BUILDING UP COMPREHENSION OF SIMPLE STORIES AND FOSTERING STUDENTS' INTERACTION THROUGH PAIRED READING STRATEGY.

SANDY JOHANA ARDILA GONZÁLEZ

UNIVERSIDAD INDUSTRIAL DE SANTANDER

FACULTAD DE CIENCIAS HUMANAS

ESCUELA DE IDIOMAS

MAESTRÍA EN DIDÁCTICA DE LA LENGUA

BUCARAMANGA

2018

BUILDING UP COMPREHENSION OF SIMPLE STORIES AND FOSTERING STUDENTS' INTERACTION THROUGH PAIRED READING STRATEGY.

SANDY JOHANA ARDILA GONZÁLEZ

Requirement for the degree of

Magíster en Didáctica de la Lengua

Director

LUZ MARY QUINTERO

MAGÍSTER EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLÉS

UNIVERSIDAD INDUSTRIAL DE SANTANDER

FACULTAD DE CIENCIAS HUMANAS

ESCUELA DE IDIOMAS

MAESTRÍA EN DIDÁCTICA DE LA LENGUA

BUCARAMANGA

2018

ACKNOWLEDGEMENTS

Firstly, I would like to thank God for his mercy and support me every day during the beginning and ending of this new professional goal in my life. In addition, I would like to express my love to my family, because they always have been my main reason for be a better person; without their words I could not have finished my thesis. I also would like to express my most sincere gratitude to my fiancée for his unconditional support and love. He stayed long nights with me while I worked in this thesis. He always supported me with motivational phrases.

To my project director Luz Mary Quintero, who was the best director I could ever have. She always provided me constructive support and time in order to help me with this project. I will always be grateful to her, since she saw very nice things in this study and taught me many things in order to develop it in the best way.

My greatest gratitude is to all my students who participated during this project. They were the main reason for implementing this strategy in order to help them to reinforce their learning process. I have to say that I could not have a better group than this one.

Finally, thanks to my loved Universidad Industrial de Santander for being my main school that have taught me that with dedication and love I can transform communities in better places.

CONTENTS

LIST OF FIGURES

LIST OF IMAGES

LIST OF APPENDIXES

("Los anexos están adjuntos en el CD y puede visualizarlos en base de datos de la biblioteca UIS")

RESUMEN

TÍTULO: AUMENTAR LA COMPRENSIÓN DE HISTORIAS SENCILLAS Y FOMENTAR LA INTERACCIÓN DE LOS ESTUDIANTES A TRAVÉS DE LA ESTRATEGIA DE LECTURA EN PAREJAS.[*]

AUTOR: SANDY JOHANA ARDILA GONZÁLEZ [**]

PALABRAS CLAVE: APRENDIZAJE COOPERATIVO, LECTURA EN PAREJAS, COMPRENSIÓN DE LECTURA, INTERACCIÓN.

DESCRIPCIÓN:

El propósito de este estudio fue determinar si la estrategia de lectura en parejas ayudó a desarrollar la comprensión de historias sencillas en el idioma en inglés con estudiantes del grado transición y a fomentar la interacción entre ellos. Dieciocho estudiantes fueron distribuidos en parejas durante la implementación de la estrategia para leer historias sencillas acorde a su nivel en inglés. Este estudio se llevó a cabo durante un período de 10 semanas en un importante colegio privado en Floridablanca. Los instrumentos utilizados para la recopilación de datos fueron: reflexiones, entrevistas, notas campo y actividades de comprensión lectora que mostraba el progreso de los alumnos. Los hallazgos sugieren que la estrategia de lectura en parejas ayudó a los alumnos a comprender historias simples en inglés a su vez también mejoró su fluidez y pronunciación. Otro resultado importante fue el uso de la lengua materna como complemento en el proceso de adquisición de una segunda lengua. Además, esta estrategia permite que los alumnos puedan hablar con otros y a expresar sus ideas o sentimientos mientras comparten el tiempo leyendo juntos, lo que los ayuda a sentirse positivos y seguros cuando están con otro compañero de clase o persona que ofrece apoyo y confianza durante este proceso.

---

[*] Trabajo de Grado.
[**] Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Luz Mary Quintero, Magister en lingüística aplicada a la enseñanza del inglés

ABSTRACT

TITLE: BUILDING UP COMPREHENSION OF SIMPLE STORIES AND FOSTERING STUDENTS' INTERACTION THROUGH PAIRED READING STRATEGY.*

AUTHOR: SANDY JOHANA ARDILA GONZÁLEZ **

KEYWORDS: COOPERATIVE LEARNING, PAIRED READING, READING COMPREHENSION, INTERACTION

DESCRIPTION:

The purpose of this study was to determine if a paired reading strategy helped to build up the comprehension of simple stories in English language with transition grade students and to foster the interaction between them. Eighteen students between five and six years old, were distributed in pairs during the strategy's implementation to read simple stories, according to their English level. This study was carried out over a period of 10 weeks in an important private school in Floridablanca. The instruments used for the data collection were: reflections, interviews, teacher's notes and reading comprehension activities that showed the progress of the students. Findings suggest that paired reading strategy helped students not only to comprehend simple stories in English but it also improved their fluency and pronunciation. Another important result was the use of the mother tongue as a complement in the process of acquiring a second language. In addition, through this strategy, learners are exposed to talk with others and to express their ideas or feelings while they share time reading together, which helps them feel positive and safe when they are with another classmate or person who offers support and confidence during this time. process. This strategy also reinforced their social skills related to share time with their parents, classmates and teachers.

INTRODUCTION

One of the most important skills during the learning process in children is reading. Through it, students can improve their general abilities in language. Reading helps student to enlarge vocabulary, to improve writing and find out about new experiences, points of view and ideas. Teachers always want to facilitate this process using innovative methods or strategies with the main purpose to help students to strengthen their reading abilities.

A way for promoting reading is reading for pleasure. This way differs from reading for studying because students have the opportunity to choose what they like to read. It is not what the students read, but their enjoyment what matters. When learners read for pleasure, it is not necessary to pay attention to specific details for any test or activity because they only enjoy time with the book.

The use of reading strategies during this process is fundamental for reading process. This resource facilitates the students' reading comprehension, fluency and pronunciation. Brown affirms that[1] "reading comprehension is a matter of developing appropriate, efficient comprehension strategies" that allow students to understand what they read and they also improve their engagement, while they are reading. There is a reading strategy called Paired Reading that helps not only to develop comprehension abilities but also increase the student's confidence and interaction during reading time. According to Raskinski[2] Paired reading is also motivating and enjoyable

This action research intends to study how paired reading strategy strengthens the development of the reading skill and increases students' positive relationships in

---

[1] BROWN, H. Principles of Language Learning and Teaching. Cited by KARAMI Hossein. Reading Strategies: What are they? University of Tehran. 2008. p .4

[2] RASINSKI, FREDERICKS. T,A. The Akron Paired Reading Project. Cited by GERDES, Stephanie. The Effects of Repeated Reading, Paired Reading, and Demonstration on Reading Fluency. Valley State Universitity.2010.p.30

transition grade. The document begins with a statement of the problem, the research questions and the proposed objectives which are followed by a review of the literature, the research design, context, sample population, data collection instruments and, a timeline for the development of the project as well as the description of the pedagogical intervention, and the analysis and findings of it. The last chapter contains the conclusions of the research study and the possible future directions. The document closes with the list of references taken into consideration in the development of the paper.

1.THE STUDY

1.1 STATEMENT OF THE PROBLEM

"Early childhood is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development. Growth of mental and physical abilities progress at an astounding rate and a very high proportion of learning take place from birth to age six. It is a time when children particularly need high quality personal care and learning experiences"[3]. Schools have the responsibility to provide children adequate tools that help their development and, in this way, children can acquire the necessary skills and abilities to interact with other people in a community. One of these skills is reading which is considered an important ability in the second language acquisition (SLA) process as it helps to enrich students' world knowledge and to expand vocabulary as well as to reinforce grammatical structures that they learn every day. Besides, students can explore their imagination and express themselves through this ability.

However, reading in a language different from the mother tongue is a demanding cognitive process where it is necessary to comprehend new words and structures with the purpose of making sense of what is being read to enjoy and understand the story. Some authors emphasize how important it is to guide student's learning process: Vygotsky[4] emphasizes the importance of providing children with an accurate instruction in order to help them master the abilities that they are still acquiring. In order to increase reading, teachers have to implement new possibilities for students who have some difficulties in the development of this skill.

---

[3] EARLY CHILDHOOD EDUCATION. The importance of early childhood education. [Online] http://www.expat.or.id/info/earlychildhoodeducation.html. (cited on April 4th)

[4] VYGOTSKY, L. S. Mind in society: The development of higher psychological processes, Cited by PENTIMONTI Jill and JUSTICE, Laura. Teachers' Use of Scaffolding Strategies During Read Alouds in the Preschool. Classroom. Ohio, 2010. p. 243

Reading has always been considered as one important skill in the children learning process, since this skill helps students to develop their thinking, increase vocabulary and strengthen the mind. According to the National Education Association[5] having kids read a lot is one of the crucial components of becoming a good reader; young readers require to practice constantly at recognizing letters and sounds. Brunner[6] emphasizes that "as far as possible it is important to offer young children a wide reading curriculum which demonstrates the opportunities that reading can give them." When teachers focus the teaching of reading not only on improving the reading ability, but also on providing students with enjoyable moments through this skill, this process becomes meaningful and important for students' life. It is important for educators to help students to develop effective reading skills because it is essential for their overall learning process. As Ríos and Valcárcel state "Reading is an individual process which develops self-study habits. Also, it is a good resource to have students become conscious of their own learning processes, particularly using reading strategies"[7].

Reading implies interacting with others in order to share ideas, learn about the things that happen around people. Therefore, reading can, at the same time, reinforce social skills in children. One useful way for improving not only reading ability but also social skills in children is through stories. Peter[8] emphasizes that

---

[5] Gutloff, Karen. Reading Research Ready to go 1999, January. Reading Research Ready to Go. En NEA Today . [Online] (cited on October 31st 2017)Disponible en: http://www.nea.org/grants/facts-about-childrens-literacy.html

[6] BRUNER, J. Language, mind and reading. Cited by BROWNE, Ann. Developing Language and Literacy 3-8, SAGE Publications, 2001. ProQuest Ebook Central. http://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=254750. p. 25

[7] RIOS, S. R., & VALCARCEL, A. M. Reading: A meaningful way to promote learning English in high school. Cited by IZQUIERDO, Alexander and JIMENEZ, Sonia . Building up Autonomy Through Reading Strategies: Bogotá. Universidad de la Sabana .2014 p. 67-85

[8] GUIDO, P. La Narrativa nella Scuola. Il Lavoro sul Testo e l ' Incontro con l ' Autore . Trento: Erickson. Cited by Lütge, C., & Bland, J. (2013). Children's literature in second language education. Retrieved from https://ebookcentral.proquest.com. p. 184

stories enlarge children's vision of the world and their knowledge of how relationships and feelings work. Through story reading it is possible to support a balanced development of rationality, imagination and emotions.

Although this ability represents an important role during students' learning process, there are some impediments about the development of this skill; this is the case of learners who were the participants of the implementation of this study. In order to apply this strategy, some difficulties were identified:

Regarding students' performance, most of them have appropriate and positive attitude towards their English class and the teacher. However, some of the students misbehaved and they did not pay attention to teacher's instruction because they did not understand when the teacher spoke in English or because they did not really feel comfortable because they think they make mistakes. [*some of the students do not participate during the classes because they do not comprehend the teacher's indication.]* Taken from observation, October 26th. Related to reading, students enjoyed reading but when they had to read in their English class, they felt frustrated because they did not understand what they read and   most of them did not like to practice with their classmates.

With regards to their reading process the first language was very important in helping students' process in second language acquisition, because they are learning these two languages at the same time. The needs analysis also found that transition* students liked reading because they can learn many things, have fun and discover new things through books, especially tale stories: students did love this kind of reading. Nevertheless, it was a little bit difficult to encourage them in cooperative learning or reading in pairs because they liked to work individually*. [students do not share the book, they want to read to themselves*] taken from observation, November

---

* According to order 2247 of 1997 in Colombia, transition grade refers to one of the grades that form the educational public service of the preschool level offered to children of 5 years old. However at New Cambridge School this grade belongs to Elementary Cycle and no little Cycle.

2nd. This study intended to foster comprehension of simple stories through the implementation of a reading strategy called paired reading, in transition grade.

This strategy intends to enable students to gain a great deal of reading practice as well as encourage peer teaching and students' interaction through cooperative learning. Students not only can increase their reading skill using this technique but they can also improve their social relationships.

Given the importance of reading in the school context as well as in the everyday students' lives, it is essential to implement   strategies that foster the development of this skill in the classroom and at home. With this in mind, this action research projects attempt to answer the following research question:

- How can the paired reading strategy strengthen the development of the reading skill and increase students' positive relationships in transition grade?

1.2 OBJECTIVES

The main objective of this action research study is to explore how the paired reading strategy improves comprehension of simple stories in English and students' interaction in transition grade. The specific objectives of this action research study are:

- To increase reading achievement through paired reading strategy.
- To strengthen students' confidence and collaborative work by reading with others.
- To reinforce students' attitude towards reading with others.

2.LITERATURE REVIEW

After discussing the importance of the reading skill in the students' learning process, it is necessary to review the specific relevant constructs addressed in this study such as the reading process in children, reading strategies, especially the use of paired reading strategy, cooperative learning to help students reinforce their reading skill and students' interaction to give basis for the design and implementation of this study.

2.1 READING PROCESS IN CHILDREN

Reading is considered one of the most important skills in language learning besides listening, speaking and writing. "It is an active and complex process which draws on the application of a number of skills and knowledge about language and print. It enables students to learn new things, new words, and new concepts and acquire knowledge"[9]. In order to develop this ability. It is necessary to include skills such as recognition of letter and words, matching letter with sound and combination of set of sounds to create words since the beginning of the reading process.

Many people can read a text but hardly can understand what the writing was all about. It is because sometimes the reading does not contain the information that helps the reader to understand better, but, why does this happen? Because the reader merely reads the text without understanding the content. As a result, it defeats the purpose of reading as a mean to gain information. Ríos and Valcárcel[10] state that reading is an individual process which develops self-study habits. Also, they think that reading is a good resource to have students become conscious of their

---

[9]BROWNE. Op. Cit, p.34

[10] RIOS, S. R., & VALCARCEL, A. M. Reading: A meaningful way to promote learning English in high school. Cited by IZQUIERDO, JIMENEZ. Alexander, Sonia. Building up Autonomy Through Reading Strategies: Bogotá. Universidad de la Sabana .2014 p. 67-85

own learning processes, particularly using reading strategies. Educators know that when children arrive at school, they bring previous knowledge and established productive learning strategies that allow them to engage with the world around them. This aspect permits them to become responsible learners. They are prepared for reading at an early age by listening to stories, interacting with adults. "Research reveals that the children most at risk for reading difficulties are those who began school with less verbal skill, less phonological awareness, less letter knowledge, and less familiarity with the basic purposes and mechanisms of reading"[11]

During the process of learning to read, children act as active learners since they do not sit and wait to be told what they have to do or learn. They learn by interacting with others by having contact with the world around them. "Early childhood is a continual process of experimentation, risk taking and negotiation, in purposeful, intentional ways"[12]. Despite the fact that during this process, children are not able to read like adults do, they can comprehend the main idea when others read. However, children can have a successful or difficult reading process based on some factors such as attitude, teaching and reading performance that allow them to develop this skill.

The graph below provides relevant information about characteristics of poor and good readers. It shows that good readers are those who use their prior knowledge for construction of meaning, they think strategically and create strategies to improve their reading. They also have self-confidence about their hard work and feel the necessity to learn every day. On the other hand, poor readers are insecure about their learning, they do not think about increasing their reading habits; poor readers prefer to use the traditional strategies for reading which are memorization, rehearsal and simple categorization which do not allow them to increase their reading and

---

[11] NATIONAL RESEARCH COUNCIL STAFF, AND ALBERTS, B.Starting Out Right : A Guide to Promoting Children's Reading Success. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=3375590.

[12] Wray, D., Bloom, W. and Hall, N. Literacy in Action. Cited by Browne. Op.cit, p.36

comprehension abilities. Topping[13] identifies some common factors that hinder the mastery of these skills crucial for the development of the reading skill: lack of adequate emotional and motivational support and a tendency for some children to be easily distracted. These factors create anxiety, low self-esteem and a poor sense of self-efficacy in reading.

Figure 1 Characteristics of poor and good readers.

Characteristics of Poor Readers	Characteristics of Successful Readers
Think understanding occurs form "getting the words right," rereading.	Understand that they must take responsibility for construction meaning using their prior knowledge.
Use strategies such as rote memorization, rehearsal, simple categorization.	Develop a repertoire of reading strategies, organizational patterns, and genre.
Are poor strategy users: They do not think strategically about how to read something or solve a problem. They do not have an accurate sense of when they have good comprehension readiness for assessment.	Are good strategy users: They think strategically, plan , monitor their comprehension, and revise their strategies. They have strategies for what to do when they do not know what to do.
Have relatively low self-esteem.	Have self-confidence that they are effective learners; see themselves as agents able to actualize their potential.
See success and failure as the result of luck or teacher bias.	See success as the result of hard work and efficient thinking.

Source: DURKIN, D. What Classroom Observation Reveals About Reading comprehension instruction. Cited by ZUREK, Claudia. Effectiveness of Reading Strategies and Improving Reading Comprehension in Young EFL Readers. Barranquilla: Universidad del Norte. 2006, p 39.

In order to have a good command of reading, it is very important to understand the different purposes of reading. Browne states that there are two important reasons by which adults and children read. "First, there is increasing concern about the

---

[13] TOPPING, K. An introduction to paired reading. Cited by SCHNEIDER, Kathryn. An investigation into the effectiveness of paired reading with the incorporation of additional error corrective procedures. (2007) p.3.

number of children who can read but seem not to have any reason to read and so choose not to and secondly, when they discover the reason why read they internalize this ability more easily and effectively"[14]. So, when children who are provided opportunities to think, analyze and express about different aspects of knowledge, they gain the desire to read more and more and that is how the reading practice takes place.

For adults, reading becomes a purposeful activity which implies a final outcome. They read fiction and non-fiction texts during their daily lives: articles, textbooks, journal, and advertisements for educational or work purposes. When they read bills, newspapers, taxes they are helped to achieve the community roles. For vacations they read magazines, maps, books etc. Adult readers have a range of writing in different situations during their lives but this process is always with a purpose. On the other hand, when teachers and adults are asked why do children read every day, two reasons come up: for pleasure and for the information they can obtain from reading. However, this ability has not been taught appropriately in the classroom due to it is undertaken with the purpose of improving children's reading ability instead of pleasure of learning. When it happens children could learn that reading is an ability that gains adult approval but they do not learn how to enjoy it. "Teachers need to recognize how children learn and use this ability. The most important aim for teaching children to read is to empower them as individuals now and for the future"[15]. Children need to understand that reading is enjoyable and informative that helps them to know and learn about the world around them.

---

[14] BROWNE Op.cit, p.37

[15]. BROWNE .Op.cit., p. 38

2.1.1 Teachers and Reading: Teachers have an important role during students' reading process because they are the guiders who help, motivate and engage learners in this ability. That is why teachers must update their knowledge about this process, participating in courses and staff development days that reinforce the reading teaching ability. When a teacher reads, it is important to show students how and why reading is important in their lives. However, this process of teaching reading is not so easy. "The reading preferences and attitudes of his own teenage children. Written as a plea to his children's teachers, his advice has stood the test of time:

2.2 READING COMPREHENSION IN CHILDREN

Siregar and Gurning state that "Reading comprehension is the process of simultaneously extracting and contrasting meaning through interaction and involvement with written language. It consists of three elements; the reader, the text, and the activity or purpose for reading"[17]. So, teacher should help the students not only how to read but the way to comprehend and to get the meaning of the text itself. Students are expected to have knowledge and the ability to comprehend and understand when they read. This means that students have to be able to learn information from the text and identify such aspects as main ideas, vocabulary, and a number of details from the reading. However, students sometimes present difficulties in understanding texts, that is why schools need to implement strategies to help struggling students, because low reading skills affect both reading fluency and comprehension. "Reading skills are foundational building blocks at this age and the earlier students with low reading skills receive interventions, the greater the interventions will impact the students' reading careers."[18] The ability to read and comprehend is critical not only for learning but also for the role in society; it is important to stimulate the promotion of reading from an early age children can be

---

[17] GURNING, H. SIREGAR B. Improving Students' Reading Comprehension Achievement In Narrative Text Through Paired Storytelling Technique.2012

[18] HAUSHEER, R. HANSEN, A. DOUMAS, D. Improving Reading Fluency and Comprehension Among Elementary Students: Evaluation of a School Remedial Reading Program

prepared to excel in reading comprehension. McNamara states that "The development of reading comprehension is remarkably similar across media and develop in parallel with basic language skills."[19] Narrative comprehension processes are remarkably similar across media and develop in parallel with basic language skills well before children begin to read.

"It is important to highlight that although preschool language programs foster basic language skills such as phonological awareness and letter- word identification, that support coding, the development of comprehension skills is also so important, this suggests that fostering this process in children allow them to become better comprehends when they begin to read later." [20]. When children have experiences daily with reading since early age, they can reinforce their mental development and growth which prepare them to go school and be success during the learning process. Besides, they can start their reading comprehension process through the identification of simple words, recognize vocabulary and others important aspects during this process.

---

[19] [19] MCNAMARA,Danielle. Reading Comprehension Strategies.Theories, Interventions and Technologies.2007.University of Memphins.p35.

[20] PARIS, S. G., & Stahl, S. A. (Eds.). (2005). *Children's reading comprehension and assessment*. Retrieved from https://ebookcentral.proquest.com

Figure 2 The new view of reading comprehension development
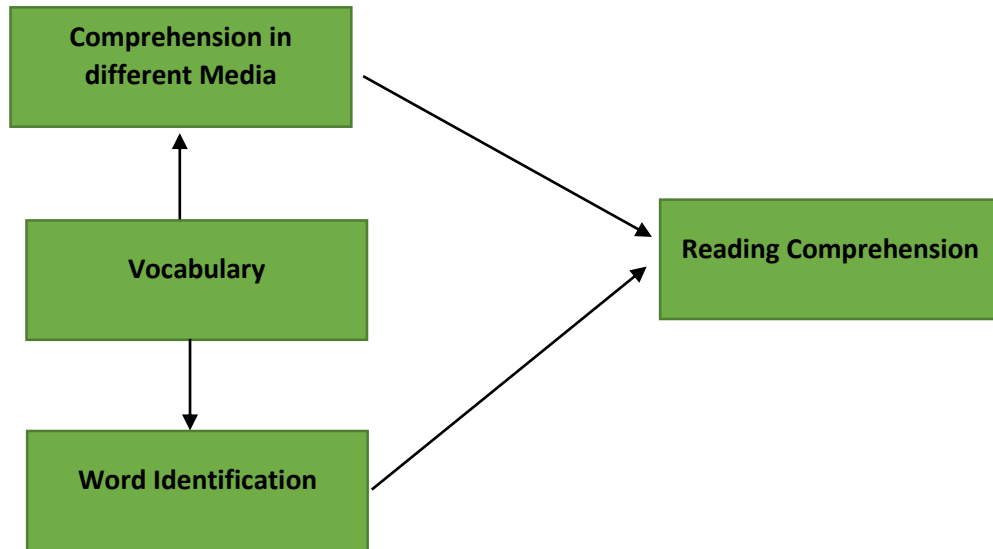
SOURCE: Paris, S. G., & Stahl, S. A. (Eds.). (2005). *Children's reading comprehension and assessment*. Retrieved from https://ebookcentral.proquest.com

2.3 PAIRED READING STRATEGY

Considering that fluency and reading comprehension are vital for the reading process because through this ability, readers can make sense of what the text is about. That is why it is so important to instill in students' important strategies or methods that help them to achieve not only their academic needs but also their life goals. "Teachers need a reasoned understanding of the reading process and up-to-date information about the teaching of reading in order to teach children well. Every teacher needs to know what strategies readers need, why they need them and when to teach them if they are to succeed in teaching children to read easily, pleasurably and with lasting results"[21] In order to learn what strategies are appropriate for

---

[21] BROWN. Op. Cit. p. 26

children, it is necessary to define what a strategy is. Brown defines this concept as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs."[22] Reading strategies are very useful for improving comprehension and it also helps learners to overcome reading difficulties allowing them to become better readers. Considering the importance of reading strategies, it was necessary to select a technique that could facilitate the comprehension of simple stories in transition grade.

Taking into account the needs analysis undertaken by the teacher-researcher, the reading strategy that could help to solve the problem was the paired reading. According to Li and Nes "Paired reading is an instructional method that involves the pairing of a skilled reader with a less-skilled reader"[23]. This strategy allows students to feel more comfortable when they read with classmates and it is a way to encourage students to share their points of views without feeling frustrated when they make a mistake. "Paired reading method is a form of supported oral reading which enables students to access and comprehend texts somewhat above their independent readability level, within a framework of predictable and non-intrusive error correction."[24] This strategy can be used with diverse reading materials such as texts and simple stories or images. Paired reading frees up the teacher to observe this sessions and work with different students while others continue reading together Rasinski and Fredericks suggest that "paired reading helps to improve reading performance in addition to reinforce reading motivation and parent/child bonding".[25]

---

[22] BROWN, H. Principles of Language Learning and Teaching. Cited by KARAMI, Hossein. Reading Strategies: What are They?. University of Tehran.2008,p.2.

[23] LI, ONEONTA, NES. Daqui, Suny, Sandra. Using Paired Reading to Help ESL Students Become Fluent and Accurate Readers. Texas: Tech University.2001.p 50-61

[24] TOPPING, Keith. Paired Reading and Related Methods for Improving Fluency. Scotland. 2014. Vol 7, No. 1. P. 59.

[25]RASINSKI, FREDERICKS. T,A. The Akron Paired Reading Project. Cited by [25] LI, ONEONTA, NES. Daqui, Suny, Sandra. Using Paired Reading to Help ESL Students Become Fluent and Accurate Readers. Texas: Tech University.2001.p 50-61

But this strategy not only improves reading performance but it also helps students to reinforce their social skills based on cooperative learning. Vitolo states that "programs of paired reading provide a cooperative learning experience where children of all ability levels can practice and reinforce learned skills in a non-threating atmosphere"[26]. Parents help students to construct learning because they can reinforce learners' confidence and independence.

Moreover, Gomez supports that "this kind of situations ,where learners read with their classmates or parents, promotes an environment in which students' interaction coerces individual performance"[27]; means that, students think they understand as long as they have a partner next to them to clarify or correct what they have already got from the topics that are supposed to be learned in class.

During the implementation of this strategy, "students develop empathy for their peers as they focus on someone else's needs rather than their own. They feel cared about by others and less alone in the academic world, which can be particularly intimidating to low achieving students. Attitudes about themselves, academics, and school greatly improve" [28]

> Topping highlights two important stages of this strategy. "Initially, tutor and tutee read out loud simultaneously in close synchrony. This is termed **Reading Together**. The tutor adjusts their reading speed to the tutee's pace. The tutee must read all the words out loud correctly. Errors are corrected merely by the tutor again giving a perfect example of how to read the error

---

[26] VITOLO, D. The Effect of a Paired Reading Program on First Grade Reading Achievement. Kean University.1999. p.7.

[27] GOMEZ, C. Peer interaction: A Social Perspective towards the Development of Foreign Language Learning. Bogota: Universidad Central. 2011. Volume 13 No. 1. P. 191-192

[28] UTLEY,C. A., MORTWEET, S.,L.,&GREENWOOD. Peer-mediated instruction and interventions.Focus on Exceptional Children.cited by GERDES, S. The effects of repeated reading, paired reading, and demonstration on reading fluency. United States. 2000.p. 33.

word, and ensuring that the tutee repeats it correctly - then the pair continues reading.

The second aspect is termed **Reading Alone** or independent reading. When the tutee feels confident enough to read a section of text unsupported, the tutee signals by a knock, nudge or other non-verbal signal for the tutor to be silent.   The tutor praises the tutee for taking this initiative, and subsequently praises the tutee very regularly specially for mastering very difficult words or spontaneously self-correcting."[29]

Children choose a book of their interest. If the parent or the teacher notices that this material is easy or difficult for the student, they can help to find something more appropriate for the learner's reading level. Once the reading material is selected, the pair finds a quiet place free of distraction to sit and read. Then, the high skilled reader "begins reading simultaneously with the child, reading ahead of the child and therefore modeling the correct reading behavior"[30].

Topping suggests that "the method works in many different ways through many different pathways for different children"[31] This strategy provides many benefits to the tutor and tutee not only for the reading skill but also for developing social skills. This strategy has important advantages in those who apply it:
"Children have more enthusiasm from reading about their own favorite things, so they try harder. This strategy also allows students to make decisions themselves in the light of their own purposes, for example: about choice of books, going on longer than 10 minutes. Learnes can decide how much support is necessary according to

---

[29] TOPPING, Op.cit, p. 61
[30] (Li & N es, 2001; Morgan & Lyon, 1979; Topping, 2001
[31] Topping, K. J. (1995). *Paired reading, spelling and writing : the handbook for teachers and parents*. Retrieved from https://ebookcentral.proquest.com

the level of interest, mood, amount of confidence and so on."[32] One important benefit of the implementation of paired reading strategy is the facility to promote a learning process where students can interact and work together, this entails that cooperative learning is developed in the classrooms.

2.4 COOPERATIVE LEARNING

For many children the early childhood classroom provides them the basis for learning in groups as the interactions allow them to start constructing their learning. Watson[33] stated that the development of social skills, interpersonal understanding and concern for others continues into adulthood, but the foundation of these critical competencies occurs in early childhood, that is why it is very important to promote cooperative learning that increase in children their social and emotional progress.

When young children start their social life in an educational setting, they find a challenging environment due to the fact that they have to interact and negotiate with peers who belong to different levels of social and emotional competencies, interests, abilities and interaction styles. In some cases, some children need their teacher's help to control these new situations. If students do not find the way that allow them to interact with others, their school environment will not be the adequate for their learning process. Goleman states that "The ability to interact competently and positively with others is as important for success in life as the acquisition of academic skills and knowledge."[34]

---

[32] Ibid.,p.13

[33] Watson, M. (in press) Learning to Trust: Transforming Difficult Elementary Classrooms Through Developmental Discipline. Cited by GILLIES, Robyn and ASHMAN, Adrian. Cooperative Learning. The social and intellectual outcomes of learning in groups.2003. London. p.19

[34] Cooperative Learning: The Social and Intellectual Outcomes of Learning in Groups, edited by Adrian Ashman, and Robyn Gillies, Routledge, 2003. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=181919.

Battistich and Watson argue that "cooperative learning in early childhood can develop positive attitudes towards school and learning, and towards peers and can provide abundant opportunities for learning how other people think, for developing language skills, and for learning how to solve interpersonal problems"[35]. Cooperative learning activities give the ideal mean for the teacher to create the proper environment for peer interaction and provide students with the necessary coaching and support that allow them to develop their social and emotional skills and understanding. This strategy applied in early ages, helps students to reinforce positive attitudes towards learning and the school community, accepting how other people think, and creating the abilities in case of solving interpersonal problems. According to Coie "Children who learn to interact successfully with their peers during the preschool and early elementary years tend to be well accepted by their peers throughout their school career, while children who fail to learn these skills in the early grades tend to be rejected by their classmates throughout their school career".[36] One way for promoting interaction and cooperative learning is the implementation of Paired Reading strategy that allows students to reinforce not only their learned skills but also they can have the opportunity to share their ideas and exchange opinions and feelings while they work together.

---

[35] BATTISTICH, V. and WATSON, M. Fostering social development in preschool and the early elementary grades through co-operative classroom activities, Cited by GILLIES, Robin and ASHMAN, Adrian. Cooperative Learning. The social and intellectual outcomes of learning in groups.London.2003.p.20.

[36] Cooperative Learning: The Social and Intellectual Outcomes of Learning in Groups, edited by Adrian Ashman, and Robyn Gillies, Routledge, 2003. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=181919.

3.RESEARCH DESIGN

Taking into consideration the research question proposed previously which is directed to know if the paired reading strategy increases students' comprehension to strengthen their interaction when they read and work together. This study was framed within the principles of action research.

Brown and Dowling state that "research is a term which is applied to projects in which practitioners seek to effect transformation in their own practices."[37] Action research is carried out in school settings. It is a reflective process and it deals with the practical concerns that are close to the instructors and allow them to make a change. The main aim of an action research is to find solutions to real problems faced in schools and searching ways to improve student success. "Action research starts with a problem, issue or set of questions arising out of professional concerns. Initial research is carried out to collect data that clarifies the situation. A plan of action is devised in the light of this evidence. This is put into place and the effects carefully monitored. This is likely to lead to further refined questions and so further developments which will, in turn, be implemented and researched"[38]

In this case, the current study was conducted with a particular group and in a specific context in which students showed difficulties with the comprehension of simple stories and the lack of tolerance when reading with a partner as they preferred to read by themselves. Based on this data, the teacher researcher determined that a paired reading strategy would be an effective mean of helping young learners improve these weaknesses.

---

[37] BROWN & DOWLING. A,P. Doing research/reading research: A mode of interrogation for teaching. Cited by KÜÇÜKOĞLU, H. Improving Reading Skills Through to Effective Reading Strategies.2013. 709-714

[38] BURTON, D. and BARTLET,S. Practitioner Research for Teachers, SAGE Publications, 2004. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=334497.p. 35.

3.1 CONTEXT

This study was carried out in a private institution in Floridablanca Santander, Colombia. This school has a branch for kindergarten, elementary, primary, middle and high school students. The school's main purpose is to form individuals who enjoy and transform the planet. The school curriculum has as goal to form self-confident, responsible, innovative students through a student-centered process. The school offers six hours of English language instruction a week in transition grade. The students belong to transition grade in Elementary. In this cycle, boys and girls work through integral projects, with which their natural curiosity is nourished by activities that lead them to elaborate their own conjectures towards what they observe in the class space and surroundings. The English syllabus is based on the topics presented in the CIE (Cambridge Assessment International) from Cambridge University and the Ministry of Education standards (MEN, 2006). However, the teacher has the freedom to decide on the most suitable methodology, taking into account the students' needs.

3.2 SAMPLE POPULATION

A group of twenty-five students from transition grade: seventeen boys and eight girls, aged 5-6 participated during the implementation of the reading strategy but 18 students were selected as the sample for the study. These students were selected considering performance in reading and their interaction with others. All the students belong to high socioeconomic levels and come from Floridablanca, Bucaramanga, Piedecuesta and Girón.

Based on the Common European Framework, these students are in the process of preparing to take the first English placement test in first grade, called Starters that certifies A1.1 level. Keeping in mind that students are children, it was necessary to apply a parental consent to get their permission for the implementation of this study.

First, the teacher-researcher explained them the purpose of the proposal, how she collected the information and the implications of applying this study. She also guaranteed that all the data was only used by her and nobody else. Then, she gave every parent a consent form in which she explained the purpose of the study and the benefit that students could have from it (See Appendix A) She also guaranteed the anonymity of all the participants' identity names were replaced by letters: Student A, Student B and so on. Besides, before starting this process, the teacher researcher informed and asked authorization to the principal elementary coordinator to have the school support for this intervention.

3.3 DATA COLLECTION INSTRUMENTS

The data collection instruments to gather information on the participants' perception of the implementation of the paired reading strategy were: teacher's journal which explain her perception about the effectiveness of the technique and the participants' work to observe the influence of the tool implemented.

3.3.1 Observations: "Observations are used in order to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur."[39] For this study, the kind of observation used was participant because the teacher also was involved in the study. This instrument had the purpose to collect, compare and contrast information related to the needs and improvements that participants had during the implementation. In this study, observations were made during all the interventions.

3.3.2 Interviews: Through interviews the researcher can collect complete information with greater understanding. For this study, it was necessary to use a semi-structured interview where "the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions"[40]. The objective of the interview in this study was to know the different students' perceptions and feelings when they read with another partner. This instrument was applied at the beginning of the study during the needs analysis and at the end of the implementation.

3.3.3 Artifacts: Craig defines that "Artifacts consists of items that are readily available in the research setting, relate to the focus of the action research, and inform the inquiry and provide insight into the situational milieu".[41] In this study, worksheets which contained several exercises about reading comprehension such as graphic organizers, story sequence and story elements, informed the researcher about the effectiveness of the implemented tool. Besides, these instruments helped to identify important patterns related to the research question and objectives since they provided solid evidence that aided to show the influence of paired reading strategy on students' comprehension of short stories in English.

---

[39] BURNS, Anne. Collaborative Action Research for English Language Teachers. London.1999. p.82.
[40] NUNAN,David. Research Methods in Language Learning. New York. 1992. P 149.

3.3.4 Notes: "Notes or field notes are descriptions and accounts of events in the research context which are written in a relatively factual and objective style"[42]. Through this instrument the teacher-researcher collected meaningful information about students' interaction, performance, settings and the teacher's methodology during the implementation of the paired reading strategy. Students and parents also wrote reflective notes about their feelings related–to the implementation of the strategy when they read at home, following the directions sent by the teacher.

---

[41] CRAIG, D. Action Research Essentials. Cited by MORA, Carlos. The Influence of Graphic Organizers in A1 Sixth Graders' Argumentative Writing skills in an EFL Context. Chía. 2014. p. 21

[42] BURNS.Op.Cit., p. 87

4. PEDAGOGICAL INTERVENTION

This chapter shows how the paired reading strategy was applied, considering the planning, the implementation and the didactic sequence in order to answer the research question.

4.1 CURRICULUM DESIGN

"What children study and learn in school makes a difference in their lives. Curriculum improvement offers an opportunity to enhance the lives of many thousands of students."[43] The curriculum at the private school where the implementation was applied, was designed considering the standards for English language teaching established by the Common European Framework Reference (CEFR, 2011) and the standards provided by the Ministry of Education (MEN, 2006), which is combined with PBL (project- based learning). In this regard, Edutopia defines Project-based learning as a "dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge" [44] This implies that this approach facilitates meaningful learning through the construction of knowledge. It is also, framed in the constructivist theory of learning where the students can consolidate their goals and educative achievements in a ludic, collaborative way; "This theory suggests that humans construct knowledge and meaning from their experiences"[45] through sharing and interact with others and the environment to facilitate their learning process.

---

[43] Walker, Decker F.. Fundamentals of Curriculum : Passion and Professionalism, Taylor & Francis Group, 2002. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=237080.

[44] EDUTOPIA. Project Based Learning. [Online] https://www.edutopia.org/project-based-learning (cited on September 8th)

[45] BADA,Steve. Constructivis Learning Theory: A Paradigm for Teaching and Learning. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 5, Issue 6 Ver. I (Nov. - Dec. 2015), PP 66-70

4.2 INSTRUCTIONAL DESIGN

The instructional design known as the action plan of the project, was designed considering the objectives and the research question proposed: How can a paired reading strategy facilitate the comprehension of simple stories and increase students' positive relationships in transition grade? This part of the document presents the pedagogical intervention that guided the implementation of the classroom project and therefore all the activities that were developed throughout the implementation of the project.

Firstly, as it has been previously discussed, this study was guided by the action research methodology whose main objective is "to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice."[46] The above, in order to foster reading of simple stories in the English classroom and provide a space to cultivate positive students' relationships. These purposes were achieved through the implementation of a reading strategy called paired reading which encourages peer learning through cooperative learning. During its implementation, students were divided into pairs and read along together or took turns to read aloud to each other. This technique could help students to increase their reading ability in a different way. Burns, Roe and Ross support that: "In these paired reading relationships, social dialogue occurred, ideas were exchanged and children brought a more powerful, shared and meaningful understanding to what they read[47]." Thus, students not only can increase their reading skill using paired reading strategy but they can also improve their social relationships as they can share ideas and feelings since this strategy provides them with a meaningful environment for learning. Based on the needs analysis the

---

[46] BURNS.Op.cit., p. 13.

[47] BURNS, P.C, ROE, B.D, ROSS, E.P Teaching Reading in Today's Elementary Schools, cited by VITOLO,Danielle. The Effect of a Paired Reading Program on First Grade Reading Achievement. Kean University.1999. p.8.

teacher-researcher developed the plan with enthusiasm and compromise. Thus, it was hoped to have a positive and meaningful impact on students´ academic and personal life. The whole intervention at school was carried out through different stages in which the teacher collected information and took it as the main criteria to promote good learning.

This study conceives language as social interaction that has a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt that social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level."[48] In the pedagogical intervention of the paired reading strategy, social interaction is central since students can reinforce their relationships and this could facilitate their reading process by providing a supportive environment which allows them to have a meaningful learning in a collaborative way. Furthermore, language is viewed as a communicative tool to achieve an outcome. According to Wills and Wills "this characteristic of language implies selecting engaging topics for learners that catch their attention and present a degree of intellectual challenge that promotes their language development"[49]. Subsequently, this study used the target language to talk about the perceptions that students felt related to paired reading and how they expressed their ideas about retelling or understanding the stories.

In this study, learning is conceived as cooperative learning due to the fact that the paired reading strategy helps learners to read and learn with others at the same time. Battistich and Watson support that "co-operative interactions are essential for

---

[48] VYGOTSKY, L. Interaction between learning and development. Readings on the development of children. New York. 1978. Vol. 23 No. 2. p. 34-41.

[49] WILLIS, D. and WILLIS, J. Doing task-based teaching. Cited by MORA, Carlos. The Influence of Graphic Organizers in A1 Sixth Graders' Argumentative Writing skills in an EFL Context. Chia. 2014. p. 21

developing children's emerging understanding of fundamental social values of justice, caring and fairness, as well as their social skills and understanding"[50]. That is why during all the implementation students did their comprehension activities with their partners to identify their opinions and feelings about working with someone else.

4.3 DIDACTIC SEQUENCE

The process of implementing the paired reading strategy was developed in the following way: The time span consisted of 10 weeks from February to May in which the teacher familiarized and applied the reading strategy with students of transition. Considering the obtained information from the needs analysis, it was necessary to look for books that could help during the implementation. It was a little difficult since the school did not have enough material for this English level. However, it was possible to find five books according to the classroom project and two other minibooks which were taken from each student's phonics book. This material was selected according to the students English Reading Level, in this case Level 1 for kids. This material contained illustrations and short sentences, with simple structures for a better understanding.

The implementation of the strategy was developed following these steps:

First, teacher reads and students read in their minds. Second, teacher reads and students repeat. Third, teacher organizes pairs and students read to each other. There were two objectives to be achieved every two weeks. One related to comprehension and the other related to the reading strategy. During these ten weeks, students started the classes by playing a game or doing a warm up activity that helped to activate their prior knowledge and as an introduction to the new book.

---

[50] 50 BATTISH and WATSON. Op. Cit.,p.20

After doing the activity, the teacher started to implement the strategy following three steps

1. Listen to the teacher while she reads the text: Students listened carefully to the teacher's pronunciation in order to recognize the correct pronunciation of the words.

2. Listen to the teacher and then repeat: In this step, students not only listen again to the teacher, but they also repeat after she reads each sentence or phrase.

3. Read the book with my classmate: Teacher divided students into pairs, considering their reading performance. Students applied the correct position for this strategy: "EEKK, Elbow to Elbow, Knee to Knee, the book in the middle, so we both can see"[51]After this, students took the roles: the tutee and the tutor and start reading between 10 and 15 minutes.

After applying the steps, students developed an activity based on the book to see their reading comprehension progress. These activities were: retelling stories to their classmates, graphic organizers about characters of the story, story sequences; creating optional endings to the story using images and short phrases or sentences in English.

Besides, each two weeks the learners wrote in a piece of paper, their feelings or points of views about reading with another classmate to identify the effectiveness of the strategy. During the implementation, parents also had an important role. The teacher sent home two books that were read in class with the students because she also wanted to explore the implementation of this reading strategy at home. So, when she sent to parents the book, she explained them how to practice the strategy

---

[51] Tori's Teacher T. Daily 5 Read to Someone (Lots of freebies) [Online].
http://toristeachertips.blogspot.com/2013/07/daily-5-read-to-someone-lots-of-freebies.html (Cited on October 29th)

with the kids through a platform, where she exposed the paired reading steps and she also provided the pronunciation of the books because some parents did not speak English. Besides, parents and students wrote their feeling and ideas in the English notebook about practicing this strategy at home.
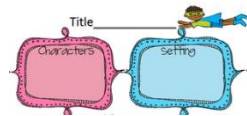
Students also, practiced the strategy with kinder's learners as a final outcome. They taught them the steps and implemented the strategy with one of the books from the classes. In order to see their points of view about this experience, teacher implemented a semi structure interview to students.
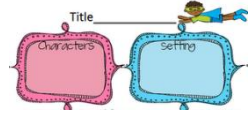
The following chart shows the pedagogical intervention with the activities, objectives, material and assessment used in this implementation.
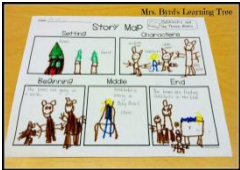
Table 1 Pedagogical Intervention Chart

Week	Objective	Activities	Material	Assessment
Week 1 Two sessions: 50 minutes for each sections.	The student will be able to identify short vowels words The students will identify paired reading strategy steps.	Pre-reading: Ss watch a video and apply a thinking routine called: S What do you see? What do you think? What do you wonder? Paired reading strategy introduction. Post- Reading	Mini book: Is it a bug?	Worksheet: Ss will develop a worksheet about filling in the circle next to the name of the picture. (assessing short vowels a, i, o,u,e)
Week 2 1 section. 50 minutes	The student will be able to identify and read long vowel words. The student will be able to practice paired reading strategy with	Pre-reading: Teacher tells students about some games they play with friends. (board games, basketball) Paired reading strategy practice. Post-reading: Ss will practice the strategy at home with their parents and then they will write down how they (parents	Minibook: Game Day box	Students will practice the Reading strategy with their parents at home. In order to know how they (parents and students) feel about the strategy, they will write down their thoughts on their notebooks.

		and children) feel doing the activity. Teachers taught how this strategy works in a parent's workshop, some months ago. However, teacher will send tips to them.		
Week 3 Two sections 50 minutes	The students will be able to retell a story by using simple sentences	Pre-reading: Teacher shows the book cover and asks students: what do you see in this page? in order to introduce the book. Paired Reading strategy practice. Post- reading: After reading the book, pairs will try to retell the story	Book from English reading plan: Funny fish by Michaela Morgan	Retelling peer activity. Pairs will try to retell the story to each other and then they will write the story (using drawings and simple words) in a piece of paper. Teacher will record the class in order to get information for her data analysis.
Week 4 Two sections 50 minutes.	The students will be able to summarize the story by drawing	Pre-reading: Students will watch a video called: food song. Teacher will apply the chalk talk routine with the following question: what is your favorite food? Paired Reading strategy practice. Post Reading: Pairs will make a drawing that	Book from English reading plan: One potato	 .

		summaries the story. Then, they will paste their drawings on the wall.		Homework: Students will practice the reading strategy with their parents.
Week 5 2 sections of 50 minutes.	Students will be able to organize the sequence of a story based on pictures.	Pre-reading: Ss will play the game Eeney Meeney Miney Moe in order to introduce sea animals. Paired reading strategy practice. Post-reading: Teacher will print some images from the book and pair will organize them according to the story sequence.	The mermaid and the octopus. Pages(from 1 to 8)	Story sequence worsheet.
Week 6	The students will be able to identify the title, characters and settings of a story	Pre reading: Teacher will draw a chart with three columns: title, characters and settings. Teacher will ask students what these words mean for them and write their ideas on the chart and explain the topic. Paired reading strategy practice.	The mermaid and the octopus. Pages(from 9 to 12)	Graphic organizer

		Post reading: Students will make a simple graphic organizer, identifying the title, characters and settings of the story.		
Week 7 1 section of 50 minutes.	The students will be able to look for the "who" or "what" from the story.	Pre-reading: Students will play a "who" and "what" bingo. Post-reading: pairs will look for "who" and "what" from the story and write them on their English noteboks.	Horses' holiday book.	English notebook activity.

Week 8 Two sections of 50minutes.		Paired reading practice at home: Students will practice the activity with their parents. Post-reading: Two-Word-Reading Teacher will challenge students to tell her what they understand from the story with only two words and then each pair will make a story map about the story. Then teacher will ask parents their thoughts, feeling about this activity.	Horses' holiday book.	storymap. T will record parents' answers in order to collect information for her research proposal.
Week 9	Students will be able to identify the main idea and support details in a simple story.	Pre-reading: Teacher will explain to transition d students that they will practice the reading strategy with their classmates from transition b. Post- Reading: teacher will ask transition b students to	Horses' holidays	self-evaluation English notebook activity.

		write how they feel doing this practice.		
Week 10	Students will be able to change the end of the story.	Pre-reading: students will explain students that they will practice the reading strategy with students from kinder. Post reading: Transition d students will play "after reading spinner" with questions about the reading. Students will propose an alternative end for the story. They will write this end in their notebooks. Teacher will ask them, how they feel when they read with smaller kids.	Funny Fish book	After Reading spinner. Student's interview Alternative endings.

5. DATA ANALYSIS

The previous chapters described the pedagogical, theoretical and methodological process applied during the development of this study. This chapter presents how the data was collected and which categories emerged during the process of analysis. This chapter also provides information about how to answer the research questions and to achieve the objectives that oriented action research project.

5.1 DATA MANAGEMENT

The collected data during the research process came first from a questionnaire applied to students' parents to know about the reading habits in English and Spanish that students had at home. This questionnaire was applied in Spanish to ensure the parents correct understanding. At the beginning of this process a semi-structured interview was also applied to ten students to collect important information about their opinions related to reading and if they preferred to read in pair or individually.

Then, more data were collected during each intervention in the classroom through a teacher journal. In this diary the teacher wrote field notes about the everyday work and the decisions or changes made by her considering students' needs, strengths and weakness. The teacher also collected data through notes and artifacts provided by the students. The artifacts were collected in physical and the analysis was also assembled in a chart as well. The students' responses were classified using letters (student A) to keep their anonymity.

These instruments gathered important information about students' perceptions related to their relationships between them and their understanding of simple stories, through the use of the paired reading strategy. Finally, at the end of the intervention,

an interview was applied to students in order to know their new perceptions towards the effectiveness of the reading strategy.

In order to analyze the data, each student had a code in order to organize the information from the instruments data. it was necessary to transcribed students' interviews, to classify the students', parents' reflections and students' artifacts into charts for a better understanding. (See appendixes B,C,E,F,G)

5.2 DATA ANALYSIS FRAMEWORK

Taking into account that the collected data are open to several interpretations depending on the purpose of the research, the data analysis method that best fitted this study was grounded theory which is defined as "A qualitative research method that uses a systematic set of procedures to develop an Inductively derived grounded theory about a phenomenon" [52] In this study, a step-by-step procedure was followed to collect and analyze data and to generate theory from the participants' perspective that explains the effectiveness of the paired reading strategy. However, it was necessary to analyze the collected data in depth in order to organize them and find relations among the information that allowed the researcher to answer the research question of this study. In order to analyze the data, two systematic steps were used to identify and select categories, and the subcategories.

---

[52]CORBIN, J and STRAUSS, A**.** Basics of qualitative research: Techniques and procedures for developing grounded theory. USA.2008. p.24

5.2.1 Categories The first step in coding was open coding, which occurs when the researcher reads through the data several times and then start creating tentative labels for chunks of data that summarize what happens during the study. The codes were highlighted with different colors to facilitate the understanding and relationship with the wide categories. "Open coding is the logical starting point for GTM qualitative coding. Beginning with some body of text (part of an interview, for example), you read and reread a passage, seeking to identify the key concepts contained within it. Any particular piece of data may be given several codes, reflecting as many concepts."[53] The initial codes identified throughout data from all the instruments were as follows:

Table 2 Initial codes after the open coding procedure

| OBJECTIVES	CODES
To increase reading achievement through paired reading strategy	Understanding stories.
	Organizing story sequence.
	Providing alternative endings.
	Identifying characters and settings
	Students' fluency and pronunciation
To strengthen students' confidence and collaborative work by reading with other peers and parents	Feeling assurance when reading.
	Collaborative work.
	Expressing a point of view
	Students' relations
	Parents Reading Time at Home
	Classmates' feedback
• To reinforce students' attitude towards reading with others.	Students' attitude
	Supporting reading

---

[53] BABBIE, Earl. The practice of social research. Belmont. 2010, p. 430

After doing the open coding where categories came from the collected data, the researcher carefully analyzed how the categories could have a relation. This process is called axial coding. For instance, during the analysis of the instruments related to students' perceptions, attitudes and performance, some subcategories were identified which could belong to those categories. "Axial coding involves a regrouping of the data, in which the researcher uses the open code categories and looks for more-analytic concepts."[54] After applying the open and axial coding, two mid-level categories emerged: Learning to Read Together (figure 3) and Living Together (figure 4).
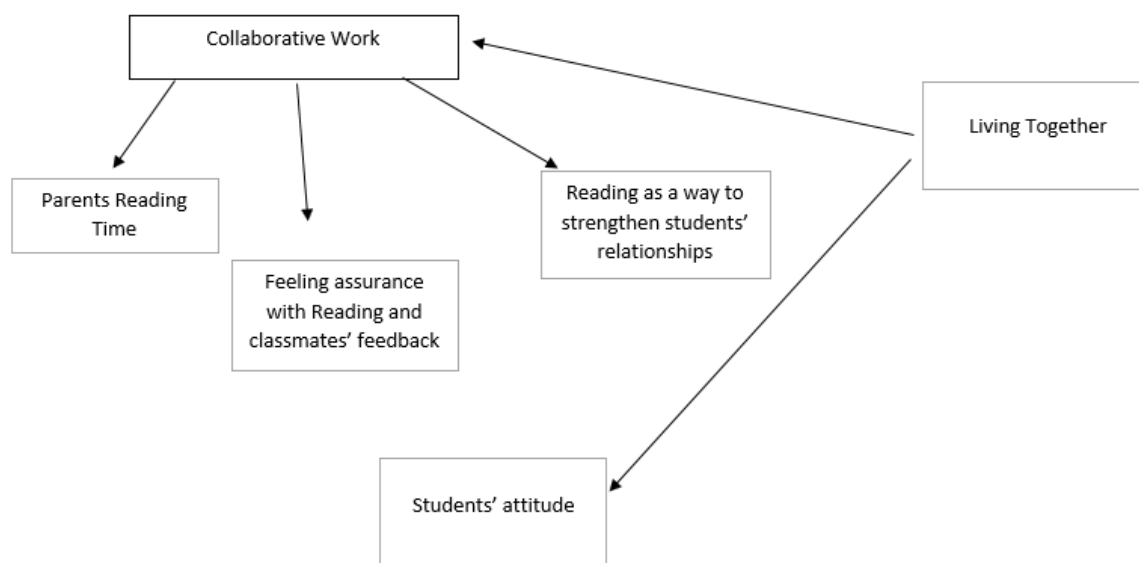
Figure 3 Learning to Read Together Category

---
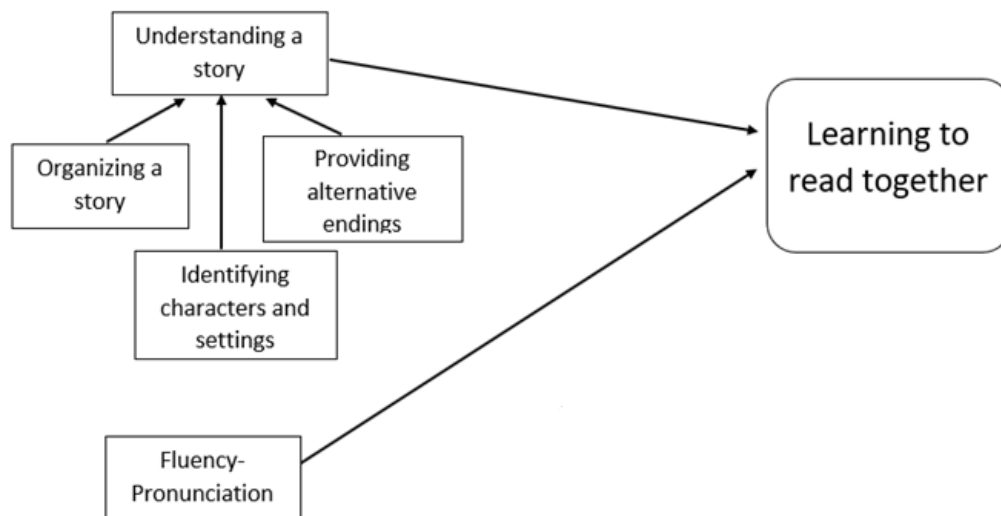
[54] BABBIE. Op. Cit., p. 427

Figure 4 Living Together Category

5.2.1.1 Living Together: This category entails to understand self and others, transforming the world together. "students explore their own and their peers' feelings and competencies as they undertake some 'stimulus activity' as individuals or in pairs or small groups, such as communication and perception exercises, co-operative activities, role-plays or practicing assertiveness, refusal or mediation skills"[55] Children interact with others through reading and comprehend that they can think and feel differently, share ideas, work collaborative to get the same benefit, to learn in a comfortable and pleasant environment. In turn, this category was divided into subcategories for a better understanding: a) collaborative work which is divided into parents reading time, feeling assurance with Reading, classmates' feedback

---

[55] Sinclair, M. Learning to live together: Building skills, values and attitudes for the twenty-first century. (2004). Paris. P.49

and reading as a way to strengthen students' relationships; b) students' attitude, which will be in detailed in the findings section

5.2.1.2 Learning to Read Together: Related to this category the researcher analyzed how students improved their reading ability specially the comprehension part, using the paired reading strategy. The resultant subcategories for this category were: Understanding a story, which was divided into three parts: Organizing a story, providing alternative endings and identifying characters and settings and a second subcategory related to fluency and pronunciation.

6. FINDINGS

The analysis of the collected data gave the researcher meaningful information to answer the proposed research question which is related to how the paired reading strategy facilitates the comprehension of simple stories and increase students' positive relationships in transition grade and how the three objectives were evidenced 1) To increase reading achievement through paired reading strategy. 2) To strengthen students' confidence and collaborative work by reading with other peers and parents, and 3) To reinforce students' attitude towards reading with others. All the collected data was analyzed and classified taking into account ~~all~~ the categories and subcategories mentioned in the data analysis framework.

6.1 LEARNING TO READ TOGETHER

Taking into consideration the findings, paired reading strategy strengthened students' reading skills. Through this strategy, students reinforced their reading comprehension since they could share their ideas and listened to others' points of views, thinking and ways to interpret the stories. In this study was found that this strategy reinforced the ability to understand a story. Students also could show their opinions without considering structures or grammar rules, they just expressed their soul. This category contains two subcategories related to the comprehension of simple stories, that includes: the organization of a story, to provide alternative endings and the identification of characters and settings in the reading. The second subcategory is related the pronunciation of words and simple phrases and sentences in English and the improvement of students' fluency during the implementation of the strategy.

6.1.1 Understanding the story: Findings revealed that students had a great improvement about understanding a story because they were exposed to reading at school with their classmates and at home with parents who received instructions from the teacher on how this strategy works, helping students to achieve a better performance in their reading process.

The use of diverse reading comprehension activities such as matchings, multiple choices or elaborating graphic organizers helped the students to have a better and clear idea about the settings and sequences in a story and it contributed to the development a better comprehension of the stories.

6.1.1.1 Organizing a story: Elements and sequence of a story: The results show that this a good choice for developing understanding of simple stories in English due to the fact that there are diverse ways like images or graphic organizers which helped students to comprehend important aspects about a story like elements and sequence. Based on this information and in the implementation of the paired reading strategy, Findings demonstrated that students showed understanding of a story when they had to organize several images according to the story while they worked together, explored, critiqued and reflected in relation to the story and its sequence. "Pictures can aid readers in making inferences and organizing information. Picture help students to easy recognize the word in the text. When students looked the picture, students tried to guess the name of the picture from the text. "[56]

The majority of the students could organize most of the images based on what they read with their reading partners. They also could understand in a better way, seeing that images provided them with information that helped them in their understanding.

---

[56] Australian International Academic Centre. The Effect of Picture Story Books on Students' Reading Comprehension. English Departement. FKIP. 2017. Vol. 8 No. 2. p. 220.

Image 1. Organizing the story: the mermaid and the octopus

Another important aspect in this subcategory was the use of graphic organizers in the reading process. Through this useful tool, students could understand in a better way the story, especially when they had to identify important aspects such as characters, settings, beginning, middle, and ending. This didactic tool reduced the cognitive demands on learners by helping them concentrate on writing precise and concrete information. "organizers help learners separate important information from what might be interesting but not essential information"57

---

[57] Ellis, E., & Howard, P. (2007). Graphic organizers: Power tools for teaching students with learning disabilities. Current Practice Alerts, 13, 1-4. Cited by MORA, Carlos. The Influence of Graphic Organizers in A1 Sixth Graders' Argumentative Writing skills in an EFL Context. Chia. 2014. p. 21

Image 2. A graphic organizer made by student g who identified the elements of the story: one potato

Related to this aspect, results showed that through the paired reading strategy, students worked more comfortable with their classmates. Besides, they worked cooperatively and shared their ideas and opinions about the story; they also felt more secure when they had to retell and identify the sequence of a story

> "Pairs work in the activity very well. They are focused on the story and try to organized the images; some pairs share their ideas in order to put the images in the correct position while one stuent cuts the image the other paste them but they keep talking about the reading and the sequence. Students work appropriately and without complain" Teacher's field notes May 5th.

The analysis of the artifacts used in this study, showed that most of the students could identify the elements of the story such as characters and settings. The results

also revealed that the strategy helped students to reinforce their comprehension about identifying the sequence of a simple story. However, some of them presented difficulties when they have to classify the beginning, the middle and ending in English, they could do it in Spanish but in English it was more difficult for them. I this case, the teacher helped students writing these sentences on the board in a disorganized way, then they wrote the sentences in the appropriate column in the graphic organizer

Image 3. Graphic organizer that illustrates the elements and story sequence: The mermaid and the octopus.

6.1.1.2 Providing Alternative Endings: During the process of analyzing data about the implementation of the paired reading strategy, an outcome about writing came out. It is important to highlight that it doesn't match the research question or objectives but the researcher decided to reported because it evidenced progress in the students' writing abilities in English through this intervention.

Students provided alternative endings to see their comprehension and production. Students created their endings using some words in English and others in their mother tongue. "The horses se fueron a house y estaban muy happy". "The horses bailan and play" The example showed a case of biliteracy, that is when a student is able to read and write in two languages. It is important to highlight that during the implementation of the paired reading strategy, the mother tongue (L1) had a role as a complement in the process of the acquisition of a second language. Students could use it to make meaning.

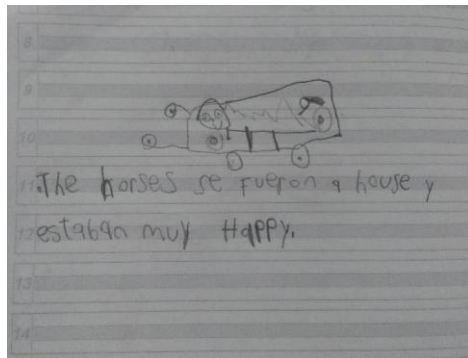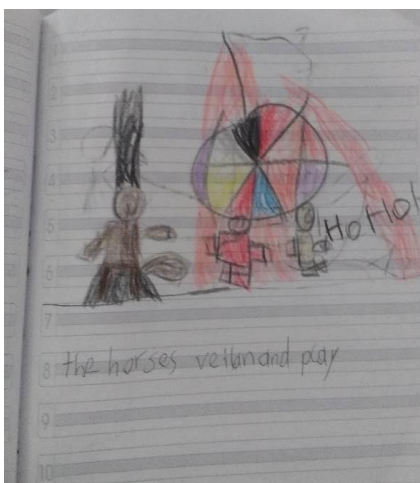Image 4. An alternative ending provided by Student H

Image 5. Alternative ending provided by Students I.

6.1.2 Fluency and Pronunciation: "Fluency is the accurate and rapid naming or reading of letters, sounds, words, sentences, or passages. When students can perform reading and reading-related tasks quickly and accurately, they are on the path to fluency, an essential element of comprehension and mature reading."[58] During the implementation of this study it was found improvements in the students' fluency and pronunciation. During the paired reading strategy practice, students were able to recognize and practice elements studied in previous classes. As it was mentioned in the pedagogical implementation, before they practice with their classmates, they practice to understand the pronunciation of the words. Students also had the chance to check with the teacher the unknown vocabulary for better comprehension and pronunciation of the text.

Activity: Horse's holiday

Excerpt 1

In the following fragment a pair composed of one boy and one girl were involved in the oral reading activity. Participant L is the stronger reader and Participant A is the weaker one. Participant A was not fluent in English

Male voice: [children's voices] they're… longing to obey

Male voice: yes

Male voice: At [cross talk] midnight there-re are… fireworks. A dazzling d—display

Male voice: They enjo-joyed a lot.

---

[58] Vaughn, Sharon, and Sylvia Linan-Thompson. Research-Based Methods of Reading Instruction, Grades K–3 : Grades K-3, Association for Supervision & Curriculum Development, 2004. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=280393.

(--) Stuttering

Excerpt 2

Male voice: He will write some postcards to his new [inaudible] and his granny and his grandpa. And eats his little [inaudible] cake.

In excerpt 1, the participant reads slowly; he needed time to do it and think how to pronounce some words. It is important to highlight that after analyzing the data, the results showed that at the beginning of the implementation when some students started reading, they took their time to pronounce the majority of the words to pronounce them in a proper way. However, they repeated some syllables of the words when they felt their pronunciation was incorrect. Nevertheless, they could improve their reading through reading aloud as is exemplified in excerpt 2, where the same student from excerpt 1 showed advancement in his process. Another important result is related to read aloud which is a good exercise for improving the reading skill. It forced students to work on word sound recognition and phonological awareness for being understood by their classmates, which is very important in the paired reading strategy since peer work allows students to be conscious of the required effort to be understood when someone is reading.

Another important aspect is related to the classmate's feedback for correcting pronunciation. Students paid attention to their classmates when they were the tutor; they used collaborative work for checking the pronunciation of the words to assert one's perceptions.

Excerpt 3

Male student: [inaudible] horses

Male student: horses no es horse ahorita lo dijiste en el título del cuento.

Another promising finding was that through this practice student's parents became aware of their children's reading pronunciation improvement—since—students corrected them when they made pronunciation mistakes. During the implementation of this strategy at home, as parents as children could develop a teacher role, when they had to listen to the other and correct the mistakes. According to Mairting "The method can be used from junior infants up to second level. Initially parents read to very young children. As the child progresses, the parent reads with the child when the child becomes an independent reader, the parent listens to the child."[59]

> *"Nos sentimos muy bien porque fue una pronunciación muy buena por parte de Nicolás y una historia muy bonita." (student k' parents)*
>
> *"Mi hijo escuchó con atención la lectura, cuando llegó el momento de corregir los errores cometidos por la mamá. Lo disfrutó mucho porque sintió que estaba enseñando y que sabía más." (Student a's mother)*

Related to Learn to Read Together Category, important outcomes related to comprehension of simple stories, pronunciation and fluency came out. Besides, one result related to the creation of alternative endings, did not match the question or objectives but the researcher considered important to mention it.

6.2 LIVING TOGETHER

This second category has to do with how students work and read together, sharing feelings, ideas and expressing themselves with respect, creating a comfortable and peaceful learning environment. The results demonstrated that the paired reading strategy helped improve the relationships between students during its implementation. Such collaboration is evident in the way students did their best to

---

[59] THE IRISH TIMES. The Benefits of Paired Reading. [Online] https://www.irishtimes.com/news/education/the-benefits-of-paired-reading-1.60185 (Cited on November 27th)

help their classmates, improving their social skills. The findings in this category correlate with the ones presented by Burns, Roe, & Ross[60] who concluded that: In these paired reading relationships, social dialogue occurred, ideas were exchanged and children brought a more powerful, shared and meaningful understanding to what they read. This is precisely what happened in my intervention since children were encouraged to work collaboratively providing a great reading time which allowed them to learn and share time with their classmates. They respected and understood that others can think and express differently and it is so important to accept and respect these differences.

6.2.1 Collaborative Work: This first subcategory has to do with the collaboration that was identified at all moments among the students. The results indicated that the paired reading strategy promoted collaborative work among students since it allowed them to achieve the goal of the classes, as shown in Excerpt 1. Through this strategy, students got involved in the reading process while they shared ideas and feelings about the reading or they talked about their lives. They felt more interested and secure when others expressed opinions. As Johnson & Johnson[61] argue: Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible.

---

[60] BURNS, P. ROE, B. and ROSS, E. Teaching Reading in Today's Elementary Schools. Cited by VITOLO, Danielle. The Effect of a Paired Reading Program on First Grade Reading Achievement. EE.UU. 1999,p.8
[61] Johnson, D, & Johnson, R. Introduction to Cooperative Learning. Cited by Daugherty C. The Benefits of Collaborative Learning in the Elementary Classroom. Minnesota 2014 p. 3

Muy bien porque mi compañero me escuchaba, me ponía atención, él me escuchaba y yo lo escuchaba a él, él me ponía atención, hicimos juntos todo lo que nos dijo la miss." (Student L)

"I felt very well because my classmate heard me. He paid attention to me and I listened to him. We did all what teacher said" (Student L)

Besides, this strategy allowed students to be immersed in a supported reading because they listened to their classmates carefully and if one of them felt frustrated or unable to pronounce the word, the other provided supported statements to encourage them to continue with the activity. This allowed them to correct their mistakes without feeling sad or nervous.

"Me sentí bien porque yo también quiero ayudar a los compañeros a que ellos puedan alcanzar más la meta y no se porten mal." (Student I)

"I Felt nice because I also want to help my classmate to aim the goal and I help them to have a good behavior." (Student I)

6.2.1.1 Reading as a Way to Strengthen Students' Relationships: This subcategory has to do with strengthening students' interaction with others while they read together. During the implementation of the paired reading strategy, Findings revealed that this strategy supported the students' relationships; this means, the way students communicated, supported others and were involved in the collaborative learning process.

> *"Me gustó porque compartíamos y porque me gustaba leer" (Student L).*
>
> *"I liked it because we could share and besides, I like reading" (Student L)*
>
> *"Students shared their ideas with their classmates" (teacher's field note March 21st)*
>
> *"Most pairs share their ideas in order to do their best during the activity others talk between them." (Teacher's field note March 22nd)*

During the implementation of the strategy, students who had some pronunciation errors, began to see their reading classmates as guides who offered them support during the development of the different activities; this, to achieve the different purposes together as a group rather than the high level students doing all the things for them.

Most students were committed to working in a group allowing students to express their opinions and beliefs and felt heard by others. In the course of this study, the environment of trust increased since students felt more secure and encouraged about expressing their ideas or talking about familiar topics.

> *"Students seem to enjoy the reading; they are calm reading between them and share their points of views in a friendly way and they respect when their partner read. It seems that most of them feel good reading with another classmate." (Teacher's field note. April 26th)*
>
> *"Me sentí feliz porque le puse atención a Juanfe porque él se sabía todas las palabras en inglés y porque le escuché las palabras super super bien y me sentí como si no estuviera en este planeta tierra como si estuviera en una fiesta en el espacio" (Student k)*
>
> *I was happy because I paid attention to Juanfe. He knew the English words and I also listened to him. I felt that I was in party in the space" (Student k)*

However, in some cases, students felt disappointed when their classmates did not pay attention to them, so this situation created an unpleasant space for reading time.

In other cases, some kids did not enjoy the reading time when they had to read with a classmate because they were not closed to them or their classmates belong to another gender.

> *"one boy wasn't happy because he wanted to be with his best friend."* *(Teacher's field note March 21st)*
>
> *"Juanes doesn't read the book because he is sharing the book with a girl."* *(Teacher's field note March 21st)*
>
> *"The boy doesn't like to read with the girl. He prefers to read with others boys." (Teacher's field note April 26th)*
>
> *"Me sentí mal porque Nicolás no me escuchó y yo lo escuché, Nicolás estaba molestando mientras yo leía el libro y estaba haciendo otras cosas" (Student B)*

Another important finding was related to language, because this kind of activity not only helped students to improve their social and academic process but also provided the teacher researcher with useful information for a better development of the classes.

6.2.1.2 Parents Reading Time: This subcategory reflects the important role of parents during the children's reading process. Throughout the duration of the implementation of this strategy, students not only could share time and feelings with their classmates but also with their parents due to the fact that of they practiced this strategy at home with them. Students' and parents' reflections provided useful and important information about how this reading strategy helped them to be more engaged and informed about the learners' reading process.

"Effective school-family partnerships can have important benefits for parents as well, helping them to perceive their children's school in a more positive light, enhancing their sense of efficiency as parents and changing the perceptions of their children as

learners"[62] This aspect related to include parents in the intervention was so important and meaningful in the development it. This reading space allowed parents and students to have interesting experiences about the children learning process. Parents were interested in the paired reading strategy. They expressed that it is a useful method that helps their children in their reading process because they could see how the students felt secure about expressing themselves in another language when they read and how they showed their security related to the pronunciation and comprehension of the story.

> *"Me parece interesante el método ya que permite al niño adentrarse en el libro y corregir la pronunciación."* (Student c's parent)
>
> "This method is interesting because it allows kids to be connected with the book. It also help them with the pronunciation" (Student c's parent)
>
> *"Me siento feliz de ver que mi hija ya pronuncia bien buena parte del libro, yo como mamá siente que es un ejercicio bastante nutriente en el proceso que están desarrollando."* (Student p's mother)
>
> "I feel happy to see how my daughter read better. This exercise is really nice and reinforce the children process." (Student p's mother)

Students also enjoyed reading with their parents, because they could show them how their reading process in English had progressed. Also students and parents expressed their happiness about sharing time together

---

[62] *AMES , C.* Parent involvement: The relationship between school-to-home communication and parents'perceptions and beliefs.Cited by ÁVILA, Nelly.. GARAVITO, . Parental Involment in English Homework Tasks: Bridging the Gap between School and Home. Profile. Vol. 11, No. 2, 2009. Bogotá, Colombia. p. 107

> *" Muchos de ellos expresaron que disfrutaban compartir con sus padres, enseñarles la estrategia y cómo pronunciar las palabras." (Teacher's field notes April 3rd)*
>
> *"Many of them expressed that they really enjoyed sharing with their parents and teaching them the strategy and how to pronounce some words." (Teacher's field notes April 3rd)*
>
> *"Feliz porque estaba al lado mi mamá y mi papá" (Student j)*
>
> *"I was happy because I was with my mom and my dad" (Student j)*
>
> "Leer con mi hijo es muy divertido ya que es un tiempo para compartir y aprender juntos." (Student N's parent)"Reading with my child Is really nice because we can share and learn together." (Student N's parent)

6.2.1.3 Feeling Assurance with Reading and Classmates' Feedback: "Peer-assessment is as an interactive type of assessment in which learners keep up with their teachers to achieve the goal. In fact, teachers are not the only assessors and not more the center of the assessment. "[63] Through this strategy, students helped their classmates when they provided feedback. They learnt to be politer and they also used good words to correct the mistakes. During this study, it was found that most of the students accepted the corrections made by their reading partners and tried to correct them. "The child gets lots of praise. It is much nicer to be told when you are doing well instead of just being moaned at when you go wrong"[64]

---

[63]WIKSTORM, N.Alternative assessment in primary years of international baccalaureate education. Cited by KARAMI, A. REZAEI, A. An Overview of Peer-Assessement: The Benefits and Importance. (2015). Iran. p.95.

[64]TOPPING, Keith. Paired Reading- What are the Advantages?. [en línea]. TES. **London**. May 6th, 2013) p 1 [July 14th, 2018]. Available: https://www.tes.com/teaching-resource/paired-reading-what-are-the-advantages-6338274

"Me sentí feliz porque aprendí, le corregí a mi amigo y me sentí concentrado conmigo misma" Student a

"They use good words for correcting their classmates:!mira, se pronuncia así!. Recuerda como dijo la miss" Teacher's field notes April 28th

"Student read friendly, they share their ideas and show really interested reading the book. When they have to correct their classmate's mistakes they use a good vocabulary like: Please, this is not correct, listen to me and repeat and the majority of them do not get angry about receiving the correction." Teacher's field notes. May 16th

Students also expressed that they felt secure and calm when they read with their friends because they could make mistakes without any problem. Nevertheless, one student did not feel good when he received a classmate's feedback.

"Me sentí mal porque me tocó hablar, pero me corrigió y yo también le corregí" Student g.

"I felt bad because I had to talk, but he corrected me and I corrected him/her too"

Student g.

6.2.2 Students' Attitude: The final results showed important improvements related to students' attitude towards reading with partners. At the beginning of the implementation and according to the needs analysis, students expressed that they did not enjoy reading with their classmates because they thought that their classmates could make fun of the mistakes and this did not allow them to read with anyone else at school. However, they changed that feeling during the development of the reading strategy practice:

"Students read in a friendly way, some pairs are so focused on the reading and they practice the strategy appropriately." (Teacher's field notes March 30th)

"Me sentí bien porque leíamos en parejas." (Student J)

"Yo me sentí feliz por leer con mis amigos" (Student D)

Although at the beginning of the implementation some students did not like to share time with their friends, [Some students are not happy with their classmates and they have a bad attitude] *(Teacher's field note March 2nd)* because they did not feel comfortable with the classmates and at the end of this process the results showed that the majority of the students improved their attitudes towards reading time, because they started to learn how to be social and polite.

> *"Excepto una pareja, porque el niño no quiso trabajar con la niña a pesar que ella tenía la mejor actitud"* (Teacher's field note March 21st)
>
> *"Except one pair, because the boy didn't want work with the girl even when she had the best attitude."* (Teacher's field note March 21st)
>
> *"Me sentí mal porque Nicolás no me escuchó y yo lo escuché, Nicolás estaba molestando mientras yo leía el libro y estaba haciendo otras cosas"* (Student b)
>
> "I felt bad because Nicolas did not listen to me so me neither. Nicolas was brothering while I read the book" (Student b)

In addition, some factors like the place where students read, had a huge influence in their reading time. Students really enjoyed when they could go outside the classroom and practice the strategy. "Learning outside the classroom, provides a context for learning in many areas: general and subject based knowledge; thinking and problem-solving skills; life skills such as co-operation and interpersonal communication".[65] Students used to their classes inside the classroom, and when they were taken to another place the teacher noticed that reading outside the classroom, facilitated the children's social and personal development due they did not feel confined.

> *" Me gustó porque leíamos los dos afuera del salón"* (Student H)
>
> *"Some of them talk about the reading others talk about how they feel to be in a different place from the classroom: (Qué rico estar en un lugar diferente.)"* (Teacher's field notes April 3rd)

---

[65]EDUCATING ADVENTURES. TAKING SCHOOLS FURTHER. https://easchooltours.com/blog/why-is-learning-outside-the-classroom-so-important/ [Online] (cited on September 15th)

Having analyzed the data gathered during the pedagogical intervention and taking into consideration the research question posed at the beginning of the study: How does the paired reading strategy facilitate the comprehension of simple stories and increase students' positive relationships in Transition Grade? as well as the objectives: a) to increase reading comprehension through paired reading strategy; b) to strengthen students' confidence and collaborative work by reading with other peers and parents and c) to reinforce students' attitude towards reading with others, some conclusions can be reached.

The findings suggested that is possible to increase students' comprehension and fluency through the paired reading strategy; learners made important progressions in comprehension and fluency: two important components of reading. Students not only gained confidence by reading with others, classmates and parents, but they also felt secure while reading because their understanding and fluency improved during the implementation. In regards to comprehension, graphic organizers for story sequences and other elements were crucial. Students also improved their basic writing skills because they could, for instance, create short and simple alternative endings, complete graphic organizers and express their feelings during the interventions.

Regarding the second objective, to increase students' positive relationships through the paired reading strategy, it provided students with many benefits for their social lives. Students improved their collaborative work since they could share ideas and feelings about the stories and work together without problems. They learnt how to listen to others while they read and how to solve any difficulty together. The paired reading strategy strengthened students' enjoyment of reading because it allowed students to feel secure and motivated when they read and the peer listened in a friendly manner. This strategy has the power to join different kind of students without considering gender, color or personality. Besides, this strategy also involved parents in their students' learning due to the fact that they could share more time with them and see how their children developed their reading process in a second language.

Referring to the third objective, to reinforce reading attitude reading with others as a result of paired reading strategy, it is possible to conclude based on the interviews and students' reflections that students reinforced their confidence through reading with their classmates. They could read calmly since their classmates transmitted confidence and calmness, so students enjoyed the reading time. Another important aspect was that children really enjoyed the reading time outside the classroom which provided students with an engaging and relevant learning process due to the fact that students felt free and comfortable during the implementation of the strategy.

7.1 PEDAGOGICAL IMPLICATIONS

Based on the present experience, it can be stated that the Paired reading strategy is an easy classroom technique that teachers can use to facilitate their teaching of reading. Through this strategy, teachers can feel sure that their students will gain benefits related to reading improvement. During the development of this strategy, teachers can also dedicate more time to meet the needs and feelings of diverse students. Learners will start assuming more responsibility about their learning process since they learn for themselves and for their classmates

Prior to the implementation of the paired reading strategy, the teacher needs to be prepared to model the strategy to help the students reading progress; then, the teacher diminishes this role and "students assume more responsibility for their own learning"[66]

One important fact that needs to be taken into account during the implementation of this strategy in the reading process, is that it is necessary to have interesting materials that catch students' attention since some types of books make students lose their interest about reading and it could be boring for them. Based on the implementation of this strategy, students enjoyed reading simple stories, with colorful

---

[66] VYGOSTKY, L. Mind in Society. Cited by CARPENTER, J. STEINBERGER, J. Preparing Students to take responsibility for learning: The Role of Non-curricular Learning Strategies. Journal of Curriculum and Instruction. 2013. p. 38.

images. Teachers can help students to try different genres of books and ensure that those books are in the appropriate reading level.

Related to creating pairs for the implementation of the strategy, teachers have to keep in mind the reading level and personality of the students' since sometimes when low reading level student were paired with a high reading level student, they could feel frustrated when they received the classmate's feedback and their reading time could be unproductive or uncomfortable for both classmates,

BIBLIOGRAPHY

ÁVILA, Nelly.. GARAVITO, Sandra.. Parental Involment in English Homework Tasks: Bridging the Gap between School and Home. Profile. Vol. 11, No. 2, 2009. Bogotá, Colombia. p. 107

ASHMAN, Adrian. & GILLIES, Robyn. (Eds.)Cooperative learning : the social and intellectual outcomes of learning in groups.2003   Retrieved from https://ebookcentral.proquest.com

BABBIE, Earl. The practice of social research. Belmont. 2010, p. 430

BATTISTICH, Victor. WATSON, Marilyn. Fostering Social Development in Preschool and the Early Elementary Grades Through Co-operative Classroom Activities. 2003. London. p.23.

BURNS, Anne. Collaborative Action Research for English Language Teachers. London.1999. p.82

BURTON, Diana. and BARTLET,Steve. Practitioner Research for Teachers, SAGE Publications, 2004. ProQuest EbookCentral,http://ebookcentral.proquest.com/lib/bibliouisebooks/detail.action?docID=334497.p. 35.

BROWNE, Ann. Developing Language and Literacy 3-8, SAGE Publications, 2001. ProQuest Ebook Central. http://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=254750. p. 37

CORBIN, Julieth and STRAUSS, Anselm. Basics of qualitative research: Techniques and procedures for developing grounded theory. USA.2008.p.24

DAUGHERTY Crystal. The Benefits of Collaborative Learning in the Elementary Classroom. Minnesota 2014 p. 3

EARLY CHILDHOOD EDUCATION. The importance of early childhood education. [Online] http://www.expat.or.id/info/earlychildhoodeducation.html. (cited on April 4th)

EDUCATING ADVENTURES. TAKING SCHOOLS FURTHER. https://easchooltours.com/blog/why-is-learning-outside-the-classroom-so-important/ [Online] (cited on September 15th)

ESHGHINEJAD, Shahrzad. EFL students' attitudes toward learning English language: The case study of Kashan University students. (2016).p.3

GERDES, Stephanie. The Effects of Repeated Reading, Paired Reading, and Demostration on Reading Fluency. (2000) Grand Valley State University. p. 14.

GILLIES, Robin and ASHMAN, Adrian. Cooperative Learning. The social and intellectual outcomes of learning in groups.London.2003.p.20.

HUDELSON, Sarah. Write on: Children writing in ESL. Office of Educational Research and Improvement. Washington, D.C. 1989.. p.15.

KÜÇÜKOĞLU, Hulya. Improving Reading Skills Through to Effective Reading Strategies. Haccettepe University. Turkey 2013. p.710

KARAMI, Amirreza. REZAEI, Amir. An Overview of Peer-Assessement: The Benefits and Importance. Journal for the Study of English Linguistics ISSN 2329-7034 2015, Vol. 3, No. 1.Iran.2015. 93-100.

KARAMI, Hossein. Reading Strategies: What are They?. University of Tehran.2008,p.2.

VITOLO, Danielle. The Effect of a Paired Reading Program on First Grade Reading Achievement. EE.UU. 1999,p.8

MORA, Carlos. The Influence of Graphic Organizers in A1 Sixth Graders' Argumentative Writing skills in an EFL Context. Chía. 2014. p. 21

IFEDHA, Stephen and KAVUTHA, Bretta. Ethical considerations and their applications to Research: a case of the university of nairoby. 2016. Vol. 3, No. 12. P. 2.

LEACH, Carol. The Effect of a Paired Reading Program on Reading Achievement and Attitude in a Third Grade. William Paterson College. 1993, p.21

GOMEZ, July. Peer interaction: A Social Perspective towards the Development of Foreign Language Learning. Bogota: Universidad Central. 2011. Volume 13 No. 1. P. 191-192

GURNING, Hafizhah. SIREGAR Busmin. Improving Students' Reading Comprehension Achievement In Narrative Text Through Paired Storytelling Technique.2012

GUTLOFF, Karen. En Reading Research Ready to go 1999, January. Reading Research Ready to Go. En NEA Today . [Online] (cited on October 31st 2017)Disponible en: http://www.nea.org/grants/facts-about-childrens-literacy.html

HAUSHEER, R. HANSEN, A. DOUMAS, D. Improving Reading Fluency and Comprehension Among Elementary Students: Evaluation of a School Remedial Reading Program.

IZQUIERDO,Alexander. JIMENEZ, Sonia. Building up Autonomy Through Reading Strategies: Bogotá. Universidad de la Sabana .2014 p. 67-85

LEARNING TWO LANGUAGES. [Online] https://www.asha.org/public/speech/development/learning-two-languages/ (cited on septiember 10th)

LI, Daqui. ONEONTA, Suny. NES, Sandra . Using Paired Reading to Help ESL Students Become Fluent and Accurate Readers. Texas: Tech University.2001.p 50-61

LÜTGE, Christiane, and BLAND, Janice. Children's Literature in Second Language Education, Bloomsbury Publishing PLC, 2013. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=1106779.

NATIONAL RESEARCH COUNCIL STAFF, AND ALBERTS, B.Starting Out Right : A Guide to Promoting Children's Reading Success. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=3375590.

NATIONAL LIBRARY. Teachers creating readers. [Online]. https://natlib.govt.nz/schools/reading-engagement/strategies-to-engage-students-as-readers/teachers-creating-readers (cited on June 8th)

NUNAN,David. Research Methods in Language Learning. New York. 1992. P 149.

PARIS, Scott. G., & STAHL, Steven. A. (Eds.). Children's reading comprehension and assessment. 2005. Retrieved from https://ebookcentral.proquest.com

PENTIMONTI Jill and JUSTICE, Laura. Teachers' Use of Scaffolding Strategies During Read Alouds in the Preschool. Classroom. Ohio, 2010. p. 243

SINCLAIR, Margaret. Learning to live together: Building skills, values and attitudes for the twenty-first century. Paris. 2004. p.49

SCHNEIDER, Kathryn. An investigation into the effectiveness of paired reading with the incorporation of additional error corrective procedures. (2007). Retrieved from http://ro.ecu.edu.au/theses_hons/1138

TOPPING, Keith. Paired Reading- What are the Advantages?. [Online]. TES. London. May 6th, 2013) p 1 [July 14th, 2018]. Available: https://www.tes.com/teaching-resource/paired-reading-what-are-the-advantages-6338274

TOPPING, Keith. Paired Reading and Related Methods for Improving Fluency. Scotland. 2014. Vol 7, No. 1. P. 59.

TOPPING,K .Cited by Mcswiney, M. Academic Critique: Paired Reading. 2011. University of Southampton. P.5

UTLEY,C. A., MORTWEET, S.,L.,&GREENWOOD. Peer-mediated instruction and interventions.Focus on Exceptional Children.cited by GERDES, Stephanie. The effects of repeated reading, paired reading, and demonstration on reading fluency. United States. 2000.p. 33.

VAUGHN, Sharon, and LINAN Sylvia. Research-Based Methods of Reading Instruction, Grades K–3 : Grades K-3, Association for Supervision & Curriculum Development, 2004. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=280393.

STEINBERGER, Jennifer. Preparing Students to take responsibility for learning: The Role of Non-curricular Learning Strategies. Journal of Curriculum and Instruction. 2013. p. 38.

VYGOTSKY, Lev. Interaction between learning and development. Readings on the development of children. New York. 1978. Vol. 23 No. 2. p. 34-41.

VITOLO, Danielle. The Effect of a Paired Reading Program on First Grade Reading Achievement. Kean University.1999. p.7.

WALKER, Decker. Fundamentals of Curriculum : Passion and Professionalism, Taylor & Francis Group, 2002. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/bibliouis-ebooks/detail.action?docID=237080.

WILLIS, D. and WILLIS, J. Doing task-based teaching. Cited by MORA, Carlos. The Influence of Graphic Organizers in A1 Sixth Graders' Argumentative Writing skills in an EFL Context. Chia. 2014. p. 21

ZUREK, Claudia. Effectiveness of Reading Strategies and Improving Reading Comprehension in Young EFL Readers. Barranquilla: Universidad del Norte. 2006, p 39.