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**TRABAJO DE FIN DE GRADO**

**NUEVAS TECNOLOGÍAS PARA MEJORAR LA  
COMPETENCIA LECTORA EN EDUCACIÓN  
PRIMARIA**

**NEW TECHNOLOGIES TO IMPROVE  
READING SKILLS IN PRIMARY  
EDUCATION**

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## ABSTRACT

One of the main purposes of the bilingual school is developing reading skills, providing motivation and having competent readers. For this reason, reading becomes an important skill into the children's learning. However, the new reality that we live in, because of the pandemic, makes changes and some limitations that affect the children's education, specifically to reading skills. Then, this proposal has been created to include the new technologies as a tool to improve reading skills. These allow us to collaborate tightly with families. It could be necessary to analyze the context, the school, the class and the Reading Plan.

**Key words:** Reading skill, Reading Plan, bilingualism, New Technologies and the new reality.

## RESUMEN

Una de las finalidades de los colegios bilingües es desarrollar la competencia lectora, generar motivación y lectores competentes. De modo, que la lectura pasa a ser una habilidad fundamental para el aprendizaje. Sin embargo, la nueva realidad que nos toca vivir, a consecuencia de la pandemia en la que nos encontramos inmersos, provoca cambios y ciertas limitaciones que afectan a la educación de nuestros alumnos, concretamente a la lectura. Por ello, con el presente trabajo, se presenta una propuesta que incluye las nuevas tecnologías como herramienta para mejorar la lectura. Éstas nos permiten colaborar estrechamente con la familia. Para ello, será necesario analizar el contexto, el centro, el aula y el Plan de lectura.

**Palabras clave:** competencia lectora, Plan de Lectura, bilingüismo, Nuevas tecnologías y la nueva realidad.

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# 1. INTRODUCTION

Are you reading this introduction? If your answer is affirmative, it is because you are able to read. This is because reading is a very important skill in our society. If you want to access to knowledge, for instance, on a book or a newspaper, you need to read. Moreover, in our society, the revolution produced by the information and communication technologies provides a new dimension for reading. Now we can work at the same time in different places with different digital devices. However, there is an aspect that has increased the use of the ICT.

Nowadays we live a new situation. We suffer a pandemic because of the Covid-19. This contagious disease has affected many aspects of our lives, the obligation to wear a mask, the need of keeping safe distance, the lack of physical social contact because of many restrictions. So, this new reality has affected to education too. In a short period of time we had to adapt too many changes in order to live together with that illness. However, it began the last academic course, because we live an historic moment with the State of Alarm. It was necessary that everybody was at home, schools were closed and the online education was a crucial resource.

This year, we all went back to school but many things have changed. We are in “bubble groups” or conviviality groups. This means that the children who are in the same course have to stay in their class. They cannot interact and make physical social contact with the rest of the groups. New rules appear, for example, they cannot go to common spaces such as the library or the computer room. This affects directly the development of reading skills. But how can we solve this new challenge?

It is visible that new technologies are more important than ever. It is necessary to be ready to combine a classroom education with a blended-learning, or even an e-learning. Today our students belong to Generation Z which means that they are digital natives. They have been born with the new technologies at hand (mobiles, tablets, laptops....) .Furthermore; the use of ICT will be the link with the families. We try to focus on our objective: create proficient readers.

## 2. OBJECTIVES

I would like to divide this Final Work into two parts with specific objectives in each part. On the one hand, related to the theoretical foundations, where I want to highlight the need to adapt to the new reality and the importance of reading skills. The proposed objectives are:

- Analyze the importance of reading to interact in our society.
- Identify the new changes in the methodology because of the new reality caused by the Covid-19.
- Analyze the Reading Plan to improve and adapt to the new situation.
- Recognize the need of the new technology to increase the children's reading.

On the other hand, it is necessary to analyze a specific and real context to focus on. It is essential to take into account not only the context, but also the families and the reading resources. Thus, the specific line for the design for this project is:

- Make a proposal using different apps to improve reading skills in a bilingual school.
- Provide digital reading resources to increase reading motivation.
- Offer new activities to develop the Reading Plan in order to develop reading skills.
- Promote a cooperation culture between school and families through the new technologies.
- Work in a coordinate way with the teacher involved in the course.

## 3. JUSTIFICATION

### 3.1. CONECTION BETWEEN THE PROPOSAL AND THE PRIMARY GRADE COMPETENCES.

To begin with, this Final Work intends to achieve the goals that are in the guidance<sup>1</sup> of Primary Education Degree. There are thirteen objectives, but I would like to mention one in particular because of the connection to the topic of this document:

4.-Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar.

Developing this work allows me to show part of the knowledge that I acquired during my degree. It is necessary to take into account the theoretical aspect that I have learned during these four years at the university. In addition, it is essential to combine with the practical part, the internship. Then, through this work I can analyze myself in order to strengthen the skills and competences that a Primary Education teacher must have. Furthermore, writing this work in English, highlight the English and literacy knowledge. Besides, I have to present this work orally, so I put in practice and show how to organize and transmit the information.

As a conclusion, I think that this Final Grade Work allows me the possibility to implement all knowledge that I have learnt during my grade. Besides, I have studied before Infant Education, so I have put in practice skills that I acquired in both careers. Furthermore, children learn to read in early years, so I have also taken into account how students begin to read, in order to know how in Primary Education they can develop a reading habit. Moreover, I want to say that this year I am studying a Master's degree related to new technologies and their use in an educative context. Then, I think that it is a fantastic opportunity to link both degrees with all that I am learning.

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<sup>1</sup> The objectives are available in Valladolid University Primary Education Degree guidance. <https://www.uva.es/export/sites/uva/2.docencia/2.01.grados/2.01.02.ofertaformativagrados/detalle/Grado-en-Educacion-Primaria-VA/> (Consulted on 31<sup>st</sup> January, 2021)

### **3.2. READING SKILLS IN THE LAW FRAMEWORK**

The Common European Framework of References of Languages (2001) regulates the learning language and indicates that languages are a fundamental aspect of people's lives and the democratic functioning of society. Thanks to this document, there are unified criteria in order to learn and teach languages. But, what happen with the reading skills? The investigation of learning to read, to teach and to assess reading has a long history, shows a range of issues, and approaches (CEFR, 2001). Traditionally, reading was as a "passive" language skill. However, to read it is necessary to understand the meaning in the text and to think about it to create your own ideas.

The Organic Law 8/2013, of 9<sup>th</sup> December, for the improvement of educational quality, set the reading skill as:

- La finalidad de la Educación Primaria es facilitar a los alumnos y alumnas los aprendizajes de la expresión y comprensión oral. (Title I, Chapter II, Article 16).
- A fin de fomentar el hábito de lectura se dedicará un tiempo diario a la misma. (Title I, Chapter II, Article 19).

If we look through another laws, such as the Decree 26/2016, of 21<sup>th</sup> July, which establishes the Curriculum of Primary Education in the Community of Castilla y León, it is said that:

- 4. La enseñanza de estrategias lectoras y de producción de textos escritos y de producción de textos escritos, por ser elementos fundamentales en la adquisición de las competencias del currículo, tendrán un tratamiento sistemático y análogo en todas las áreas de la etapa. (Article 12, pedagogical principles).

In this Decree, it appears in the timetable, that it will encourage the habit and the acquisition of reading and writing strategies; similar to the Organic Law. It is clear that reading is a skill that children have to achieve. Furthermore, reading is visible along the document in the different areas, especially in Spanish area. As primary teachers, it is important to know that the development of a good reading habit is necessary both in the Spanish and in the English language. Therefore, this must be specified in the school Reading Plan. What kind of activities will be done to promote reading skills? What resources are needed? How can we create competent readers?

### **3.3. NEW TECNOLOGIES TO IMPROVE READING SKILLS**

This course is a special one because of the pandemic, which has required changes in the school planning, organization and development. This has also affected to the physical resources such as the school library. Children cannot go to the library or they cannot share books in the library corner of the class. This year it is not allowed to touch common material, in fact, children have their own material. However, this is a problem because they need many resources to learn. How can this situation improved that? “ICTs education can free from spatial constraints, thus becoming independent from distance. It can also help time constraints, thus allowing students to learn at their own pace”. (Álvarez, 2012, p.188). This idea has helped me think about planning the development of reading skills through ICTs.

As Kop (2011) says students need to be active learners by editing and producing information. They have to use different formats and it is important to collaborate and communicate with other in new ways. Then, learners need to be flexible to adapt to the new situation.

New technologies offer many profits; they can be included and integrated with different methodologies. Moreover, they motivate children to develop knowledge. Nevertheless, one of the main benefits that we consider that is essential in Primary Education is the support of the families. They can collaborate and participate in their children’s learning process.

However, we have to deal with some questions; do all the families have an Internet connection? We have to consider the digital gap and analyse if it affects our families. If they can help their children with activities related to ICT. The context is based on a real year 3 of Primary Education, so they need a bit of help of an adult. “Vygotsky defined the zone of proximal development (ZPD) as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer” (Shabani, 2010, p 238). For this reason, the adult figure is important, not only us, as teacher, but also families.



## **4. THEORETICAL FOUNDATION**

### **4.1. THE IMPORTANCE OF READING SKILLS**

Reading is a key skill to develop when you are learning a new language. Reading in another language makes us comfortable with the words and grammar used in that language. “Seeing words written down helps us remember them. You can improve your reading and understanding skills – and your writing and speaking skills if you emulate what you read – by reading regularly in your new language” (Young, 2017). Then, it is essential that children love reading in their mother tongue in order to discover reading in other languages.

Callegaro (2009) emphasizes that the passion and love for reading will positively influence the acquisition of reading skills. For that reason, it is necessary that children like reading. They have to show a positive attitude. Teachers must try hard to work develop students wish to read.

It is the key to access to knowledge on other subjects. For this reason, it is very important to understand what students read. For instance, if you read a math problem, first, you have to understand the text to try to solve it. García (2007) stresses the importance to select carefully the teacher materials and try to motivate children’s interest. Then, according to this author, teachers have an important role, because they have to choose the resources and create children’s interest for reading.

Besides, Gaber-Katz (1999) said that stories are a fantastic tool to create critical readers. Then, as teachers we have to use different stories to develop the children’s thinking. They have to learn to think by themselves, with their personal opinions. This is one of the main objectives of the developing of the reading skill.

Therefore, we can see that reading is an important skill that need to be develop, because it provides students a personal and scholar development and a social participation. Related to that, nowadays many people use the social networking to socialize, then, it seems that reading becomes a vital tool to interact into society. As we will see in the next point, the relevant use of the new technologies.

## 4.2. HOW THE NEW REALITY HAS AFFECTED READING

Schools' Reading Plans provide different aims and strategies in order to develop students reading competence. We have to know that reading competence is not based only just in how to read. Moreover, it includes the ability to give meaning to what children read. Beyond learning to read, we must to discover that children are able to get the information from the text, interpret and reflect on it. It is essential that children understand what they read for the acquisition of knowledge.

In order to have a good reading skill, first, children have to develop a reading fluency. They have to read quickly, with precision and with the proper expression. The fluent readers understand what they read.

It is basic that all the activities that this plan provides show that reading has to be a pleasure and not a compulsory action or task. Therefore, the main objective is that children show more interest so that they strive to understand what they read. Thus, it is necessary to select carefully the topic of the stories that children are going to read. For that, we need to know the prior knowledge, their interests...

Reading Plan is a program which the main aim is to develop reading skills, not only in the mother tongue, but also in English. It is clear that the languages of the school are link between them. This starts since early years. The pleasure of reading improves the rest of learning. It provides some benefits such as the increase of creativity, imagination, the cognitive ability... Then, in Infant Education teachers use different tales in order to children develop the reading habit.

The new reality has affected many aspects to the school and among them, the development of the Reading Plan. These are the objectives of this program:

- *Objective 1:* Encourage the passion for reading and create a positive attitude for reading.
- *Objective 2:* Read with a proper pronunciation, pitch and a good fluency.
- *Objective 3:* Involve the families in the reading animation.
- *Objective 4:* Use the school library as a reading space and a place to search books.

- *Objective 5:* Listen to tales in English language, paying special attention to the intonation.

Before the new reality, the use of the library took part an important role of children's development. They went to the library one day per week in order to borrow one book. This place was divided into different areas:

- Book area: it has different shelves with books which are divided depending on the ages, the topic or the kind of books (dictionaries, fiction books, non-fiction books). There are some targets so that students can see the book's organization. It allows them the independence to use this space. There is a specific shelve with English resources.
- Study work area: It has four big tables where children can use to revise and select different books that they take to read.
- Computer area: There is a computer with Internet connection to search different information.

Moreover, the library was a common place to celebrate some activities, such as storytelling, books dramatizations...It is a big place so different courses used to meet there.

However, objective 4 will not be carried out because children cannot share common places such as the library of the school. This is because they have to stay in their classrooms all the time during the morning. Moreover, the common material, such as reading books, cannot be disinfected because of their kind of material. So, if children took the books, they would have to be quarantined. It means that these books have to stay in a special place without using. Then it is not viable this option, so it is necessary to supply a virtual library, where children can read using the new technologies at class and at their homes. Children live in a network society. Everybody is interconnecting by the net.

In addition, as the cooperative methodology has to be changed, it has affected reading too. This year, the school cannot work by this kind of learning. "Cooperative learning is defined as an educational methodology based on work in small and, generally, heterogeneous groups, in which students work together to improve their own learning and that of other members of their group" (Guillén-Gámez at al, 2020, p.2).

Guillén-Gámez (2020) indicates that authors as Casey and Goodyear and Johnson and Johnson have identified five main characteristics related to cooperative learning:

- Social/interpersonal skills (active listening, feedback of comments or praise for the efforts of others).
- Group processing (discussing and reflecting on group work).
- Positive interdependence (which refers to all group members depending on each other to achieve the expected purpose).
- Supportive interaction (face-to-face interaction of group members during tasks).
- Individual responsibility (each group member is responsible for a part of the group task).

As we can see, the base of this active methodology is the creation of groups. However, this year it is not recommendable. Children have to be sitting down in individual desk in order to respect the safety distance. But with the ICT, they can work together, each child with their personal computer at home but with different applications that provide a shared document. Then, it is visible the need of the use of new technologies in class with this adapting to this new scene of reality. This is the following aspect to analyze in this Final Work.

### 4.3. THE NEED TO USE NEW TECHNOLOGIES TO DEVELOP READING COMPETENCES

With the new technologies it is visible that it is easier to communicate with other people. ICT breaks the limits of space and time which means ubiquity. Then, today we have the possibility to interact with a person who lives in the other part of the world. So, Internet provides an e-learning education or blended learning education. However, I would like to ask, how can we integrate the ICT into teaching?

There are different models to include the ICT into the teaching class. But we propose the SAMR model. This acronym means: *Substitution, Augmentation, Modification and Redefinition*. The SAMR model, created by Ruben R. Puentedura (2013) was develop to use the technology with the students in an educative context.

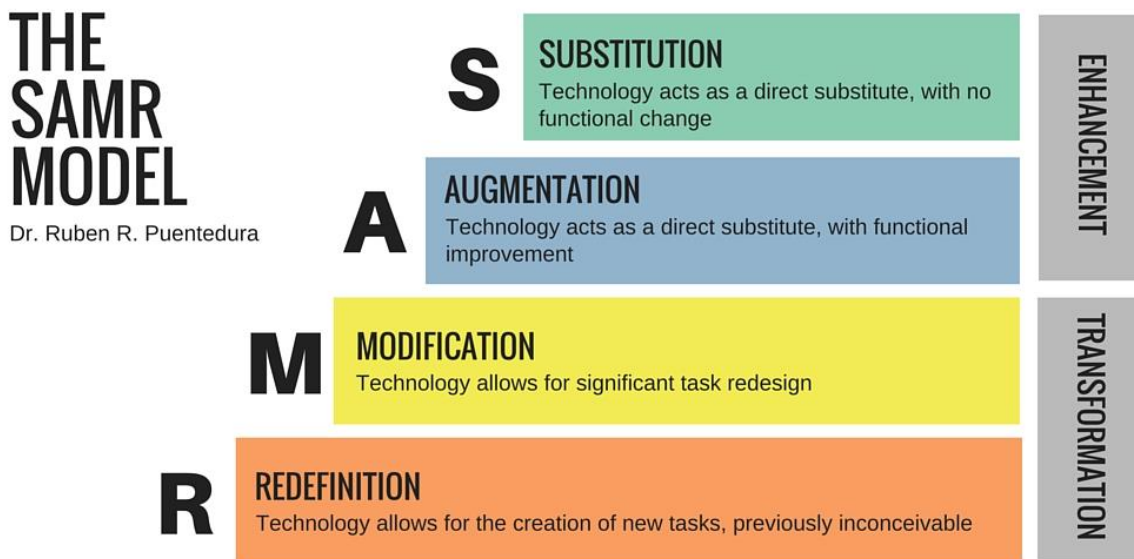


Figure 1. The SAMR model. Resource: Schoology

“If ICT is viewed as a workplace innovation, then the diffusion of the innovation framework seems to be relevant for explaining the process that makes teachers accept and use ICT in their classrooms in support of their classroom teaching” (Chang et al., 2008; Herman et al., 2008). It means that the use of ICT at the school provide an improvement to the learning process.

Thanks to the ICT, children can develop their competences and skills, one of them which is the aim of this Final Work, reading skills. Moreover and something that it is very interesting is that new technologies allow us to work with families in coordination. We can use different applications which are responsive, so they can use with different digital devices (a personal computer, a laptop, a mobile, a tablet...). Furthermore, with these applications we can make activities for assessment, for detecting prior learning, for developing principal learning... Moreover, Player-Koro (2012) said that teacher have an important role on the process of ICT implementation and educational change.

But, we have to bear in mind that all the families and the students get access to the Internet. This is an important issue to take into account, the resources of the families at their homes. Remember the difficult situation that we are living, because of the pandemic, we have to be ready to teach online. This requires a high training by all the stuff. Not only the teacher of the school, but also the students and their families, especially in Infant and Primary Education. This is because children at the first courses need to the families to help to use the technologies.

One of the benefits of using the new technologies is that we can provide a Personal Learning Environment (PLE) focus on the student. The important aspect is that we have to adapt the learning process to the children’s need. The PLE concept as Martindale (2010) said, is focus on support online learning environments.

Finally, the ICT will be the element to link different subjects in order to create a coordinate work. It makes possible that students create meaningful knowledge at the same time they can interconnect what they learn. We talk then about interdisciplinarity because everything is interconnect. It highlights the importance of work in group among the different professional of the school.

## 5. METHODOLOGY

What methodology have I used to do that proposal? First of all, I have done my training period, so I have used a necessary tool: observation. Peterson (2018) indicates the importance of the observation, which helps teachers to be more aware of our children's learning. Then, the observation is the way to check if everybody work or not, if it is useful, practical, motivating...at the end, this technique provides the teacher the ability to produce a new and better reality. Moreover, through the observation we can assess our classroom work.

Therefore, it was necessary to analyze the real context and why? What was the problem? What was the need? This year we have a new and different situation, we suffer a pandemic. It has had changes in the methodology, in the interaction between teachers and students, in the school programs, in the activities...For that reason, the observation and the analysis of the school it has been crucial.

However, it was essential to specify the effect in reading skills. Then, the second step was to analyze official documents such as the Reading Plan. This document collets how the school is going to develop and work with reading. But this year, it is necessary to know that we have a special context because of the Covid-19, which it was mentioned before.

Taking into account that ICT will be an important and vital to develop the education and the development of the reading skill; the following step was to analyze and select different web recourses to facilitate and create the reading habit. But, a prior learning was to know if all the students have the possibility to connect on the Internet. For getting this information it was necessary to make a survey. Then, we obtain quantitative results in order to start with the approach of this proposal. It is important to analyze the real context to see the options.

## **6. PROJECT DESIGN**

### **6.1. INTRODUCTION**

The new reality that all of us are living create a new idea of school. The pandemic brings some changes and limitations that schools have to do. Students, teachers and families have to adapt to live together in a different situation. Then, this proposal has been designed with the objective of developing the reading skill using the new technologies.

This project has been based on the reality observed during my internship. Then, it was necessary to analyze the children's English book in order to know the content. What kind of topics are in the textbook? Why is it important to know that? Because all the reading books have to be linked to the topics and contents that students work with in classroom.

Many students think that reading is boring and something compulsory, especially when they have to read in English. Then, the new technologies are the magical tools to impress and link the children's interests. It is necessary that they know that read can be a very fun activity. Moreover, with the development of this proposal children are going to discover new apps to improve their reading skill. They are also going to develop too the digital competence.

In conclusion, this proposal is for Primary Education and it can be used in other context. Many schools have similar situations because of the Covid, so it can be adapted to another educative environment. Of course, it is necessary to analyze the ICT recourses that the school has and also the teacher training in this area. They have to be ready to use and implement active methodologies using the new technologies. Furthermore we can think that thanks to the pandemic, we have to reinvent ourselves. This could be the beginning of a new idea of school, in which the ICT take part in first place.



## 6.2. PROJECT CONTEXT

It is important to know what affect to the reading habit and how the new reality has affected the development of this skill. Therefore, I have used the direct observation and a survey and I have analyzed the Reading Plan and different digital resources with a clear objective: to try to achieve as much information as possible. The first step has to detect new changes and need on the class. The second step has to select the limitations on the Reading Plan in order to provide other alternatives. Finally, the family is the last level, which we have taken into account so that they can contribute to the reading skill development of their children.

### **The classroom**

The real context is situated on the year 3 of Primary Education. This year we have different rules at school and class. Children have to wear a mask on her mouth because of the Covid. Moreover, they have to clean their hands with water and soap at the bathroom or with gel hydroalcoholic, just to respect some hygienic rules. However, the biggest change that has happened is that they have not library corner. They cannot share and use common material. This is an important change because children cannot read as much as possible or at least, as the last courses. It happens the same with the library at school. This is a common place, so they cannot use.

### *Virtual library*

Seeing this aspect and observing the visible need, the following proposal is to offer different webs where children can read and listen to different stories in English language. It can be possible thanks to the digital board in class and also they can listen to this tales at their home. It is very interesting to create a story time family in order to develop the reading habit. With these resources, they develop listening skill too and at the same time, they discover the pleasure of reading tales. This virtual library is based on the contents of children's textbook. First, is essential to analyze each web and then, select some stories that children of year 3 can read. The connection between the topics and books enhance children's knowledge. It is clear that create a continuity reinforces learning. These are some webs that they can use and interact with.

- The first page it is call “*The story time family*”. It is available on the Youtube platform. It is based on a person who tells different stories and children can listen to the tale and also they can see the images. The videos are divided in different groups depends on the topic such as emotion and social skill, stories for bedtime or stories with animals. The kind of stories that these web offers are all of them fiction stories. It has many advantages because they can develop their imagination and creativity. This is the link to access:



<https://www.youtube.com/channel/UCvdUKabPUkx6p-zYlrxmJJw>

- The second resource is a web page which is call “*Story line online*”. This page is similar to the last page, but here it is a



famous person who tell the story, so there are different kind of storyteller what implied that different voices, gesture, pitch...and it offers many styles which children can select in order to their preferences. This is the link to access to the web:

<https://www.storylineonline.net/>

- “*Oxford Owl*” is a web page that provides free books. This is a very complete page because it offers books depend on the age, the level, the kind of



book and some series. The stories are selected for Infant Education till Primary Education. It is a free resource but students or teachers have to log in if they want to access to the material. The book type is very varied (fiction, non-fiction, dictionaries, phonics...). This is the link to access to the web:

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

- “*Free children stories*” is a web that combine two kinds of format, videos and the sound format with some podcasts. Moreover, the books are divided by ages. It offers two different styles, rhyming stories for kids and non-rhyming stories. The podcast are oriented to read or listen to at bedtime. In this page, children can listen at the same time they read the letters of the story. This is the link to access to the web:



<https://www.freechildrenstories.com/the-atrocious-fairytale-1>



- “*Just book read aloud*” is a web that offers many stories for children. They have short, medium or long stories, depending on the extension. Also, divided by authors, by narrator, by reading level and in other languages. Moreover it has the possibility to search some books. The topic is fiction books. The more impressive of this page is the big amount of books and tales that the web has. This is the link to access to the web.

<https://www.justbooksreadaloud.com/>

### **The Reading Plan**

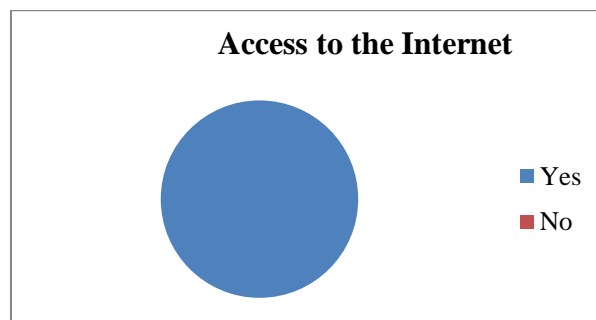
According to the Reading Plan of this year it has been necessary to change some activities because of the pandemic. The word virtual or digital is the new ally to generate and develop this program with the students. The school offers a new activity which is called a digital meter. Students have to send a picture with all the books that

they have read at home or in class in a big group. We provide a list of books that they can read in order to enjoy and develop reading skills:

- *The atrocious fairytale* by Daniel Errico (Free children stories).
- *Gently, Bentley* by Caragh Buxton (The story time family).
- *I want a monkey* by Daniel Errico (Free children stories).
- *Llama destroy the world* by Jonathan Stutzman (The story time family).
- *Moostache* by Margie Palatine (Just book read aloud).
- *Me want Pet* by Tammi Sauer (The story time family).
- *Library Lion* by Michelle Knudsen (Storyline Online).

## **Families**

The first thing is to find out if families have access to the internet. It is important to take into account the digital gap. For collect these data has been necessary to make a survey to the families, in order to know if they could work on the net. This is the result:



Fortunately, all the families have access to the Internet. So they can use the educative digital platform of the school and all the applications that we propose in this intervention. Moreover, we send to the families tutorials of how to use the apps that their children have to use. The children are in year 3, so they are going to use them with the help of their parents and mothers.

## 6.3. OBJECTIVES

First of all, it is necessary to establish the aims followed by this project and also the assessment criteria in order to assess all this objectives. In the following chart it appears all the objectives that we consider are essential to develop in this proposal. However, it seems essential to assess these objectives in order to see how we can achieve them.

OBJECTIVES	ASSESSMENT CRITERIA
Improve the reading habit and their interest for reading.	Children show interest in the reading activities. Children read more time (Increase the time for reading). Children read at home with their families. Children dedicate more time to read in class and at home.
Use the new technologies as an educative resource.	Children practice with different applications. Children make some activities using new technologies. Children understand the different functions to each application in order to use it correctly.
Link the knowledge among different subjects	Children connect the learning among different subjects. Children participate in the different subjects. There is a coordinated work among the teachers who participate in the same course.
Know the virtual library: different webs, their functions and resources.	Children read and listen to the different stories. Children use the webs that are included in

	<p>the virtual library.</p> <p>Children show motivation to discover different stories and the use of the different webs.</p> <p>Children create a lactometer to note all the books that they read.</p>
Involve the family action in order to develop the reading habit.	<p>Families participate in the activities that children have to do at home.</p> <p>Families have been trained and informed about their children's education.</p> <p>School shows families how to use the virtual library and different digital applications.</p>
Transmit to the families the importance of the development of the reading skill.	<p>Families provide reading moments with their children.</p> <p>Families enhance the reading habit creating a specific moment and space for it.</p> <p>Families help their children to access to the virtual library.</p>

## **6.4. INTERVENTION PROPOSAL**

How will the intervention be carried out? The project is based on the need of improving the reading skill through the new technologies, establishing a link with the families. All the actions, activities, values, learning...that with this proposal we want to provide, will be value for the student, the family, finally, for the educational community. Moreover, we want to develop not only the reading comprehension, but also create citizens that think critically and with their own criteria. Thus, the interventional proposal is divided into the three important elements, the classroom, the Reading Plan and the families.

### **The classroom**

In the class of year 3 we have a digital board which students can interact with. Besides, we have the teacher's computer. These two elements are the digital devices that the center has in each class. The computer room is not available to use because it is a common space, so the children have to stay all the time at their classroom. This circumstances makes the collaboration of the families, more necessary than ever because children have to do at home different activities with their personal computer, as they cannot the use of at the computer room.

In the following document we present all the different applications that we consider that help improve learning reading. There are digital tools that offer the possibility to work in group in the same document, other allows sending instant message or create dynamic presentation. All of them are free, so teachers, children and families can use freely. All of them are very intuitive and some of them share similar characteristics. However, one objective of the teachers is to show how to use each application.

The main objective is to develop reading skills, but with these applications children develop the other skills too, such us writing skill or listening skill. All of them are linked. In order to organize this Personal Learning Environment we present all the applications that we are going to use in this proposal in the next Symbaloo.

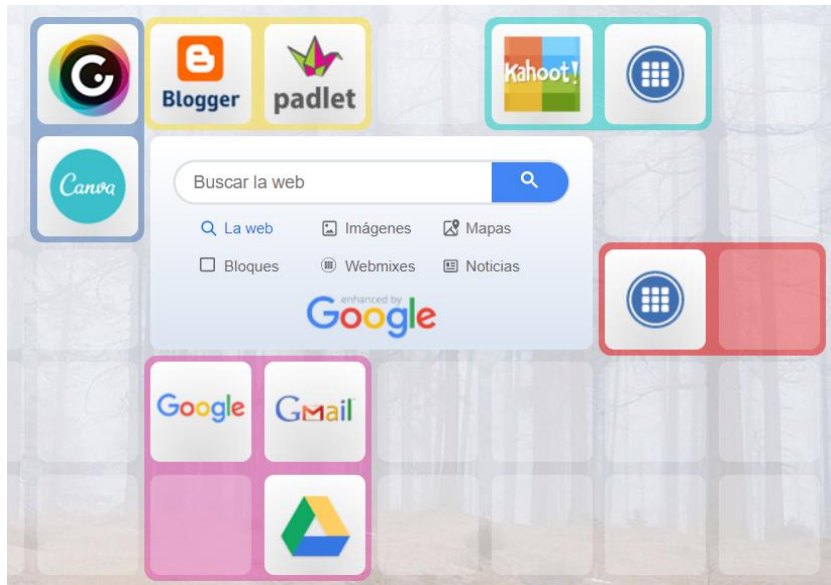


Figure 1. Resource: Symbaloo. Personal Learning Environment.

This Symbaloo is divided into different marker with the applications that have relation or share similarities. The proposal is oriented to use these tools during the all course as part of the methodology in the different subjects. Then, we reinforce the idea of work in coordination among teachers.

### **Canva and Genially**

These two applications can be used to create presentations, interactive images, infographic...so these tools offer similar options and functions.



Figure 2: Canva. Resource: [www.canva.com](http://www.canva.com)

#### - *Canva*

We use Canva in order to write our personal infographics. They can combine the text with images. Children need an email in order to log in. It is very visual and attractive for children.



### Activity description

In this activity, children have to create their own infographic based on the safety rules related to the Covid. They have to use structures that they know and learn during this course. Then, they have to read this rules to the rest of the class. They design the activity at class and they have to do this activity at home with their personal computer.



Figure 3: Genially. Resource: Pinterest.

#### - *Genially*

To use Genially, children have to have email, the same with Canva. They can create dynamic presentations, interactive images...there are different options.

### Activity description

In this activity children have to describe an important character. They can use different images and emoticon. However they can write the name of this character, because children have to read and try to guess who person is. This is related to other subjects with science, geography and Spanish.

### **Blogger and Paddlet**

These two applications offer the possibility to create a board to upload images, videos, links...However, the blogger have mucho more possibilities. It is a more complex page.



Figure 4:Padlet. Resource: [www. Padlet.com](http://www.Padlet.com)

### *Padlet: Peace message*

Padlet is an online virtual board where students can collaborate, reflect, share links and pictures. It is a very intuitive digital tool. They can work at the same time in the same Padlet, so it has many advantages.

### Activity description

They write words and sentences related to the peace day. Then, they have to read the messages of their partners. They see at real time the messages that their classmates write.



Figure 5: Blogger. Resource: [www.blogger.com](http://www.blogger.com)

### *Create a blog collaboratively*

We use Blogger to create a blog among the class. Blogger is a free application where children can upload photographs, videos and write and read blog post. In the Spanish class they learn what a blog is and how create blog post. Also, they learn how to use this application. Finally in English class they put in practice all knowledge that they learn about this application. They use this blog in other subjects too.

### Activity description

Each month, in groups, they create a blog post with all that they learn in the English unit. They have to write the vocabulary that they have learn and they have to read the partner's blog post in order to assess their blog post.



Figure 6. Anchor. Resource. [www.anchor.com](http://www.anchor.com)

### *Create a podcast*

We use the Anchor app. It is a free application that children can record their voices in order to create a podcast. In the Spanish class they learn what a podcast is and the different kinds of it and how to use this application, the steps that they have follow in order to create a podcast. In the English class, they create a story to read to record with this application.

### Activity description

First of all, when they know what a podcast is and how to use the application, they have to elaborate the writing that they have to read before. They have to bear in mind the objective of their writing, it can be a story, it can be a description of an important place or character...We establish that the podcast has to last no more than 2 minutes.

## **Gmail, Google sites and Google drive**

All this applications are from Google. They offer different functions to use. They are very practical and useful to work in groups, in a Cooperative learning.



Figure 7.Gmail. Resource: [www.gmail.com](http://www.gmail.com)

### *Pen Pal by e-mail*

We use Gmail in order to write emails with foreign students. We introduce the term Pen Pal and we explain that the original version consist on writing by letter. However, we use the now technologies. In the Spanish class they learn how to write an e-mail, the type of text.

### Activity description

In this activity, children have to write one e-mail by term. In the first one, they have to introduce themselves (Name, age, hobbies...) .In the second e-mail, they have to introduce their family, in the third e-mail, they have to tell what they do during the summer.



Figure 8.Google sites. Resource: [www. Googlesites. com](http://www.Googlesites.com)

### *Google sites portfolio*

We use Google sites as a tool to develop a digital portfolio. This is an assessment tool that they use.

### Activity description

This is an activity that they have to do at home. In each class, they have to write what they have learnt in this session and some activities that the teacher says.



Figure 9. Googledrive. Resource: [www.googledrive.com](http://www.googledrive.com)

### *The travelling book with Google drive*

This digital tool provides a very interesting aspect, the possibility to work at the same time in the same digital document. This offers the option to work with the Cooperative Learning, but in the distance respecting the safety measures.

### Activity description

They are going to create a short story in groups of three. All of the members have to participate. Then, they have to read their story to the rest of the class. This can design the principal ideas at class, but they are going to write on the Google drive at their homes.

### **Kahoot and Quizziz**

These two applications are very useful to use in order to assess knowledge or to detect prior learning. They are based on test of questions and answer. Students have to read the questions so that they can choose the correct answer. This is very motivating for them.



Figure 10.Kahoot! Reference: Educación 3.0

### *Kahoot*

This application offers the possibility to program a test and send to the students so that they can do at home or a specific moment. But also it has the option to do in a real time.

#### Activity description

In this activity children answer to the questions. Then, they put in practice the reading skill. They have to understand the question and also they have to think in the possible answer. It can be do in a big group at the class, using the digital board or at home with their personal computers.



Figure 11. Quizizz Resource: [www. Quizizz.com](http://www.Quizziz.com)

### *Quizizz*

This tool is similar to Kahoot because with this application you can create online test. It generates a link and with this link students can enter to realize the quiz wherever they want. It is a funny activity so that children can put in practice their knowledge at the same time they develop the reading skill.

#### Activity description

Children make different test, depending on the topic. They can develop in class a big group or by turns, or at home with their families.

## The Reading Plan

This is the Symbaloo that pick all the web pages that we are going to use in our virtual library.

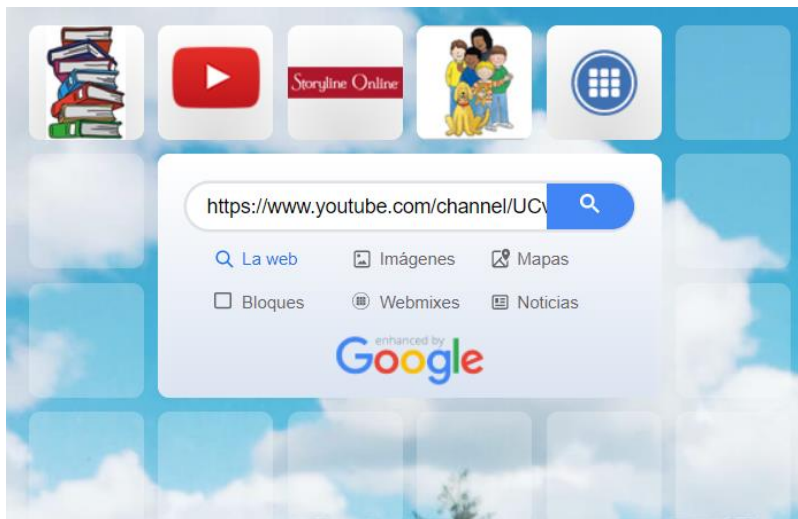


Figure 12. Reading Plan Symbaloo. Resource: Symbaloo

All these resources offer different kind of texts. It is very interesting for children work with a varied type of texts in both languages. Depending on the text we can find:

- Continuous text such as a narration, an exposition, a description, an argumentation...
- Discontinuous text such us a chart, tables, graphics, maps...
- Text that are visual an use an image, text that combine the images and the sound such a video or text with use the sound such a podcast.
- Text which are formal or informal, depending on the context.

## Textbook

It is necessary to analyze the children's textbook in order to select the reading books linking with the contents. We choose the second term as an example to propose different fiction and non-fiction book to work with. In this term we have two units.

- The unit 3 is called "At rooftops cafe" and children know contents related to different actions that you can do in your free time such as listening to music,

reading comics, talking to friends...Moreover children discover some musical instruments.

- The unit 4 is titled at the library. This works with story characters, adjectives to describe people and school objects.

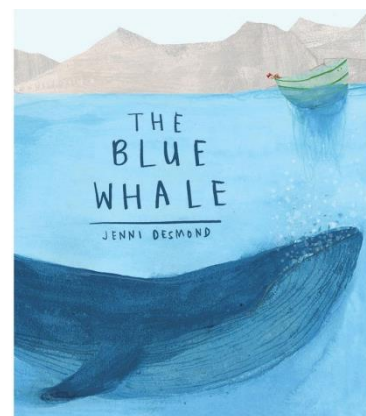
We are going to work these books in class and at home. So parents' collaboration is important. Bear in mind these topics we choose some books from the webs that we provide in the Virtual library. Children can explore freely in these webs, but it is necessary to select some specific stories to work with.

Stories for Unit 3:

*Up on Bob.* This is a fiction story where the characters are animals, a dog and a cat. This book works with different actions such as getting a nap, sleeping or working. It is a simple tale that children can follow listening to the video and watching the images and the text on the video. This story has a narrative text. This book is from the web "Story time family". Children have to read this story. We read the tale at class, in big group using the digital board. Then at home, they have to review the story again and they have to do a Kahoot with simple questions of the story.

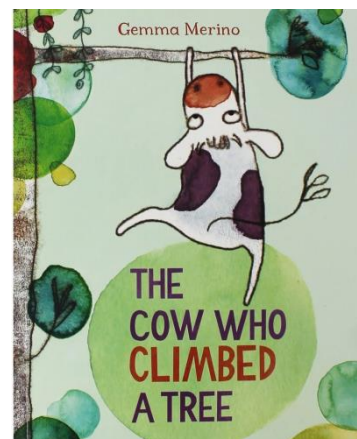


*Blue Whale:* It is a non-fiction book. Children can discover characteristic of the blue whale and some curiosities related to this animal. This story has a narrative and descriptive text. This is from teacher's notes web. Children listen to the story at class. Then they make a Quizziz with questions of the story.

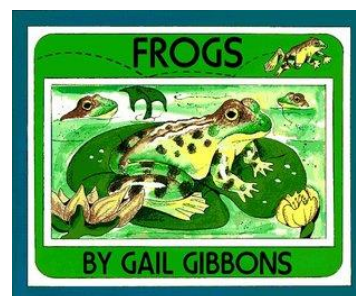




Stories from Unit 4: This is a fiction story where the characters are animals. In this case, cows. This book works with adjectives and fantastic animals related to the unit. This story has a narrative text. This book is from the web “Story time family.” Children read the book in class in a big group. Then, they have to write actions that they do at a normal day and tell to their classmates.



*Frogs* is a non-fiction book. Children can discover the metamorphosis. This story has a narrative and descriptive text. This book is from the web “Story time family”. Children read the story and then they have to create a draw with all the process and explain to the partners. This topic connects with Natural Science because they are study the animals.



## **Families**

How can they collaborate at their children’s education, but specifically to develop the reading skill? It is important the participation on the families on the center in order to draw a common line of action, because it improves the children’s learning.

First of all, it is necessary to maintain an active communication between families in order to inform the aims that the school follows in order to create competence and bilingual readers and highlighting their importance of their contributions. We need the feedback to detect possible learning issues related to reading. Then, these are some activities so that families take an active role in the education of their children and fell part of the development of the Reading Plan.

- They can participate in special dates as a Book Day or when the school prepares activities oriented to promote reading. They will use the new technologies to collaborate, because they can enter physically on the center.

- Provide the next guidelines by virtual tutor meetings on how to develop the reading habit of their children, highlighting the relevant of following these steps when children read a book:
  - Create a proper space for reading which the child can read with a relaxing atmosphere.
  - Develop a bedtime habit of reading. It is important to read with their children each day in order to transmit the pleasure for the books and tales.
  - Discover their children's tastes or hobbies in order to select books and stories that can interest to their sons.
  - Generate motivation showing interest of what children do at school (taking with them, searching more information on the net...)
  - Visit the virtual library offers to the school, in order to discover new stories.
  - Stress the importance of buy books on special occasions to give that this is an important gift.
  
- Parents have to help children to access on the application required. The school sends them a tutorial so that they can understand how works the digital tool to offer help to their children if it was necessary.

## 7. CONCLUSIONS

First of all, the creation of this Final Grade Work has allowed to me to analyze the new reality cause by the Covid, in order to promote reading skill in a bilingual school thanks to the new technologies. We deal with an unknown situation that generates new educative challenges. It has been necessary to observe the context, to revise the Reading Plan and to adapt to the new measures to create a safe place to avoid the virus. Although it is just a proposal, it is based on a real context. I can put in practice all the knowledge that I have learn at the university, related to theoretical knowledge.

I would like to add that these children are native digitally talking. For this reason, they like to use different apps and tool on the Internet. They don't feel fear or unsafe to face the unknown. Moreover, the new technologies are very motivating to promote different knowledge. We live in the information society and they are able to know and create new content on the net. In every proposal is necessary analyzed what are the strengths and bounds. It is true that related to the new technologies we have to talk about economic limitations, because we don't have tablets to use for each child. It could be a positive inversion for the school and the children's learning process. Much more when this new reality seems like it's going to stay a long time. We have to think long term and try to predict the evolution of this complex educative reality.

On the other hand, the family participation is very important. This course they cannot go physically to the school and the classes, so it is important to solve how they can collaborate in their children's education. Thanks to the new technologies we can show to the rest of the educative community what children do at class, using the social network and we can communicate with the families thought digital platform. Then, the ICT involve the children's learning. Moreover, related to that aspect, we bear in mind that this proposal is for students who are in year 3 of Primary Education, so families have to control their children and more on the use of the net. We consider the digital gap, so everybody has the possibility to connect to the Internet. Thus, the ICT will be an essential tool to create a shared a learning environment with all the educative community.

It is necessary to know that all the activities created could be used for Spanish language in order to promote the reading. However, it is important to take into account that mediators and techniques must be adapted. One of the main objectives is to create the pleasure for reading. When you feel comfortable and you enjoy with an activity, you are learning without make any effort. This is what we want to generate with this proposal, students that really like reading.

To sum up, I would like to thank the School the opportunity to do the training period and the help offered by all the stuff of this school. Especially this complicated year because only the teacher can enter to the school. It has been necessary to restrict the entry of the rest of the people who take part of the Educative community, just to limit the social contact. As teachers have a huge responsibility because we have to transmit children the importance of being safety and the importance of respecting the hygienic rules. This reminds me the importance of belonging a group. So, it is essential to work together and generate a positive interdependence link with Cooperative Learning.

In addition, it is necessary a coordinate work among the teacher of the school, especially the teachers involved in the same course. It is an interdisciplinary work. But, how can will do it? The new technologies have another benefit because they can be the link with the different subjects. It provides children the idea that everything is interconnect.

As a final conclusion, this Final Work has been a new challenge as a future Primary Teacher. I think that in our profession is it crucial to form and share knowledge with other colleges. Moreover, we have the possibility to share this information through different social networking. So, at the end of the day, the new technologies take part in our lives. If we use in a correct way they can facilitate the education and it becomes a profit to the society.

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