



**FACULTAD DE EDUCACIÓN DE PALENCIA
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**How to improve Reading skills in children with
English as a second language:
Guided Reading**

**TRABAJO FIN DE GRADO
GRADO EN EDUCACIÓN PRIMARIA
MENCIÓN LENGUA EXTRANJERA INGLÉS**

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ABSTRACT

Is Guided Reading a good method to improve the learning of the English language? With Guided reading being a typically British method, will it be effective in a classroom where English is taught as a foreign language? And, can language skills really be improved with this method?

The answer to all these questions is in this Final Degree Assignment, as is the argument that defends the main objective of this work, which is to improve the reading skills of primary school students studying English as a second language, and in turn, encourage reading.

To do so, it will be set out a proposal about how Guided Reading was put into practice in a bilingual Spanish primary school and will be shown how the method was adapted and developed. It will include the results obtained, therefore answering the questions stated above.

KEYWORDS

Guided Reading, independent reading, reading stations, phonics, reading levels, reading habit, comprehension, fluency, reading skills, improve communicative English skills, personal motivation, personalized attention.

RESUMEN

¿Es la lectura guiada un buen método para mejorar el aprendizaje de la lengua inglesa? Al ser un método originalmente inglés, ¿será efectivo en aulas en las que se estudia el inglés como lengua extranjera? ¿Realmente se mejoran las habilidades lectoras con este método?

La respuesta a todos estos interrogantes puede verse en este Trabajo de Fin de Grado, así como la argumentación que defiende el principal objetivo de este trabajo, que es mejorar las habilidades lectoras de los estudiantes de inglés en Educación Primaria y a su vez, fomentar la lectura. Para ello, se expondrá una propuesta del método realizada en un colegio de Educación Primaria de sección bilingüe en España, donde se verá cómo hemos adaptado el método, el desarrollo de éste y los resultados obtenidos. Dando así respuesta a las anteriores preguntas.

PALABRAS CLAVE

Lectura Guiada, lectura independiente, centros de lectura, método phonics, niveles de lectura, hábito lector, fluidez, habilidades lectoras, mejora de las habilidades comunicativas en inglés, motivación, atención personalizada.

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1. INTRODUCTION

The present work is about the Guided Reading methodological approach, and how it can be implemented in English foreign language classes, in order to improve the students' reading skills and help them gain a better understanding of the language.

Guided Reading is based upon the idea of reading in small groups and is designed to provide a differentiated lesson plan, depending on the students reading level and ultimately will improve their reading skills. Working in small-groups allows the teacher to focus more on those students' needs, therefore, accelerating the learning process. The students are grouped by the reading levels, early, medium and fluid.

This method has been chosen because it offers a wide range of possibilities. It consists of many stations in which the students will do a different activity related with reading. This provides many ways to improve their skills and learn new strategies, and as a result will create a bigger improvement in their English level than of that compared to students who do not use this method.

Throughout this work you are going to read the proposal implemented in the internship's school, where the guided reading method was put into practice in a Year 2 class.

The method was used in this year group because the process of developing reading habits starts in Early Years, so, the best moment to start with the method and get a higher level of progression would be with this set of students. Doing this will make it easier for them to learn and understand a second language.

The first step was documenting the method and adapting it to the class context. Doing an initial evaluation was important to check the students' level and create the groups. Finally, the next stage was to plan the lessons and the different activities for each station. All of this was done to create an interest for reading in a second language, a desire to learn, and ultimately give them the confidence to read in English and understand what they are reading.

2. OBJECTIVES

Throughout the planning and implementing process of the guided reading method, it was necessary to establish the corresponding objectives. During this time taken to search, plan, put into practice and write this work, we can settle on suitable objectives for this work. These objectives are in relation to what the teacher would like to achieve with the students, the method's objectives, design and personal objectives.

Below, you can see these objectives which have been grouped into the relevant categories:

- Objectives to achieve with the children:
 - ❖ To improve the children's reading skills.
 - ❖ To raise children's interest in reading.
 - ❖ To understand important information and locate specific information in different types of text.
 - ❖ To understand the importance of short, well-structured stories and identify the main characters.
 - ❖ To understand the global message and identify the main ideas reading texts out loud.
 - ❖ To improve oral fluency and comprehension.
 - ❖ To read, spell and understand frequently used words and easy sentences.
 - ❖ To understand English language, phonics and pronunciation.

- Method's objectives:
 - ❖ To develop positive attitudes to reading.
 - ❖ To develop close reading skills to enable them to respond to the language and ideas in the text.
 - ❖ To apply phonic knowledge to decode words.
 - ❖ To read accurately by blending the taught sounds.
 - ❖ To identify different characters and sequence actions occurred in a text.
 - ❖ To read simple sentences and texts with the teacher's help.
 - ❖ To write simple sentences with a guide.
 - ❖ To read, spell and understand frequently used words and easy sentences.

- Design objectives:
 - ❖ To create a comfortable area where the students can learn easily.
 - ❖ To encourage a calm environment where the students feel at ease.
 - ❖ To create attractive resources and materials for each reading station.
 - ❖ To select materials and resources that are suitable for use within a classroom.
 - ❖ To offer a wide variety of books, of which there are books for all levels, personalized to each child's interests.
 - ❖ To prepare the guided reading lessons according to the levels of the students, in order to improve their level and skills.
 - ❖ To meticulously prepare each session, teaching them new things and strategies.
 - ❖ To use an active and motivational methodology, where the kids will enjoy the lesson.
 - ❖ To use different types of text and in different supports, to increase their knowledge.

- Personal objectives. With this work I can include some personal goals as a teacher. These objectives are the following:
 - ❖ To improve my English skills.
 - ❖ To recognize, plan, carry out and value the good process of teaching and learning.
 - ❖ To foster and promote reading and writing skills, especially in the lower levels. Encourage writing and speaking skills, considering TIC's as another communicative and learning element.
 - ❖ To analyze and argue about a decision in an educational context. Holding activities that allow them to achieve the necessary knowledge about a foreign language, in this case, English.
 - ❖ To have a basic knowledge of TIC's and apply them in the classroom and during the learning process.
 - ❖ To incorporate all the subject learning to develop a teacher's profession.
 - ❖ "To assist students in becoming independent readers by supporting their use of sources." (Swartz et. al., 2003, p.1)

3. JUSTIFICATION

Reading in English is a complex activity for beginner students due to the different sounds, pronunciation and spelling of words. Reading is especially difficult during the early years because children are still learning to read and write in their mother tongue, so the introduction of reading in a second language is even more complicated.

During the internship, it was clear that there was a need to put into practice a method that would improve the reading skills of the students. This method needed to be active and dynamic and encourage the enjoyment and interest for the English language.

It was necessary to start looking for an effective method that could help to improve reading skills of the children, enjoyment and interest in reading in another language. The Guided Reading method provided all of this to the children, as Schulman and Payne (2000) stated: “Guided reading provides the supportive framework for the systematic, yet flexible instruction readers need to develop their skills.” (p. 6-7).

After reading and watching videos about this method and having developed the method with Year 2 students in a Spanish school, it could be said that unless the method and the sessions are focused more in the reading skills, the children may be unaware to the improvement in their other skills. This is because reading and listening to books improves their listening, reading and writing skills too.

As you can see, this method is very detailed and offers a large amount of possibilities. It allows the teacher to expand his/her resources and implement as many stations as he/she wants, and this method can be adapted to any class or school. At the same time, it will allow the teacher to progress within their role as a teacher and achieve their own personal teaching goals.

Guided reading is a very interesting method, because it is a good way to help the students understand the English language. This method explains why there are differences between how to write and pronounce words in English, and introduces the importance of phonetics, all whilst keeping the lessons fun and educational.

Furthermore, developing this method during the whole stage

provides specific support to students as they advance in their reading acquisition and develop into proficient readers. When students read out loud, it provides the teacher with a window on their reading behaviors. Understanding what students try to do to solve problems while reading text gives the teacher an opportunity to provide specific feedback through the use of strategic prompts. (Swartz et. al., 2003, p.6)

This will also help to develop a connection between the teacher and the students.

In addition to the previous reasons, after carrying out this work and the implementation of the method and all that this entails, there are many competences that a teacher must have related with the method and this work.

The law nº 312, 2007 competences connected with this work are the following:

General competences:

- ✓ To know and understand psychological, sociological and pedagogical characteristics, of fundamental character, of the students in the different stages and teachings of the educational system.
- ✓ To know the objectives, curricular contents and evaluation criteria, and in a particular way those that make up the Primary Education curriculum.
- ✓ To know and implement teaching-learning techniques.
- ✓ Be able to recognize, plan, carry out and value good teaching-learning practices.
- ✓ Be able to analyze critically and argue the decisions that justify decision-making in educational contexts.
- ✓ Be able to integrate the information and knowledge necessary to solve educational problems.
- ✓ Be able to interpret data derived from observations in educational contexts to judge their relevance in an adequate educational practice.
- ✓ Be able to use effective information search procedures, both in primary and secondary information sources, including the use of computer resources for online searches.
- ✓ To have communication skills through the Internet and, in general, use of multimedia tools for remote communication.

- ✓ To acquire strategies and techniques of autonomous learning, as well as training in the provision for continuous learning.
- ✓ To develop the ability to initiate continuous research activities.
- ✓ To develop a spirit of initiative and an attitude of innovation and creativity in their profession.

Specific competences:

- ✓ To know and understand the learning processes related to the 6-12 stage in the family, social and school context.
- ✓ To know the characteristics of primary school students, as well as the characteristics of their motivational and social contexts.
- ✓ To identify and plan the resolution of educational situations that affect students with different abilities and different learning rhythms.
- ✓ To show an attitude of appreciation and respect towards the diversity of students.
- ✓ To know the technological aids that contribute to improve learning conditions.
- ✓ Be able to collaborate in the evaluation of the individualized work plans, introducing progressive adjustments in the objectives of the intervention, in the adequacy of the methods.
- ✓ To design, plan and evaluate the teaching activity and learning in the classroom.
- ✓ To know and apply innovative experiences in primary education.
- ✓ To know the current proposals and developments based on the learning of basic competences.
- ✓ To master strategies that promote active and participatory methodologies with special emphasis on teamwork, diversity of resources, collaborative learning and appropriate use of spaces, times and groupings.
- ✓ Be able to design innovation projects by identifying evaluation indicators.
- ✓ To know the normative and legislative elements applicable to primary education centers.
- ✓ To promote a good environment in the classroom and outside of it.

Teach languages:

- ✓ To encourage reading and writing.
- ✓ To know the learning and writing learning process and its teaching.

Competences related to the practicum and Final Degree Assignment:

- ✓ To acquire practical knowledge of the classroom and the management of it.
- ✓ Be able to apply the process of interaction and communication in the classroom.
- ✓ To Control and monitor the teaching-learning process.
- ✓ Be able to stablish a connection between the theory and practice with the reality of the classroom and the school.
- ✓ To acquire habits and skills for individual and cooperative learning and promote it in students.

Teach a foreign language (English):

- ✓ To know the linguistic (phonetic-phonological, grammatical and pragmatic) and socio-cultural knowledge of the foreign language.
- ✓ To know the cognitive, linguistic and communicative bases of the acquisition of languages.
- ✓ To use techniques of corporal expression and dramatization as communicative resources in the corresponding foreign language.
- ✓ To know the main didactic strategies of teaching foreign languages to children and their application in the classroom and along the different levels.
- ✓ Be able to stimulate the development of metalinguistic / metacognitive and cognitive skills for the acquisition of the new language, through relevant tasks and with sense and proximity to students.
- ✓ To develop, gradually, communicative competence, through the integrated practice of the four skills in the foreign language classroom.
- ✓ Be able to plan the teaching - learning process of a foreign language, selecting and elaborating teaching strategies, types of activities and materials according to the diversity of the students.

4. THEORETICAL BASES

4.1 Guided Reading method and theoretical bases

Guided Reading is a method of teaching reading created by Irene Fountas and Gay Su Pinnell, to support the method they created a system of reading levels, classifying the texts according to different parameters, such as word count, number of different words, number of high-frequency words, sentence length, sentence complexity, word repetitions, illustration support, etc.

“The purpose of guided reading is to meet the varying instructional needs of all the students in your class, enabling them to greatly expand their reading powers.” (Fountas & Pinnell, 2001, p. 191).

Recommended grade	Fountas and Pinnell level
K	A, B, C, D
1	E, F, G, H, I, J
2	K, L, M
3	N, O, P
4	Q, R, S
5	T, U, V
6	W, X, Y
7 and 8	Z
High School/ Adult	Z+

Table 1

Levels equivalence chart

The method is very common in England and Wales, being a regular activity in English and Welsh primary school classrooms that involves every child in a class in each lesson. Though it has been expanded to many English speaker countries, like the United States where is a key component to the Reading model of the Literacy teaching and takes place at both the primary and intermediate levels.

Guided reading is an effective teaching method with a direct instruction that helps students use phonics and comprehension to read and understand text. And it's designed to help individual students develop reading behaviors and strategies that will support them in becoming proficient readers. The goal of guided reading is to assist students in becoming independent readers by supporting their use of sources of information to problem solve at both the word level and for comprehension of text. It is an effective way to specifically and directly support the literacy learning of both beginning readers and readers who are more advanced, and English language learners at all levels. (Swatz, et. al., 2003).

On the other hand, Fountas and Pinnell (2001) confirm that Guided reading is a teaching approach designed to help individual students learn how to process a variety of progressive challenging texts with understanding and fluency and it happens in a small-group context because the small group allows interactions among readers that benefit them all. During the session, the teacher selects and introduces texts to readers, supports them while reading the text, engages the readers in a discussion, and makes teaching points after the reading. The lessons also may include working with words based on the specific needs of the children.

This methodological approach involves a teacher working with a small group of readers, normally between 2-4 students. The teacher will allocate the timely lessons each week, in order to improve gradually the students' skills. The groups are flexible and fluid, settled up with similar reading behaviors students. They could change them basing on the daily assessment.

The children will be grouped according to their reading level. In the class must be settled as many stations as children groups, one of them must be the guided reading station, where the students will learn phonics reading a text that is slightly harder than what they can read, in order to improve their skills, while the teacher coaches them as they read. "The students participate in various literacy centers developed by the teacher and designed for independent practice." (Swartz, et.al., 2003 p.8).

The lesson is divided in 15-20 minutes sessions, where the students take turns when the time's up, to be able to work in all the stations and provide an independent practice when they are not in the guided reading center. During guided reading groups, the teacher helps small groups of children learn more about the reading process and engage in higher-level thinking activities (Strickland, Ganske, & Monroe, 2002). So, while the teacher is focused on teaching in small reading groups, the other students must be kept busy (Diller, 2003). The activities the students must do in the other stations can be as varied as the teacher believes to be opportune, but it always must be related to improve the English skills. The teacher usually set up a 'carrousel' of activities, there will be an activity laid out on each station and the students will move round to a different station each time.

As Swartz et.al., (2003) says:

Literacy centers are developed to provide independent practice in reading, writing, listening, and speaking skills for students in the classroom when they are not part of the guided reading group. It is critical that the teacher spend time introducing each center and how it is to be used before putting it out for the students. Literacy centers are designed to be at the students' independent level so that the teacher is free to meet with guided reading groups uninterrupted. Literacy centers should be a reinforcement or practice of something that has already been taught to the whole group in shared reading, interactive writing, or other literacy instruction. Routines are very important in the setup of literacy centers so that the students know what is expected of them, how to perform the task, where to get the material, and how to access and put away the center. (p. 12)

“A literacy center can be described as a “small area within the classroom where students work alone or together to explore literacy activities independently while the teacher provides small-group guided reading instruction” (Ford & Opitz, 2002, p. 711).

The method also provides the teacher quality time with children who have a similar academic ability, reading level, or strategic/skill-based needs. The teacher is able to model, explain, observe and ask questions, as well as making links to real-life experiences, working in other curriculum areas and previous learning in reading and writing. Focusing on specific targets enables the children to make real progress. (Bone, 2013, p.8)

Guided Reading involves intensive teaching, with the teacher supporting students as they talk, read and think their way through a text while the students practicing strategies that will enable them to read independently to have a high accuracy rate in reading selecting a proper text for them and providing them with the necessary strategies to overcome reading in order to increase students comprehension, accuracy, fluency, vocabulary and reading level.

The Guided reading lessons have three steps, the first one is before reading, the teacher will check the students' knowledge to set a purpose for reading. Then the teacher will offer a variety of pre-reading activities such as predicting, learning new vocabulary, and discussing various text features. If applicable, the group may also engage in completing a "picture walk." This activity involves scanning through the text to look at pictures and predicting how the story will go. The students will engage in a conversation about the story, raise questions, build expectations, and notice information in the text. (Fountas and Pinnell, 1996). During this step will introduce the sounds and the text they will work on that session.

In the second step, during the reading, the students will read the text out loud while the teacher will monitor their decoding and comprehension. The teacher may ask students if something makes sense, encourage students to try something again, or prompt them to use a strategy. The teacher makes observational notes about the strategy use of individual readers and may also take a short running record of the child's reading. The students may read the whole text or a part of the text silently or softly for beginning readers (Fountas and Pinnell 1996).

And finally, in the third step, after reading, the teacher will check again the students' comprehension talking about the story with the children. The teacher returns to the text for teaching opportunities such as finding evidence or discussing problem solving. The teacher also uses this time to assess the students' understanding of what they have read. The group will also discuss reading strategies they used during the reading. To extend the reading, students may participate in activities such as drama, writing, art, or more reading. (Fountas and Pinnell, 1996).

When the groups are not in the guided reading station, those stations should have an assessment that provides the teacher resources to assess the students in all the stations and value their progress. So, it is recommended to spend part of the time doing the activity and the last minutes doing an assessment sheet like a book review or a written activity related with the station's activity that will be given to the teacher to allow her to see how that part went and evaluate each station's work and to provide an individual attention during the whole process.

Therefore, the planning is very important to obtain a successful lesson, the resources, materials and books should be adapted to the need of each group and level, offering a big variety of sources where the kids could improve their abilities. Using books that are closely matched to the children's level of word reading and complements their learning from whole-class phonics lessons.

Working with texts in different supports with an appropriate challenge gets a progression in their comprehension ability; their comprehension skills can be developed not only reading books, listening and talking about stories in a small group they will get it too, that's why is very important to spend some part of the guided reading session to ask questions about the story and talk about it in order to value their comprehension abilities.

Those "literacy centers are developed to provide independent practice in reading, writing, listening, and speaking skills for students in the classroom when they are not part of the guided reading group." (Swatz, et. al., 2003 p.12).

Although there are positive aspects to this type of reading instruction, there are also two important challenges that every level have. According to Fountas and Pinnell (1996), some students will work on very basic reading skills such as word analysis and comprehending simple texts while other students may be working on more advanced reading skills and strategies with progressive challenging texts. In addition, all students need instructional support, so they can improve their competences with a big variety of increasingly challenging texts. In this manner, it takes a lot of well planning and organization from the teacher in order to implement successfully the Guided Reading

method so to fulfill the students' needs. Simultaneously, "the teacher's goal is to provide the most effective instruction possible and to match the difficulty of the activity with the student's current abilities.

"The resources should provide a challenge that is "just right" for the students" (Jaquinta, 2006). Guided Reading is a complex approach and teachers are essential in the development and execution of a Balanced Literacy program.

There is a lack of research on Guided Reading, but some studies confirm that the method is beneficial for students. In South Africa, The Literacy Leadership Project were able to let four Foundation Phase teachers implement Guided Reading for students of the Aregorogeng Primary School. Over the course of 8 months, results were able to demonstrate an improvement in student's engagement and motivation on literacy (Makumbila and Rowland, 2016). Another study from Canada indicated that about 80% of 25 middle school students who received Guided Reading had an increase in reading proficiency (Lyons and Thompson, 2012).

A critical component of the Guided Reading method is the text selection. It must be thoroughly selected according to the students' needs. Because, according to Fountas and Pinnell (1996), as a teacher reads "a text for their teaching process, they decide which text fits on the processing systems of the readers." Texts should not be chosen to simply teach a specific strategy. Rather, the texts should be of such high quality that students can apply a wide range of reading comprehension strategies throughout the reading. "One text offers many opportunities to learn; you must decide how to mediate the text to guide your students' learning experiences." (Fountas and Pinnell, 1996).

4.2 Education theories connected with the method

As you can see in the previous part, there are many references that prove that the method is a success most of the cases, but the method has relation with some important educational theories too, which makes Guided Reading a complete and meaningful approach In this second part you are going to read, is about the theories that have a connection with the method, explaining the elements that have a connection with it and how.

In the process of this method it is important to create an emotional connection between the students and the reading habits, because with interest, motivation and positivism their learning process will be better, and they could learn more during the sessions. This is why the method has a connection with the Daniel Goleman's emotional intelligence.

Goleman (1998) says that there is a huge link between the emotional intelligence and the education world, because it is important to learn and behave correctly in the education range. Some experts support the idea that this intelligence is the basis of the success because this intelligence is observable and evaluable in the pupils.

This theory is important in the educational area because it allows the teacher to understand each detail of the students, and this also will get that the process of teaching - learning will be better.

On the other hand, Bruner says that the intelligent mind creates from experience "generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions" (Bruner, 1957, p. 234).

Thus, children, as they grow, must get a way of representing the "recurrent regularities" in their environment. So, for him education's goal should be to create autonomous learners developing the learning to learn competence. And this is developed in the Guided Reading method, when the students are in the independent stations, they have to put into practice their resources to learn by themselves and apply alone what they have learned during the lessons to increase their reading skills.

Bruner (1961) said that the purpose of education is not to impart knowledge, but to facilitate the students' thinking and problem-solving skills that can be transferred to a wide range of situations. Specifically, education should also develop symbolic thinking in children.

Otherwise, Krashen and Terrell (1983) see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. The Natural Approach is similar to other communicative approaches being developed today. (p.17). For them, the nature of language is the importance of meaning in particular the vocabulary. This is what the Guided Reading does, through the reading of book the students increase their vocabulary, being able to express themselves better and therefore their communicative approach is higher. That “acquisition can take place only when people understand messages in the target language.” (Krashen and Terrell, 1983, p.19)

Gardner (1999) defines intelligence as a "bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture." (p. 33-34). And he summarizes his approach with three recommendations for educators: individualize the teaching style (to suit the most effective method for each student), pluralize the teaching (teach important materials in multiple ways), and avoid the term "styles" as being confusing.

So, with the Guided Reading, we can also put into practice Gardner’s theory about multiple intelligences, because we can use the story’s images to decode the argument of it, and we can ask them to draw a picture instead of a plot, to see if they understood the book. But with it they also develop the linguistic intelligence, because reading they will improve all of their communications skills, learning new vocabulary and how to express themselves in other language or improve their mother tongue language communication.

Otherwise, Vygotsky discovered the zone of proximal development, which is an area of learning that occurs when a person is assisted by a teacher or a person with a higher skill set. The teacher helps the student till the student develop his/her skills as much as possible, and they do not need the teacher to do the activity.

Known this theory later as the Bruner scaffolding too, that consists of a support given to a student by a teacher throughout the learning process. This support is customized to each student; so, with this instructional approach the students experience a student-centered learning, which ease more efficient learning than teacher-centered learning.

This learning process promotes a deeper level of learning than other common teaching strategies.

With all of this explanations, is easy to see that the Guided Reading method flows this parameters because the teacher is the person who assist the students in small groups in order to develop their skills, following Vygotsky and Bruner theories.

5. PROPOSAL DESIGN

This proposal was designed and implemented in a public school in a rural area, located in Guardo, Palencia. This method was aimed to students in Year 2, there were eleven children, between the ages of 7-8 years old and was developed during literacy lessons, using English as a vehicular language and it was designed for six weeks.

To develop this methodological approach, the students will be divided into small groups of 2-4 children. They will be grouped according to their reading level and their literacy needs. There are the same number of reading stations as groups of children. One of these groups will be guided reading with the teacher, in which the children will be working alongside the teacher on a text adapted to their reading level. These sessions will be uninterrupted allowing the students to gain the necessary support from the teacher. All other groups will continue in their own reading stations.

Establishing this method will require following some curriculum methodologies related with the skill of reading. Whilst it is imperative to maintain the rules regarding educative law, it is also important that the texts selected are significative and attractive to the students, thus, helping them with their expression and comprehension. Using digital resources to improve the reading skill and making connections between written and oral texts are also necessary as it will help students use and share information that they have learnt.

The teacher will have a guiding role. The teacher should help develop their competence and motivate the students with attractive activities all whilst making them

conscious of their own learning. The teacher will consider and value their work in class, their overall interest, attention and participation.

This proposal was implemented, as mentioned previously, during the Literacy lessons, which had the following schedule:

TIMING	TUESDAY	WEDNESDAY	THURSDAY
10:30 – 11:00			Literacy year 2
13:00 – 14:00	Literacy year 2	Literacy year 2	

Table 2

Literacy year 2 timetable

The guided reading lessons will be carried out on the Tuesday or Wednesday literacy lessons. As these sessions are one hour long, we have enough time for all learning outcomes to be achieved effectively. The hour is divided in fifteen minutes sessions to allow time for the teacher to attend each guided reading lesson.

5.1 Initial evaluation

Firstly, a pre-evaluation is carried out to group the children according to their reading level, so evaluation worksheet is designed according to their English level and includes topics that they have learned during the year. The worksheet has three different types of reading exercises, each with varying levels of difficulty. The children accomplish the worksheet in a previous lesson. (Annex 1-2 pag40,41)

Depending on the results obtained, the students are divided into groups according to their reading level. Three groups are yellow for the upper level, blue for the medium level and red for the lower level. Each group consisting of four students with except for the red one, which had three students. As the number of students for the lower level, is fewer than the other groups, it meant that the teacher will focus more on these students who require more help. The Centers Rotation Chart allows for a better organization and changes the order of groups and days of sessions, which meant no two days were the same.

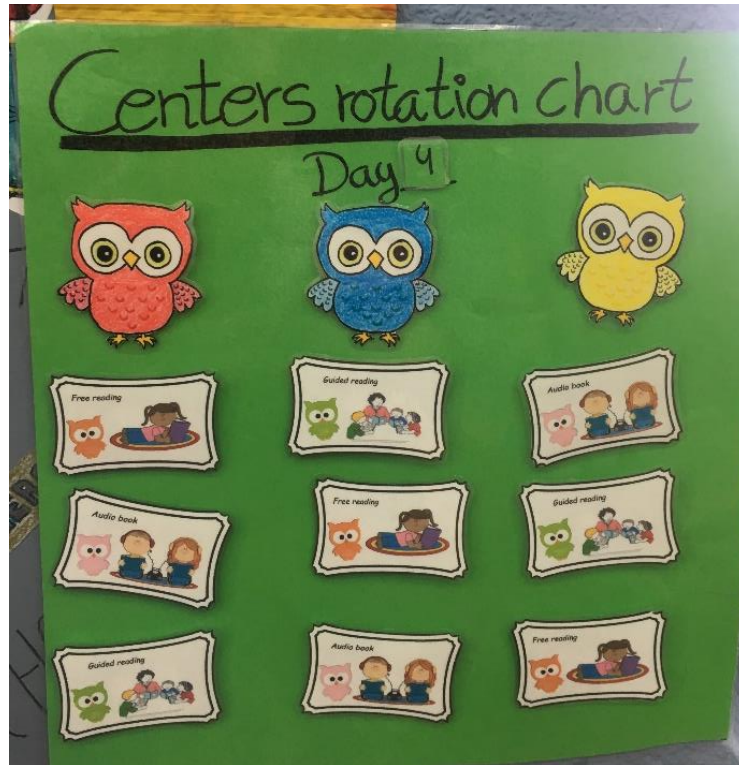


Illustration 1. Centers rotation chart

5.2 Readings stations

Reading stations and resources are designed. As previously mentioned, the sessions are planned to be carried out in groups so there are three reading station, one for each group.

The reading stations are set up in the three corners of the classroom.

- The guided reading station, where the student is able to work with the teacher on phonics.
- The audio book station, where the children read and listen to a story with the iPads and the headphones focusing on the pronunciation of the different words.
- The library station with English books, which are aimed for the level of the students. Where the students read the book they choose.



Illustration 2. Reading corner station. Here the kids read books independently

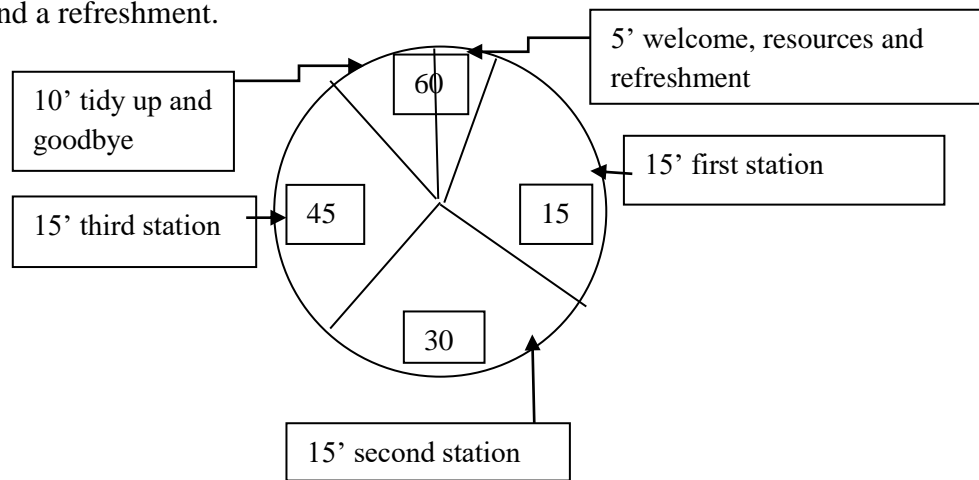


Illustration 3. Library with English books.

5.3 Implementation

The first session is dedicated to explain to the students how each lesson would work. The reading stations, the rotations and timings were all explained to the children. In order to make sure the children moved stations correctly it was explained to them that a sound would play when they needed to move on to the next area. The guided reading session with the teacher was also explained in detail. As the students in stations two and three will be unsupervised, the rules and goals of the tasks set will be clearly explained beforehand by the teacher. Half a session was required to explain the points mentioned above.

The lessons' time is divided in periods of fifteen minutes, in order to have time to go to all the reading stations. The remaining fifteen minutes are used to say hello, settle the resources and a refreshment.



Graphic 1

Time session graphic

Throughout the different sessions in which we will work on guided reading, we will also work on the following competences:

- Linguistic Communication Competence (LC):
 - Oral speech
 - Writing
 - Reading
 - Phonological awareness
- Mathematical Reasoning (MR):

- Problem solving skills
- Mathematics reasoning
- Read, organize and present information with a logical approach
- Making calculations and estimations
- Use of scientific ethical values
- Scientific method
- Digital Competence (DC):
 - Basic use of ICT
 - Information research, organization and treatment
- Social and Civic Competence (SCC):
 - Code of conduct for shared accommodation and interpersonal relationships
 - Community involvement
 - Understanding of the society
 - Cooperative learning and negotiations
- Cultural Awareness and Expression Competence (CAEC):
 - Ability to know and interact with the physical world
 - Cultural and artistic appreciation
 - Artistic expression
 - Culture and society
- Initiative and Entrepreneurship Competence (IEC):
 - Self-knowledge and emotional management
 - Body care and cleanliness
 - Principle practice
 - Creativity and project development
- Learning to Learn:
 - Learning strategies
 - Learning incentives
 - Knowledge of individual abilities
 - Responsibility, commitment and habits
 - Assessment and self-assessment strategies

5.3.1 Guided reading station

The objectives of this reading station are:

- To understand the English language, phonics and pronunciation.
- To develop reading skills to enable them to respond to the language and ideas in the text.
- To apply phonic knowledge to decode words
- To read accurately by blending the taught sounds.
- To improve oral fluency and comprehension.
- To ask and answer questions to improve their understanding of a text.
- To read simple sentences with the teacher's help.
- To read simple texts with the teacher's help, and progress through the levels (Red, Blue and Yellow).
- To read aloud different types of texts with speed, fluency and correct intonation.
- To understand instructions, indications, and basic information.
- To understand the message of a text and identify the main ideas based on their reading aloud.

The guided reading station is led by with the teacher. During this part, the teacher will work with the children on phonics using a fairytale, through the phonics tales' collection by Scholastic. The teacher will introduce the book, read the title, and ask the children about the images. It allows the teacher to check the prior knowledge they have. Then the teacher will explain the sound they are going to work on during that lesson and they will practise it with some easy words. After that the children will start to read and point out at any new or difficult words of the book while the teacher introduces these words by practising the pronunciation out loud. Using known words gave the students the confidence to attempt the more difficult unknown words.

The last part of the guided reading session is when the students read out loud, using the phonics, the fairytale introduced to them in the session. Each student will read one page. As the teacher supervises them, the teacher will make observational notes about their reading strategies. After reading, the teacher will ask them some questions about

the story to check understanding. Finally, at the end of the session, the teacher will complete the observations sheet. (Annex 3, pag42).



Illustration 4. Yellow group in the guided reading station, answering some questions about the story.



Illustration 5. Guided reading station, reading the phonics story tale



Illustration 6. Blue group in the guided reading station. Working on the phonic story tale.



Illustration 7. Guided reading station. Practicing the sound of the day.

5.3.2 The audiobook station

The objectives of this reading station are:

- To apply phonic knowledge to decode words.
- To develop positive attitudes to reading.
- To recognize verbs and distinguish between other words types.
- To identify different characters and sequence the actions occurring in a text.
- To understand basic information heard in short stories.
- To read, spell and understand frequently used words and easy sentences.
- To understand well-structured stories and identify the main characters.
- To interpret the title and illustrations.
- To grasp the meaning of words and expressions.
- To read solely for the comprehension of different texts.

The second reading station is the audiobook area, where the students will read and listen to a book according to their level which has been selected by the teacher. The book selection will be in done in a way in which students continue to work towards the goal of reaching a higher reading level. This station will use audiobooks from the Oxford Owl website, link: <https://www.oxfordowl.co.uk/> as it is free and offers a wide variety of books which are already classified into levels, age groups and book types. It will be use four iPads and four headphones too, one for each member of the group, in order to read the book individually.

The website also offers teaching notes and resources, skills and subjects' digital resources, and activities in order to improve each student skill and competence.

After the reading, the children will accomplish a book rate template (Annex 4, page 43), in which they will rate the book, and they will draw their favourite part of the book. The rating is completed following a key to indicate if they liked the book, if the book was ok, or disliked the book. The template allows the teacher to see not only if the children understood the book, but also allows them to see if the topics, themes and storylines of the books are engaging enough for the students.



Illustration 8. Red group in the audiobook reading station.



Illustration 9. Yellow group reading a book in the audiobook reading station.

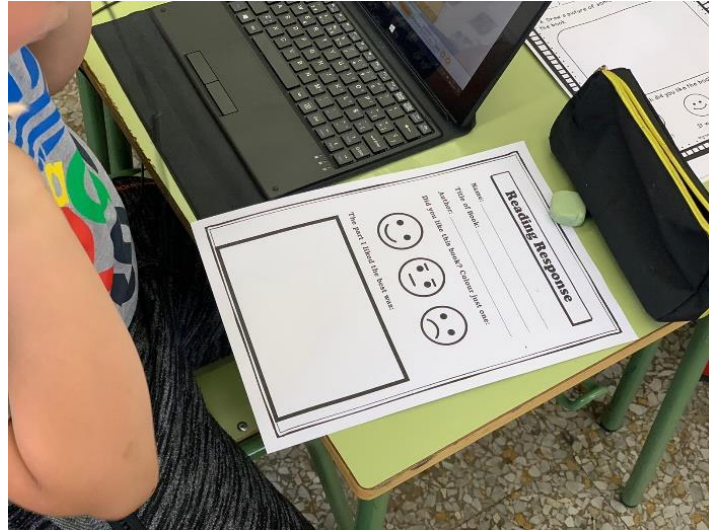


Illustration 10. Getting ready to fill up the audiobook's reading rate.

5.3.3 Library station

The objectives of this reading station are:

- To provide an incentive to learn through enjoyment of the lesson itself.
- To create the joy in learning
- To promote good reading habits.
- To encourage the reading of different texts as a source of information, delight and fun.
- To associate spelling, pronunciation and meaning from written models and known oral expressions.
- To develop positive attitudes to reading.
- To further develop reading skills to enable them to respond to the language and ideas in the text.
- To read, spell and understand frequently used words and easy sentences.
- To read simple texts and progress through the levels.
- To use dictionaries to check the meaning of words that they have read.
- To understand different types of texts adapted to their age.
- To use reading as a way to expand their vocabulary and ensure the correct spelling of words.
- To read different texts of varying complexity in silence, with the appropriate speed.
- To establish relationships between illustrations and text.

- All of these objectives are the objectives that the children must to achieve by the end of the year during the guided reading lessons

The third reading station is the library station. At this station, they go to the reading corner and pick up a book of their choice and read it at their own pace. There is a variety of books of a different levels. The students have the freedom to choose either an easy book or a more challenging book.

In this station there is a mat on the floor with some cushions, where they read independently in anyway in which they feel comfortable to read. They are able to take off their shoes once they read their book. They rate it as in the audiobook station (Annex 5, page 44).



Illustration 8. Blue group in the library station.



Illustration 9. Some blue group members writing the book rate.



Illustration 10. Red group students reading a book in the library station.

5.4 Assessment

Finally, to assess the students in all the Guided Reading lessons the teacher will use an evaluation rubric too, in order to evidence the achievement of the objectives. This grid is an adaptation from a grid retrieved from <https://www.tes.com/teaching-resource/new-curriculum-english-ks1-and-ks2-reading-objectives-grid-coverage-map-11075160> (Annex 6, page 45,46 and 47)

As previously stated, the rating template will allow the teacher to check, understand and also see which books the students would choose for themselves.

To monitor their progress and obtain clear results, there was an observation sheet (Annex 3 pag42), where the teacher took notes about each child's reading strengths and weaknesses, their fluency, participation and comprehension. With this, the teacher could see week by week the progression and improvement of the students. With the monitoring sheet and the evaluation grid, the teacher can check if the students achieved their goals, and also see which grade they obtained, from levels 1 to 3.

To assess the student's progression, the reading journal is also very useful, because the teacher can see how the other stations work. The reading journal is composed by the reading rates they have to complete after reading the books.

The observational assessment is the best option for this method, cause as Bone (2013) states:

the method also provides the teacher quality time with children who have a similar academic ability, reading level, or strategic/skill-based needs. The teacher is able to model, explain, observe and ask questions, as well as making links to real-life experiences, working in other curriculum areas and previous learning in reading and writing. Focusing on specific targets enables the children to make real progress. (p.8)

6. PROPOSAL RESULTS

After six weeks of putting into practice the guided reading method and analyzing the lessons every week, in general, successful results were obtained. There has been a great improvement in the students reading skills, fluency, and identification of unfamiliar words and phrases. Furthermore, the students were able to explain what had happened in the story and understood it fully. The pictures were an important resource during this methodological approach, because it helped the children make educated guesses of some words which they were not familiar with.

Some sessions weren't as successful as others, as some children were not very enthusiastic. They didn't focus attention during the guided reading session, which is one the most important aspects of this methodology. The guided reading session allows

students to learn how to read and learn new reading comprehension strategies which they can then put into practice during the audiobook and individual reading sessions.

Due to this, a small number of students didn't improve their English skills very much and still struggled to read correctly, identify sounds learned in previous lessons, and to understand easy sentences or words. These students were the ones who showed little interest in the subject and described the lessons as very hard.

It was clear that these children needed a bigger motivation. To help them, different texts were provided in order to motivate them and catch their attention, depending on their interest. They were encouraged to be inquisitive, and in turn learn more about the English language. Following this strategy, they improved session by session.

Taking all of this into account, it was clear that the method not only improved their reading skills, but also improved the listening, writing and speaking skills of each child. This not only helped with English classes, but also helped develop their learning process in all the lessons taught in English.

Successful results were possible because the method uses an active and dynamic methodology and allows the children work in different ways. Moving around the class, doing different activities, changing the activity every fifteen minutes means the children do not lose interest and remain focused during the whole activity.

As per the results, there are many documents and authors that demonstrate that at the end of the method the students will have improved their skills, not only the skills for reading, but also the listening, writing and speaking skills. Swartz et.al., (2003) states that: "Literacy centers are developed to provide independent practice in reading, writing, listening, and speaking skills for students in the classroom when they are not part of the guided reading group." (p.12). That's why this method is a good option for any school, providing different ways to learn and enjoy the lessons

7. PROPOSAL ANALYSIS, POSSIBILITIES AND LIMITATIONS

This method can be adapted to every school to suit each student's personality and characters. It offers a wide variety of possibilities to improve their skills and promotes a better learning process, where they can enjoy learning English. Moreover, it can encourage regular reading and make students discover how fun reading English can be.

But, to put the method in practice, we must take into consideration that classes are full of a wonderful diversity of children, of whom have different needs and characteristics, so, differentiated instructions are needed to teach all of them and create a bond with them. It will allow them to enjoy the learning process and motivate them with an active and participative lessons.

To work with the guided reading methodological approach, is important to become familiar with the method and analyze the class situation. The teacher is the person who must plan adequately to improve the skills of their students. As the method hasn't got regular stations, it gives the teacher a huge number of possibilities. Establishing as many stations as groups organised in the class and adapting them to the students' level.

Working in small groups the teacher can offer individual attention, because with groups of three or four children the teacher can dedicate more time for the individual attention, spending more time to each student and focusing on the growth of their learning to achieve the goals. Small groups are a good option too, because the teacher can observe down to the last detail the students' work and evaluate all the process and results correctly.

In addition, whilst one group is with the teacher, the other groups are working on their reading skills too through the other stations, working independently on different dynamic activities where they can enjoy the lesson, learning and putting into practice new reading strategies. The groups can change according to their abilities, and if a student is not working well in his/her group, because of the level, it can be changed,

which means that it is flexible and adaptable to their needs throughout the process, offering a continuous improvement of their abilities, to get the best result for each child.

Something important to consider is that to develop this method, the lessons have to be well planned, establishing times and rules. Everyone must have a clear understanding of what to do and where to be and at what time. They must follow the teacher instructions and the rules, and that's why it is important to spend a lesson explaining the processes, the rules, the goals and give the students the correct instructions in order to have a success guided lesson with them. The lessons must start from the previous knowledge of the students, teaching them the sounds and strategies that are not familiar to them and giving them some new reading tips.

It's important to give them the opportunity of change, so that they can do things individually and without help from the teacher. Showing students that you trust them is important and this is where the independent stations are needed.

Nevertheless, unexpected things can happen, so the teacher must be ready to fix the problems and handle any type of situation. During the guided reading session, the time is limited, and all the students must spend the same amount of time in the reading stations. This is why during one-hour lessons, on the planning there are fifteen minutes to organize the class, allow time for possible problems and tidying up. However, depending on the class' characteristics and the frequency of unexpected issues, it would be recommended to have a support teacher in the class, someone who can help the lead teacher to solve problems while he/she is teaching on the guided reading station.

The proposal was put into practice in a class with eleven children, so it was easier to organize the class and prepare the materials and resources. It is necessary to take this into account because in a class with twenty-five children, for example, the teacher should organise the class to have enough space and to adapt stations to the number of groups.

Another important point to consider when putting into practice this method, is that there must be an agreement within the teachers, in order to establish the method in all the years. They must decide collectively when the best moment to start the guided reading sessions is, and work through the method in order to have better results in the future. They must also establish a progression between the objectives, and levels.

8. CONCLUSIONS

This work has proved that the Guided Reading method works in English as a foreign language classes, when it was adapted to a Primary school in Spain, establishing the objectives to each member of the process, which are the teacher, the students and the reading stations, planning all the lessons following those objectives and the method's characteristics. Considering the method's expectations and the characteristics of the students, in order to achieve the objectives and competences.

The documenting is a very important part during this process. Thanks to it, the teacher can have a clear vision of the method and learn tips about how to improve and develop students' English skills. This work is finally proving that the method can be implemented in every school, regardless of its location or characteristics because it offers a wide variety of possibilities and can be adapted by the teacher in accordance to the level, needs and abilities of the students.

Nevertheless, this method requires a great amount of preparation and design for each lesson, because of the wide variety of combinations and changes mentioned above, making it an adaptable method to each situation. Thus, the teacher can adapt activities or stations along the year, change groups when necessary, attending the students' needs always in order to improve their learning process and keep their interest.

However, to start working with this method patience and determination are very important, especially during the initial lessons as the method is something new for the children. They will need time to adapt to working independently, which will be essential when they begin working in the independent reading stations. That's why it would be a good idea if an assistant teacher could support the leading teacher during the lessons, to solve doubts and problems without interruptions.

Other important point, to consider is the objectives. As previous mentioned above, it is very important to have clear objectives in mind and to work to achieve them. This is why the teacher has to spend a long time preparing and designing the lessons, taking into consideration the personal needs of the students and what motivates them to learn. With the correct planning, dedication and assessment, the students will improve day by day.

With the implementation of this method, the teacher will see that, while the students are focused on reading stations, they will also improve their other skill sets. Especially in the early stages of Primary Education, reading allows them to see how words are written, reading out loud helps them learn how to speak correctly and listening to audiobooks will improve their listening skills and learn the correct pronunciation. Also, improving the four basic English skills will help pupils improve in other English subjects too.

Additionally, it's important to say, that there are a lot of variations and ways to teach through this method, such as; adding stations related to other subjects, linking the sessions with the topics taught during the Literacy classes, doing different activities than the ones mentioned in the proposal. All of these have a common activity which is the Guided Reading, and the goal is the same, regardless of the variations.

Finally, as any method, there are areas that can be improved. The addition of some tasks, like a review of their favourite book, shared reading, and brain storming new vocabulary could be beneficial. Providing there is enough time, the stations can be changed, or new ones can be added, all with different activities in order to keep the students motivated.

If we start to implement this method in our schools, we could get a huge improvement in the students acquisition of a second language, creating a sense of self-confidence in the students when they read out loud or speak in public. This will allow them to be better communicators during the English classes and ultimately making the English language a “friend” for them and not an enemy. Because, remember, “knowledge of languages is the doorway to wisdom.”-Roger Bacon-

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Annex 2. Pre-evaluation sheet 2

3. Read the text and answer the questions about it.
Fall = Autumn



Jane, Billy and Max love the fall season. They like jumping into the pile of leaves. Jane likes the pretty colors. Billy likes to make a big pile with the leaves. Max likes to hide in the leaves.

1. What season is it?

Autumn

2. Who likes to hide in the leaves?

Max

3. What does Billy like to do?

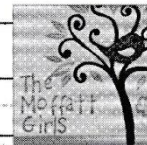
Make a big pile

4. What color do you think the leaves are?

Yellow

5. What would be a good title for the story?

Autumn



Annex 3. Observation sheet.

School:	Year 2
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Guided Reading Notes

Student name _____

Date _____

Reading strengths

Reading weaknesses

Fluency

Participation/Comments
observations

Reading comprehension

Other

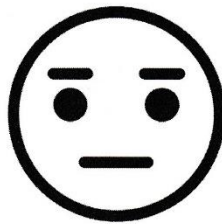
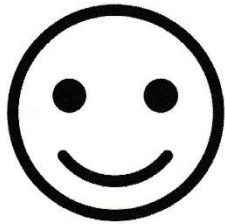
BOOK RATE

Name: _____

Title of Book: _____

Author: _____

Did you like this book? Colour just one:



The part I liked the best was:




Annex 5. Book rate template 2.

Title _____

Date ____ / ____ / ____

A. Draw a picture of something that happened in the book.

B. How much did you like the book?

		
Loved it!	It was okay.	Didn't like it.

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Annex 6. Evaluation grid.

Year 2 Reading Objectives

Guided Reading Group _____ Class _____ Evidence for objectives can be taken from GR sessions, literacy lessons.

		Name: _____																	
	Objective	Date			Date			Date			Date			Date					
		Objectives achievement Grade 1-3			Objectives achievement Grade 1-3			Objectives achievement Grade 1-3			Objectives achievement Grade 1-3			Objectives achievement Grade 1-3					
Decoding	Read common exception words (Year 2 Spellings).																		
	Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with more than 1 syllable																		
	Read aloud, accurately and independently developing phonic knowledge.																		
	Read and recognise familiar sounds																		

	Read words with sounds learned during the lesson																	
Comprehension / Retrieval	Explaining clearly their understanding of what is read to them.																	
	Asking and answering questions about the book																	
	Discuss the sequence of events in a book and how events are related																	
	Discussing word meanings and linking new meanings to words already known.																	
Inference	Predicting what might happen from what has been read so far																	
	Linking their own experiences to their reading and using these to help understand the text.																	
	Making inferences from the text based on what is said and done in the book.																	

Themes Conventio	Reading books organised in different ways																	
	Guess what could happen in the story, reading only the tile and watching the cover picture																	
Others	Participating in discussions about books that are read to them and those they can read, taking turns and listening to what others say.																	

Gender Check: Traditional Stories Fairy Tales Non-fiction