uno que otro problema de relaciones interpersonales. En especial hay un caso con una niña Irma a quien molestan mucho por su físico, su nacionalidad,
su comportamiento y quien suele caer muy mal en especial con los niños. Ella no estuvo en la primera sesión en la que se leyó un cuento llamado “Disculpe, ¿es usted una bruja?”. En aquella ocasión, cuando intentaba contextualizar el cuento, un par de niños dijeron que sí conocían una bruja y que se llamaba Irma. Para entonces no le presté mucha atención a esta situación, pero en el comienzo de esta sesión, cuando estaba mostrando las imágenes de las brujas, varios niños incidían en decir que las imágenes se parecían a Irma. Ella estando presente no decía nada. Algunos de los demás compañeros se reían de este comentario tan despectivo. Entonces, no sé si bien o mal, opté por decir que esas brujas no se parecían en nada a Irma y que más bien se parecían a aquellos que estaban haciendo los comentarios en contra de Irma. Casualmente todos aquellos que reiteradamente hacían los comentarios tienen un nombre en común: Juan. Entonces, a medida que en el cuento se iban presentando las brujas, le iba cambiando el nombre a las brujas por Juan; así, las brujas ya no eran Escri, Esqueli, Escoli, sino Juan Ca, Juan Di y Juan Ma. Esto hizo que estos niños no molestaran más a Irma diciéndole bruja. También los convirtió en participantes de la historia, entonces ellos pusieron mucha atención. Además, fue necesario ir haciendo cambios en la historia, como cambiar adjetivos femeninos a masculinos. En alguna ocasión a mí se me olvidaba, y decía por decir algo “Juan D era muy mala” y los estudiantes me corregían “malo”. Esto me sirvió para ver el nivel de concentración de los participantes. Gracias a la secuencia de la actividad, que comenzó recontando, recordando los primeros libros leídos, seguida de la lectura de un nuevo libro, fue posible que los estudiantes establecieran y señalaran similitudes entre los cuentos. Los estudiantes no solo encontraron relaciones intertextuales de forma, como por ejemplo “el primer libro tiene la palabra bruja y el ultimo también” o “el libro anterior eran tres bandidos y ahora son tres brujas, el mismo numero de malos”, sino que también hallaron relaciones de contenido, para lo cual necesitan comprensión de todos los textos. Algunos dijeron por ejemplo “no se parece tanto al primer libro, sino más al segundo por que los malos cambiaron”.

Finalmente, de los comentarios más interesantes y motivantes que hicieron los estudiantes en esta sesión fueron referentes al gusto, ánimo e interés que le tienen al proyecto. Algunos estudiantes, casos específicos, se acercaron a mí a decirme “gracias profe”, o “no veo la hora de que ya sea el día de la otra lectura”, o inclusive “gracias profesora por traer esos libros tan bonitos”. Estos comentarios son muy motivantes para mí. Quisiera yo que fueran hecho por
estudiantes de contextos más conflictivos, con mayores dificultades académicas, pero me parece que en un periodo muy corto se ha hecho evidente un cambio en las actitudes de algún os estudiantes y eso me llena de satisfacción. Espero poder seguir impactando a estos estudiantes y a los demás participantes.

Problemas disciplinarios, manejo de grupo, dilemas:
Los problemas disciplinarios que más se destacaron en esta sesión son los referentes al trato interpersonal (caso específico con Irma), al manejo del espacio compartido del Rincón de Lectura y a la manipulación de artículos ubicados cerca al Rincón de Lectura.

En primer lugar, creo que haber llamado brujas a quienes insultaban a Irma como bruja, sirvió para que los estudiantes, en especial los niños entendieran que ese tipo de insultos no serán bien recibidos en el salón, en particular en el Rincón de Lectura. Si bien no se han usado los libros para enseñar valores, si hemos hablado un poco de que no se puede discriminar a las personas (por ejemplo con Horacio el personaje de la primera lectura) pero los estudiantes parecen ser capaces de entender significados, enseñanzas que pueden tener los cuentos pero no los llevan a la vida diaria. De ser necesario seré más enfática y directa con el hecho de que no se puede insultar ni de frente ni a las espaldas a nadie bajo ninguna razón.

En segundo lugar, me parece preocupante el hecho de que algún os participantes se sientan dueños y amos del Rincón de Lectura. Este es un espacio creado para compartir, es tan mío como de cada uno de ellos. No obstante, algún os estudiantes, niñas y niños, han preferido tomar una posición como de controladores del espacio. En parte es posible que algún os de ellos hagan esto para fomentar la disciplina en el lugar, pero cualquiera que sea la razón, este comportamiento lo único que ha hecho es generar más indisciplina en el Rincón de Lectura. Por ejemplo, hay una niña que insiste en que debe sentarse al lado mio, eso puede estar bien, pero que al lado de ella no pueden ir una gran cantidad de niños. Entonces ha habido casos que los niños se quieren hacer cerca de mí, posiblemente para escuchar mejor y ver más de cerca los dibujos, pero esta niña no los deja. Me ha tocado decirle respetuosamente que cambie de lugar con alguien mas, con alguien que quería tener más cerca de mí por que ha estado muy disperso en otras ocasiones. También, hay niños que les dicen a otros que no se hagan al lado de ellos que por que ahí van los
más amigos. Estos problemas seguramente tienen su origen afuera del Rincón de Lectura, pero este espacio no puede permitirse ser la prolongación de los mismos.

Finalmente, el tercer dilema que arroja esta sesión, que también estuvo presente en sesión es anterior pero que esta vez ha tomado más importancia es la proximidad que existe entre el Rincón de Lectura y los artículos del proyecto de aula. Algunos niños que se han sentado hacia el costado del Rincón de Lectura que esta más cerca a los artículos del proyecto de aula han pasado gran parte de la sesión tocando los objetos, jugando con ellos, desconcentrados. Quiero encontrar una forma en el que dejando el espacio de lectura donde está establecido pueda bloquear el acceso de los niños a estos artículos que son muy distractor. Veré si es posible moverlos de ahí, de lo contrario buscare algún a manera de crear un cerco entre esos artículos y el espacio de lectura.

**Ideas, inspiraciones, cosas que salieron bien:**
Durante esta sesión hubo varios aspectos de la planeación y de la instrucción que funcionaron bien. Uno de ellos, relacionado directamente con uno de los objetivos principales de la sesión, fue el por medio de actividades y preguntas guías lograr que los estudiantes encontraran y señalaran similitudes entre los textos leídos. Hacer relaciones intertextuales es propio de un buen lector, es parte de la formación de conceptos y experiencias narrativas que vivimos durante toda la vida como lectores. El hecho de que los estudiantes hayan tenido la oportunidad de analizar las similitudes de forma y contenido entre los diferentes textos que conforman la primera unidad les podrá ayudar a hacer lo mismo con otros textos que lean o que ya hayan leído. Puedo concluir que este objetivo que forma parte de la primera unidad ha sido alcanzado y eso me llena de mucha satisfacción.

Uno de los factores que contribuyo a que la mayoría de los estudiantes pudieran haber encontrado estas similitudes aun sin haber estado presentes en las tres sesión es fue la socialización y recuento de las historias que se hizo al comienzo de la sesión. Así, quienes no habían escuchado los otros cuentos pudieron tener una idea clara de los personajes, eventos y trama de los cuentos. Considero que todas las sesión es deberían empezar con un recuento de lo
que se ha hecho hasta entonces, de lo último que se leyó y que se aprendió en el Rincón de la Lectura.

También funcionó bien el haber pedido a los estudiantes que recomendaran uno de los cuentos a una persona que no los había leído. En esta actividad usé como destinatario al observador invitado. Los estudiantes fueron muy motivos frente a este trabajo. Creo que eso sirvió también para quebrar el hielo que podía haber entre algún os participantes y Andrés como persona externa al grupo. Sin embargo, este no era el objetivo de la actividad, sino el de explorar las prioridades de los estudiantes, sus preferencias y la manera como las comunican. Fallé en no haber expuesto antes a los participantes a recomendaciones de cuentos, en las que claramente ellos hubieran podido notar que el final de los cuentos no es contado con la intención de que quien lee la recomendación quede con la intriga de lo que pasa en el cuento.

Sin lograr predecir sus alcances con anterioridad, también salió muy bien el haber tenido libros cortos y otros cuentos para que los estudiantes más autónomos leyeran después de la sesión. Es interesante ver como los participantes se van sintiendo más cómodos con la presencia de libros y como ellos mismos se van apropiando del espacio de lectura para sus mismos intereses y necesidades. Esto lo digo, por que algún os de los participantes, luego de terminar la actividad de después de la lectura, regresaron al Rincón de Lectura y tomaron los otros libros pequeños que había traído y comenzaron a leerlos. Ahora lo que debo pensar es en cómo hacer para que ellos puedan llevarse esos libros a casa y asegurarme que me los devuelvan. Hoy una niña me pidió un libro y se lo presté pero igual tengo el temor de que me lo devuelva en mal estado o que se le quede en casa.

**Incidentes interesantes**

En la sesión hubo un par de incidentes interesantes. Uno es sobre la adecuación del espacio de lectura y el otro sobre la presencia del observador invitado. En primer lugar, los estudiantes, la profesora del grupo y hasta el observador se sorprendieron con los objetos que se trajeron para esta sesión para hacer adecuaciones y mejoras en el espacio de lectura. Todos tomaron positivo el hecho de tener un lugar en el salón lleno de color. Los estudiantes querían estar todos en el, les parecía bonito y llamativo. Saben que en ningún otro salón tienen este tipo de espacios y que
prácticamente ellos son los únicos “privilegiados” (según la profesora) de contar con un espacio así para una actividad tan agradable como lo es leer en grupo. En un principio se habían puesto las colchonetas sobre el tapete, pero el espacio se reducía mucho y no cabían los estudiantes, entonces se corrieron un poco para afuera del tapete y así cupieron más estudiantes. Las colchonetas no son lo suficientemente grandes para que todos los estudiantes quepan; por eso algunos en un principio sin mayor problema acercaron pupitres aun queriendo escuchar la lectura. Pero la idea es que todos estemos en el mismo lugar, compartiendo este espacio, entonces se hizo lugar para todos y se establecieron algunas reglas como lo de no estirar los pies para que todos cupiéramos. Al inicio y al final de la sesión hay siempre voluntarios para ayudarme a recoger el Rincón de Lectura, el cual no puede permanecer ahí aun en los días que no haya sesión de lectura puesto que este espacio se usa para otros propósitos escolares en otras clases. Los voluntarios esta vez fueron estudiantes cuyo comportamiento no es muy bueno, puesto que hablan con los demás compañeros de otros asuntos diferentes a la lectura, pero son estudiantes que de una u otra forma están motivados con la intervención y han logrado demostrar un nivel de comprensión de los textos que se han compartido.

Otro incidente interesante hace referencia a la presencia del observador invitado en el aula, afuera del Rincón de Lectura. Muchos estudiantes optaron por hacerse notar a su manera, dando a entender que sabían el por qué Andrés esta en el salón. Algunos fueron más participativos que otros días, y otros fueron más indisciplinados que nunca. Yo también hice en algún momento el papel de observadora y me supuse que algo así iba a pasar con ellos. Pero lo interesante es ver que también había en un principio un grupo de estudiantes que tenían mucha incomodidad con la presencia de Andrés, pero fueron estos mismos los que luego se acercaron a él a hablarle, de tal manera que con un tiempo corto los estudiantes se sintieron en confianza con el observador invitado.
Appendix E

Format Developed to Compile Categories during the Data Analysis
<table>
<thead>
<tr>
<th>Possible finding</th>
<th>Given category</th>
<th>Method</th>
<th>Research Questions</th>
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Fecha y hora:
Jueves 3 de Noviembre de 2011, 10:20 am

Numero de asistentes/numero de estudiantes:
15 asistentes de 18 estudiantes

Información sobre el libro
Los Tres Bandidos    Tomi Ungerer    Alfaguara    2005, Bogotá    Lectura

Objetivos de la sesión
Esta sesión tiene como objetivos principales y específicos:

• Explorar prioridades para la elección de libros.
• Recalar el valor de un libro por su contenido y no por su apariencia.
• Incentivar, construir y establecer patrones de comportamiento y de buen uso de los libros y de los espacios destinados para la lectura.
• Fomentar ideas para la recuperación y restauración de libros
• Establecer el predecir como un que hacer necesario en la relación libro-lector.
• Incentivar el dialogo y conversación alrededor de un libro y la lectura.
• Establecer patrones de comportamientos adecuados durante las lecturas en diálogo y las lecturas en voz alta.
• Explorar un texto por medio de sus imágenes, incentivar la creación de hipótesis (predicciones) sobre los acontecimientos que suceden en la historia. Dar espacio para corroboración y evaluación de las predicciones
• Recalar la importancia del conocimiento previo en el proceso de lectura (top-down process). Guiar por medio de preguntas el vocabulario y conceptos previos que le serán útiles a los participantes para la predicción y comprensión del texto.
• Utilizar textos relacionados con contextos y acontecimientos de la vida real.
Actividades

Antes de la lectura
En esta sesión antes de la lectura se han planteado diálogos sobre temas y objetivos diferentes. En primer lugar, con el fin de que los estudiantes que no estuvieron en la sesión anterior tengan una idea del cuento que se leyó y para que los estudiantes que sí estuvieron logren recordar el cuento se han planteado varias preguntas que buscan guiar a los estudiantes que sí asistieron en el recuento que ellos le harán a los estudiantes que no asistieron. En segundo lugar, se explorará un poco los criterios que tienen los niños para elegir el material de lectura. La elección del que leer es un que hacer del lector, sin embargo es un aspecto en el cual influyen varios criterios personales que no siempre están basados en conocimientos literarios, sino que se delimitan por aspectos físicos tales como el grosor (extensión) del libro, la presencia o no de imágenes, los colores del libro y claramente su estado físico (nuevo o viejo). Para formar en los participantes criterios más finos sobre la elección del material de lectura, se han traído a la sesión varios libros de mi colección personal y de bibliotecas, de títulos, autores y géneros diferentes. Algunos muy viejos, otros más nuevos, algunos largos y otros más cortos, unos con impresiones coloridas y otros con impresiones sencillas. Con ellos se hará un ejercicio en el que a los niños se les preguntara sobre cual libro preferirían leer. Tendremos una charla corta pero de suma importancia sobre el como se deben de tratar los libros propios y los libros prestados. Luego se tomará el libro que finalmente se va a leer y se harán preguntas de reconocimiento de aspectos del libro, como el autor y el título. Consiguiente a ello se hará una pequeña reseña del autor e ilustrador Tomi Ungerer. Finalmente se harán preguntas para contextualizar y traer a la lectura conocimiento previo relevante. El siguiente cuadro divide las preguntas en los cuatro objetivos del inicio de la sesión, muestra las preguntas que se piensan hacer y su orden propuesto y las respuestas esperadas.
<table>
<thead>
<tr>
<th>Objetivo de la Pregunta</th>
<th>Pregunta</th>
<th>Respuesta Esperada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recordar el cuento leído la clase anterior y narrarlo para los participantes que no vinieron la sesión anterior</td>
<td>¿Quién me puede colaborar diciéndole a los compañeros que faltaron a la clase anterior qué fue lo que hicimos?</td>
<td>&quot;leímos un libro&quot;</td>
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<tr>
<td></td>
<td>¿Quién se acuerda como se llamaba el libro y el autor del libro?</td>
<td>&quot;el libro se llamaba &quot;Disculpe, ¿es usted una bruja?&quot;&quot;, &quot;la escritora del libro se llamaba Emily Horn&quot;</td>
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<td>Necesito una persona que nos recuerde el inicio del cuento, ¿quién era el personaje principal, cómo se llamaba y qué pasaba con él?</td>
<td>&quot;el personaje principal era un gato negro llamado Horacio que leyó en un libro que a las brujas les gustaban los gatos negros, entonces el decidió ir a buscar una bruja para que lo adoptara&quot;</td>
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<td></td>
<td>Ahora quisiera que alguien nos recordara cómo le fue a Horacio buscando a la bruja, qué pregunta hacía y en dónde concluyó su búsqueda.</td>
<td>&quot;Horacio le preguntó a varias personas que si eran brujas, las personas se asustaban, se reían y le gritaban. Él estaba triste y finalmente encontró varias brujas en una biblioteca&quot;</td>
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<td>¿De acuerdo a lo que escucharon de sus compañeros, les parece interesante el cuento, les gustaría leerlo?</td>
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<tr>
<td>Indagar sobre las prioridades de los niños para elegir un libro y discutir sobre cómo se deben de tratar los libros</td>
<td>¿Cuáles de estos libros creen ustedes que son míos y cuales son de bibliotecas?</td>
<td>&quot;los de la biblioteca tienen un sello y un adhesivo con números&quot;</td>
</tr>
</tbody>
</table>
¿Tenemos todos nosotros la oportunidad de ir a la biblioteca y leer miles de libros o tenemos que comprar los libros y tenerlos en nuestras casas?

"si, podemos ser usuarios de bibliotecas totalmente gratis o podemos pagar y llevar libros a casa"

¿Entre estos libros, cuál erigirían ustedes para leer?

¿Qué pensarían ustedes si entre todos estos libros yo eligiera leerles este *(Los tres bandidos)*?

¿Por qué creen ustedes que este libro esta así de deteriorado?, ¿será que así se lo dieron a la biblioteca?

"no, alguien demás que lo daño"

¿Qué podríamos hacer con este libro para que más niños puedan leerlo, y para que no lo ignoren por su feo?

"restaurarlo", "ponerle otra portada", "volverlo a coser", "limpiarlo"

¿Y qué podríamos hacer nosotros con los libros nuestros y los de las bibliotecas o de las demás personas para que los libros no se deterioren así como este?

"cuidarlos mejor"

¿Cómo cogemos los libros?, ¿cómo pasamos las hojas?, ¿esta bien si comemos o tomamos algo sobre los libros?, ¿puedo rayar los libros prestados?

¿Quién me puede señalar el título del libro?, ¿cómo se llama el libro que vamos a leer hoy?

"Los tres bandidos"

¿Quién escribió este libro?

"Tomi Ungerer"

¿A ustedes alguna vez les han robado, o han escuchado de alguien a quién hayan asaltado?

"si"
De acuerdo a lo que les ha pasado con los ladrones o lo que han escuchado de ellos, ¿cómo son los ladrones, los bandidos?, ¿qué ropa usan?, ¿usan o no armas?, ¿qué armas usan?, ¿qué hacen con lo que roban?, ¿dónde lo esconden?, ¿en qué lo gastan?, ¿los ladrones roban solos o en grupos?

"los ladrones son muy groseros, usan cuchillos y pistolas, roban para comprar droga y artículos caros, se esconden en las casas"

¿Creen ustedes que las personas malas como los ladrones pueden cambiar y volverse buenas personas?, ¿cuál sería un motivo para este cambio?

Durante la lectura
En su mayoría la lectura trascurre con una lectura de imágenes, seguido a unas preguntas de predicción y de la lectura del texto a viva voz por parte de la facilitadora y finalmente unas preguntas de comprensión o de corroboración de concentración. También se harán preguntas para verificar si los participantes entienden o no las palabras que se habían pensado pueden ser desconocidas para ellos. Nuevamente la lectura se hará por tramos y no de seguido para así garantizar el dialogo en y a partir de la lectura. El primer tramo termina en el momento en que los personajes son presentados junto con sus armas. El segundo tramo ira hasta donde el cuento muestra como operan los bandidos sus robos. El tercer tramo ira hasta donde los bandidos van a su guarida y guardan los artículos robados. El cuarto tramo va hasta donde los bandidos atacan un carruaje que lleva a una niña (Clímax). El quinto y último tramo (la solución y el final del cuento) se leerá a medida que se muestran las imágenes que lo acompañan.

<table>
<thead>
<tr>
<th>Objetivo de la Pregunta</th>
<th>Pregunta</th>
<th>Respuesta Esperada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predecir</td>
<td>¿Qué es esto que llevan puesto los bandidos?</td>
<td>&quot;sombreros y capas&quot;</td>
</tr>
<tr>
<td></td>
<td>¿Qué son estas armas y como será que las usaban los tres bandidos?</td>
<td>&quot;una escopeta&quot;, &quot;una hacha&quot;, &quot;para asustar a las personas&quot;, &quot;lo otro no sé sabe muy bien que es&quot;</td>
</tr>
<tr>
<td>Corroborar concentración</td>
<td>¿Cuáles eran las armas que usaban?</td>
<td>&quot;una escopeta, un fuele y un hacha&quot;</td>
</tr>
<tr>
<td>Leer e interpretar imágenes</td>
<td>¿Dónde atracaban los bandidos?</td>
<td>&quot;en los caminos&quot;</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Cómo se sentían las personas al verlos?</td>
<td>&quot;muy asustados&quot;</td>
<td></td>
</tr>
<tr>
<td>Verificar vocabulario</td>
<td>¿Qué querrá decir que los &quot;desvalijaban&quot;?</td>
<td>&quot;que les robaban las cosas de valor&quot;</td>
</tr>
<tr>
<td>Corroborar comprensión</td>
<td>¿Cómo se distribuían el trabajo los tres bandidos y cómo usaban sus armas?</td>
<td>&quot;uno le echaba pimienta a los caballos, el otro partía las ruedas de los carruajes y el otro amenazaba la gente con la escopeta&quot;</td>
</tr>
<tr>
<td>¿Ellos mataban gente?</td>
<td>&quot;no&quot;</td>
<td></td>
</tr>
<tr>
<td>Predecir</td>
<td>¿Qué creen que hacían los bandidos después de atracar a las personas en los carruajes?</td>
<td>&quot;esconderse&quot;, &quot;salir corriendo&quot;, &quot;huir&quot;</td>
</tr>
<tr>
<td>Corroborar comprensión</td>
<td>¿Dónde se escondían los bandidos?</td>
<td>&quot;en una cueva a lo alto de la montaña&quot;</td>
</tr>
<tr>
<td>Predecir</td>
<td>¿Qué creen ustedes que los bandidos hacían con los tesoros que robaban?</td>
<td></td>
</tr>
<tr>
<td>¿Qué van a hacer los bandidos esta noche?</td>
<td>&quot;ir a robar&quot;</td>
<td></td>
</tr>
<tr>
<td>¿Solo hay una niña en el carruaje, qué irán a hacer con la niña?</td>
<td>&quot;la van a secuestrar, a matar&quot;</td>
<td></td>
</tr>
<tr>
<td>¿Cómo se siente la niña?</td>
<td>&quot;ella está tranquila&quot;</td>
<td></td>
</tr>
<tr>
<td>Corroborar comprensión</td>
<td>¿Por qué los bandidos se llevaron a la niña?</td>
<td>&quot;porque creyeron que algún familiar iba a pagar por el rescate de ella&quot;</td>
</tr>
<tr>
<td>¿Alguien reclamó a la niña?</td>
<td>&quot;no, la niña era huérfana&quot;</td>
<td></td>
</tr>
<tr>
<td>¿Qué hacían los bandidos con el dinero que robaban?</td>
<td>&quot;lo guardaban&quot;</td>
<td></td>
</tr>
<tr>
<td>Predecir</td>
<td>¿Qué creen que va a pasar con la niña que nadie reclama y los tres bandidos?</td>
<td></td>
</tr>
</tbody>
</table>
Después de la lectura
Se harán preguntas de comprensión e interpretación, como también preguntas que buscan ver las percepciones que los niños tienen hacia el cuento. Así pues, los niños tendrán un espacio para decir que les gusto o no del libro, que enseñanza pueden sacar del cuento y si recomendarían o no este libro. Finalmente habrá un espacio de tiempo para que dibujen la escena del cuento que mas les gusto, junto con el dibujo debe de haber una explicación diciendo que escena del cuento es. Los materiales serán prestados.

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<tr>
<td>Corroborar comprensión</td>
<td>¿Qué paso al final del cuento?</td>
<td>&quot;porque se dieron cuenta que con el dinero que tenían podían hacer algo bueno por los niños huérfanos&quot;</td>
</tr>
<tr>
<td></td>
<td>¿Por qué cambiaron los bandidos?</td>
<td></td>
</tr>
<tr>
<td>Indagar sobre las percepciones hacia el cuento y su relación en la vida cotidiana</td>
<td>¿Será posible que algunos de los bandidos puedan cambiar?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¿Qué tal les pareció el cuento?, ¿Tienen algo para decir de él; algo que no les haya gustado o algo que les haya gustado?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¿Recomendarían este libro a alguien o se lo leerían a alguien?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¿Hubieran preferido leer el libro solos o les gusto que se les leyera en voz alta?</td>
<td></td>
</tr>
</tbody>
</table>

Actividad Después de la Lectura

Tarea:
Dibujar una escena del cuento que les haya gustado y escribir que parte del cuento representaba el dibujo.

Materiales
Marcadores de varios colore y grosores de mina, lápices colores y hojas de papel bond.