

UNIVERSIDAD CATÓLICA DE LA SANTÍSIMA CONCEPCIÓN
FACULTAD DE EDUCACIÓN
PEDAGOGÍA EN EDUCACIÓN MEDIA EN INGLÉS



UCSC

**“IMPLEMENTACIÓN DEL ENFOQUE DE LECTURA INTERACTIVA EN VOZ
ALTA EN UN LICEO PÚBLICO EN CHILE”**

**“IMPLEMENTATION OF THE INTERACTIVE READ-ALOUD APPROACH IN
A CHILEAN PUBLIC HIGH SCHOOL CONTEXT”**

**Seminario de Investigación para optar al grado académico de Licenciado en
Educación**

PROFESOR GUÍA: Mg. MARÍA GABRIELA SANHUEZA JARA

ESTUDIANTE: PAMELA GARAY MALDONADO

Concepción, Febrero de 2020

INDICE	
Abstract	v
Resumen	vi
Introduction	vii
CHAPTER I: THEORETICAL BACKGROUND	
1. Plowing through Reading Comprehensively	8
2. Interactive Read-Aloud for instructional purposes: Benefits	10
3. Interactive Read-Aloud as an educational resource	12
4. Implementation of the Interactive Read-Aloud in reading comprehension lessons	17
5. Application of the Interactive Read-Aloud approach in reading Lessons	19
6. Reading Comprehension: A traditional point of view.	22

CHAPTER II: PROBLEM STATEMENT AND RESEARCH DESIGN

JUSTIFICATION	24
Problem Statement	28
Research Question	30
Assumptions	30
Objectives	31
4.1 General objective	31
4.2 Specific objectives	31
Background Context	32

CHAPTER III: STUDY

Introduction	34
Participants	35
Instruments	36
Procedure	37

Results	40
CHAPTER IV: DISCUSSION, CONCLUSIONS, AND LIMITATIONS	
1 Discussion	45
1.1. Specific Objective 2	45
1.2. Specific Objective 3	46
1.3. Specific Objective 4	46
2. Conclusions	49
3. Limitations	50
4. Further research	50
5. Figures and Tables Index	51
6 References	52
7 Appendixes	56

ABSTRACT

Students' level of reading comprehension in Chile is below the standards set by the Chilean Ministry of Education. Therefore, this research aims to pilot the influence of the Interactive Read-Aloud approach (IR-AA) toward the students' reading comprehension levels in a specific scenario. This action research research is focused on the implementation of the IR-AA in the classroom, and how it may impact the level of EFL students' reading comprehension. The results evidence that the approach has positive effects on the participant student's reading comprehension development; therefore, it can be considered to be a helpful resource that, compared to traditional approaches, makes texts more understandable. Hence, Interactive Read-Aloud can be used as a starting point for deeper research in the field of reading comprehension, and in the way in which the innovation in the classroom could lead to better educational results.

Key words: Approach, EFL students, improvement, Interactive Read-Aloud, motivation, reading comprehension.

RESUMEN

El nivel de comprensión lectora de los estudiantes en Chile se encuentra bajo los niveles considerados por el Ministerio de Educación chileno. Como consecuencia, esta investigación busca realizar un pilotaje al enfoque Lectura Interactiva en Voz Alta para mejorar los niveles de comprensión lectora en un escenario específico. Esta investigación acción se enfoca en el uso de este enfoque dentro del aula, y el cómo ésta podría impactar en el nivel de comprensión lectora en estudiantes de inglés como lengua extranjera. De acuerdo con los resultados, este enfoque fue considerado como un recurso útil en el aula, haciendo a los textos más comprensibles al ser comparado con los enfoques más tradicionales. Todos estos datos respaldan lo efectos positivos de este enfoque en la comprensión lectora de los estudiantes. Entonces, la Lectura Interactiva en Voz Alta puede ser utilizada como punto de inicio para una investigación más profunda en el campo de la comprensión lectora, y en la manera en que la innovación en el aula puede conducir a mejores resultados educativos.

Palabras clave: comprensión lectora, enfoque, estudiantes de inglés como lengua extranjera, lectura interactiva en voz alta, mejorar, motivación.

Introduction

The main goal of this research is to pilot and evaluate the educational impact of the Interactive Read-Aloud approach regarding whether it results or not in noticeable improvements in the reading comprehension skills of 1st-grade EFL high-school students from a public school in Concepcion, Chile.

This report has been divided into four chapters which will allow the reader to have a comprehensive idea of the main features of the research problem, the introductory chapter presents the readers a theoretical account of different approaches regarding reading comprehension, emphasizing on the usefulness of the Interactive Read-Aloud approach. The second chapter presents the context where the main problem occurs, the problem statement, the importance of the study and the general and specific objectives. The third chapter of this research report briefly presents the methodology used and, consequently, refers to elements such as the research design, the study sample, and the research tools, among others. The fourth chapter seeks to provide conclusions and further research suggestions regarding the results obtained in this study.

CHAPTER I: THEORETICAL BACKGROUND

1 Plowing through Reading Comprehensively

In order to achieve successful levels of reading comprehension, there are three factors -text, reader, and context- that have been used by reading theorists for over a century to account for the degree of readers' comprehension achievement (Huey, 1908). To document and explain the history of reading comprehension, the relation between the factors above, is analyzed through a simple visual model that starts with the assumption that they are an influence to about the same degree, hypothetically. Hence, reader, text, and context are represented as three equal circles whose intersection represents reading. Over the past 50 years, each of these factors has had its moment in the spotlight, serving as the leading explanation for proficient comprehension.

According to Van der Broek & Espin (2012), one of the basic conditions to success in life is the ability to read and comprehend a text. Comprehension is considered as the process to give meaning to a written text, and during this process, the reader creates a mental representation of the meaning of the text (Kinstch, 1998).

Reading comprehension is a complicated process by nature because it requires readers to integrate their knowledge with the information in the text (Meneghetti, Carretti, & De Beni, 2006). Therefore, good readers construct, revise, and question the meanings they make as they read (Duke & Pearson, 2012: p.205). As Gunes (2013) states, the reader selects pieces of information from a text, ignoring some and adding things to others during the process of comprehension. In this way,

the reader can infer new meanings from a text beyond the ones presented. Correspondingly, as stated by The Research Development Corporation (2002) it is fundamental that students can make the interaction between the reader (reader's prior knowledge, ideas, purposes, strategies, and skills etc.) and the text (language, structure, purpose, content) for increasing their level of effective reading. That will allow them to focus on the reading comprehension process and the relationship between the reader's features.

Furthermore, effective readers are known to understand what they read and to learn better from texts, and comprehension is considered as the process to give meaning to the written text and during this process, the reader creates a mental representation of the meaning of the text (Kinstch, 1998).

2 Interactive Read-Aloud for instructional purposes: Benefits

Using a picture book to teach is commonly called an interactive read-aloud. This purposeful, planned instruction provides the teacher time to model the reading process through think-alouds and interactive discussions as he/she helps readers, struggling or otherwise, engage with books in a safe, risk-free environment
(Johnson & Keier, 2010, p.98)

Interactive Read-Aloud provides the ability to observe how the reading process works as the readers become more familiar with book language as they hear the cadence and flow of English sounds. In addition, students' receptive levels are stronger than the level of the texts, they can read independently. Therefore, during the implementation of the Interactive Read-Aloud approach, the listening and the reading skill support each other.

From Johnson & Keier's (2010) experience using Interactive Read-Aloud, they know that once the class can stay on topic, respectfully talk, and also listen to each other, the conversation can go deeper with other books and the use of different strategies to infer, question the text, search for evidence to support their opinions, and identify the big idea or theme of the text read are more evident.

The term Interactive Read-Aloud is used in a broad sense to "describe the context in which a teacher genuinely shares authority with the children" (Smolkin & Donovan, 2002, as cited in Johnson & Keier 2010, p.28).

During the implementation of the approach, teachers intentionally build on their own and the children's ideas to keep the focus on the text and to expand on the content in ways that support and enhance language and thinking skills.

Hence, when dialogic strategies are incorporated, not only is it an enjoyable and engaging experience, but it also enhances oral language through exposure to

new and interesting words and grammatical structures that are quite different from everyday conversation. Subsequently, the approach provides opportunities for participation in sustained conversations, expansion of language use for a wider range of functions, and growth of conceptual knowledge.

This means that the basic skills of reading such as print awareness, phonological awareness, and alphabet knowledge are also supported within a meaningful context.

3 Interactive Read-Aloud as an educational resource

Interactive Read-Aloud incorporates aspects of Cambourne's conditions of learning (1988) and Goldenberg's instructional conversations (1992/1993). Observing how children interact and learn in everyday living situations, Cambourne developed a model that describes how children become proficient users of the language. His theory of language learning asserts that certain conditions lie at the core of effective teaching and learning in natural settings. These conditions are immersion, responsibility, use, approximations, demonstration, feedback, expectations, and engagement. Although Barrentine (1996) added that each condition has implications for interactive storybooks readings, **demonstration** and **engagement** especially support this approach.

According to Morrison & Włodarczyk (2009) who adopting the previous concepts added that a significant part of the IR-AA is about making connections, too. That means students can be engaged by teaching them that their schemata include previous experiences, knowledge, thoughts and opinions, ideas they have about people, places, and events in our world. Next, comes the demonstration or modeling of the connections that can be made between the text and different settings starting by text-to-self connections which are the first type of connections used to demonstrate students, followed by text-to-text, and then text-to-world.

As Miller (2002) added, it is essential to teach strategies by modelling the process to use them; In this line, the author offers some suggestions as a guideline.

Text-to-self connections (Pre-Reading):

Students are making text-to-self connections when they are reminded of something from the text they are reading or listening to and can connect it to something from their own lives.

- Tell students that you are going to show them a strategy that good readers use to help them understand the stories they read or listen to.
- Conduct the activity by pre-reading your selected book and writing notes to guide your instruction.
- Gather students in a large group and tell them to watch and listen as you read aloud and make text-to-self connections.
- Read aloud, model, and verbalize the connections you are making.
- Be sure to stop frequently to share your connections.
- Be sure to use strategy-related language, for example, "This part where (refer to what happened) reminded me of...."
- Give students a turn and record their responses on large chart paper.

Text-to-text connections (While-Reading):

- Students are making text-to-text connections when they are reminded of something from this text and can relate it to something they have read in another text.
- Tell students that you are going to show them another way to make connections to help them become better readers and listeners.
- Conduct the activity by selecting two books that offer similar elements as this will help to make the process explicit for students.

- Read aloud the selected texts on consecutive days.
- Model connections you are making between one book and the one you already read.
- Be sure you have pre-read and made notes on the sections of the text you want to refer to.
- Be sure to use strategy-related language, for example, "When I read this part of the story where (refer to the part), I thought about...", "This part is just like...", or "This is similar to...."
- Give students a turn and record their responses on large chart paper.

Text-to-world connections (Post-Reading):

Students are making text-to-world connections when something in the book makes them think about something that is happening or has happened in their neighborhood, community, country, or the world.

- Model the process as outlined for making text-to-self and text-to-text connections.
- Give students a turn and record their responses on large chart paper.

Consequently, the interactive Read-Aloud approach nurtures the students' comprehension by giving them time, space, and sometimes direction to apply the kind of thinking that will support them in becoming proficient readers.

Farr (2010), states that when everyone reads the same text at the same time, all the students are involved in the application of the Interactive Read-Aloud approach. Furthermore, this exercise may improve the students' reading comprehension skills through the use of an approach that concerns both teachers

and students developing and displaying literacy competences pre, while, and post implementation of the Interactive Reading-Aloud.

Regarding the aforementioned, teachers should bear in mind the following suggestions when planning any Interactive Reading-Aloud activity, so as to upgrade students' abilities:

- Choose carefully the texts that might be used, keeping in mind the academic level of the group that is being taught; moreover, it is advised the use of at least one text related to any course unit that students are working with.
- Use a variety of teaching methods to make the students feel part of the reading process. For instance, one of the most adequate ways of achieving this point is to read a text many times.

Interactive Read-Aloud has been used mainly with children from elementary education, especially young children. Even though there is very little research with older students, according to Lyman (2010), the approach offers certain advantages when delivering instructions and engage readers holding the attention in the story read. This drives those students to remember what they read, acquiring knowledge, as well as enhancing understanding. (Harvey & Goudvis, 2000) Additionally, Lyman (2010) states that there are no better print materials to use with reluctant readers than picture books; not to say of Juchartz (2004) who used this kind of stories to scaffold the learning of complex concepts to help a 13-year-old student to connect complex literature to his personal life.

To continue with, Interactive Read-Aloud internalizes structures of written language used to create every text genre. Also, it promotes familiarity with language that serves children positively as they start reading independently. Consequently, the approach model works as an example of good reading, making texts more understandable and accessible to students, helping them to improve and support comprehension. (Lyman, 2010)

4 Implementation of the Interactive Read-Aloud in reading comprehension lessons

According to Sharpe (2016), repeated reading not only helps children learn to read but also has an impact on school success. Lifelong enjoyment of reading is directly related to daily reading. Children see the pictures and print up close, ask questions, and make comments.

Taberski (1998, as cited in Sharpe, 2016) shares some insights on IR-AA such as: reading aloud wonderful stories, poems, and factual texts with children, selecting chapter books that are slightly above the children's independent reading level or picture books that lend themselves to stop-and-start discussions. Besides, daily read-aloud can help children internalize language and structures they'll apply to their own reading one day and demonstrating how to understand what's being read.

In addition, Taberski (1998, as cited in Sharpe 2016, para. 21) also suggests three comprehension strategies for an interactive read-aloud class:

Strategy 1: Think about the story. "When I read the story, I stop at various points. My students and I then discuss what's happening and what we think will happen next."

Strategy 2: Map the characters. "As we read the story, we continually refer back to what we already know about the characters and add new information. The children make predictions based on this information."

Strategy 3: Map the story. The story map includes information about the characters, setting, problem, main events, and resolution. The students review the story map before reading a new chapter.

This author adds that "Because I introduce these strategies during read-aloud, the children support one another and become confident enough to try strategies on their own," Taberski added.

5 Application of the Interactive Read-Aloud approach in reading lessons

Giving the students plenty of chances and providing them aids to have meaningful reading experiences is an opportunity for teachers to improve students' self-awareness about the development of their reading skills and performance. Additionally, IR-AA contributes in the classroom by delivering teachers and learners the necessary tools and space to be part of the reading process of texts that can be meaningfully used in a lesson.

When referring to the implementation of the Interactive Read-Aloud approach in the classroom, Semingson (2011) suggests that not only teachers must guide their actions toward the fundamental components of a conventional lesson: pre-stage, while-stage, and post-stage, but also they ought to focus the lesson on the interactiveness of this method as a key point to reach a real engagement of the students with the texts.

The pre-reading stage is, in the words of the same author above, "the heart of getting ready to read with students". That will lead them to a stronger hook on the text for them to find real meaning in any written text, just as to identify themes that go beyond the story. The most noticeable purpose of this stage is to give a preliminary view to the reading source, where the title as well as the images the text contains give the students superficial ideas to start interlacing their prior knowledge with experiences they could have lived, heard or read before. At this point in the Interactive Read-Aloud, it is recommended to prompt discussions narrowed towards the recognition of the genre of the text that is going to be read. These discussions

are a resource to introduce the main topic of the story and possible unknown vocabulary contextualizing in a way that will allow readers to go beyond the book.

The while-reading stage, on its behalf, corresponds to the “actions for keeping the story moving”. Having in mind that the key point for Semingson (2011) was to not interrupt the fluency of the story read, the importance of this part of the lesson falls on the fact of asking only the necessary questions to make the students think about the topic of the text without losing the point of the story.

Additionally, the use of questioning the students and providing them space for deciding the actions they could take while reading facilitates their comprehension in a way that makes them conscious participants of their own process of understanding a text.

Finally, the after-reading stage leads to an “invitation for students’ response”. This concerns to express what the students think about the story, in both terms: the content of the text itself, and the possible interrelations that students can make from their experiences in real-life situations. In agreement with Semingson (2011), it is achieved through target questions that allow revisiting essential ideas in the text that - consequently - provide the sources for a high level of understanding that will require evidence from the text such as details, or themes of the story, among other features. This allows the students to increase their knowledge about a written text in order to be divided and analyzed from different viewpoints.

Accordingly, the Interactive Read-Aloud approach is a source that can be implemented in language lessons to enhance and foster the students’ reading performance. This is supported by two essential features, the reading

comprehension level they already have, and the level they could be able to reach in a foreign language context.

According to Oczkus (2009), there is a remarkable number of benefits that are experimented during Interactive Read-Aloud. First, students listen to their answers in class and partner discussions.

Moreover, the approach encourages them to use physical, verbal, and sometimes written responses (e.g., thumbs-up, slates, make a face, dramatize, and partner talk). Besides, the approach helps students learn new strategies while reading such as:

1. Making connections: students make logical connections to themselves, other books, and the world.
2. Making predictions: students use the text plus text clues (e.g., text structure, previous events, headings) to help make sensible predictions.

6 Reading Comprehension: A traditional point of view.

Experienced readers may make the distinction between being able to read words and comprehend text, since the acts of reading and comprehending occur almost simultaneously for these readers. Contrarily, for developing readers, this relationship is not as apparent but is essential for them to become strong and capable readers. That is why Vaezi (2001) states that there are three stages to be worked on during the development of the students' reading comprehension skill:

- Pre-reading: The teacher leads a discussion in which he/she draws out the information students already have (to elicit previous knowledge), and interjects additional information deemed necessary to reach a level of understanding of the text to be read. At this point, the teacher can make explicit links between prior knowledge and important information in the text.
- While-reading: Good readers should monitor their understanding to evaluate whether the text or the reading of it, is meeting their goals. Besides, integrating prior knowledge where the schemata that have been activated in the pre-reading section should be called upon to facilitate reading comprehension.
- Post-reading: These kinds of activities almost always depend on the purpose of reading and the type of information extracted from the text. The aim of post-reading exercises is to first check students' comprehension and then guide them to a deeper analysis of the story. On the real world, the purpose of reading is not to memorize an author's point of view or to

summarize text content, but rather to see into another mind, or to mesh new information into what is already known. Generally speaking, post-reading can take the form of various activities such as answering questions, discussing or summarizing in written and/or orally, filling in forms and charts, among others.

In the end, these types of activities aim to form a summary of what was read in the lesson with all the information that students were able to remember. It is important to mention that carrying out the previous steps requires the reader to be able to perform a significant number of tasks, such as: classify, sequence, establish whole-part relationships, compare and contrast, determine cause-effect, summarize, hypothesize and predict, infer, and conclude.

CHAPTER II: PROBLEM STATEMENT AND RESEARCH DESIGN

1 JUSTIFICATION

In the last decade, the perspective of skills' development, along with the influence of contextualization in written texts and the advances in reading activities expansion were considered and adopted in the language learning field.

In terms of contextualizing written texts, authors such as Snow & Sweet (2003) state that the development of reading skills should be driven through a contextualized perspective; i.e. taking into account learners as individuals, as well as part of a learning community and their backgrounds. In order to have an in-depth understanding of the teaching reading skills, and to promote the understanding of skill development and reading comprehension that this study is part of, it is important to state that that reading comprehensively is to give meaning to a text out of it. In this research, the concept of reading comprehension will be understood as stated by Kinstch (1998) effective readers are known to understand what they read and to learn better from texts.

Comprehension is considered as the process to give meaning to the written text and during this process, the reader creates a mental representation of the meaning of the text.

Considering the results in the PISA¹ test 2012, 33% of the best Chilean students in listening and language proficiency in Spanish do not achieve the competences of the beginner's level (Montt, 2012; as cited by FLACSO, 2016). This result prompted Waissbluth from Educación 2020 to label Chile as a country of "functional illiterates". The above-mentioned means that if a student reads numbers between phrases, they are not able to remember if it was a ten, a hundred or a thousand. This signifies that a considerable number of people in Chile can read but not understand what they read; and consequently, an evident quantity of Chilean inhabitants do not understand what they hear. This is caused by the fact that, according to Craik & Lockhart (1972), reading and listening skills are commanded by the same semantic processor which encodes the understanding of the signification of a word and the posterior system of relating words and meanings in mental schemes.

Another PISA test 2012 relevant finding is that in language proficiency and reading comprehension skills; 88% of Chilean 3rd-year high school students with lower income obtain a learning achievement which is equal to the one expected for 1st graders.

It means that in language proficiency terms, Chilean education has a gap of seven years between the expectation and reality of the students from the poorest segments.

Additionally, in 2014 The Organization for Economic Co-operation and Development (OECD). informed that even when Chile obtains the best educational

¹ PISA: Programme for International Student Assessment

results of listening and language proficiency in all the standard tests taken in Latin America, the results do not reach the standards in comparison to other countries which belong to OECD.

Furthermore, according to a study conducted by the Consejo de Lectura on behalf of the Chilean Ministry of Education (MINEDUC) (2011), findings showed that an 86% of the Chilean population who participated in the study does not understand what they read. Moreover, the participants who belong to the poorest segments and usually study in public schools, have not developed the expected reading comprehension skills in their native language.

In Chile, students who graduate from secondary education should have reached B1 level according to The Common European Framework of Reference (CEFR). This standard is assessed in the System of Measurement of the Quality of Education (SIMCE) standardized test which includes eight items and it is scored on 100 points.

The reading comprehension section of this test includes forty questions which aim at assessing the ability to comprehend the meaning of short texts and to identify relevant vocabulary or keywords from the literary pieces.

As an example of the Chilean reality, a case from a public school in Concepción is presented. A class group of students obtained 42 points in the reading comprehension section of the test. Considering the CEFR levels and relating these conclusions to the SIMCE results of this isolated case, it can be stated that the class is below the A1 level of English proficiency. This information implies that those students had not attained the B1 level required by the national Ministry of Education,

and they only had one more year to improve their comprehension of texts written in English. Consequently, it seems very difficult to achieve the aim pursued by the government given the current reality in a large majority of Chilean schools.

The evident high school students' low proficiency in reading comprehension in Spanish and English is an educational problem that needs to be approached through the implementation of methodologies that foster high order thinking skills such as comprehension, analysis, and evaluation of texts, and encourage students autonomy through the development of language learning strategies.

Reading comprehension should promote cognitive development and critical thinking so that readers can deeply comprehend real-life texts. To this respect, Laminack (1991) states that most adults seek children and teenagers to acquire literacy in a segmented way instead of considering it as an integrated whole which will naturally result in literacy.

Hence, teaching reading skills are strongly connected to what parents, teachers and people close to the educational environment do in order to promote the literacy process on students. It is worth noticing that it is important to focus not only on the general view of the writing and reading skills but also on the appraisal of literature and literacy; this, in order to achieve the integration of literacy habits, which could be potentially done by the implementation of the Interactive Read-Aloud Approach (IR-AA).

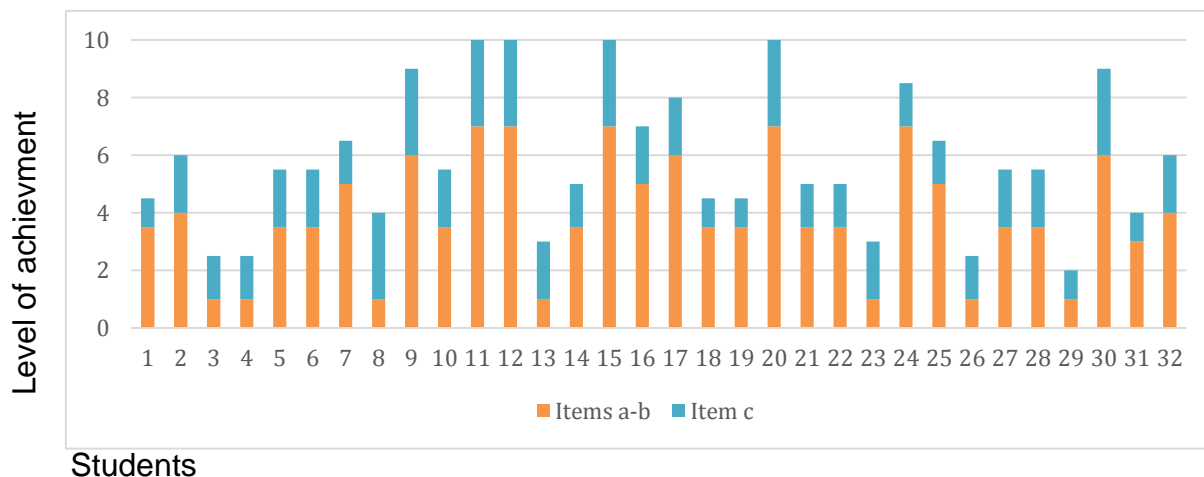
2 Problem Statement

During the second semester of 2016, a traditional reading comprehension diagnostic test was applied to a group of 32 first-year-high school students from a public school in Concepcion, Chile. The test total score was 10 points, subdivided into 3 items: items *a* and *b* elicit literal textual information (7 points) and item *c* requires textual analysis and personal stance (3 points).

The results inform that, as a group, the students obtained an average score of 5,8 out of a total of 10 points, i.e. 58% of achievement.

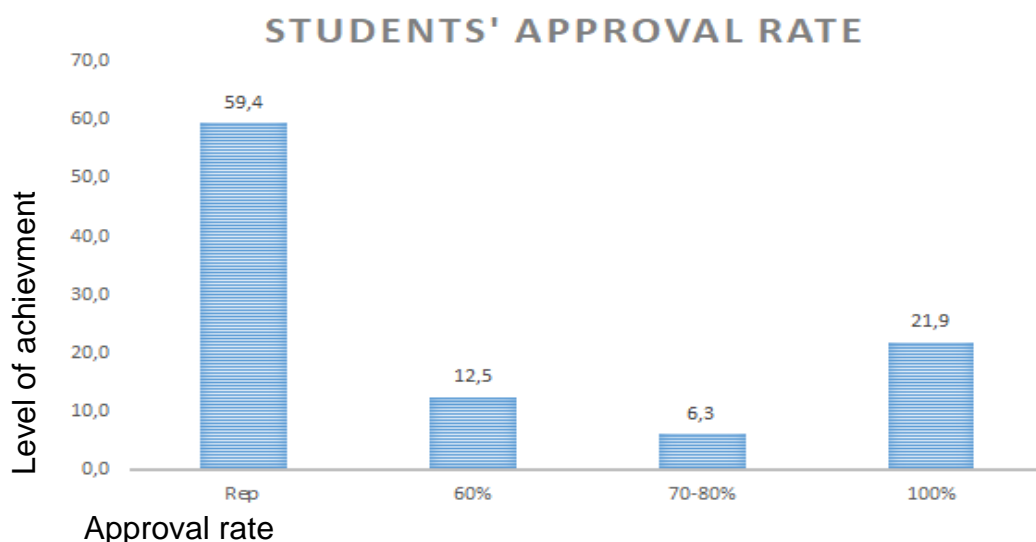
Moreover, in the case of the ability to elicit literal textual information measured in items *a* and *b*, the students cast an average of 3,9 from a total of 7 points, which corresponds to a 56% of achievement. Besides, an average of 1,9 out of 3 points was scored in item *c* that required textual analysis, which informs a 57% of achievement.

Graph N° 1: Students' average score obtained per item.



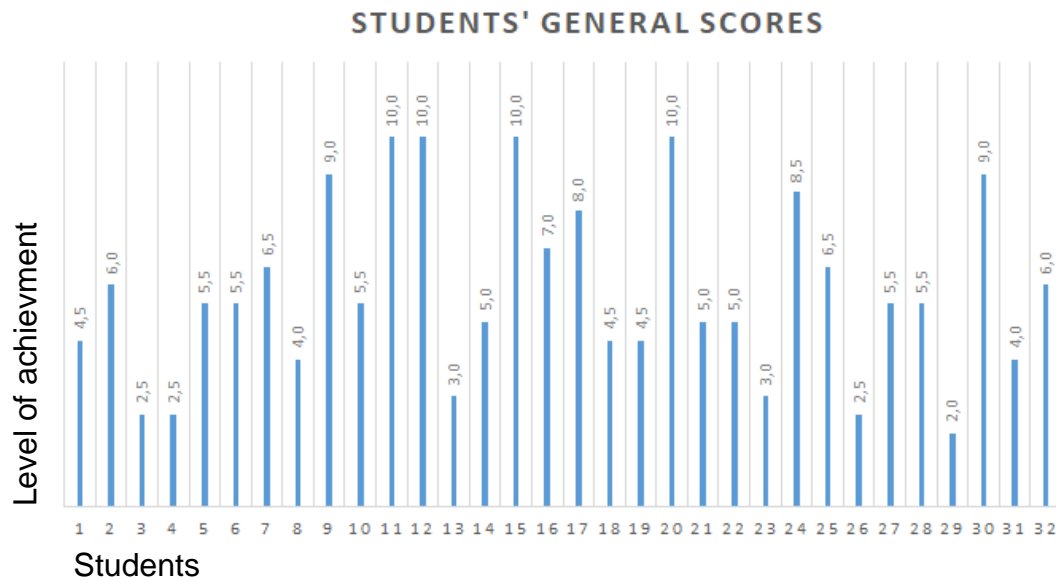
According to a more specific analysis, 19 students (59%) did not evidence the minimum expected level of achievement (60% -65%), 4 students (13%) demonstrated the minimum level of achievement (60%-65%), 2 students (6%) demonstrated a medium level of achievement (70%-80%), and 7 students (22%) demonstrated the maximum expected level.

Graph N° 2: Students' approval rate.



Based on this evidence, it can be stated that more than half of the students do not read comprehensively, these findings coincide with the background information presented in the justification of this study, regarding the low levels of development of reading comprehension skills, in English the same as in Spanish, Chilean students have demonstrated in international standardized tests.

Graph N°3: Students' general scores



3 Research Question

Would the IR-AA be a positive proposal for improving 1st-year high school students' reading comprehension levels in English?

4 ASSUMPTIONS

1. IR-AA implementation is possible in the context of the study.
2. IR-AA will promote a positive attitude towards reading.
3. IR-AA will encourage students' awareness and use of reading strategies.
4. Interactive Read Aloud principles will occur to a high extent in the context of the study.

5 Objectives

4.1 General objective

Pilot and evaluate the implementation of Interactive Read-Aloud approach in a Chilean public high school context.

4.2 Specific objectives

1. To implement the IR-AA in a first-year-high school class from a public school.
2. To identify the students' response to the experience of reading using the Interactive Read Aloud approach
3. To identify students' perception of the effect of the IR-AA in their ability to understand what they read.
4. To identify the degree of occurrence of the Interactive Read Aloud approach principles based on the students' attitude towards the IR-AA Pre, While and Post-reading. (Comparison of theoretical principles of IRAA and implementation findings).

6 Background Context

The use of strategies for the development of reading comprehension skills in the classroom was one of the aspects that have not presented innovations or evolved in time, even though in 1996 the Chilean Ministry of Education directed that 40% of the English curriculum should be devoted to reading comprehension, 40% should be devoted to listening comprehension and 20% to writing and speaking (Ministerio de Educación, 1996, 2009a). Furthermore, Barahona (2016) states, it was only in 2012 when MINEDUC decided to align the new adjustments with the Common European Framework of Reference (CEFR) and to place considerable emphasis on receptive skills, thus allowing people access the global economy and information network (McKay, 2003).

During the 2009 General Law of Education reform, it was established that every 3rd-grade high school student would take the standardized test SIMCE to evaluate their English language proficiency. The test is an instrument designed by the Ministry of Education which measures the students' linguistic skills according to the common reference levels A1, A2, and B1. This instrument is focused on measuring only receptive skills, paying special attention to the recognition of specific and general meaning in a particular context, and understanding the message of short texts.

It is important to point out that productive skills are not evaluated directly but considered within the test transversal aims.

Therefore, according to Neuman & Celano (2001), the emphasis should be put on reading itself, but at the same time, in areas such as the reflection process before reading and the development of intellectual processes that connect previous experiences, foreknowledge, and affectivity.

Contrary to what happens in some other countries, reading is not a regular pleasurable activity for Chilean people, more specifically for students. As student-teachers, we have observed that along the four semesters of our teaching practicum in school contexts a generalized negative attitude from students towards learning English. Furthermore, we have observed that reading skill development lessons do not incorporate higher order thinking skills activities. Finally, although school teachers include reading comprehension strategic activities in their lessons, they do not explicit the value in the use of these to learn the language nor provide opportunities for students' metacognitive awareness.

CHAPTER III: STUDY

Introduction

This investigation corresponds to an action-research case-study; therefore, it will be conducted from a qualitative approach. As acknowledged by Latorre (2003), the goals of the action-research are: to improve/transform the social and/or educative practices; to mind a better comprehension of such practices; to articulate in a permanent way the investigation, the action and the formation; to come closer to the reality, by being linked to the change and the knowledge; and also, to make the teaching staff involved in the investigation.

According to Martinez (n.d.), a case study aims at understanding the dynamics present in specific contexts. This could be the study of a single or multiple case, combining different methods for collecting qualitative and/or quantitative in order to describe, verify or generate evidence theory. If the definition given by the author is taken into account, it can be inferred that the case study plays an important role in the area of educational research as it serves for diagnosing, providing and evaluating possible solutions which could present empiric evidence to support or question existing theories.

The problem that originated this research was approached from a critical paradigm resulting in a study that focused directly on the understanding of the phenomenon, its implications in a more specific context, and the implementation and evaluation of a proposal that could add to the improvement of the problematic situation. In this case, the low level of reading comprehension that Chilean students have demonstrated in standardized international tests that assess Spanish and

English reading comprehension skills originated the questions that guided the research methodology and its development. This action- research case study was carried out in the context of a first-year-high school from a public school in Concepcion, Chile.

1 Participants

The population consisted of 40 1st-graders, aged between 13 to 15 years old, who were enrolled in the public school located in the city of Concepcion, Bio-Bio Region, Chile. The sample for the diagnostic stage corresponded to a group of 32 students who were in class at the moment of the diagnostic test, and to 20 students who participated during the IR-AA implementation stage.

In order to best follow the IR-AA principles, it was deliberately decided that the implementation of this approach would be done with a small group of students as a sample. This sample was thought to be a homogeneous one, considering the commonly shared aspects of the population such as their social and cultural background, the school where they study, their level of formal education, the class they belong to, and the English teacher they have. It was gathered in a process that gave all the individuals in the population equal chances of being selected. Considering that participants must be "students who are available, who want to volunteer and who are willing to participate in the research" (Burke & Christensen, 2012 p. 230) an oral invitation was done in class to all students. Furthermore, in order to comply with research ethical principles, informed consent was asked to be signed by the students' parents and brought back to the researchers on a specific

date. At the end of this process, and on the basis that only 20 students were present on the date planned for the IR-AA implementation session the sample corresponded to these 20 students. All of them presented their parents' written informed consent.

2 Instruments

In order to diagnose the participant students reading comprehension level a traditional reading comprehension test was used. It was composed by a short text (9 lines) and three items; item *a*, a set of 4 *true or false statements*; item *b*, which aimed at eliciting literal textual information, and item *c*, an open question which required textual analysis and personal stance. (Appendix 1)

After the implementation of the IRR-AA, an **online survey** was used to identify **students' perception about the degree of occurrence of the IR-AA principles in the context of having experienced the IRR-AA**. A Google Form was created for the respondents to answer this survey. This instrument corresponded to a Likert scale of likelihood which consisted of 10 statements which students had to rate from 1 to 5, 1 representing *never* and 5 *always*. (Appendix 6).

In order to gather data about the **students' attitudinal response towards the IR-AA, a focus group was carried out** with the 20 students that participated in the implementation stage. It was conducted by both researchers, who asked students a set of previously prepared questions in order to elicit students' personal opinions regarding reading comprehension and their experience in the application of the IR-AA.

It is worth mentioning that although the protocol questions were written in English, researchers asked them and students answered in Spanish. Moreover, this instrument allowed the researchers to support qualitative oral-textual information with non-verbal communication elements such as gestures, tone and rhythm variations, which contributed to having a better picture of students' attitudes. (Appendix 3)

3 Procedure

For the **diagnostic stage** of this action-research, a **traditional-oriented reading comprehension test** was taken to 32 1st-year-high-school students from the school where the research was set. These 32 students were the ones that were present the day the test was given. The diagnostic data gathered was treated using percentual-statistical analysis. **Based on the findings, an IR-AA session was planned as an action to involve students in reading activities that would foster their motivation and reform their perception towards reading so that in the long run it would result in the improvement of their reading comprehension skill.** (Appendix 2) Previous to the implementation of the approach in the classroom, students' parents or guardians were asked to sign a voluntary participation leave (Appendix 4).

The IR-AA session was implemented by the researchers during a regular 90-minute reading skill development lesson. It is worth mentioning that although the IR-AA emphasizes oral communication and writing does not have a space in it, at the moment of initiating the IR-AA session the school teacher surprised the researchers

requiring them to include a worksheet for students to work on traditional activities so as to keep a printed record of students' work. Therefore, students were given time to complete the worksheet activities immediately after having accomplished each of the different stages of the IR-AA

The next step consisted in **identifying the degree of occurrence of the IR-AA principles in the context of this study**; therefore, a personal online survey on Google Forms was conducted. **Participants were asked to qualify their experience during the implementation of the approach.**

Then, with the objective of **identifying students' attitudes, impressions, and response towards the implementation of the IR-AA**, researchers divided the group of 20 students into 5 subgroups and carried out a **focus group** with each of these.

The data gathered through the online Likert scale survey was organized in tables and analyzed in terms of **percentual statistics**. The results were then shown in the **graphs**.

For the case of the data gathered through the focus group, all student's answers were recorded in written by the researcher while each question was developed by students. In order to have the answers of each of the five subgroups together, all notes were classified under the corresponding protocol questions. Then, recurrence of main concepts for each of the pre-established categories correspondent to the protocol questions was highlighted and organized in a chart (refer to table n°1). This procedure revealed emergent subcategories that were included.

The data analysis and findings were approached in relation to each specific objective and interpreted on the basis of the literature reviewed. This corresponded to the evaluation stage of the action research.

4 Results

The results presented in this section correspond to specific objectives 2, 3 and 4 which are framed in the evaluation stage of this action-research.

The data gathered through the focus group to identify students' response to the experience of reading using the IR_AA and to identify students' perception of the effect of this approach in their ability to understand what they read were analyzed so as to evaluate the pedagogical intervention developed to face the problem presented in this study. Consequent results are shown in table 1.

Table N° 1: students' response to their experience using the IR-AA

Categories	Subcategories
Thoughts on the Interactive Read-Aloud approach	Didactical Interactive Understandable
Positive aspects that the approach may have.	Entertaining Easy to understand Innovative
Negative aspects that the approach may have.	No noticeable negative aspects Noise
Understanding the text through the use of the approach.	Better
Future usage of the approach in an EFL class	Easy to understand

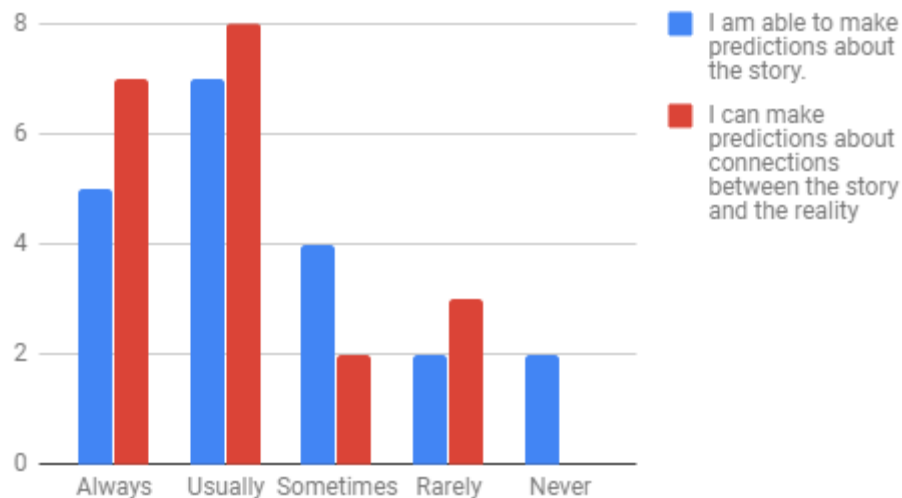
	Interesting
Aspects to highlight in the implementation of the approach.	Increasing comprehension Body language Non-verbal cues

In relation to identifying the students' response to the experience of reading using the IR-AA (objective 2), results reflect the students' thoughts towards the approach as *didactical, interactive and understandable*. Besides, in terms of positive aspects that the approach may have, it was considered *entertaining, easy to understand and innovative*. It is important to point out that aside from the *noise inside the classroom* there were no more negative aspects to name, also there was a *better understanding of the text through the use of the IR-AA*. Likewise, regarding a possible future use in an EFL class, Interactive Read- Aloud was defined as *easy to understand and interesting*. Finally, *non-verbal cues* and the *use of body language* were acknowledged as aspects to highlight during the implementation of the approach.

In relation to objective 3, identify students' perception of the effect of the IR-AA in their ability to understand what they read, results reflect a positive response to IR-AA in terms of being helpful in understanding what they read. To this respect, students perceive they have a *better understanding of the text through the use of the approach*, that they would use the IR-AA in the future because it is *easy to understand*, and that increasing comprehension is an aspect to highlight in the implementation of the approach.

Regarding objective 4, which was to Identify the degree of occurrence of the Interactive Read Aloud approach principles based on the students' attitude towards the IR-AA Pre, While and Post-reading stages. Results will be presented in accordance with the pre, while and post-reading stages of the IR-AA. The pre-reading degree of occurrence of the IR-AA principles is shown in graph 4.

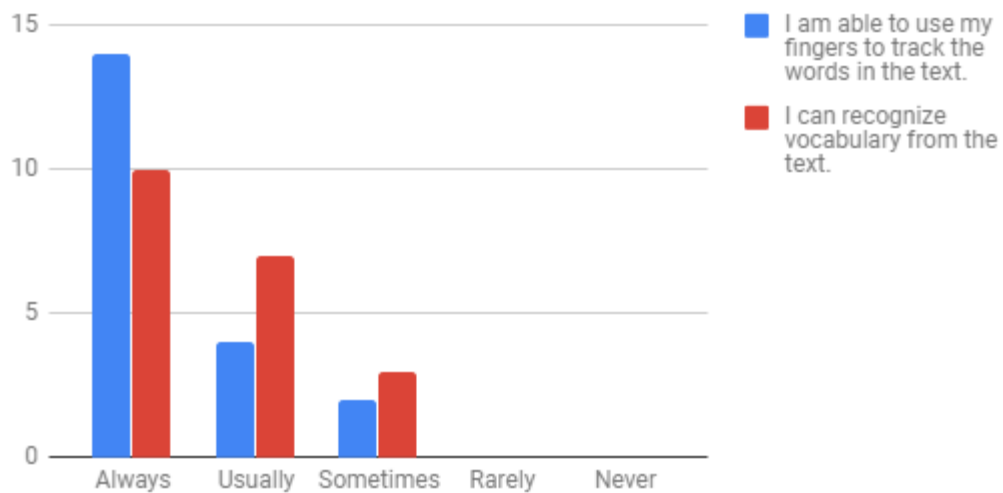
Graph N°4 Degree of occurrence of the IR-AA principles during pre-reading.



The results of the pre-reading stage evidence an inclination of students' *use of predicting as a basis to back their ideas about a text and the reality*. The fact that a considerable number of students can use the predicting strategy to guess specific or general ideas from the text before reading, gives them the chance to prepare their minds for the process and to engage them on the narrative. As well. It is important to mention that only 2 out of the 20 participants declared that they were totally not able to reach those goals when the pre-reading stage was carried out.

Graph 5 below presents the While-Reading degree of occurrence of the IR-AA principles.

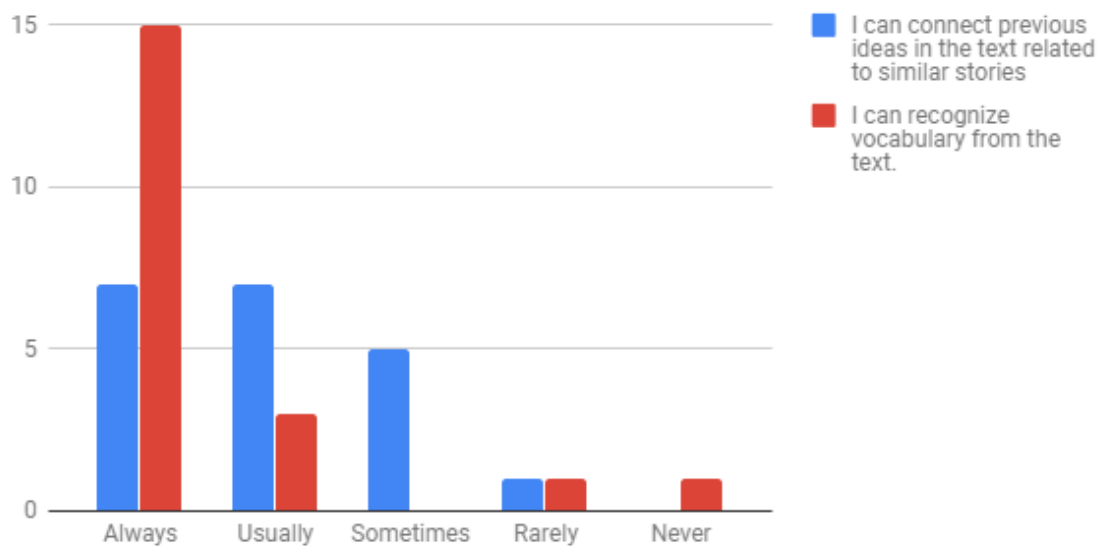
Graph N°5 Degree of occurrence of the IR-AA principles while reading.



As stated by the IR-AA theoretical principles, results show that *The use of finger-tracking* and *the recognition of specific vocabulary* are declared by the majority of students as accomplished during the while-reading stage. This means that this motor movement which is slower than the fast, automatic and visual process that reading requires, is complementing their reading process.

Regarding the Post-Reading degree of occurrence of the IR-AA principles, results are shown in graph 6.

Graph N°6 Degree of occurrence of the IR-AA principles post reading.



The declaration of *the creation of cognitive interrelations* made by a significant number of the participants confirmed their ability to connect the text read during the IR-AA implementation to their real world, and previous stories they have read/heard before, portraying a comparison in their minds that helps them find meaning after reading.

As a summary, there is clear evidence of a high degree of occurrence of the Interactive Read-Aloud approach principles throughout the different stages of the implementation of the Interactive Read-Aloud approach in the context of this study.

CHAPTER IV: DISCUSSION, CONCLUSIONS, AND LIMITATIONS

1 Discussion

This action-research responds to the need of approaching the evident low reading comprehension proficiency of a group of 1st-high-school students from a public school in Chile. Based on a theoretical review, the Interactive Read-Aloud approach was considered an effective teaching strategy to foster reading comprehension and students' perceptions towards reading. Consequently, the general objective of this research was to pilot and evaluate the implementation of Interactive Read-Aloud approach in a Chilean public high school context.

1.1. Specific Objective 2

Regarding specific objective 2 which is related to the identification of the students' response to the experience of reading using the IR-AA, it is interesting to say that:

- A significant majority of the students refer to the IR-AA as **didactical, interactive** and **easy to follow**.
- Most of the students identify the IR-AA as **easy to understand** and **innovative** when asked about positive aspects that the approach may have.
- A majority of the students found no noticeable negative aspects of the approach, and a small number pointed out classroom context noise as a remarkable flaw.

- About the future usage of the approach in an EFL class, the IR-AA is delineated as easy to understand and interesting, which could mean that students would like to be taught using the approach.

1.2. Specific Objective 3

In relation to specific objective 3, which consisted of identifying the students' perception of the effect of the IR-AA in their ability to understand what they read, it is worth mentioning that:

- Nearly all students declared a better understanding of the text using the approach. They highlight the fact that due to body language and nonverbal cues used by the teacher during the implementation of the approach, they were able to have better comprehension.

1.3. Specific Objective 4

In respect to specific objective 4, which aimed at identifying the degree of occurrence of the IR-AA principles in the pre, while, and post-reading stages of the implementation, it could be stated that:

- Mostly all the students declared that predicting was *usually* or *always* used to elicit ideas about the text based on their previous knowledge during the pre-reading stage of the IR-AA, which provided an authentic context for reading.

- The majority of the students stated finger-tracking and recognition of specific vocabulary as a consistent and usual while reading.
 - Nearly all the students mentioned the frequent use of their ability to create cognitive interactions to the real world and previous stories after reading the text.

Discussion of the results regarding the evaluation of the piloting of the IR-AA will be presented in relation to specific objectives 2, 3 and 4 as follows.

These coincide with Johnson & Keier (2010) who state that the IR-AA approach nurtures the students' comprehension by giving them time, space, and sometimes direction to apply the kind of thinking that will support them in becoming proficient readers.

In addition, this finding is coherent with Juchartz (2004) experience in using these kinds of stories (interactive) to scaffold the learning of concepts when helping a 13-year-old student to connect complex literature to his personal life. Furthermore, according to Lyman (2010), the IR-AA promotes familiarity with language that serves children positively as they start reading independently.

Moreover, the present research has additionally made visible students' perceptions towards the degree of occurrence of the IR-AA principles pre, while, and post reading. In fact, several positive affirmations were considered by students when asked about certain features of the approach that they were able to perform during its implementation. In the same line, Keene & Zimmerman (2007) state teachers need to challenge students to be active readers from the very beginning because readers who read broadly and think deeply realize that reading is an action sport.

Alongside, according to Oczkus (2009), IR-AA encourage students to use physical, verbal, and sometimes written responses. Besides, the approach helps students learn new strategies while reading such as making connections, where students make logical connections to themselves, other books, and the world, and making predictions, where students use the text plus clues (e.g., text structure, previous events, headings) to help make sensible predictions. Semington (2011) suggests that teachers focus the lesson on the interactiveness of this method as a key point to reach a real engagement of the students with the text.

2 Conclusions

This study permitted to pilot the IR-AA and its findings have established a positive evaluation of the impact of the implementation of the approach in the Chilean context. Interactive Read-Aloud was perceived as **an approach that is easy to follow and worked as a scaffold for the students' reading comprehension levels, at the same time as their motivation toward reading in the classroom.** Consequently, the IR-AA **is a valid action to answer to the problem that gave birth to this study**; low levels of development of reading comprehension skills, in English the same as in Spanish, Chilean students have demonstrated in international standardized tests. Since this study was carried out during a limited time span due to the academic context requirements, it is a first attempt to validate this experience and it is recommended to implement the IR-AA in a similar context but systematically. This would allow a deeper evaluation of this approach as a concrete tool that can improve and strengthen the students' reading comprehension levels along with their perception of reading itself.

It is important to mention that IR-AA does not require a big school budget or investment in order to be implemented but it does demand time and a change of switch towards the students' reading potential.

To this respect, authors claim that there must be a constant implementation of the approach in order to get positive results not only in students reading comprehension levels but in pronunciation, intonation, vocabulary increment, and fluency.

3 Limitations

Prior to the research, there was a limitation that influenced the results in the research. It was related to the time constraint that researchers had to carry out the implementation of the approach due to a national strike that affected all public schools during the second semester of 2016. As a consequence, the original intervention and the data gathering plans had to be modified in order to be able to gather the needed data within the available time frame. That meant that it was not possible to implement the approach systematically.

4 Further research

Specific research recommendations are suggested here in four areas to support future successful studies on the implementation and development of the interactive read aloud in a Chilean context: (1) to carry out the approach in different types of schools such as public, private or technical schools. (2) a comparative experimental study on traditional-oriented reading comprehension classes versus teaching using the IR-AA systematically in a determined context. (3) to implement the approach in different groups in order to keep track of how the IR-AA works depending on the students' reality and background. (4) a comparative study between elementary and high school students' perceptions and experience towards the use of the approach in the classroom and how it may impact their learning process.

FIGURES AND TABLES INDEX

Graph N° 1: Students' average score obtained per item.	29
Graph N° 2: Students' approval rate.	30
Graph N°3: Students' general scores	31
Table N° 1: students' response to their experience using the IR-AA	42
Graph N°4 Degree of occurrence of the IR-AA principles during pre-reading	44
Graph N°5 Degree of occurrence of the IR-AA principles while reading	45
Graph N°6 Degree of occurrence of the IR-AA principles post reading.	46

REFERENCES

- Agencia de la Calidad de la Educación. Gobierno de Chile. (2012). *SIMCE Inglés 2012: Resultados para Padres y Apoderados*. Retrieved on April 30, 2015, from <https://goo.gl/xPLDLq>
- Barahona, M. (2016). *Challenges and accomplishments of ELT at primary level in Chile: Towards the aspiration of becoming a bilingual country*. Education Policy Analysis Archives, 24(82). <http://dx.doi.org/10.14507/epaa.24.2448> This article is part of EPAA/AAPE's Special Issue on English Language Teaching in Public Primary Schools in Latin America, Guest Edited by José Luis Ramírez-Romero and Peter Sayer.
- Bransford, J.; Franks, J.; Morris & C. Stein, B. (1979). *Some general constraints on learning and memory research*. In L. S. Cermak & FIM. Craik (Eds) Levels of processing in human memory (331-354). Hillsdale, NJ: Laurence Erlbaum Associates Inc.
- Barrentines, S. (1993) *Engaging with reading through interactive read-aloud. The reading teacher, vol. 50, n°1.*
- Burke, J. & Christensen, L. (2012). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (p. 230). NY: SAGE Publications.
- Craik, F. & Lockhart, R. (1972). *Level of processing: A framework for memory research*. Journal of verbal behavior (vol. 11, 671-684).
- Cambourne, B. (1988). *The whole story: Natural learning and the acquisition of literacy in the classroom*. Auckland, New Zealand: Ashton Scholastic.
- Duke, N., Pressley, M. & Hilden, K. (2004). Difficulties with reading comprehension. (pp. 501-520). New York:
- Goldenberg, C. (1992/1993) *Instructional conversations: Promoting comprehension through discussion. The reading teacher, 46, 316-326.*

- Gunes, F. (2013). *Turkce Ogretimi Yaklasimlar ve Modeller*. Ankara: Pegem Akademi.
- Harvey, S. & Goudvis, A. (2000). *Strategies that work*. Portland, ME: Stenhouse Publishing.
- Huey, E. (1908). *The Psychology and Pedagogy of Reading*. Oxford, England: MacMillan.
- Johnson, P., & Keier, K. (2010). *Catching readers before they fall: Supporting readers who struggle, K-4*. Portland, ME: Stenhouse Publishers.
- Juchartz, L. (2004). Team teaching with Dr. Seuss and Shel Silverstein in the college basic reading classroom. *Journal of Adolescent and Adult Literacy*, 47, 336-341.
- Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. New York, NY: Cambridge University Press.
- Laminack, L. (1991). *Learning with Zachary*. Richmond Hill, Ontario: Ashton Scholastic.
- Latorre, A. (2003). *La investigación-acción. Conocer y cambiar la práctica educativa*. Graó: Barcelona.
- Lennox, S. (2013). *Interactive Read-Alouds—An Avenue for Enhancing Children’s Language for Thinking and Understanding: A Review of Recent Research*. *Early Childhood Education Journal*. 41. 10.1007/s10643-013-0578-5.
- Lyman, C. (2010). Reading aloud to middle school students to improve their attitudes about reading (Order No. 3447101). Available from ProQuest Central. Retrieved from <https://search-proquest-com.dti.sibucsc.cl/docview/858376573?accountid=14619>

- McNeil, L. (2011). Investigating the Contributions of Background Knowledge and Reading Comprehension Strategies to L2 Reading Comprehension: an Exploratory Study. *Reading and Writing: an Interdisciplinary Journal* (Vol. 24, Issue 8, pp 883–902). Springer Science + Business Media B. V.
- Melero, N. (2011). *El Paradigma Crítico y los Aportes de la Investigación Acción Participativa en la Transformación de la Realidad Social: Un análisis desde las Ciencias Sociales. Cuestiones Pedagógicas* (pp. 344-345).
- Meneghetti, C., Carretti, B., & Beni, R. (2006). Components of reading comprehension and scholastic achievement. *Learning and Individual Differences, 16*(4), 291-301.
- Morrison, V., & Wlodarczyk, L. (2009). *Revisiting Read-Aloud: Instructional Strategies That Encourage Students' Engagement With Texts. The Reading Teacher, 63*(2), 110-118.
- Neuman, S. & Celano, D. (2001). Books Aloud: a campaign to put books in children's hands. *The reading teacher*. (Vol. n° 54, pp. 550-557). Research Library.
- Oczkus, L. (2009). *Interactive think-aloud lessons: 25 surefire ways to engage students and improve comprehension*. New York: Scholastic; Newark, DE: International Reading Association
- Sharpe, W. (2016). *Reading Aloud—Is it worth it? Connecticut, USA: Education World*. Retrieved from https://www.educationworld.com/a_curr/curr213.shtml

- Snow, C., & Sweet, A. (2003). Reading for comprehension. In A. P. Sweet & C. E. Snow (Eds.), *Rethinking Reading comprehension* (pp. 1-10). New York: Guilford Press.
- Trochim, W. (2006). Types of surveys: Questionnaires and Interviews. *Research Method Knowledge Base*. Retrieved on September 5, 2016, from <http://www.socialresearchmethods.net/kb/survtype.php>
- Van den Broek, P. (2010). *Using texts in science education: Cognitive processes and knowledge representation*. *Science*, 328, 453–456.
- Zimmerman, C. & Hutchins, C. (2003). *7 keys to comprehension*. New York, NY: Three Rivers Press.

APPENDIXES

Appendix 1: Diagnostic Test

<u>READING COMPREHENSION SKILLS: DIAGNOSTIC TEST</u>	
NAME:	DATE:

Objectives:

- Comprehend a short story from a text about a family on vacations.

Indicator:

1. Answer correctly different questions (open and close) regarding predictions about the content of the text, the text content itself and reflections.

General instructions:

1. READ THE PRE-READING QUESTIONS AND ANSWER THEM BEFORE READING THE TEXT.
2. READ SILENTLY THE TEXT ABOUT RUIZ FAMILY'S VACATIONS AND CHOOSE A NUMBER IN THE CHART ACCORDING TO YOUR ACHIEVEMENT LEVEL.
3. ANSWER POST-READING QUESTIONS. DO NOT FORGET THAT THIS IS A DIAGNOSTIC TEST, SO YOU SHOULD WORK ALONE! IF YOU HAVE ANY DOUBT ASK THE TEACHER TO CLARIFY VOCAB OR INSTRUCTIONS.



A. PRE-READING.

1. Where did you go in your last vacations?
What did you enjoy the most in your travel?

2. What do you think the text is going to be about?

3. Ruiz family had a problem with their plans, what could it be?



B. READING

The Ruiz family is on vacation. They are staying in Villarrica, Chile for five days. They rented a hotel room near the volcano. Everyone is happy. The kids want to go to the top of the mountains and see everything from there. Mrs. Ruiz wants to go shopping and find presents for her friends. Mr. Ruiz wants the family to visit the shops in the morning, visit the lake in the afternoon, and find a nice restaurant in the evening. He is worried about spending too much money. Mrs. Ruiz thinks her husband

worries too much about money. She wants him to relax and forget about money while they are on vacation. What should Mrs. Ruiz do? How can she help her husband to forget about money?



C. POST-READING

I. True or False. Justify the false ones.

1. _____ Mr. and Mrs. Ruiz are married.

2. _____ The Ruiz family is going to Santiago for a week.

3. _____ They are going to the sea.

4. _____ They are camping near the volcano.

II. Explain in your own words what Mrs. Ruiz's problem is.

III. What should Mrs. Ruiz do? How can she help her husband to forget about money?

IV. If you were Mr. Ruiz' child, how would you react in that situation?

Adapted from <http://www.elcivics.com/lifeskills/vacation.pdf> by Pamela Garay.

Appendix 2: Strategy Development Lesson Plan



Universidad Católica de la Santísima Concepción
English Teaching Programme
Practice III

Unit: 4 “Reading Comprehension Skills”	Level: Pre-intermediate	Grade: 1st year secondary school	Date: November 21, 2016	Length: 90 minutes	Student- Teacher: Ma. de los Angeles Betancur
<p>Aim: Students will be able to understand short stories from a text about Asian urban legends. Learning Outcome: Ref to Communicative Competences: Pre-Intermediate level (B1)</p>					
<p>Assumed knowledge (Content, vocabulary, strategies) Content: Urban legends and myths. Vocabulary: Vocabulary about urban legends. Reading Strategies: Guessing from context, miming, using glossaries.</p> <p>Anticipated Problems (P) and Solutions (S) (P) Ss might not recognize general ideas from the text (S) Provide evidence when distinguishing main ideas (P) Ss might forget the meaning of vocabulary of the text (S) Hand out a mini-glossary attached to the text (P) Ss might get confused about cognates and false cognates (S) Differentiate the false cognates from the cognates present in the text.</p>					<p>Aids: Printed text worksheet</p>

Stages	Procedure What am I going to do?	Instructions What am I going to say?	Time	Objectives	Interaction T-Ss; Ss-Ss; Ss; etc
<u>Lead - in</u>	Ss watch the movie trailer “Ju-On: The Grudge” and asked to think in Asian urban legends they have heard or watch on the media.	Have you seen the Asian movie “Ju-On: The Grudge”? Today we are going to see the trailer of this movie. Have you heard or read Asian urban legends? If so, which one?	10 min	To activate previous knowledge and to elicit new ideas related to the text.	T-Ss
<u>Pre – Reading</u>	A piece of paper is handed to the Ss, while they are asked to think about an idea, word or concept that could happen or be related to the story that will be read aloud by the T. Ss’ ideas are going to be put in a bag and then read by the T randomly.	Find a partner, and with this piece of paper I am giving you, please think about what is going to happen in the story or what is this story about and write it down. Now put them in the bag and I will randomly take them out of the bag, read them and write them on the board.	15 min.	To present the big idea that is going to be covered within the class after reading. To support and guide the students through the discussion intended after reading.	Ss-Ss T-Ss

	<p>Ss' ideas are going to be written on the board and shared with the class.</p> <p>Ss tie in the Asian urban legends they mentioned before with the Chilean legends they already know.</p>	<p>This are the Asian urban legends you named before, so do you remember some Chilean legends?</p>			T-Ss
<u>While</u>	<p>Ss' ideas are linked to key concepts in the story that need to be understood before reading.</p> <p>T is going to read the text aloud fluently, stopping to ask the questions written during planning.</p>	<p>OK!</p> <p>Do you know something about Korean Culture? And Korean schools? Do you think that this story could be real? Why? Would you answer/look back? Do you think that Mr. Cuckoo's behavior was caused by a trauma, or it is a way of revenge?</p>	25 min	<p>To introduce previous vocabulary.</p> <p>To discuss ss questions with the group and share ideas and answers.</p>	T-Ss T-Ss

<p><u>Post</u></p>	<p>Ss discuss those questions with partners and then share their conclusions out with the group.</p> <p>T starts guiding the conversation through the questions used in the previous stage and gives the guidelines for relating Korean and Chilean urban legends. T asks Ss to draw “Mr. Cuckoo” according what they imagine while reading the text.</p>	<p>Why did the Korean authorities act like that?</p> <p>Discuss the questions with a partner, you have 3 minutes.</p> <p>Do you know somebody similar to Mr. Cuckoo? Can you imagine him? Was it a good description? What would you do in that situation? Do you believe in urban myths? Do you think Korean and Chilean urban legend have characteristics in common? Can you describe some of their similarities?</p>	<p>20 min</p>	<p>To support deeper conversation in direction of the big idea.</p>	<p>Ss-Ss</p>
---------------------------	---	--	---------------	---	--------------

	Ss tell the class their favorite event of the legend "Cuckoo" and wrap up the main ideas of the story.	Which one was your favorite event of this story? Which was the topic and the main ideas of it?	10 min	To wrap up the class and know their opinions.	Ss-T
--	--	--	--------	---	------

1 APENDIX 3: Focus group Interview

IMPLEMENTATION OF THE INTERACTIVE READ-ALLOUD APPROACH.

Interview: GROUP 1 (4 Students)

This set of questions will be answered orally by the students. The teacher is going to play as the interviewer.

1. What do you think about the read-aloud approach? Describe briefly.
2. List two positive aspects that this approach may have.
3. List two negative aspects that this approach may have.
4. Do you think it was easier to understand the text using the strategy?
Answer briefly and give 2 reasons
5. Do you think this approach should be used in your English class?
Answer briefly and give 2 reasons.

Mention up to three things that called your attention when the approach was being carried out.

Appendix 4: Consentimiento Informado

Sra. Victoria Uribe Allen

Directora

Colegio Marina de Chile

Presente:

Nos place extenderle un cordial saludo, en ocasión de solicitarle permiso para realizar en el establecimiento que usted dirige la aplicación de los instrumentos que conforman parte de nuestro Proyecto de Tesis para la obtención del grado de Licenciado en Educación en la Universidad Católica de la Santísima Concepción.

Para su conocimiento, el objetivo de nuestro proyecto de tesis es descubrir la eficacia educativa del enfoque de lectura en voz alta en la comprensión lectora de estudiantes de primer año de enseñanza media (1 ° Medio C) pertenecientes a su establecimiento. Para esto, se ha contemplado la aplicación de los siguientes procedimientos e instrumentos durante el mes de octubre y comienzos del mes de noviembre (Duración total: 1 mes aprox.):

- Pre-Test de Lectura (Semana 1 – 11 de Oct.)
- Aplicación del Enfoque de Lectura en voz alta (Semanas 2 y 3 – 17 de Oct. – 28 de Oct.)
- Post-Test de Lectura (Semana 4 – 2 de Nov.)
- Entrevistas a una reducida muestra de estudiantes y al profesor a cargo del curso. (Semana 4 – 2 de Nov).

Por otro lado, es necesario señalar que no existen riesgos asociados en esta investigación para los alumnos. En efecto, es necesario destacar que la información extraída a raíz de esta investigación será utilizada exclusivamente con propósitos estrictamente académicos. Por lo tanto, la información personal de los alumnos, siendo ésta entendida como sus nombres, edades, o antecedentes académicos, no será divulgada ni publicada en el informe final.

Finalmente, en la medida de lo posible, agradeceríamos recibir una confirmación a esta petición de forma escrita, de manera tal que se eviten posibles confusiones en el transcurso del proceso, y al mismo tiempo, tener un respaldo de su colaboración.

Agradeciendo de antemano la consideración para con nuestra propuesta y el apoyo como estudiantes de Pedagogía en Educación Media en Inglés, se despiden cordialmente,

Ma. De los Ángeles Betancur y Pamela Garay Maldonado.
Estudiantes de Pedagogía en Educación Media en Inglés
Facultad de Educación
Universidad Católica de la Santísima Concepción

Nota: A continuación, se adjuntan los **datos de contacto** de las estudiantes a cargo del proyecto de tesis y la **carta de Consentimiento Informado** dirigida a los apoderados de los alumnos que participarán en la aplicación del enfoque de lectura interactiva en voz alta.

Estudiantes	RUN	Nro. Telefónico	Correo Electrónico
María de los Ángeles Betancur Murillo	17.975.506-8	+56948946859	mbetancur@emingles.ucsc.cl
Pamela Garay Maldonado	18.410.648-5	+56932283942	pgaray@emingles.ucsc.cl

CARTA DE CONSENTIMIENTO INFORMADO

Aplicación del enfoque de Lectura Interactiva en Voz Alta en estudiantes de 1° medio de inglés como lengua extranjera en un establecimiento público de la comuna de Concepción.

Ma. de los Ángeles Betancur

Pamela Garay

Facultad de Educación, Universidad Católica de la Santísima Concepción

Estimado/a Apoderado/a:

A través de esta carta le informamos a usted y solicitamos su permiso para que su pupilo/a participe del proyecto de investigación titulado "*Aplicación del Enfoque de Lectura en voz Alta para el mejoramiento de la Comprensión Lectora en Estudiantes de Inglés como Lengua Extranjera en un colegio público de Concepción*" a cargo de las estudiantes de Pedagogía en Educación Media en Inglés de la Universidad Católica de la Santísima Concepción, María de los Ángeles Betancur, María Delicia Cea, Pamela Garay y Marcela Pérez.

¿Cuál es el propósito de esta investigación?

El propósito de este estudio es descubrir si el enfoque de lectura en voz alta, tendrá algún **impacto** en los resultados y el proceso de **comprensión de lectura en los estudiantes** de 1er año medio que cursan la asignatura de inglés como lengua extranjera.

¿En qué consiste la participación en el estudio?

Consiste en una prueba de diagnóstico realizada a los estudiantes, en la que contestarán una serie de preguntas luego de leer un texto, cabe destacar que en este, ni en **ninguna** de las pruebas, encuestas o entrevistas, serán consultados sus **nombres**, ya que lo importante de su participación son sus resultados en sí y no quien obtuvo cual resultado. La segunda parte de esta intervención, se divide en dos partes, la primera consta de una actividad de lectura bajo un enfoque tradicional a través de preguntas y respuestas escritas. Y la segunda parte es donde el enfoque de lectura en voz alta será implementado con los estudiantes. Luego, serán aplicadas encuestas online en el formato Google.docs para acceder a los resultados de manera más expedita, **reiterando que los datos personales de los estudiantes no serán consultados**. Finalmente, la aplicación de una entrevista con preguntas abiertas, que nos permitirá conocer la experiencia de su pupilo en el uso de este enfoque.

¿Qué pasa con la información y datos que usted entregue?

Las investigadoras mantendrán **CONFIDENCIALIDAD** con respecto a cualquier información obtenida en este estudio. Toda la información será usada solo en el proyecto de investigación para obtener el grado de Licenciado en Educación en la UCSC.

¿Es obligación participar?

Los estudiantes **NO** están obligados de ninguna manera a participar en este estudio. El día de la aplicación del cuestionario se preguntará a cada estudiante que haya sido autorizado por sus padres y/o apoderados si está dispuesto a participar, y tanto el padre/apoderado como el estudiante pueden retirar su autorización para participar en cualquier momento que estimen conveniente o bien no responder algunas preguntas.

¿A quién puedo contactar para saber más de este estudio o realizar preguntas al respecto?

Si tiene cualquier pregunta acerca de esta investigación, puede contactar a **Pamela Garay Maldonado**: pgaray@emingles.ucsc.cl

De antemano, agradecemos su disponibilidad y participación en nuestro proyecto.

.....

EN CASO DE QUE DESEE QUE SU PUPILO **NO** PARTICIPE EN ESTA INVESTIGACIÓN, FAVOR REGRESAR ESTA COLILLA FIRMADA.

Nombre del estudiante

Nombre del padre/apoderado

Firma del padre/apoderado

Fecha

Objetivo de Aprendizajes:



<u>READING COMPREHENSION SKILLS: READING</u>	
NAME:	DATE:

Objectives:

- Understand a short story from a text about Asian urban legends.

Indicator:

1. Answer correctly different questions (open and close) regarding predictions about the content of the text, the text content itself and reflections, orally and in written.

Instructions: READ THE PRE-READING QUESTIONS AND ANSWER THEM BEFORE READING THE TEXT. THEN, READ ALOUD THE TEXT ABOUT "MR. CUCKOO" FOLLOWING THE TEACHER'S INSTRUCTIONS TO ANSWER SOME DISCUSSION QUESTIONS ORALLY. AT THE END WORK TOGETHER TO CHECK YOUR UNDESTANDING AND COMPARE OPINIONS. IF YOU HAVE ANY DOUBT ASK THE TEACHER TO CLARIFY VOCAB OR INSTRUCTIONS.

A. PRE-READING.

(Answer considering the video recently watched)



1. Do you know something about Asian Culture?

2. Do you like horror stories or movies? If so, which one was the scariest for you? Why?

3. What do you think the text is going to be about?

B. READING.

THE CUCKOO MAN...



The Cuckoo is a Korean scary story about an insane man who attacks girls on deserted streets and darkened laneways.

The Cuckoo urban legend began to spread rapidly around Korea a few years ago. Rumors were heard in schoolyards about a crazy man they called Mr Cuckoo or The Cuckoo Man. They said he would lurk in alleys and side streets, lying in wait for his victims.

As soon as a group of young girls passed by, they would hear a voice saying, "Cuckoo! Cuckoo!" When they turned around to look, the man would attack them with overwhelming and indiscriminate violence. Some say he carried a baseball bat and others say it was an axe.

Reports claimed that many Korean girls were maimed by the crazy man and a few were even killed. In one incident, 20 to 30 Korean schoolgirls were walking down a street, when a man suddenly stepped out of the shadows and began beating them with a club as if he was playing a game of Whack-A-Mole. Before the police arrived, the unidentified man fled, leaving five girls severely injured.

They say that if you are walking down a deserted street and hear

someone say, "Cuckoo! Cuckoo!" you should answer the call with "Cuckoo! Cuckoo!" and then run for your life.

As the story goes, Mr Cuckoo was a man who suffered from a severe mental illness. He was committed to an insane asylum as a mental patient. While he was being treated there, he was attacked by a female patient who beat him senseless and left him scarred for life. After he recovered, he developed an intense hatred of women.

Soon afterwards, the Cuckoo man escaped from the mental home and disappeared. The authorities were never able to track him down and, after a while, they gave up searching for him.

Today, he is still on the loose and stalks the lonely streets, looking for young girls to attack. Kids who have seen The Cuckoo Man describe him as being in his early 30s, very big and tall, wearing a black beanie hat.

According to the legend, the Cuckoo Man will sometimes ask a nonsensical question like, "Is Mr Cuckoo cuckoo?" or "Do you know The Cuckoo?"

If you don't know the answer to his question or don't answer at all, he will immediately attack you. The best thing to do is say "Yes" to whatever he asks and then start running.

C. POST-READING

Draw a picture of **MR CUCKOO** according to what you have imagined with the urban legend reading.



IMPLEMENTATION OF THE READ-ALOUD APPROACH-

Survey

Read carefully and write your opinion by choosing a number from 1 to 5. Please try to be sincere
Thanks, and have a great day!

1=Never 2=Rarely 3=Sometimes 4=Usually 5=Always

*Obligatorio

1. Dirección de correo electrónico *

Pre-Reading

Read carefully and write your opinion by choosing a number from 1 to 5. Please try to be sincere

1=Never 2=Rarely 3=Some times 4=Usually 5=Always

2. I am able to make predictions about the story. *

Marca solo un óvalo.

1 2 3 4 5

3. I can make predictions about connections between the story and

the reality *

Marca solo un óvalo.

1	2	3	4	5
<hr/>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

While-Reading

Read carefully and write your opinion by choosing a number from 1 to 5. Please try to be sincere

1=Never 2=Rarely 3=Some times 4=Usually 5=Always

4. I am able to use my fingers to track the words in the text. *

Marca solo un óvalo.

1	2	3	4	5
<hr/>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. I can recognize vocabulary from the text. *

Marca solo un óvalo.

1 2 3 4 5

6. I am able to discuss specific questions. *

Marca solo un óvalo.

1 2 3 4 5

Post-Reading

Read carefully and write your opinion by choosing a number from 1 to 5. Please try to be sincere

1=Never 2=Rarely 3=Some times 4=Usually
5=Always

7. I can identify big ideas on the text *

Marca solo un óvalo.

1 2 3 4 5

8. I can connect previous ideas in the text related to similar stories

Marca solo un óvalo.

1 2 3 4 5

9. I can make connections between the story and the real world. *

Marca solo un óvalo.

1 2 3 4 5

10. I can communicate my ideas and conclusions about the story. *

Marca solo un óvalo.

1 2 3 4 5



UNIVERSIDAD CATOLICA
DE LA SANTISIMA CONCEPCION
FACULTAD DE EDUCACION

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Matthew Sinclair
TÍTULO DEL SEMINARIO EVALUADO:	Implementation of the Interactive Read-Aloud Approach in a Chilean Public High-School Context
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Pamela Garay Maldonado
CARRERA	Pedagogía en educación media en Inglés
PROFESOR GUÍA	María Gabriela Sanhueza Jara

Nota: Evalúe de 1.0 a cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación Del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	3.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	4.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	4.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6.0
Promedio	5.0

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	5.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
3. Calidad y precisión del marco teórico/ Conceptual.	4.0
Promedio	5.33

C. Del Diseño Metodológico Del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	5.0
2. Presentación del método de investigación y su diseño.	6.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	3.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7.0
5. Precisión de las estrategias y técnicas de recogida de datos.	7.0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	1.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	5.5
Promedio	5.19

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	6.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.0
3. Discusión de los resultados de la investigación.	7.0
4. Conclusiones sustentadas en los resultados o hallazgos.	4.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	4.0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.0
Promedio	5.5

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7.0
3. Correcto uso de ortografía.	7.0
4. Coherencia en la redacción.	7.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	5.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.5
Promedio	6.58

2. RESUMEN DE LA EVALUACIÓN

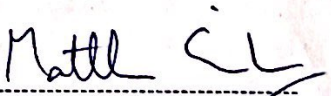
Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	5.0	1.25
B. Del Marco Teórico referencial	20%	5.33	1.066
C. Del Diseño Metodológico de la investigación	20%	5.19	1.038
D. Del Contenido Temático y los Resultados	25%	5.5	1.375
E. De los aspectos formales	10%	6.58	0.658
Nota promedio final			5.387

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o Indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

The evidence of the study shows the read-aloud approach creating positive perceptions in relation to reading, and being put into practice in the action research, but it does not show improvement in reading comprehension. This is a serious consideration in terms of the research question. On the other hand, there is a gap between the effectiveness of the approach in a first language and the supposed effectiveness in teaching a second language which has not been addressed. In all, however, the research is carefully carried out and I hope Pamela will be able to put it into practice in her future practice

Aprobada en Consejo de Facultad / abril de 2011


FIRMA PROFESOR EVALUADOR

Fecha: _____



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Mg Roxanna Correa Pérez
TÍTULO DEL SEMINARIO EVALUADO:	<i>Implementation of the Interactive Read-Aloud approach in a Chilean public high school context.</i>
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Pamela Garay Maldonado
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Mg. María Gabriela Sanhueza Jara.

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6.5
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6.5
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6.5
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	5.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6.5
Promedio	6.2

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6.5
2. Uso del lenguaje técnico coherente con la temática estudiada.	6.0
3. Calidad y precisión del marco teórico/ Conceptual.	6.0
Promedio	6.2

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6.0
2. Presentación del método de investigación y su diseño.	5.8
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.0
5. Precisión de las estrategias y técnicas de recogida de datos.	5.8
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	5.0
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la Información.	6.0
Promedio	5.8

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.0
3. Discusión de los resultados de la Investigación.	6.0
4. Conclusiones sustentadas en los resultados o hallazgos.	6.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6.5
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de	5.5



Promedio	6.0
----------	-----

E. De los Aspectos Formales (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	6.5
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.0
3. Correcto uso de ortografía.	6.0
4. Coherencia en la redacción.	6.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	5.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	5.0
Promedio	5.8

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.2	1.55
B. Del Marco Teórico referencial	20%	6.2	1.24
C. Del Diseño Metodológico de la Investigación	20%	5.8	1.16
D. Del Contenido Temático y los Resultados	25%	6.0	1.62
E. De los aspectos formales	10%	5.8	0.58
Nota promedio final			6.15

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resume su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final:

CONCLUSIONES
Es un tema muy interesante y novedoso que puede ser un aporte en la formación de futuros profesores y a los estudios de lectura interactiva en voz alta en Chile. Se usaron diferentes instrumentos de recogidas de datos lo que le da rigor al estudio. Todos los comentarios adicionales están el texto. ¡Buen trabajo investigativo!

Aprobada en Consejo de Facultad / abril de 2011


 FIRMA PROF-TUTOR

Fecha: 17 De Mayo 2019