

Visual literacy and Webquest to reinforce reading comprehension

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Abstract

This research project, developed at the Instituto Tenerife, arose from the difficulties that the 8th grade students had in terms of their reading skills at the time of developing the activities on the website that the school has. It was difficult for them to understand what they read, as well as to develop the activities because they claimed that the readings were too complex for the level they were at, which is a basic level (A1). The researcher of the present study decided to carry out a project whose main objective was to determine if visual literacy and the Webquest could reinforce the reading comprehension in 8th grade students of a private school in Kennedy. Regarding the methodology used in this project, the researcher decided to give it a qualitative approach. At the end of the implementation of the project, it was evidenced that the students reinforced their reading comprehension, not in their totality but they were able to understand what the readings were about and through the use of the Webquest they learned new vocabulary and new tools to work autonomously.

Key words: Reading comprehension, reading strategies, visual literacy, Webquest.

Resumen

Este proyecto de investigación, desarrollado en el Instituto Tenerife, surgió de las dificultades que tenían los alumnos de 8 ° grado en lo que respecta a sus habilidades lectoras al momento de desarrollar las actividades en la página web que tiene el colegio. Se les dificultaba entender lo que leían, así mismo desarrollar las actividades porque afirmaban que las lecturas eran demasiado complejas para el nivel en que estaban ellos que es un nivel básico (A1). El investigador del presente estudio decidió llevar a cabo un

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proyecto cuyo principal objetivo era determinar si la alfabetización visual y la Webquest podrían reforzar la comprensión lectora en estudiantes de 8 ° grado de un colegio privado en Kennedy. En cuanto a la metodología utilizada en este proyecto, su investigador decidió darle un enfoque cualitativo. Al terminar la implementación del proyecto, se evidenció que los estudiantes reforzaron su comprensión lectora, no en su totalidad pero fueron capaces de entender de qué se trataban las lecturas y mediante el uso de Webquest, aprendieron nuevo vocabulario y nuevas herramientas para trabajar de forma autónoma.

Palabras clave: Comprensión lectora, estrategias de lectura, alfabetización visual, Webquest.

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Introduction

Taking into account the observations made in a private school in Kennedy, it was established that the research project aims to reinforce the reading comprehension of 8^o graders from private school, since they present difficulties when developing the reading activities that were designed on the website that the school has. Seeing the problem, a Webquest of reading was designed and implemented with the help of the visual literacy strategy, in this order it would be possible to have a more organized process in reading. This research project focused on qualitative research, this type of research allowed the researcher of the present project to observe and analyze the problem in a deeper way.

In the first chapter, the reader will be able to find the problem, in this way the reader will understand the main problem of this study: Lack of reading comprehension. In the second chapter, the theoretical concepts will be presented, which support this research project. In addition, in this chapter, the reader will be able to find the literature review that is classified in national and international studies, a deeper definition of the key constructs that are: Reading comprehension, reading strategies, followed by the visual literacy strategy and finally the Webquest. In the third chapter, the reader will be able to find the type of study in which this research project will focus, the context in which the project was carried out, the participants, the different instruments that were used for the data collection and the ethics of the project. Next, chapter four will give the reader a clear idea of what the vision of learning, language and classroom is. Followed by this, the reader will find in chapter 5 the results obtained when implementing, describing and analyzing project data. Finally, in chapter 6, the main conclusions, limitations and some ideas for further research are reflected.

Chapter 1: Statement of the problem

This project was conducted in a private school in Kennedy with 8^o grade students with lack of reading comprehension skills when carrying out the activities proposed by the teacher on the web page that the school has. The school states that students must be graduated with a basic/intermediate level of English. For this, the school provides a web page in which there are activities in English that students have to develop. The problem that students faced is the way activities were presented, the text that they used to develop the activities was not suitable to the student's level due to they were in A1 level and the textbook was too difficult due to it was a B2 textbook, for that reason the activities were too difficult to understand. That is why, through making observations and interviews to students in their class schedule, it was noticeable that the students' reading comprehension was too low.

Firstly, they said to the teacher that they liked to read and in that way the teacher was suggested by students to create or implement activities that were focused on their level of English. Secondly, the students were interested in learning English and they wanted to learn it in a more significant way through the web page, however, they felt unmotivated at the moment to read the activities because they did not understand due to their difficulty. The process of the web page usually was the same. Firstly, the teacher uploaded a fragment of a book and the students had to read that fragment and answer some questions that were in the web page about it.

In view of that, the fact that educational institutions are looking for implementation where the student is the protagonist at the moment of effective learning, the institutions

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have to provide to students with tools that are interesting for them and in which they could promote and enhance their abilities through strategies of learning that catch their attention.

That is the reason why this project sought to investigate if with the support of a Webquest, some web tools and the strategies proposed (visual literacy) students could be motivated to learn and reinforce their reading comprehension. Also, most of the people know that studying English as a foreign language is important today, but not all feel the need to do so, because they do not feel motivated. On the other hand, ICTs are an enabling resource that can allow the student to be motivated at the time of the class. Teachers have different ways for learning and teaching a foreign language and the inclusion of innovative ways for teaching English can be useful and interesting for the students. This based on, UNESCO (2004) affirms that:

Information and communication technologies (ICTs) are part of the global transformation and this is taking changes at a social level. ICT tools have been producing a change in individuals, the way they communicate and how this benefits the business environment, as well as important changes have occurred in industry, agriculture, medicine, commerce, engineering and other fields. It can also be fundamental in the educational transformation, how and where the learning process takes place introducing changes in the role of the teacher - student. (p.17)

Taking into account the previous statement the use of ICTs can benefit the educational field allowing in different ways such as to create learning environments where the student acquires knowledge and in this way can be motivated to learn. This means that if the students are constantly changing about how they learn, teachers have to motivate the student in that process, implementing useful tools with easy access for them.

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On the other hand, in many cases the methodology used by educational institutions is not the most striking and for this reason students tend to have poor language management and their learning skills are not developed in the best way, for this, teachers must innovate in terms of teaching a foreign language. Especially with high school students who are near to face a real world where their previous knowledge will help them throughout their lives.

This project can become of great importance for other researchers, since something similar has not been investigated. That is, there is much research about the use of visual literacy as a teaching method in the classroom, or the creation of the Webquest to reinforce other skills. But there has been no investigation into the use of these two tools for a specific purpose. The reader will be able to account for this in chapter 2 where different studies are presented, using visual literacy and the Webquest in different ways but is not the same as in this research project.

Whit this we can conclude that when using a virtual environment as a Webquest, they could benefit as it was previously mentioned, the 8th grade students, the institution, the teachers of the institution, the researcher and the other students and researchers who are interested in this field.

Research question:

How visual literacy and a Webquest might reinforce reading comprehension in 8^o graders from a private school in Kennedy?

Research Objectives:

General

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To analyze if visual literacy and a Webquest might reinforce reading comprehension in 8° graders from a private school in Kennedy.

Specific

To identify what kind of activities and web tools will be used as part of the reading comprehension process according to visual literacy principals in 8° graders.

To describe the 8° graders reading comprehension process through the use of a Webquest based on visual literacy principals.

To determine if visual literacy and a Webquest can be used to reinforce reading comprehension in 8° graders.

Chapter 2: Theoretical framework

Literature review

This literature review presents the different studies related to the keywords that are presented in this project, these are: reading comprehension followed by reading strategies in this case the visual literacy strategy and finally the use of the Webquest. Therefore, the studies that are going to be mentioned in this chapter will be categorized by national and international order. Also, the main characteristics and contributions from these studies will be highlighted in accordance with the purpose of the present study which aims to reinforce the reading comprehension difficulties in 8^o graders from a private school in Kennedy.

Reading comprehension

The first national research by Pinzón (2016) was focused on the effect of “Storytelling and story-reading: a way to enhance EFL students’ literacies” Bogotá, Colombia. This qualitative study aimed to describe the effects of storytelling and story reading in the improvement of reading comprehension and writing production in a public school located in Venecia neighborhood, Bogotá, with 8th grade students. The students did not feel motivated when it came to being in English class, because the classes were monotonous, the lack of vocabulary was an important factor, since many students did not feel comfortable speaking. The researchers decided to use 3 stories (Ali and the magic carpet, The Madagascar and the selfish giant). To motivate the students, the researchers decided to use different resources such as: videos, power point presentations, and story books.

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The idea or the main objective of this study was that the students could report what they read, what happened in the stories and how they concluded. At the end of the study, the researchers could conclude that at the time of reporting the stories the students felt more comfortable using drawings to describe what happened in each story. Also, they concluded that with the use of storytelling and story reading the students express their own ideas about what they thought about each story. The contributions that this project benefits to this research project is the use of visual literacy to improve a skill, the use of videos, presentations and images makes learning in students more meaningful, and also the fact that the researchers created their own material for students.

The next international research by Garcia and Miranda (2012) was focused on the use of “Estrategías lúdicas para desarrollar la competencia lectora”. Guayaquil, Ecuador. This study is inductive-deductive, since the researchers of this project through a truth, with the experimentation and deduction in the environment of the problem, a truth may arise and this truth may be valid as long as a why is given.

This study was conducted in young people from a public school in the city of Guayaquil, Ecuador. Researchers thought their teaching realized that the poor performance of certain subjects is due to the lack of reading by students, since the students did not understand what they read and thought that the method that was used was monotonous, since it was generally the same, they came to class, they took a book and they had to read. For that reason Garcia and Miranda (2012) state that “it is necessary to teach students to understand what is read, this will help put into play the skills that are involved in the teaching-learning system: remembering, analyze, synthesize, apply and evaluate” (p.1)

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According to the previous statement, if the student is taught what he/she is reading, critical and interpersonal thinking can be developed in him/her. She/he can be able to express his/her ideas and acquire more vocabulary according to the books he/she reads.

The main conclusion of this study is that as a teachers we have to develop dynamic activities for our students, since, they learn in different ways and we have to be conscious about that. Taking into account that reading is something that is developed over time, it is necessary to make this learning fun. Throughout this study the books that were used were adapted to the level of the students where they could find different playful activities to develop and in that way to understand the reading in a significant way. The contributions of this study is that the books that were used as part of the implementation were adapted to the needs of students, and this give to the present research a clear idea about what kind of activities could be used depending on the students English level and needs. And also, the idea of creating comfortable classes for them through the use of reading.

This allows the student to be in contact with reading, but also allows the teacher to search for new reading strategies. That is, if students' preferences are taken into account when giving a reading this can generate a change in learning and motivation in the student.

Reading strategies (visual literacy)

The first national research about visual literacy by Pimienta (2013) “Reinforcing student’s speaking skills through visual literacy” Bogotá, Colombia. This study was conducted with 16 EFL students, they were in A2 level and they were afraid of expressing their opinion and ideas with others although they had been studying English for a year they were not able to express a word for the fear of making a mistake. The researcher of this

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study decided to use the visual literacy and implemented it in his class with the students through the use of: videos, images, role plays and movies and in that way try to avoid the fear in the students and participate in the class. Something that it was reflected was that the use of images make that students feel more comfortable at the time of participate in class.

Throughout the activities that the researcher decided to develop, the students seemed more motivated when participating in the English class, the students found that the use of images to teach English was an easier and practical way to acquire vocabulary, due to this the students were able to express ideas, personal experiences, opinions and thoughts. To conclude the researcher clarifies that the use of images to teach English can be a useful tool when teaching a class, and that the use of visual literacy is something that seems to be innovative in students and motivates them to learn. The contributions that this project can offer to the researcher of the current study, is the use of visual literacy to develop a skill, the use of activities combined with the strategy can achieve a high educational impact on students.

That is, the author through the use of images, games, movies and other visual aids helped students to participate in the class, to share more about past experiences. Something similar is reflected in this project, with the help of visual literacy combined with the preferences of the students in this case the theme of horror, it is intended that students reinforce their reading comprehension. Since, the activities are being carried out under a specific preference.

The next international study that describes the use of visual literacy by Žigárdyová (2008) “Developing reading and visual literacy” Brno, Czech Republic. The researcher says that in most cases students understand what they read, but do not find motivation to

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read. What the researcher was looking for in this study was to promote reading through the use of visual literacy. Since, as she clarifies most of the information imparted to children is through television, the researcher decided to implement a series of activities with the help of parents, in this way the students would feel more comfortable when expressing their ideas.

The main idea of this study was that they were presented with a series of texts to the students and they had to illustrate them according to what they understood, at the end of the activities the students had to report what their illustration was about and if it was similar with the illustration given by the researcher.

To conclude the researcher clarifies that the use of visual literacy reflected in the students a high interest in learning. In addition, the use of figures and forms helped them to understand the texts better, at first the students described the activity in one or two words, so the activity ended in a short time, but throughout the study the students began to make longer descriptions. The contributions of this project is that it gives the researcher different options to present the readings and activities according to the needs of the students, the use of visual literacy as a tool about how to create interesting and meaningful activities for the students. As it was done in this research through the use of the strategy, activities were created according to the level of students and preferences for a meaningful learning.

Webquest

The first national research by Gonzalez and Ramirez (2016) “Promoting writing skills through Webquests” focused on the writing difficulties that students of a private school had in the city of Bogotá. They decided to create a Webquest where those writing

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problems could be improved, to start writing tests were applied where it was reflected the lack of writing in the students. The students knew vocabulary, but did not know how to express ideas in a written way. At the time of creating the Webquest these activities were accompanied by short workshops that in the end the students assessed their classmates work. That is, the students developed the workshops and among them they had to grade. This allowed the students to realize their mistakes and how they could improve them. Throughout the project the students realized about their mistakes, they were able to write ideas, thoughts and opinions in a clear and concise manner and also, some of them said that the Webquest helped them to acquire more vocabulary.

The conclusions of this project were that the students improved their writing skills by themselves. The use of videos contributed to make it easier to understand the activities proposed by the researchers. In addition, the use of the Webquest allowed the researchers to have control over their classes. The contributions of this project to the present work, is the development of a Webquest, the need to create activities according to the students' preferences, and to keep in mind that not all students learn in the same way which is a challenge for the teacher.

The next international research that also talks about the use of a Webquest was focused on the "Effect of the Webquest Writing instruction on EFL learners' writing performance, writing apprehension, and perception" at Sierra, California University, Chuo (2004). This study investigated two groups of students about the use of the Webquest. The first group of students received a traditional writing class, while the other group of students that was the experimental received the class through a Webquest, it is clear that the two groups used a writing program. In the first group the teacher used oral discussions for the

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writing input, in the other group, the students received their writing classes through the Webquest, this made them use web tools for writing input.

According to Chuo (2004) the use of the Webquest improved the writing ability in the students in a significant way, in the other group it was more complicated to make the students understand the activities. In addition, the experimental group showed great interest when using technological tools in their classes.

The contributions that this study offers to this project, is related to the use of the Webquest as an educational tool, that is, the experimental group reflected more empathy with this resource, the advantages that the use of online tools in the classroom can provide for the learning process of a second language. Taking into account that not only students can use this tool, but teachers be more aware of the new ways of teaching.

Theoretical Framework

This section will offer the reader a brief idea of the theoretical constructs of this work, which are of great importance when understanding the use of literacy and the Webquest to reinforce reading comprehension in 8th grade students. The three main constructs are: Reading comprehension, a brief explanation about reading strategies, followed by the subconstruct of the visual literacy strategy and the Webquest.

Reading comprehension.

In general terms, reading comprehension is understanding what is read, understanding that it is a skill that develops over time, and that with this process there are also reading difficulties that can be developed with the use of multiple strategies. (Moore, McClelland, Alef and Vogel 2016).

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To complement the previous statement, Moore et.al (2016) state that “Reading comprehension is a critical for beginners as it is for proficient, skilled readers; therefore, reading comprehension skills need to be taught and reinforced in all stages of literacy development” (p. 21). In other words, reading comprehension must be taught from an early age, since, as the authors claim, reading is critical for anyone even the most advanced. The dimensions of vocabulary that are handled when reading are immense and many times we do not realize about that.

Something similar is what Hernandez and Bulnes (2009) said that comprehension is the main objective at the time of making a reading, and that this in itself has three important factors which are the reader, the text and the context where that text can be read. Although not everyone can have a clear knowledge or understanding of what is being read, since as they say, the text may contain a complex level of vocabulary, the reading may be repetitive or the reader simply does not use strategies of reading to be able to understand it.

Addition to this, it should be clarified that it is necessary to use reading strategies when it comes to obtaining a better reading comprehension, that is something that we will address later. But what we have to take into account is that many times it is read but we do not get to understand what is being read and that may on many occasions the fact of reading seem monotonous and boring.

Another view about what reading comprehension comes from Moss (n.d) he states that “Reading was viewed as a skill that could be divided into a set of subskills involved in both decoding and comprehension”. (p.1). this means that the reading could be seen in two phases: the decoding of the words, in order to understand what that word meant in the text

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and the comprehension in order to understand the whole text. In this way the process of reading comprehension could be understood in a meaningful way for the reader.

This can be seen reflected in the present study, since when it was thought to develop reading comprehension activities for the students, the most important thing for the researcher was that these activities had an understandable language for the students, for this reason the activities were done with the help of them. At first they found it difficult to read, since they had a null perspective about what reading meant. But as soon as they realized the type of activities, it was helpful for them.

Serravallo (2010) as cited in the blog “English for thesis” (2012) said that reading comprehension is “the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text” (para,1). This means that the reader at the time of reading, must analyze what is reading, understand and be aware of the meaning behind a text. It is not just reading, but creating an in-depth analysis of what that text means.

Other definition about what reading comprehension is given by Bonnie (2008) as cited in the blog “English for thesis” (2012) “Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading” (para, 2). A simple definition of what reading comprehension means, basically reading, but if you read it and you do not understand what you are reading the learning and the decoding of information is null in its entirety. For this reason it is necessary and important to develop a critical reading comprehension.

As we can realize there are authors who believe that the importance of developing reading comprehension is a relevant factor when creating a relationship with the text and

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the reader, creating reading environments in the classroom is vital for the student to feel motivated to develop their reading comprehension. It is also necessary to use reading strategies that help us to better understand what we read, that is what we will approach it in the following construct.

Reading strategies.

In words of McNamara (2007)

“A reading comprehension strategy is an action that leads to the change of a context, in this case the comprehension, with the goal of improving it”. (p.6) the author defines strategies as tools, which can be used to understand a text and thus make reading more enriching for the reader. In addition, reflecting on the use of reading strategies can make our classes more dynamic and our students interested in developing their reading skills.

According to Singhal (2001) “Reading strategies are interest for what they reveal about the way readers manage their interaction with written text and how these strategies are related to text comprehension” (para, 2). What the author wants to say is that the strategies are accompanied by the text and the way in which the reader perceives the text with the help of that strategy. This is reflected in the present work with the use of the visual literacy strategy, with which students could perceive the reading in a more understandable way.

For Block (1986) as cited in Song (1998) reading strategies indicate how readers / students perceive a task, the way they will develop this task through a strategy, as through that strategy they can decode a text to make it understandable and clear. In this case, with the use of the visual literacy strategy what the researcher sought to achieve was that the

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students could understand the readings in an easier way when using that strategy and the other visual aids that were presented on the Webquest. Also, the use of technology as a support for learning is reflected, something that today is important for our students because technology is something that has been interceding in the world, and now more in the educational environment, so this allows student learn in a more meaningful and dynamic way. So, as teachers we must create learning spaces where it is reflected the use of technology as well as the use of learning strategies.

Taking into account, the different authors who speak about the use of reading comprehension strategies agree that a learning strategy is developed to generate a change in certain contexts, in this case the educational one. That the use of strategies can offer us positive benefits in the classroom, that it is necessary to develop certain skills in the students. Now, that we have a brief idea of what a reading strategy is, we will discuss what the visual literacy strategy consists of.

Visual literacy.

Bleed (2005) gives different definitions about what visual literacy means

“One definition is the ability to understand and produce visual messages. A second definition is a group of competencies that an individual can develop by seeing and at the same time having and interpreting other sensory experiences. A third definition is the ability to interpret messages as well as generate images for communicating ideas and concepts”. (p.5)

This means that visual literacy can have different meanings, but in the end it will always coincide with coding images, reading them and understanding them so that a

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message can be produced in this way. Visual literacy allows us to generate images in our mind and thus be able to express them in a clearer way.

Another definition to Ausburn and Ausburn (2006) visual literacy can be defined as a group of skills that allow the individual to communicate with others at the moment of using visual aids. They also explain that the definition is not only to receive messages in a visual way. But the messages that are received when using visual literacy as a tool are intentional, that is, the individual when interpreting an image knows that he/she will get a communicative visual message about this.

In addition to this, Ausburn and Ausburn (2006) state that are two basic principles about visual literacy those are:

1- Visual as a language, as in the verbal language various grammatical skills are used such as: vocabulary, word order, grammar, among others. In the visual language is the same, the use of colors, lines, shapes and expressions make the vocabulary of the image is reflected and it is easier for the individual to understand the message.

2- A visually literate person should be able to read and write visual language, basically it is the reading visual language, that is, the individual can read and interpret what he / she is reading as expressions and photographs taken by others. And in addition, it may be possible to express visual language through body movements.

Taking into account these two principles mentioned above, the researcher of the present project relied on these for the design of certain images, videos and games found in the Webquest. Since, as stated in the principles, the use of visual language helps the

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individual to interpret what is seen and in this way the individual creates and processes a message.

Another definition about visual literacy is given by Baker (2012) “Today, the need for visual literacy has spread to other disciplines. Because so much information is communicated visually, it is more important than ever that our students learn what it means to be visually literate.” (p.44). That is way, that visual literacy causes a great impact at the time of being developed, since, as the author expresses it, most of the information we receive is visual. As a researcher it was important to know that visual literacy is being used to develop different skills in students, and it is also gratifying to know that other learning strategies are being used and modified. In this case the use of visual literacy was a fundamental part of this project. Since, it was used in most activities where students could better understand reading. In addition to this, there were visual tools about the subject that were chosen by the students so that not everything was as academic but also evidence another type of learning. For example, not in all the modules were activities but also there were games about the topic of the module, in that way the student learnt more about the topic that were in each module. On the other hand, in the "more" tab the students could find some thrillers related to horror movies, games, mystery things and more. All of this, that the student did not see the project as something purely academic, but through the Webquest could find topics of their liking.

Webquest.

According to Kelly (2000)

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“The Webquest is a teacher-created lesson plan in the form of a simple World Wide Web with active, preselected Internet links and a specific purpose for students. It is designed to provide students with an independent or small group activity that incorporates research, problem-solving, and application of basic skills” (p.1).

According to the previous, the use of the Webquest provides the student to learn to use the technological means as a support tool when performing a task. It also offers the student the opportunity to enhance the team work being a more effective way in the search for information. Also, it helps students improve their technological skills by letting them know that other types of online educational resources exist and how they can take advantage of them.

The next definition about Webquest is given by Abbit and Ophus (as cited in Dodge 1995) “An inquiry oriented activity in which some or all the information that learners interact with comes from resources on the Internet, optionally supplemented with video conferencing”. This contributes to the student's learning, developing diverse knowledge that can be useful throughout his educational life and in this way he/she can learn that there are other ways of learning. It also generates autonomous learning in the student, as in this study, most activities had to be developed by the autonomy of the students.

Finally, the last definition of Webquest comes from Sox and Ávila (2009) that state that “Webquest are Web-based interdisciplinary learning units that foster collaborative problem solving as students work on a task, resulting in a cumulative project”. (p.39). Taking into account this, the use of the Webquest can be adapted to the different needs of the students, it can be create and design activities that encourage the development of the language as it is reflected on the Webquest of this study.

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To conclude, taking into account the definitions of the authors mentioned previously, and all they bring in the educational field. It gives to the researcher a clear idea about that working and designing a Webquest is the most appropriate tool to develop in this study, because of the benefits it brings and the contributions it can make to students and their learning environment.

The previous definitions were of great help in the present project when implementing the Webquest as another learning space where the student will experience another way of learning, since as the Webquest is established it contributes to the student's learning by means of tasks that incite the student to the investigation of them. On the other hand, it develops autonomous learning in the student and can participate in their own learning.

Chapter 3: Research Design

The chapter that will be presented below will give the reader an idea about the methodological procedures followed in order to reinforce the reading comprehension in 8th grade students through the activities based on visual literacy as a strategy implemented in the Webquest. First, an explanation will be given about the type of research that is part of this study. Next, the research paradigm will be presented, then the settings and participants that were part of this project will be presented. Finally, the data collection instruments that were used in this project and the ethics will be explained.

Research paradigm – Qualitative research

This project focused on qualitative research that based on Crossman's words (2017)

“Qualitative research has a long history in sociology and has been used within it for as long as the field itself has existed. This type of research has long appealed to social scientists because it allows the research to investigate the meanings that people attribute to their behavior, actions, and interactions with others. While quantitative research is useful for identifying relationships between variables, like, for example, the connection between poverty and racial hate, it is qualitative research that can illuminate why this connection exists by going directly to the source - the people themselves”. (An overview of qualitative research methods, para, 4.)

Taking into account the previous clarification, this study is qualitative since, there is a phenomenon to investigate, which are the difficulties that students have when reading, they do not comprehend what they read. For this reason, a series of activities would be

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implemented and the process will be followed throughout the project. This is why a questionnaire was carried out in order to obtain ideas from the affected population.

In addition, one characteristic of the qualitative study is that at the end of the data collection should be validated, for this reason should be triangulated the results to provide a clearer idea about them.

Research approach – Action research

Before explaining why the researcher of this work decided to locate her research work in this field, it is necessary to define what action research is. According to Burns (2009)

Action research is the combination and interaction of two modes of activity action and research. The action is located within ongoing social processes of particular societal contexts, whether they be classrooms, schools, or whole organizations, and typically involves developments and interventions into those processes to bring about improvement and change. The research is located within the systematic observation and analysis of the developments and changes that eventuate in order to identify the underlying rationale for the action and to make further changes as required based on findings and outcomes (pp. 289,290).

Taking into account the previous statement, as stated by the author this process is done to achieve changes or improvements in a specific situation, the present work would reinforce reading comprehension in 8th grade students through activities that will be planned through the visual literacy strategy and a Webquest, at the end of the implementation the results will be interpreted for future appliance.

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Also, Burns mentioned the principal model to do an effective action research based on Kemmis and McTaggart (1999) proposal that is the following:

- 1- Develop a plan of critically informed action to improve what is already happening.
- 2- Act to implement the plan.
- 3- Observe the effects of the critically informed action in the context in which it occurs.
- 4- Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

Taking into account the previous model proposed by two authors, and in which Burns makes relevance, it would be clear why this project is located in this field. First, a plan must be developed to solve or improve a specific problem. Then, you must act according to that plan, as a result you should see what changes that plan generates in the context and finally you should reflect on the effects that plan show through a succession of stages. According to that, it would be clear that in this project a series of activities will be implemented with the use of visual literacy and a Webquest in order to reinforce the reading comprehension process in 8th graders. In this way, this application will involve a follow-up on these activities and a process of them will be followed to analyze the effects they produce on the students. The use of different data collection instruments will identify, describe and establish how students felt with the activities applied and would give a clearer idea to the researcher at the time of the data analysis of this project.

Setting

This research is developed in a private school in Kennedy has at its mission educate future citizens of Bogotá, Colombia providing a quality education to all the children and teenagers who are there so that tomorrow they can help to actively to contribute to their community. According to its PEI (Proyecto Educativo Institucional) (PEI, p.14) is to promote in students the investigative and commercial field.

Since the school's emphasis is based on the research and commercial part, for it offers a high range of books, systems laboratories where students can go to research and develop their investigations skills. The school expect that children graduated with the vocational areas proposed by the institution.

The vision of the school is to become a well-recognized institution that can bring an excellent educative service for all its community by 2022. Besides, expects to be a school with the best for its students using a model of education for life where they will be educated to be an active part of the society, an important role in the community and its general context (PEI, p.14). Respect is a fundamental part of this institution, since working with all types of population with diverse capacities it is thought that if you respect others for what they are and what they have, you can build a better country where you can reign tolerance, humility and respect for self and for others.

A year and a half ago the school with the help of the English teacher began to implement a English web page, the idea was born of the concern of the director in the low levels with the subject of English, since the emphasis of the school is not English. The web page only works the reading ability, which is the lowest skill that is reflected in the exams.

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This web page seeks to develop the English skills of each students. But as mentioned before, it is not suitable for students that is why this research proposes a Webquest to reinforce the students reading comprehension.

Participants

In general, this private school has around 1.000 students (women and men) and works with primary and secondary levels of education, it also has teachers for the different subjects not as in other schools that one teacher has to teach many subjects by his/her own. Now, the participants of this research are eight graders (8°). These are 25 students in general divided into 14 girls and 11 boys, the average age on that grade is around 13 to 14 years old. Most students have been in the institution for more than 4 years, and a year a half ago the school decided to implement a web page where students would develop their reading and English skills with activities proposed by the teacher, the school states that its students graduated with a good level of English, for that reason they decided to implement something new and innovative to attract the attentions of student to develop their reading and English skills. Something interesting was known that most of students were interested in learning English, many of them wanted to learn, so part of the implementation of the web page was guided by the needs of the students. For this project, there were developed some activities with the use of visual literacy strategy through a Webquest in order to reinforce reading comprehension in 8° graders.

Participation of the students was done voluntarily, that is to say the researcher through observations and interviews made in the course, it could be evidenced that the students were hindered by the readings that the school page had. The researcher, when the project was approved at the school, spoke with the students and voluntarily 15 students

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decided to participate in the project. The idea was that the students were also participants in the project and what they would like to see, for this it was necessary to know their opinion through a questionnaire, where they expressed what kind of theme they would like the Webquest to have, the type of readings, and finally what visual resources they would like to see. These were some of the answers given by the students.

4) Qué tipos de herramientas visuales le gustaría ver para reforzar la comprensión de lectura?

Juegos Videos Películas Otras? Menciónelas

Juegos por que a demas de ser divertido es didactico. Para aprender.

Figure 1. Answer given P, 4 (Questionnaire)

2) Qué tipo de lectura disfruta leer?

Romance Terror Suspense Comedia Otra?

Menciónela

Five nights at Freddy's

Figure 2. Answer given P, 7 (Questionnaire)

2) Qué tipo de lectura disfruta leer?

Romance Terror Suspense Comedia Otra?

Menciónela

Figure 3. Answer given P, 9 (Questionnaire)

4) Qué tipos de herramientas visuales le gustaría ver para reforzar la comprensión de lectura?

Juegos Videos Películas Otras? Menciónelas

porque son mas divertidas

Figure 4. Answer given P, 5

As the reader can see some of the answers of the students were used for the creation of the Webquest, as well as the visual resources that are there. As the reader can see in figure 2 and 3 for them the topic of terror and suspense seemed very interesting to them,

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and the fact of creating the Weqquest according to these opinions was innovative for some of them. While in figures 1 and 4 the most striking visual tools were games and videos, many claimed that they could learn more in that way.

Data collection instruments

In this part, the different instruments that were used for data collection will be reflected, in this way each instrument will be explained. These are: Questionnaires, in order to know what kind of activities will be implemented in the Webquest, an online forum to describe the process of the activities and finally a focus group, which would establish whether the activities with the help of the strategy (visual literacy) and the Webquest serve to reinforce reading comprehension in students.

Questionnaires. According with Christensen, Johnson and Turner (2014), a questionnaire is a “Selfreport data collection instrument completed by research participants” (pp. 71-72). This means that a questionnaire is an instrument where you can know perceptions, opinions and habits in a person. As the authors describe in their book there are closed questionnaires that are those that the participant answers based on a specific question, and the other is the open questionnaire where the participant is left to answer in his/her own words about a specific situation. The researcher based the design of the questionnaire on the open questionnaire, since this type of questionnaire tends to give deeper answers on the part of the individual, allows students to think about the problem in a deeper way and in this way provides the researcher with answers that can contribute to the research project.

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Taking into account what a questionnaire is, Siniscalco and Auriat by UNESCO (2005) explain that “The development of a questionnaire commences with the transformation of general educational research and policy concerns into specific research questions for which the data are intended to supply an answer” (p.5). This is reflected in the questionnaires of this project, since, with the opinions and perceptions of the students, an answer to this problem is sought.

Bearing in mind, what the previous authors describe as a questionnaire and how to develop it. The main objective of the development of the questionnaire in this study was to identify what kind of activities and web tools were used as part of the process of reading comprehension according to visual literacy principles in students. The questionnaire was developed at the beginning of the implementation and served as a tool to design the webpage. Since most of the answers were given by the students and these answers served for the design of the same. In the questionnaire, questions were asked about the preferences of the participants, which they would like to see in the Webquest and how they wanted the activities to be developed. (See Appendix A and B).

Forum (online forums). In words of Im and Chee (2006) “Among various electronic data collection methods, online forums (web message boards) are prominent in terms of allowing asynchronous interactions, through which participants can join in the discussions at their convenience unlike other methods requesting synchronous interactions (e.g, chat groups). (p.2).

To understand the previous statement, it is necessary to define what synchronic and asynchronous communication is. The synchronic communication is that mediated through the Internet, is between people but is mediated through it. While asynchronous

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communication is that when it is temporarily coincided, this type of communication is developed through the computer.

Anderson and Kanuka, 1997; Hsiung, 2000 (as cited in Im and Chee 2006).

“Asynchronous online forums have been reported to be observable, relatively easy to use, accessible, and safe”. (p.2). It is a tool where you can take in a more controlled and organized the different responses that participants come to contribute. In this study an online forum was held which was carried out in weeks 2 and 4, all this in order to describe the process of reading comprehension through the Webquest and with the use of the visual literacy strategy. Basically the organization of the forum was divided between weeks 2 and 4 of the implementation, the questions of week 2 were based on the experience that the students had with the Webquest, the use of the strategy and how it seemed the readings that were there. In week 4, there were questions related to whether at any time he/she had had any reading difficulty, or the use of visual aids and if his/her reading comprehension showed improvement. (See Appendix C and D).

Focus group. The first definition about what a focus group is comes from Christensen, Johnson and Turner (2014) they state: “A focus group is a situation where a focus group moderator keeps a small and homogeneous group (of 6-12 people) focused on the discussion of a research topic or issue” (p.73). Usually these sessions last between 1 and 3 hours and are recorded with video or audio, the focus group should not be taken as an interview, since the main objective of the focus groups is to discuss in a specific and deep way about the aspect that is being studied, discuss ideas, opinions and perceptions about it.

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Christensen, Johnson and Turner (2014) give a series of advantages when it comes to making focus groups for data collection, those advantages are:

- 1-Useful for exploring ideas and concepts.
- 2-Provides window into participants' internal thinking.
- 3-Can obtain in-depth information.
- 4-Can examine how participants react to each other.
- 5-Allows probing.
- 6-Most content can be tapped.
- 7-Allows quick turnaround. (p.74).

Considering what the focus group means and the advantages it brings, in this study a focus group was made at the end of the implementation, 8 questions were designed in order to establish if visual literacy and a Webquest could be used to reinforce reading comprehension in 8th grade students, this focus group was recorded on audio. (See Appendix E).

Ethics

Bearing in mind that it is important to maintain the privacy of the participants in a research in order to keep the participants confidential, and likewise the participants should know what the study is about to investigate, in that order the participants will feel comfortable and safe to participate in a research project.

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According to the previous clarification, it was necessary to design a consent letter to the principal of the school (See Appendix F) where the present study was conducted in order that the permission was given under the consent of the directors, following that order were also given a consent letter to the parents of each student (See Appendix G), since most of them were underage. In the letter delivered to the parents it was specified that it was not obligatory to participate in the research project, rather it was a voluntary decision.

In the implementation each instrument was designed in order to collect better results, likewise each participant was given a specific number to protect their identity. In the focus group the answers given by the participants were recorded in audio and the same only have access by the researcher in order to protect the participants' identity.

Chapter 4: Pedagogical intervention and implementation

This chapter aims to explain the pedagogical intervention and the implementation of this project. The process of implementing the activities in the Webquest with the use of the visual literacy strategy, how they were designed, as well as the use of the data collection instruments were part of this process.

As mentioned in chapter 3, a questionnaire was designed to know what kind of activities could be used at the time of Webquest implementation, the results of the questionnaire was that most students liked to read, but did not find motivation when using the web page of the school, since it was very monotonous. For this reason, it was decided to implement a Webquest according to the needs of the students and in this way reinforce their reading comprehension.

Vision of language

In agreement with the affirmations of the students and the observations made by the researcher of this study. It was observed that the students used reading material with a high complex level of vocabulary that they claimed they did not understand. This is why the main idea of this study was to use reading material chosen mostly by the students guided by the teacher, in this way students will be attracted to learn.

In the next project, the objective that the researcher wanted to achieve was that the students would reinforce their reading skills through fragments in English, most of the students like English. At first it was difficult for them to understand the activities but with the visual aids that were in the Webquest they were more viable to understand and develop

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them. The design of the Webquest and the material was designed according to the needs of the students.

In this way, Anderson (2015) as cited in Hall (n.d) affirmed that “lessons are viewed as events in which teachers plan for attempt to affect universal behavioral change in a group of learners by achieving their aims, objectives or learning outcomes”. (p.14)

With the previous statement, we can say that what the author said is, as a teachers we have to plan our classes and make them part of the educational environment this generates a learning impact on our students where the objectives and goals are evident step by step through meaningful learning.

On the other hand Tudor (2001) states that: “The identity of learners within the learning process itself, not just as future language users, but as language learners who are involved in developing a certain competence in interaction with a given set of teaching procedures and learning activities” (p, 11). The researcher of this project not only seeks that the participants can reinforce the reading comprehension, but through the activities they are able to understand and communicate what is understood about them. That throughout the project they are able to interact not only as language users, but as students who develop the language for a specific competence.

Vision of learning

Taking into account that this study is strictly outside the classroom, it was decided to design and implement a virtual environment (Webquest) where the learning environment was different from what the students were used to and also their reading experience were more dynamic for them. For this reason, the learning vision of this research project is

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experimental, since with the help of a virtual environment the researcher wants to identify, describe and establish the entire process that students manage to take.

Also a vision of learning was the autonomous learning that the students had to carry out, since the researcher designed the activities, upload them to the Webquest and the students had to develop them by themselves.

For this, Straková (2002) as cited in Žigárdyová (2008) “Reading literacy is not only the simple ability to read a text but the ability to find information out of it and transform and reproduce it” (pp.9,10).

According to the previous statement, the main problem of this study is the lack of reading comprehension in the students when carrying out the activities proposed by the teacher in the website that the school has. The researcher of this research project decided to design and implement a Webquest where the students were the participants of both the Webquest and the reading activities that were there. All this, with the help of visual tools such as: videos, movies, audios, images and games.

Vision of classroom

Since most of the implementation was virtual, and the learning environment was not what they were used to. It means, the teacher was not with them to guide them in the activities, but they had to read the instructions carefully and develop the activities autonomously. Therefore, autonomy and responsibility were one of the factors for the vision of the classroom in this study.

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According to Žigárdyová (2008) “Techniques that support the student’s autonomy should be taught at schools and teachers should pay attention to activities that lead to the development of pupils’ autonomy” (p.18).

This means that teachers must pay attention to the activities planned for their students, this can develop in the student a significant learning of autonomy. For this, it was decided to use a virtual environment for this study, where students had to develop a series of activities, in this way the researcher wanted to analyze what autonomy students showed when being responsible for the activities that the teacher designed for them through the Webquest. In addition, the researcher wanted to make it profitable for students to carry out activities in other unconventional academic spaces.

Instructional design

This instructional design was totally virtual (Webquest) and six modules or sessions were managed, these sessions had a week for the students to develop them. The majority of these activities consisted in, with the help of visual literacy, the students understood the readings and in that way carried out the activities.

On the other hand, each module had between three or four activities. Each activity had an opening part, where they were given a small introduction to module / activity. The presentation part consisted of visual aids (movies, videos, audios, images, games) that were upload on the page so that they understood the readings. Followed, the task part that consisted in the reading and activity of it. And finally the post part consisted of a small activity related to reading, this was done in order to know if the students had understood the reading.

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Lesson planning

Virtual sessions. There were six sessions or modules, and each of these was developed weekly through the Webquest, where students found activities where visual literacy helped them understand the readings and then develop the activities that were planned by the researcher. The lesson plan was designed according to the model that the university manages, in each module or session it was possible to observe the title of the respective module, its learning objectives and finally the activities that had to be developed by the students. Next, the reader can have a clearer idea of how each module was organized.

| N° of session | Date | Strategy | Topic | Visual literacy technique use |
|---------------|----------------|-----------------|----------------------------|-------------------------------|
| 1 | September 22rd | Visual literacy | Ghost stories | Video |
| 2 | September 29th | Visual literacy | Anabelle's real story | Video |
| 3 | October 6th | Visual literacy | The Texas massacre | Game – video |
| 4 | October 13th | Visual literacy | The Salem Witch trials | Game – video |
| 5 | October 20th | Visual literacy | Halloween real story | Video |
| 6 | November 27th | Visual literacy | The real Amityville horror | Game - video |

Figure 5. Modules organization

In order for the reader to better understand how a module was developed, it will be explained in detail below.



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Figure 6. Sample of the Webquest.

In this space the students could find the 6 modules to work during the research project (Figure 6.)



Figure 7. Explanation module 5

As the reader can see each module had its learning objectives, which basically was what the researcher expected to be achieved in that module with the activities and tools that were used there, in this case we will describe in detail the module 5. The topic was the Halloween real story (Figure 7).



Figure 8. Explanation of the activity N°1.

In this part, as you can see there are the instructions of the first activity that the students had to perform, on the right side there is the forum where at the end of the activity it should be sent to be reviewed. For example, in this first activity the students had to listen to a brief summary of what Halloween is, then they had to go to the link that is there in

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point 4, and being there they had to create a collage according to what they had heard, finally when the collage was done, they should save it on the computer as an image and send it to the forum, which had its respective name of the activity to avoid confusion.

Likewise, it was done with the other activities (Figure 8).

and save your collage in your computer as an image.
9. Then, upload your image in the "Module 5.1 - Collage" section.

Halloween real story video

Instruction 2

1. You have to watch a video about "The Halloween real story". Go to this link <https://www.youtube.com/watch?v=RD9zNpKKRYc>, but if you prefer the video is going to be next to this instruction. Then, you have to write the relevant things that appear in the video, for this you have to:
2. Use AwwApp to write your notes.
3. Go to this link to start writing or click **HERE** <https://awwapp.com/> you have to click on start drawing bottom, you DO NOT need to create an account.
4. Then, you start writing the notes and when you finish you click on export board bottom.
5. You save the document and finally you upload it in the "Module 5.2 - Halloween notes" section.

Module 5.2 -Halloween notes
Upload your notes here.

Figure 9. Explanation of the activity N° 2.

In this activity, the students had to see the video that was there, after this, they had to use a technological tool that was there to develop the activity, and in this case it was like a note board where they had to write the most relevant things that appeared in the video.

And at last, they had to export the writing and send it to the forum that is seen in the bottom (Figure 9). In this way activities 3 and 4 were developed, the same procedure for the activities, were the instructions of each activity, its respective tool to develop it and the forum so that they could send the activity, each forum with the respective name of the activity.

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Figure 10. Explanation of tutorials.

In the tutorials tab were the video tutorials of the respective technological tools that were worked on each module, in case the student had difficulty understanding the instructions of the module (Figure 10).



Figure 11. Module 5 tutorials.

As the reader can see are the tutorials of the tools worked in module 5 (Figure 11).

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Figure 12. Explanation of resources tab.

In the resources tab section, the student could find different spaces where he could learn English, they could also find virtual dictionaries in case they did not understand a word, and a dictionary with horror themes, which was the subject of the Webquest (Figure 12).

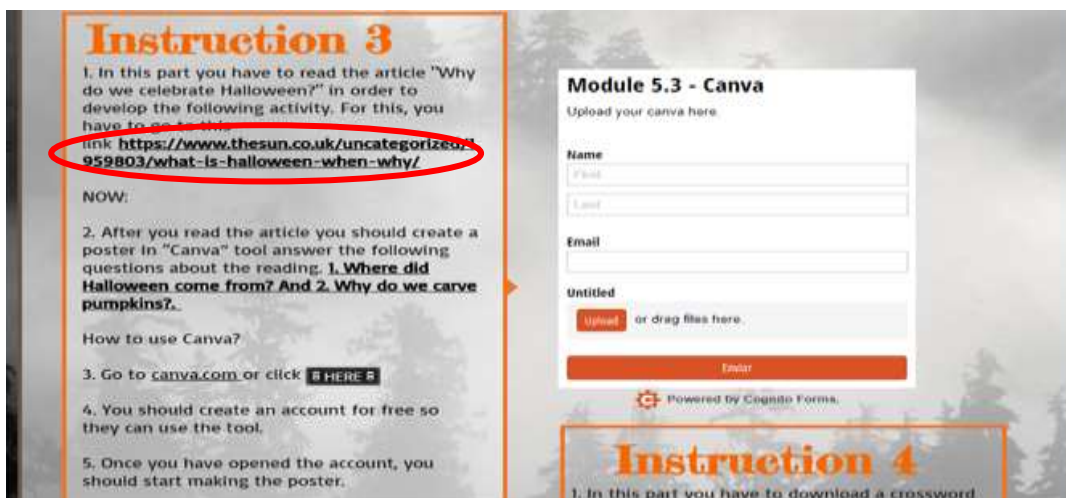


Figure 13. Explanation reading part.

In this part the students had to go to the link that is enclosed in the red part (image 13) there they found the respective reading corresponding to the module in this case the topic was about Halloween so the reading was about that. When reading the fragment, they had to go to Canva, which is a website for posters, there they had to do one, and answering

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the questions that are enclosed in green, and finally they had to submit to the forum.

(Figure 14).

Instruction 3

1. In this part you have to read the article "Why do we celebrate Halloween?" in order to develop the following activity. For this, you have to go to this link <https://www.thesun.co.uk/uncategorized/1959803/what-is-halloween-when-why/>

NOW:

2. After you read the article you should create a poster in "Canva" tool answer the following questions about the reading. **1. Where did halloween come from? And 2. Why do we carve pumpkins?**

How to use Canva?

3. Go to [canva.com](https://www.canva.com) or click **HERE**

4. You should create an account for free so they can use the tool.

5. Once you have opened the account, you should start making the poster.

Module 5.3 - Canva

Upload your canva here.

Name

First

Last

Email

Untitled

or drag files here.

Powered by Cognito Forms.

Instruction 4

1. In this part you have to download a crossword

Figure 14. Explanation activity 3.



Figure 15. Activity developed by a student.

The majority of authentic material in this study was created by the researcher, these are: in the first module the explanation video, in the second module the game and the test, in the third module the image, the presentation and the game, in the fourth module the games, in the fifth module the explanation audio and the game, and finally, in the sixth module the game. The other visual aids were obtained through the Internet.

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Concluding, in this chapter the reader had the opportunity to observe the different perspectives of learning, language and classroom. As well as the process of implementing the Webquest, its schedule, its process and design. And finally how each lesson plan was designed and the material it used.

Chapter 5: Results and Data Analysis

In this chapter the reader will be able to observe the process of the results of the implementation, how the categories and subcategories of this research project arose and how they answer the research question and the main objective of this study.

Data management procedures

The following analysis was made based on the three instruments used in this research project, which were: a questionnaire, which was developed at the beginning of the implementation in order to know what kind of activities, what topics and web tools students would like to see in the Webquest, the second instrument was a forum which was carried out in weeks 2 and 4 of the implementation, this in order to observe the process of the students during the activities, and finally, a focus group was made at the end of the implementation, in order to establish if visual literacy and the Webquest can be used to reinforce reading comprehension in the participants of the present study. The selection of categories and subcategories was made based on Flick (2009). The author explains what the open, axial and selective code process consists of.

Validation. This research work is validated by the method proposed by Wilson 2014 as cited in Flick (2002) which states that “Triangulation is a strategy for validating results and procedures that alternative to validation, which increases scope, depth and consistency in methodological proceedings” (p.227). This means that the process of triangulation can sometimes yield different results, these same results can vary depending on the study that is being researched, allowing the researcher to obtain more clear and valid results.

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To start with the data analysis, the reader will be able to observe the open coding of the different instruments: Questionnaire, forum and focus group. Flick (2009) states that open coding refers to expressing the data in the form of concepts. (p.307), for instance, the reader will be able to observe the most common answers given by the participants in the different instruments.

To start, there will be displayed the results of the first instrument that was the questionnaire (See figure 16).

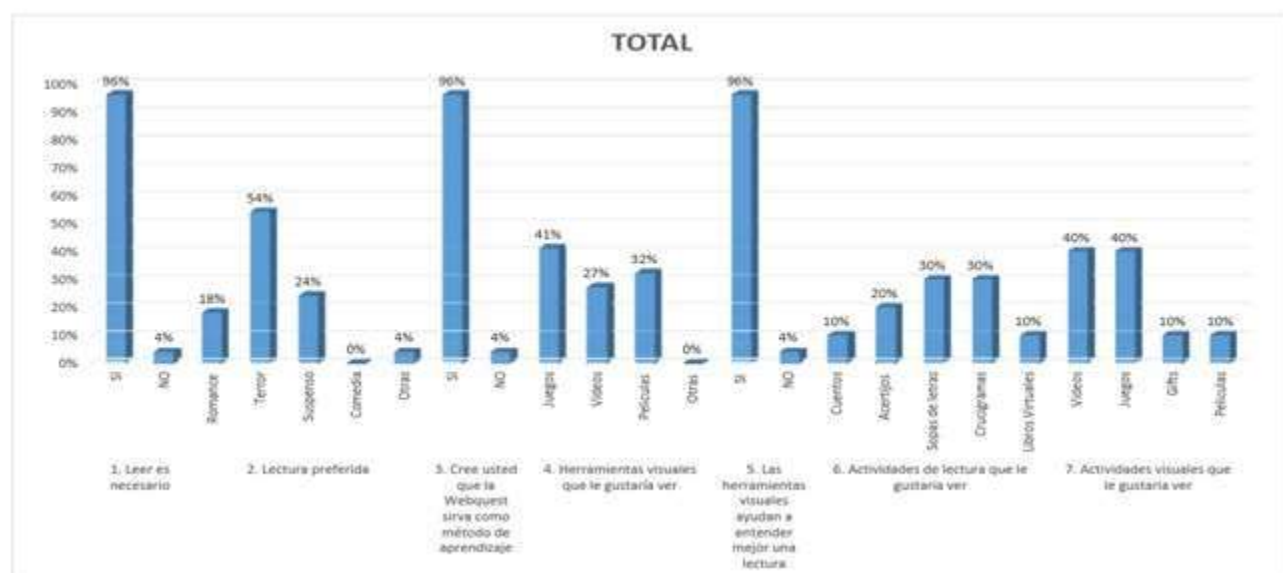


Figure 16. Tabulation of the first instrument, Questionnaire

In the previous tabulation, it is reflected the series of questions that were made to the 8th grade students. First of all, it is observed that most of the students believe that reading is necessary, that the visual tools and the Webquest could serve as a learning space, they also raised the use of themes, and in this case the theme of horror was chosen by them, as well as visual aids, where videos and games were chosen.

Taking into account that the questionnaire was developed in order to obtain answers about the design of the Webquest, since most of the answers given were ideas or beliefs by

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the students, for this reason it was decided to categorize in students' perceptions, in that way it is necessary to define what perceptions are. In words of Real Academia Española (RAE) (2017) perception is "knowledge or an idea" (para.1). As we can see, the definition of perception can be defined as an idea that one has about something, that is, in the questionnaire most of the questions were open, so the students with their own words and based on the perceptions they could have about the project and the series of questions that the questionnaire had, gave various answers.

On the other hand, Salanova (1998) states that perception is a process by which an individual acquires inwardly and is expressed through the senses. In this case, the author defines the perception in learning, that is, the student perceives through the senses and in this way creates a momentary learning. For this reason, the author also states that the process of perception is individual and distinct in each person. Not all people perceive the world and learn in the same way.

Taking into account the previous, and having defined what perception is, it is clear to affirm that the first instrument obtains data only from the design of the Webquest, since as the researcher mentioned above, most of the answers were perceptions that the students had about the project and the development of the Webquest.

Next, the reader will be able to observe the open coding, most common answers given by the participants, in the forum that was held in weeks 2 and 4. (Figures 16 and 17).

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| | 1. ¿Cómo le ha parecido el uso de la Webquest para reforzar su comprensión de lectura? | 2. ¿Cómo le ha parecido el uso de la estrategia de alfabetización visual (recursos y herramientas visuales) para reforzar su comprensión de lectura? | 3. ¿Cual(es) han sido las herramientas que más le han gustado y por qué? | 4. ¿Cómo le han parecido las temáticas de las lecturas propuestas hasta el momento? |
|---|--|--|--|---|
| 1 | | | | |
| 2 | Dinamico y divertido | Me motivan a hacer las actividades | Los videos y juegos | Me gusta el terror |
| 3 | He entendido el inglés | No es aburrida | juegos | Las historias son interesantes. |
| 4 | Otra manera diferente de aprender | He aprendido vocabulario con esa estrategia | Los links de peliculas | Me gustan mucho |
| 5 | Me ayuda a entender | Dinamica | Videos | me gustan porque son misteriosas |
| 6 | Las actividades son entretenidas | Entretenida y facil de usar | | Al ser de terror me concentro mas al leerlas |
| 7 | Llamativo el diseño de cada actividad | El diseño de los juegos me gusta | | Me gustan las historias hay gente muy loca |
| 8 | | Algunas son dificiles pero las logro entender | | Interesantes |
| 9 | | Interesantes. | | |

Figure 17. Forum week 2 answers. Open coding

The forum in week 2 was guided more towards the use of the Webquest, the strategy of visual literacy and the themes of the readings that were worked on throughout the project, as students felt with the design of the Webquest, if managing the visual tools and resources were easy and if at any time there was a reading that they could not understand.

As can be seen most of the students' responses in the forum held during week 2 were positive in the terms that the researcher previously named, many of the students found the design of the Webquest dynamic, the design of the activities was appropriate, the use of the strategy was innovative for them, many of the readings and visual aids attracted the students' attention, among other responses that the reader can see in figure 17.

| | A | B | C |
|---|--|---|--|
| 1 | 1. ¿Se le ha dificultado alguna lectura en especial hasta el momento? ¿Cuál? Y ¿Por qué? | 2. ¿Aún con la sección de tutoriales. Se le ha dificultado el uso de las herramientas? ¿Cuáles? y ¿Por qué? | 3. ¿Cree usted que su comprensión de lectura ha mejorado o no con el uso de las lecturas y el material visual que se encuentran en la Webquest? ¿Cómo puede usted dar cuenta de eso? |
| 2 | Anabelle | no en los tutoriales es fácil entender | Sí porq aprendi vocabulario nuevo que no sabia antes |
| 3 | Ninguna las lecturas son cortas y faciles | no | al ser visuales es mas llamativo aprender |
| 4 | Al principio Anabelle pero con las ayudas fue facil | como los videos estan en inglés es complicado aveces pero entiendo | las lecturas las entiendo mejor si hay una ayuda visual |
| 5 | ninguna | | la webquest hace todo mas facil |
| 6 | no con las instrucciones es fácil entender | | |
| 7 | ninguna | | |

Figure 18. Forum week 4 answers. Open coding

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In the forum held in week 4, the questions that were decided to be carried out were about the readings, the visual aids, in terms of whether these at some point in the implementation had been difficult to use or understand, and if the students noticed some changes in their reading comprehension with the help of the readings and the visual material that was in the Webquest. We can see that in question 2, with the help of the tutorials it was easier for some of them to understand the activities, on the other hand in question 3 they were asked if they had noticed something significant in their reading comprehension to what some affirmed that it was easier to understand the readings if there were visual resources, others learned vocabulary and the use of visual resources for them was striking. As the reader can see, some students found it difficult to read, others did not, for many of them the tutorials were very helpful when doing the activities, and in this way they were more aware of their reading comprehension, many of them expressed that learn new vocabulary. (Figure 18).

Most answers are in Spanish, since the questions in the forum were made in the same language, so that it would be comfortable for the student to answer them, since some did not know how to express themselves in English.

At the end of the implementation, a focus group was held where most of the answers were linked to the general process with the web tools, visual tools, readings and everything contained in the Webquest, in order to know how the students felt throughout the process. As explained above, the answers are in Spanish so that participants have the opportunity to express their ideas. (Figure 19).

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| | A | B | C | D |
|---|--|--|---|---|
| 1 | 1. ¿Consideran ustedes que el proyecto tuvo contribuciones para reforzar su comprensión lectora? Si, no ¿Por qué? | 2. ¿Consideran ustedes que la Webquest fue un medio adecuado para desarrollar las actividades en los 6 módulos? Si, no ¿Por qué? | 3. ¿Cree ustedes que la Webquest les aportó positiva o negativamente en su proceso de comprensión lectora? Si es así, ¿Qué fue lo que más le aportó y de qué forma? | 4. Teniendo en cuenta a estrategia de alfabetización visual que ustedes trabajaron durante los 6 módulos. ¿Consideran ustedes que al trabajar sobre esa estrategia su comprensión lectora tuvo algún cambio? De ser así ¿Cuál fue ese cambio? |
| 2 | me ayudó con vocabulario | Si, me ayudó con las lecturas | Adquirir vocabulario | Al ver los videos me ayudaba entender mejor |
| 3 | me ayudo con la motivación a aprender inglés | si porq aprendi mucho con las lecturas | entender que es lo que estoy leyendo | me ayudo a entender las lecturas |
| 4 | me ayudo a mejorar la manera en que leo | fue difícil | positiva | me ayudo a utilizar otras herramientas |
| 5 | el proyecto fue positivo para mi | las actividades estaban bien explicadas | leer es necesario | disfrutaba hacer las actividades |
| 6 | entendi las actividades porque las instrucciones eran claras | fue dinamico el proceso | aprender de herramientas tecnologicas | al final sabia de q trataban las lecturas |
| 7 | si porq aprendi palabras nuevas | me diverti | | |
| 8 | | me gusto como estaba organizada la Webquest | | |
| | E | F | G | H |
| 1 | 5. ¿Como fue su experiencia con las actividades de alfabetización visual propuestas en la Webquest? Descríbalo por favor | 6. Si pudieran repetir este proceso que consideran que se deba mejorar? | 7. Qué agregaría a la Webquest para reforzar su comprensión lectora? | 8. Emplearían a estrategia de alabetización visual para mejorar su comprensión lectora de nuevo? |
| 2 | las actividades no eran aburridas | Nada | mas juegos | si me ayudo mucho |
| 3 | me gustaba la organización de cada una | que hubieran mas links de peliculas | nada | si me gusto |
| 4 | me ayudo con mi concentración | mas lecturas de misterio | subtitulos | era mas facil leer con esa estrategia |
| 5 | me ayudo con mi memoria | mas juegos | traducir la pagina | me facilitaba las actividades y las lecturas |
| 6 | eran interesantes | | | |
| 7 | eran dinamicas y me ayudaron con ingles | | | |

Figure 19. Open coding. Focus group

As shown in figure 19, eight questions were developed in the focus group, which had different purposes, some were guided by the contributions that the project had, if the use of the Webquest in the modules was adequate, how was the experience developing the activities with the help of the strategy, if their reading comprehension had changes throughout the process and others. Many of the answers from the participants were positive, in terms of the students giving their point of view about the activities, the Webquest and the use of the strategy, all this to understand how the process was and if at any time they would again implement this type of project in their academic career.

Now, the second phase of the data analysis was the use of axial coding that, according to Flick (2009) is when "The categories that are most relevant to the research question are selected from the developed codes and the related code notes" (p.312). It

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means that at this point were selected the most relevant answers in order to answer the research question, we are going to see that more deeply in the next table.

| | A | B | C | D |
|---|--|--|--|---|
| 1 | 1. ¿Cómo le ha parecido el uso de la Webquest para reforzar su comprensión de lectura? | 2. ¿Cómo le ha parecido el uso de la estrategia de alfabetización visual (recursos y herramientas visuales) para reforzar su comprensión de lectura? | 3. ¿Cual(es) han sido las herramientas que más le han gustado y por qué? | 4. ¿Cómo le han parecido las temáticas de las lecturas propuestas hasta el momento? |
| 2 | Dinámico y divertido | Me motivan a hacer las actividades | Los videos y juegos | Me gusta el terror |
| 3 | He entendido el inglés | No es aburrida | juegos | Las historias son interesantes |
| 4 | Otra manera diferente de aprender | He aprendido vocabulario con esa estrategia | Los links de películas | Me gustan mucho |
| 5 | Me ayuda a entender | Dinámica | Videos | me gustan porque son misteriosas |
| 6 | Las actividades son entretenidas | Entretenida y fácil de usar | | Al ser de terror me concentro mas al leerlas |
| 7 | Llamativo el diseño de cada actividad | El diseño de los juegos me gusta | | Me gustan las historias hay gente muy loca |
| 8 | | Algunas son difíciles pero las logro entender | | Interesantes |
| 9 | | Interesantes | | |

Figure 20. Axial coding. Forum week 2

Here the reader can see the most relevant answers that participants gave about the forum that was held in week 2 of the implementation, as the colors orange, green and blue are observed. The orange ones refer to the learning that the Webquest provided them, the green ones, the learning of the visual literacy strategy and finally, the blue ones were related to reading comprehension (Figure 20).

| | | | |
|---|--|---|--|
| 1 | 1. ¿Se le ha dificultado alguna lectura en especial hasta el momento? ¿Cuál? Y ¿Por qué? | 2. ¿Aún con la sección de tutoriales. Se le ha dificultado el uso de las herramientas? ¿Cuáles? y ¿Por qué? | 3. ¿Cree usted que su comprensión de lectura ha mejorado o no con el uso de las lecturas y el material visual que se encuentran en la Webquest? ¿Cómo puede usted dar cuenta de eso? |
| 2 | Anabelle | no en los tutoriales es facil entender | Si porq aprendi vocabulario nuevo que no sabia antes |
| 3 | Ninguna las lecturas son cortas y faciles | no | al ser visuales es mas llamativo aprender |
| 4 | Al principio Anabelle pero con las ayudas fue facil | como los videos estan en inglés es complicado aveces pero entiendo | las lecturas las entiendo mejor si hay una ayuda visual |
| 5 | ninguna | | la webquest hace todo mas facil |
| 6 | no con las instrucciones es facil entender | | con la webquest me gusta hacer las actividades |
| 7 | ninguna | | |

Figure 21. Axial coding. Forum week 4

On the other hand, there are the answers given by the participants in the forum that took place in week 4 of the implementation, the same as was done in the first table was made in this, in this case we do not see blue answers, due to, the forum in week 4 was more focused on the Webquest and the visual strategy use (Figure 21).

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“Triangulation means using more than one method to collect data on the same topic.

This is a way of assuring the validity of research through the use of a variety of

methods to collect data on the same topic, which involves different types of samples as well as methods of data collection” (para, 2).

This selective coding stage must be seen in the following table:

| | A | B |
|----|--|--|
| 1 | Forum week 2 | Focus group |
| 2 | He entendido el inglés | me ayuda con las lecturas |
| 3 | otra manera diferente de aprender | aprendí con las lecturas |
| 4 | me ayuda a entender | se explica bien cada actividad |
| 5 | llamativo el diseño de cada actividad | organización de la webquest |
| 6 | me motiva hacer las actividades | entiendo lo que leo |
| 7 | he aprendido vocabulario con la estrategia | leer es necesario |
| 8 | entretenida y facil de usar | entiendo mejor con las ayudas visuales |
| 9 | interesantes | se de que trataban las lecturas |
| 10 | videos y juegos | dinamicas y me ayudo con ingles |
| 11 | Forum week 4 | leer es facil con la ayuda visual |
| 12 | las lecturas son cortas y faciles | facilito mi aprendizaje |
| 13 | las instrucciones son facil de entender | |
| 14 | los tutoriales se entienden bien | |
| 15 | es mas llamativo aprender con las estrategia | |
| 16 | entiendo las lecturas si hay ayuda visual | |
| 17 | la webquest hace todo mas facil | |
| 18 | me gusta hacer las actividades en la Wbqst | |

Figure 23. Data triangulation (forum and focus group)

In this table we can see the most common answers of the participants, the researcher decided to classify them into three codes orange, blue and green color. The orange ones are related to the learning that provide the Webquest to students, while the blue ones to reading comprehension and the green ones the learning that visual literacy strategy provide to students.

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Categories

According to the explanation given above, it was decided to organize the categories in this way and their classification. Now, the following table shows the categories and subcategories that emerged in the data analysis, in order to begin to explain each one.

| AXIAL CODING | | SELECTIVE CODING |
|---|-----------------------------|----------------------------------|
| Codes | Sub-categories | Categories |
| He entendido el inglés | Contributions of using a WB | Usefulness of the WB |
| Otra manera diferente de aprender | Contributions of using a WB | Usefulness of the WB |
| Me ayuda a entender | Contributions of using a WB | Usefulness of the WB |
| Llamativo el diseño de las actividades | Contributions of using a WB | Usefulness of the WB |
| Me motiva hacer las actividades | Contributions of using a WB | Usefulness of the WB |
| Aprendo vocabulario con la estrategia | Benefits of using V.L | V.L as a learning strategy |
| Entretenida y fácil de usar | Benefits of using V.L | V.L as a learning strategy |
| Interesantes | Benefits of using V.L | V.L as a learning strategy |
| Videos y juegos | Benefits of using V.L | V.L as a learning strategy |
| Las instrucciones son claras | | Reading comprehension importance |
| Las lecturas son cortas y fáciles | | Reading comprehension importance |
| Los tutoriales se entienden | Benefits of using V.L | V.L as a learning strategy |
| Es más llamativo aprender con el V.L | Benefits of using V.L | V.L as a learning strategy |
| Entiendo las lecturas si hay ayuda visual | Benefits of using V.L | V.L as a learning strategy |
| La webquest hace todo más fácil | Contributions of using a WB | Usefulness of the WB |
| Me gusta hacer las actividades de la WQ | Contributions of using a WB | Usefulness of the WB |
| Me ayuda con las lecturas | Benefits of using V.L | V.L as a learning strategy |
| Aprendí con las lecturas | Contributions of using a WB | Usefulness of the WB |
| Se explica bien cada actividad | Contributions of using a WB | Usefulness of the WB |
| Organización de la WQ | Contributions of using a WB | Usefulness of the WB |
| Entiendo lo que leo | Benefits of using V.L | V.L as a learning strategy |
| Leer es necesario | | Reading comprehension importance |
| Entiendo mejor con las ayudas visuales | Benefits of using V.L | V.L as a learning strategy |
| Sé de qué tratan las lecturas | | Reading comprehension importance |
| Dinámicas y me ayudan con el inglés | Benefits of using V.L | V.L as a learning strategy |
| Leer es fácil con la ayuda visual | Benefits of using V.L | V.L as a learning strategy |
| Facilitó mi aprendizaje | Contributions of using a WB | Usefulness of the WB |

Figure 24. Selection of subcategories and Categories

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As can be seen in three instruments analyzed, the uses and benefits of the Webquest and the visual literacy strategy to reinforce reading comprehension were evidenced, these answers given by the participants were the most repeated. In order to a better understanding in the categories that emerged in this project, a graphic was made where the reader will find it easier to understand the categories.

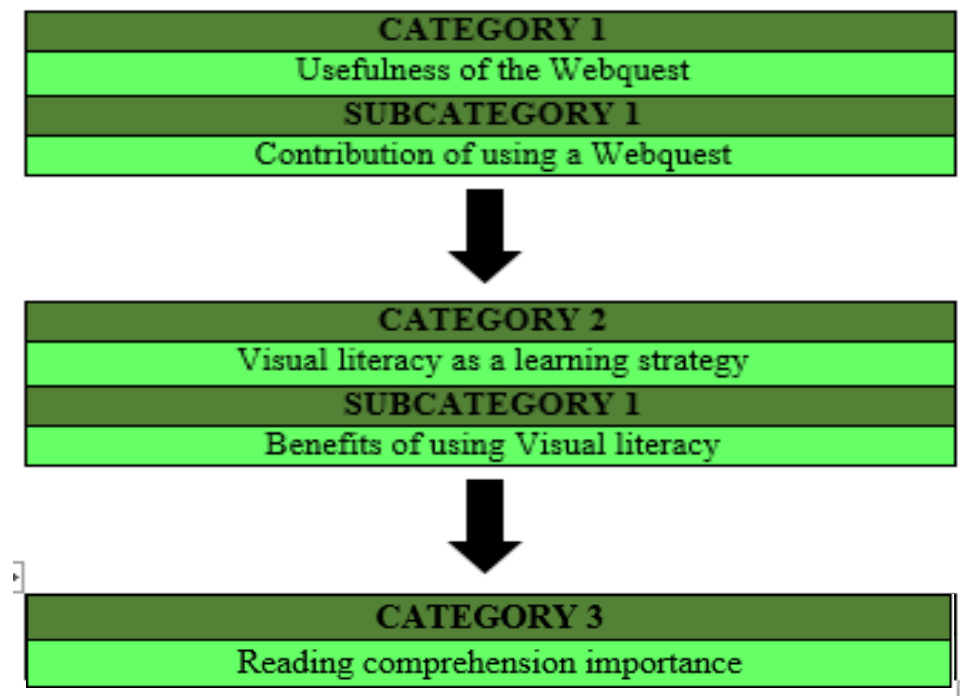


Figure 25. Chart of the three categories and subcategories

Category 1: Usefulness of the Webquest. This first category emerged in accordance with the first and second objectives of this project that were to identify what kind of activities would be used in the Webquest and to describe the process of the 8th grade students through the webquest, for this, as we saw earlier, a questionnaire, a forum and a focus group were created and were held in the first, second, fourth week and at the end of the implementation in order to know about design of the Webquest as well as to

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obtain information of the process by using it to reinforce the students reading comprehension.

March (2003) affirmed that a well-designed Webquest combines research-supported theories with effective use of the Internet to promote dependable instructional practices. According to what March says in the previous statement, the Webquest provides not only to the student but also the educational field to realize more reliable practices and to generate conscious learning. This occurred in the process during the implementation of the Webquest where participants had to be autonomous in order to carry out the activities. Also, to what the participants answered in the forum a subcategory was born that will be explained below.

Subcategory 1: Contributions of using a Webquest. For this subcategory about the usefulness of the Webquest to emerge, it was necessary to know the answers that the participants gave in the forum that were basically questions related to the activities, the use of the strategy, the use of the Webquest and the reading comprehension process, as well as to know their answers in the focus group related to the Webquest, its impact, throughout the project among others.

Many of these answers given by the participants were put into image mode so that the reader has a clearer idea of what the participants thought about the Webquest, the activities and their organization. Taking into account the opinion of the participants it was nice for the researcher of this project to see the impact that this had on certain participants.

The images will be placed with the respective answers of the participants to which the researcher decided to categorize by numerology, these same answers were taken both

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from the forum and from the focus group, since questions about the Webquest were asked in these two analyzed instruments.

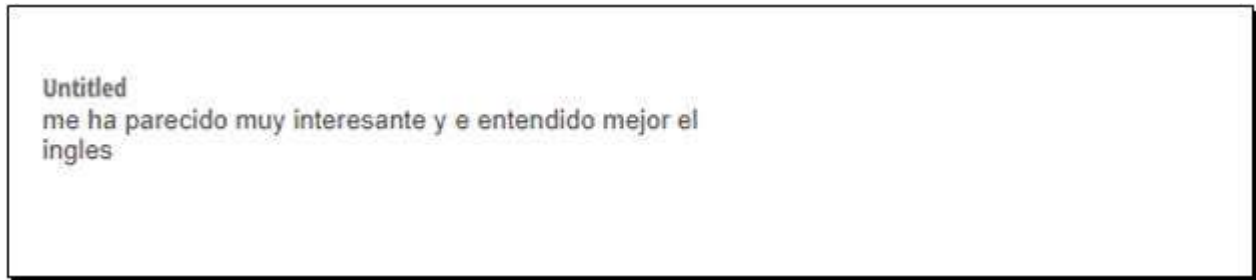


Figure 26. (Forum week 2. P, 10 question 1)

In this part the question to answer was, how did you find the use of the Webquest to reinforce your reading comprehension?. The response of participant number 10 was evident that the Webquest was a space where the participant could learn English in a more fun and dynamic way. (Figure 26).



Figure 27. (Forum week 2. P, 8 question 1)

This is another response that supports that the Webquest was a means by which learning was more meaningful, the question was the same that in figure 26. (Figure 27)

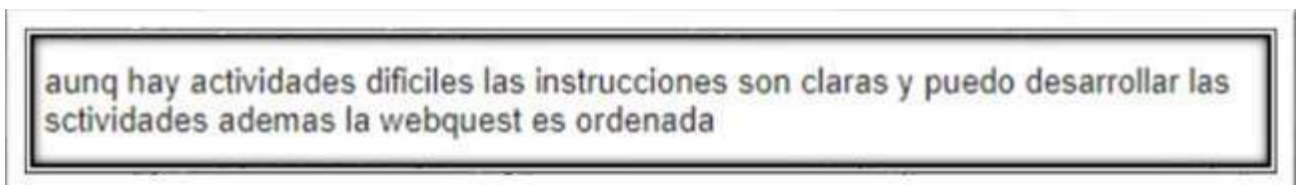


Figure 28. (Forum week 4. P, 14 question 1)

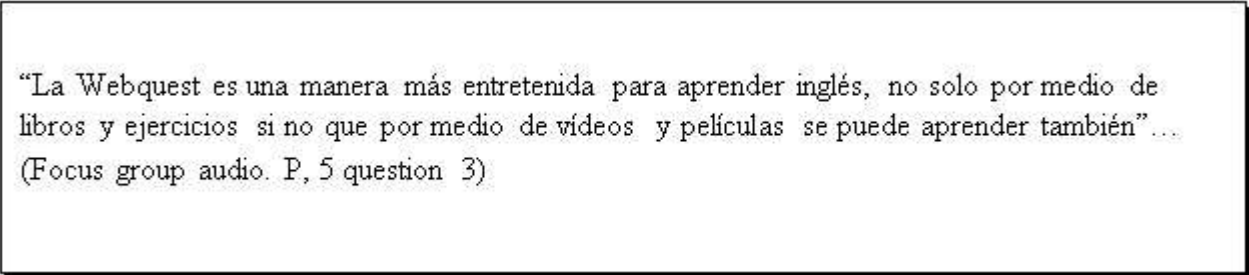
Also in the forum of the fourth week can be evidenced similar responses. The question was. Have you had any particular reading difficulties so far? Which? And why?

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We can see that the participant found difficult some activities but were able to understand them with the help of the instructions, and also the organization of the Webquest was a point in favor, since each section was well organized and explained. (Figure 28).

The reader can see in the previous images are the answers given by the students in the forum that took place in weeks 2 and 4 of the implementation, as can be reflected the use of visual tools and Webquest impacted the students, since which was another way to learn English and to reinforce their reading comprehension, since the visual tools reflected an advance in their reading comprehension (Figure 27), at the beginning it was not evident but sometime after the implementation, with the readings they had in the Webquest it was reflected that some students understood the vocabulary of the readings and what they were about.

Although for some of them, the activities were complex due to the content presented in each module, with the instructions and the tutorials tab, it was easier for them to carry out the activities and present them on time. (Figure 28).



“La Webquest es una manera más entretenida para aprender inglés, no solo por medio de libros y ejercicios si no que por medio de videos y películas se puede aprender también”...
(Focus group audio. P, 5 question 3)

Figure 29. Focus group audio. P, 5 question 3

The answers also provided in the focus group, carried out at the end of the implementation, belonged to questions guided to the project, their contributions regarding the Webquest, the strategy and how the reading comprehension was implied. The question of figure 29 was about how the webquest had supported them positively or negatively and

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why? Here we see, not only by means of exercises and books are learned, but it is good to look for other ways of learning for the students and for them to be innovative.

“Muy interesante la forma en que las actividades eran presentadas, la mayoría de las instrucciones eran claras”... (Focus group audio. P, 6 question 2)

Figure 30. Focus group audio. P, 6 question 2

Here the question was basically if the students thought that the Webquest had been an adequate means to develop the activities in the 6 modules during the implementation. To which the participant affirmed that yes, since, they were organized. (Figure 30).

“Si fue un medio adecuado porque todo estaba en orden y las instrucciones estaban al lado de cada actividad eso nos ayudaba a entender” (Focus group audio. P, 10 question 2)

Figure 31. Focus group audio. P, 10 question 2.

This question was the same as figure 30 and the answer of this participant reflects that the Webquest was an adequate means to develop the activities, in addition the relation that this one had with the reading comprehension was satisfactory in certain points: 1. The students found more dynamic and entertaining to learn English and reinforce their reading comprehension by this means, since the readings that were found in the Webquest were not very long and the vocabulary was understandable to them (Figure 31). 2. The students were motivated to develop the activities if the instructions were clear.

Me aporoto de una manera positiva porque aprendí vocabulario entiendo un poco mejor el inglés”

Figure 32. Focus group. P, 13 question 3.

Taking into account the previous answers given by the participants we can conclude that the use of a Webquest was a tool where participants developed the activities in a satisfactory way, since, as evidenced by the Webquest was organized, and allowed them to understand the activities since the instructions were clear. It also had a section of tutorials (see figure 10) that allowed them to understand how each tool was used that was used for the development of activities, and it was a different way of learning English and reinforcing their reading comprehension.

We can see that the Webquest was an adequate means to develop the activities in the 6 modules, allowed the students to be in another academic space that was not the classroom, well as (Halat 2008, cited in Seitkazy, Rymshash, Aray, Amanjol, Galiya, & Shnar 2016) “A Webquest creates a learning environment which requires students to be “active learners” (p.4). What the author wants to imply is that the Webquest provides the student with a variety of tools for this to develop his/her learning, in this case was the use of the Webquest with a series of tools that were there and the relationship that this had to reinforce the reading comprehension of the students.

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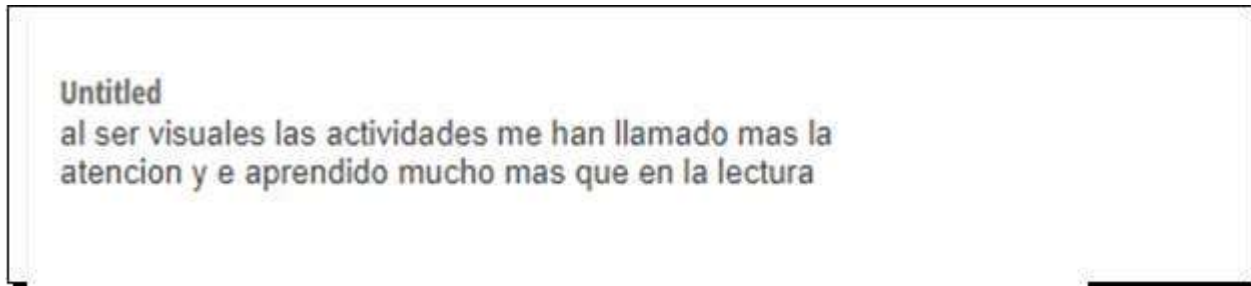
Category 2: Visual literacy as a learning strategy. This category emerged when using visual literacy as a strategy implemented together with the Webquest. Bearing in mind that the third objective of this project is to establish if visual literacy and the Webquest can be used to reinforce reading comprehension in 8th grade students. To obtain the answers of this category as it was developed in the first category was through the forum and the focus group.

To define what is literacy in the most concrete and clear way possible, the portal visualliteracytoday.org affirms that “Visual literacy is the ability to read, write and create visual images”. (Para, 1). Visual literacy is all that can be seen and understood and through this understanding can be decoded messages for future learning and thus express opinions to others through our perception. The following sub-category shows how this strategy brought benefits to the students in terms of reading comprehension.

Subcategory 1: Benefits of using visual literacy. For this sub-category to emerge, it was necessary to know the answers given by the participants that, as the researcher explained previously, were taken from the forum and the focus group. These questions were asked in order to know how difficult or easy it was for the participants to use this strategy, if through it they could show changes in reading comprehension, the experience they had with the strategy developing the activities, among other.

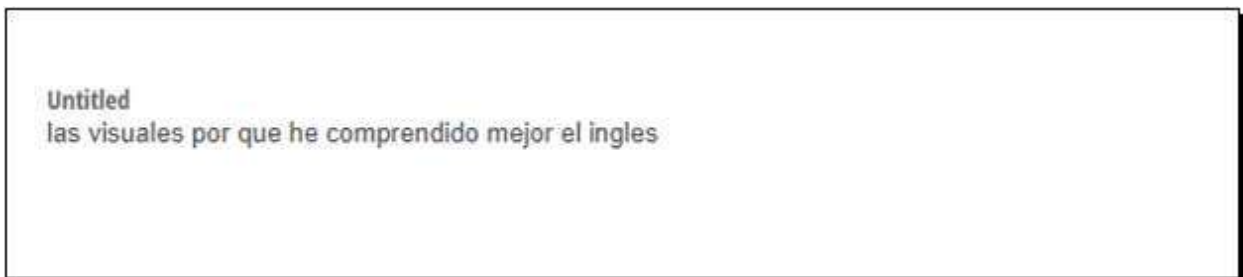
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The the reader will be able to observe some of the answers given by the participants, as the first category will be shown as an image and each participant will be given a number in order to protect their identity. The question asked was how did you find the use of the visual literacy strategy (resources and visual tools) to reinforce your reading comprehension? To which the students responded.



(Figure 33. Forum week 2. P, 9 question 2)

As the visual activities were accompanied by the readings, for the students it was more comfortable to do them since, at the time of carrying out the activities, they understood the reading better. (Figure 33).



(Figure 34. Forum week 2 P, 4 question 3)

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Here the question was: Which (are) the tools that you liked the most and why? And the participant replied that he had liked the visual activities more, since with these he understood English better. (Figure 34).



(Figure 35. Forum week 2. P, 13 question 3)

These answers were taken from the forum that, as the researcher explained previously, these answers were guided to the use of the strategy that was worked on throughout the project, which was visual literacy, the reader can observe that the participants felt comfortable with the activities that entailed a visual aid, that is, the majority (Figure 34 & 35).

Many students also agreed that the visual aids that were presented in the Webquest helped them to better understand the readings, since, if they had difficulty understanding a word or phrase, they could go to these aids.

Next, the reader will be able to observe the answers given in the focus group.

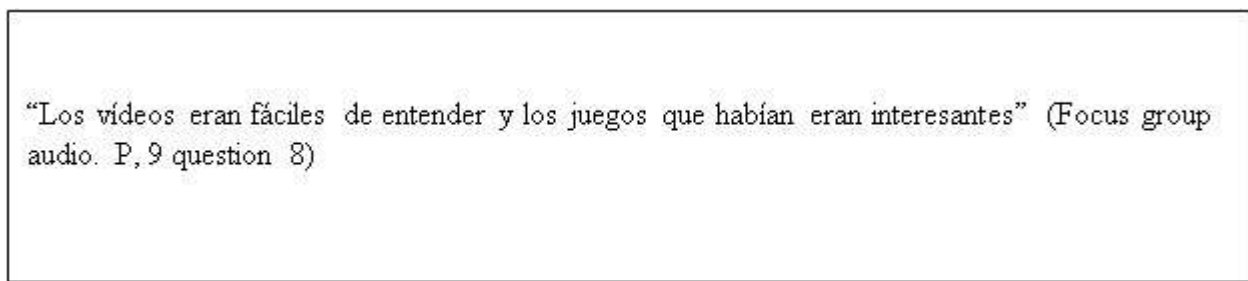
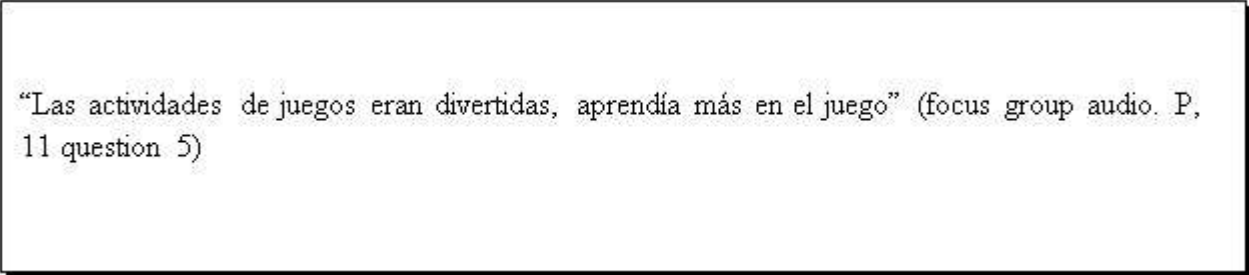


Figure 36. Focus group audio. P, 9 question 5

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The question was how was the experience with the activities accompanied by the visual literacy strategy in the Webquest? As we can see the answer was positive, since the participant affirms that the videos and games were interesting and easy to understand.



“Las actividades de juegos eran divertidas, aprendía más en el juego” (focus group audio. P, 11 question 5)

Figure 37. Focus group audio. P, 11 question 5

This question was the same as the figure 35, and also the participant affirmed that the activities were fun and learnt more in the games.

These last answers given in the focus group, which was carried out at the end of the implementation, the questions were guided to the use of the strategy worked, its difficulty and how it was helpful to reinforce their reading comprehension. The majority of responses were positive in that the strategy helped them understand the readings that were found in the Webquest.

Taking into account the answers given by the participants it is evident that the use of the visual literacy strategy generates a motivation in the students, or in this case the students liked to develop the activities that were in the Webquest because most of these involved visual aids.

This leads the researcher to take the example of Žigárdyová (2008), the reader can find this in chapter 2. This author in her study developed reading and visual literacy, she states that students sometimes understand what they read, but they do not find a motivation to read, in a few words they do not process what they read. For this, it is necessary to

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implement dynamic and different activities for the students in the classroom. On the other hand O'Neil (2011) in his study what he sought to create was a learning environment where students through visual literacy learned to read images. Since, as O'Neil says sometimes, the student is not motivated to learn but is forced to do so and this can often truncate the learning process in the student. This is why it is important to create learning environments for the student, and this study also demonstrated that through the use of a different resources it can be possible to motivate students and that is different from the classroom, this allows the student to feel comfortable in the educational environment, since, with the use of innovative tools the student will be attracted to learn, as in this case, the use of the Webquest combined with the of visual literacy strategy it was possible to create a learning space different from the one they were used to, in addition to reinforcing their reading comprehension.

Category 3: Reading comprehension importance. This category emerged, since the third specific objective of this study was to analyze if visual literacy and a Webquest can be used to reinforce reading comprehension. In order to obtain the answers of this category it was necessary to know the perceptions of the students in the questionnaire that was carried out at the beginning of the implementation, and also, in the forum and the focus group that was carried out also gave answers to this category.

According to Horowitz (2014) the purpose of reading comprehension is that “The reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses” (para, 6.). What the author wants to say is that the reader must have an understanding of what he / she is reading, in this case the information

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can be easily processed and the meaning of the words will become more understandable as he/she reads the reading.

For this it was necessary to know the perceptions that students had about reading. For this it was necessary to develop a questionnaire at the beginning of the implementation where a question responded to this, and throughout the implementation in the forum and in a focus group, responses related to this subcategory were also appearing.

1) Cree usted que leer es necesario? ¿Por qué?

Si No

Para hacer las actividades de la pagina se necesita entender lo q' se lee y a veces es difícil porq' no entiendo lo q' toca hacer.

2) Qué tipo de lectura disfruta leer?

Figure 38. Questionnaire, P, 8.

In this image, the participant in figure 38, expressed that sometimes it is difficult to develop the activities that are in the web page that the school has, and for this reason it is necessary to reinforce the comprehension to develop them. Something that the researcher found is that most students liked to read, but at the time of doing it was difficult for them, since some activities were not interesting for them.

The next questions were taken from the focus group that was made at the end of the implementation. ... Do you consider that the project had contributions to reinforce your reading comprehension?

“Al principio no entendía nada pero al finalizar me daba cuenta que había pasado en la mayoría de las historias”

Figure 39. Forum week 2, P, 13 question 4

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Since the Webquest was created with the purpose of the student also participating in their own learning, it was decided to design the Webquest with interesting themes for the students, which is why the topic of horror was the protagonist throughout the implementation, as shown in Figure 39, the participant states that at the beginning it was difficult to develop the readings, but that at the end he knew that most of them were treated. here the response reflects that the readings were understandable, short and interesting.

... Do you consider that the project had contributions to reinforce your reading comprehension? “

“Si tuvo contribuciones porque al final entendía un poco de vocabulario, además las lecturas eran interesantes”.

Figure 40. Focus group audio. P, 8 question 1.

As can be seen in figures 39 and 40 at the beginning for one of the participants it was difficult to develop the activities because he did not understand, but in the end it was easier to develop the activities, on the other hand the participant affirms that he acquired new vocabulary, thanks to the readings were interesting.

al principio me desanime porq habia una actividad de anabelle q no entendi bien y por eso no la hice pero despues con las demas acrividades aunq no entendia bien era chebre porq las historias eran interesantes y al final entendia que habia pasado en las historias admas aprendi vocabulario de terror

Figure 41. Forum week 2, P, 6 question 1.

This image belongs to the forum that was made in week 2 and the question was. How did you find the use of the Webquest to reinforce your reading comprehension? To which the participant replied that at the beginning there was an activity that he did not

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understand well and for that reason he could not do it, but that although he did not understand certain activities very well, the stories were interesting and in the end he managed to understand them a bit. (Figure 41).

yo creo q volveria a repetir el proceso porq aprendi cosas interesantes digamos para mi era mas facil entender lo q leia si la yuda visual estaba ademas al principio no sentia interes pero despues vi q las lecturas eran interesantes

Figure 42. Forum week 2, P, 9 question 2.

In figure 42 the question to answer was: How did you find the use of the visual literacy strategy (resources and visual tools) to reinforce your reading comprehension? What we can see is that the participant states that she understood the readings better if there were visual aids, at the beginning of the project she did not feel attracted but throughout the project she found that the readings were interesting.

This question was held at the end of the implementation in the focus group, the question was the same as in image 39 and 40. Do you consider that the project had contributions to reinforce your reading comprehension?

“Si la volvería a emplear, porque me di cuenta que leer es interesante si hay temas que a uno le llamen la atención, además aprendí vocabulario que tenía que ver con las lecturas”

Figure 43. Focus group audio, P, 10 question 1.

To conclude and taking into account the analysis made in this chapter, we can say that students are motivated to learn English with unconventional methods, in this case a

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Webquest and visual literacy help, for the students it was helpful to use the visual literacy strategy to understand the readings that were in the Webquest, for many of the students it was noticeable.

Chapter 6: Conclusions and pedagogical implications

Conclusions

The general objective of this study was to determine if visual literacy and a Webquest could reinforce reading comprehension in 8th graders from a private school in Kennedy. For this a Webquest was designed with activities accompanied by the visual literacy strategy that might reinforce reading comprehension in students. As a result, it was evidenced that the use of the Webquest and the visual literacy strategy generated a positive impact on the students, since for them it was a totally different and dynamic academic space than the environment where they used to learn. The students reinforced their reading comprehension, but not in its entirety, but throughout the implementation they were able to identify new vocabulary, understood what the readings were about and expressed their interest for them.

Taking into account what has been analyzed previously, we can conclude that: 1. Students find it more interesting to learn from the use of technology, in this case the Webquest. 2. There was a high interest on the part of the students regarding reading, since having readings through the Webquest was more interesting for them to read, understand and develop the activities that were there. 3. Through the Webquest it was possible to see an improvement in the reading comprehension of the students, since when reading the readings that were there they could identify what the reading was about, they understood the vocabulary and it was easier to develop the activities. This type of strategy could continue to be implemented as a method of learning for the future and contribute to learning problems. 4. Their reading comprehension reinforced, not totally but they were

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able to identify and understand new vocabulary and describe what the readings were about.

5. The webquest was a useful tool to reinforce their reading comprehension, the combination of the readings with the Webquest created a great impact on the students that helped their reading comprehension to be reinforced in certain aspects. 3. For the students it was easier to understand the readings with the visual aids that were in the Webquest, since, when doing the activities if they did not understand something, they looked for the tutorials tab.

Relevant findings

The most relevant findings of this study was that the students expressed the need and importance that reading is, since in this way they can acquire more knowledge. In addition to this, many of them stated that reading books of their interest could be an easier way to understand the readings and not to see them as boring as the majority sees them.

At the beginning of the implementation many of the participants affirmed the importance of understanding a reading, since for them to carry out the activities that were found on the website that the school has was complex, throughout the implementation many of them could not understand what the readings were treated, but in the end many of them understood vocabulary and knew what the readings were about. Also, it was evidenced that when using readings that are of interest for the student, it will make easier the learning process and reading comprehension, since they are topics of interest, that are not widely used in the schools and it is also important to make the students participate in their own learning.

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On the other hand, the use of the Webquest as a learning space was very innovative for them, since, the Webquest was designed according to the interests of the students, so for them it was motivating and important that the Webquest was created to from their opinions. In addition to this, an autonomous work was referenced in the majority of the students, allowing them to be part of their own learning process was something different but it was achieved, the exercises were developed satisfactorily throughout the implementation. The students found it interesting to read using the Webquest, since it was a space where they felt comfortable reading basically because nowadays the technological age has created a great impact in the educational field.

Finally, the use of the visual literacy strategy was a great help at the time of carrying out the activities, many students expressed their agreement with this strategy, since sometimes they did not understand the activities that were in the Webquest, but with the use of this strategy the development of them became easier. Also for the participants it was a different learning strategy, since they did not know what it was about, but it had a positive impact, since the activities and the readings were easier to develop with the use of the visual literacy strategy.

Pedagogical implications

This research project contributes to the educational field in terms of the fact that it is possible to develop learning skills through innovative spaces, for many years in the educational field we have talked about being innovative in our classes, but many times we are blocked at the time to do it. Because we do not know the needs of all the students we are in charge of and this can be a challenge for teachers.

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The use of technology is a great opportunity in which teachers can take advantage to use it as a space where a comfortable and fun learning environment is created for the student, and throughout the theory of this study and others it can be reflected the support that technology offers the teacher and his/her class.

On the other hand, the use of the Webquest to contribute to student learning, as teachers we must look for innovative ways to conduct our classes, so the use of the Webquest can be one of them, since it allows the teacher to have control over their classes, design their own activities according to the needs of the student, and allows the student to create more autonomous learning, search and acquire knowledge through resources offered by the Internet, as well as being an environment designed for them.

Finally, the use of different learning strategies can be of great help for both the student and the teacher, since it allows us to expand our knowledge allowing us to develop more interesting, more dynamic and more enriching classes for our students. In this case the use of the visual literacy strategy had a great impact for the researcher of this project, since the fact that thinking about visual aids could be learned was null, but it was a positive strategy for the project, for the students and for the researcher of this study.

Limitations

The main limitation at the time of developing this project was the time, was not enough time to develop the entire implementation, since there were 6 sessions and the researcher tried to do as quickly as possible, but there were many students who had not brought the permission letter signed by their parents, so this made the implementation process a bit slow.

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Another limitation was the development of the activities that were in the Webquest, since many students did not do the activities on time and for the researcher it was a bit frustrating, since the researcher sent messages to the students reminding them to develop the activities, but sometimes it does not work. Besides, the process was also a bit slow.

Further research

Since the main objective of this study was to reinforce the reading comprehension, and the reader could reflect that in this project, the researcher of this project believes that other further research could investigate about other learning strategies when improving the learning skills in the students.

Taking into account that this study focused on the qualitative research paradigm, it could be interesting to see an investigation of this field with a quantitative research paradigm to observe what type of results could be provided, how those results could be interpreted in the data analysis and how this would modify the project. The above, would imply that a similar study be made, but the future researchers would have to change methodological aspects, the objectives would have another purpose in the project and the approach would be totally different. In addition, it could be adapted to reinforce other skills and in other disciplines, not only in the educational field, it can be adapted in other fields depending on the needs of the participants, the context, and the problem that will be addressed.

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APPENDICES

Appendix A: Questionnaire sample

Cuestionario: Alfabetismo visual y la Webquest como herramienta para reforzar la comprensión lectora.

Objetivo: Determinar si la alfabetización visual y una Webquest podrían reforzar la comprensión lectora en alumnos de 8 ° grado de una escuela privada en Kennedy.

En este cuestionario encontrará preguntas relacionadas con el alfabetismo visual y la Webquest como herramienta para reforzar la comprensión lectora. Tenga en cuenta esta información para resolver las preguntas que encontrará en este cuestionario.

1) Cree usted que leer es necesario? ¿Por qué?

Si No

2) Qué tipo de lectura disfruta leer?

Romance Terror Suspense Comedia Otra?

Menciónela

Teniendo en cuenta que una **Webquest** es un modelo didáctico que consiste en una investigación guiada donde la mayor parte de la información procede de Internet. (Dodge, 1995).

3) Le llama la atención el uso de herramientas tecnológicas (en este caso una Webquest) para el aprendizaje del inglés?

Si No ¿Por qué?

4) Qué tipos de herramientas visuales le gustaría ver para reforzar la comprensión de lectura?

Juegos Vídeos Películas Otras? Menciónelas

VISUAL LITERACY AND WEBQUEST TO REINFORCE READING COMPREHENSION

5) Cree usted que las herramientas visuales (vídeos, juegos, libros online. Etc.) Le ayuda a entender mejor una lectura?

Sí No ¿Por qué?

6) Qué tipos de actividades de lectura le gustaría ver en la Webquest? Menciónelas

7) Qué tipos de actividades visuales le gustaría ver en la Webquest? Menciónelas

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Appendix B: Questionnaire developed by a participant sample

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Cuestionario: Alfabetismo visual y la Webquest como herramienta para reforzar la comprensión lectora.

Objetivo: Determinar si la alfabetización visual y una Webquest podrían reforzar la comprensión lectora en alumnos de 8° grado de una escuela privada en Kennedy.

En este cuestionario encontrará preguntas relacionadas con el alfabetismo visual y la Webquest como herramienta para reforzar la comprensión lectora. Tenga en cuenta esta información para resolver las preguntas que encontrará en este cuestionario.

1) Cree usted que leer es necesario? ¿Por qué?

Si No

esto estimula la concentración

2) Qué tipo de lectura disfruta leer?

Romance Terror Suspense Comedia Otra?

Menciónela

Teniendo en cuenta que una **Webquest** es un modelo didáctico que consiste en una investigación guiada donde la mayor parte de la información procede de Internet. (Dodge, 1995).

3) Le llama la atención el uso de herramientas tecnológicas (en este caso una Webquest) para el aprendizaje del inglés?

Si No Por qué

Con ayuda del internet aprendemos muchas cosas

4) Qué tipos de herramientas visuales le gustaría ver para reforzar la comprensión de lectura?

Juegos Vídeos Películas Otras? Menciónelas

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5) Cree usted que las herramientas visuales (vídeos, juegos, libros online. Etc.) Le ayuda a entender mejor una lectura?

Si No ¿Por qué?

Yes from other point of view for understand the cases

6) Qué tipos de actividades de lectura le gustaría ver en la Webquest? Menciónelas

historias cortas

7) Qué tipos de actividades visuales le gustaría ver en la Webquest? Menciónelas

Juegos, actividades

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Appendix C: Forum sample week 2

Questions Module 2 - Week 2

1. ¿Cómo le ha parecido el uso de la Webquest para reforzar su comprensión de lectura?


Questions Module 2 - Week 2

Name

First

Last

Untitled

 Powered by Cognito Forms.

2. ¿Cómo le ha parecido el uso de la estrategia de alfabetización visual (recursos y herramientas visuales) para reforzar su comprensión de lectura?


Questions Module 2 - Week 2

Name

First

Last

Untitled

 Powered by Cognito Forms.

3. ¿Cual(es) han sido las herramientas que más le han gustado y por qué?

Questions Module 2 - Week 2

Name

First

Last

Untitled

 Powered by Cognito Forms.

Webquest Link:

<https://readingadventure.wixsite.com/adventure>

4. ¿Cómo le han parecido las temáticas de las lecturas propuestas hasta el momento?

Questions Module 2 - Week 2

Name

First

Last

Untitled

 Powered by Cognito Forms.

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Appendix D: Forum sample week 4 which answers

Questions Module 4 - Week 4

1. ¿Se le ha dificultado alguna lectura en especial hasta el momento? ¿Cuál? Y ¿Por qué?

Questions Module 4 - Week 4

Name

Email

Untitled

 Powered by Cognito Forms.

Hubo Una Difícil Que Fue La De Annabelle

2. ¿Aún con la sección de tutoriales. Se le ha dificultado el uso de las herramientas? ¿Cuáles? y ¿Por qué?

Questions Module 4 - Week 4

Name

Email

Untitled

 Powered by Cognito Forms.

algunas veces porq algunas paginas estan en ingles pero al final logro entender

3. ¿Cree usted que su comprensión de lectura ha mejorado o no con el uso de las lecturas y el material visual que se encuentran en la Webquest? ¿Cómo puede usted dar cuenta de eso?

Questions Module 4 - Week 4

Name

Email

Untitled

 Powered by Cognito Forms.

siento que aprendi vocabulario nuevo de terror y al leer es mas facil antes no sabia que era lo que trataban las lecturas

Appendix E: Focus group sample



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Questions – Focus group

Objetivo del proyecto: To establish if visual literacy and a Webquest can be used to reinforce reading comprehension in 8^o graders

Método: Entrevista

Técnica: Semi-estructurada

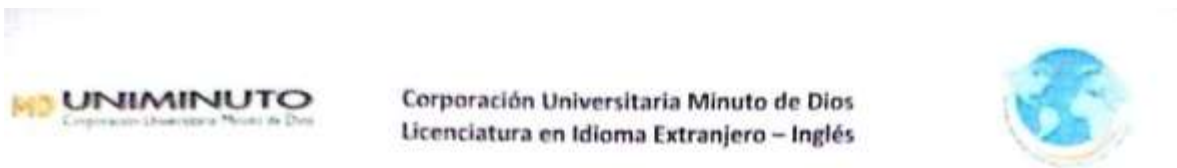
Fecha: 07/11/2017

Duración: 50 minutos

Lugar: Instituto Tenerife

Sujeto: Estudiantes de 8^o grado

1. ¿Consideran ustedes que el proyecto tuvo contribuciones para reforzar su comprensión lectora? Sí, no ¿Por qué?
2. ¿Consideran ustedes que la Webquest fue un medio adecuado para desarrollar las actividades en los 6 módulos? Sí, no ¿Por qué?
3. ¿Creen ustedes que la Webquest les aportó positiva o negativamente en su proceso de aprendizaje en su comprensión lectora? Si es así, ¿Qué fue lo que más le aportó y de qué forma?
4. ¿Teniendo en cuenta la estrategia de alfabetización visual que ustedes trabajaron durante los 6 módulos. ¿Consideran ustedes que al trabajar sobre esta estrategia su comprensión lectora tuvo algún cambio? De ser así ¿Cuál fue ese cambio?
5. ¿Cómo fue su experiencia con las actividades de alfabetización visual propuestas en a Webquest? Describalo por favor.
6. ¿Si pudieran repetir este proceso que consideran que se debe mejorar en el proceso?
7. ¿Qué agregaría a la Webquest para reforzar su comprensión lectora?
8. ¿Emplearían la estrategia de alfabetización visual para mejorar su comprensión lectora de nuevo? Sí, no ¿Por qué?

Appendix F: Consent letter for the institution

Bogotá, 29 de agosto de 2017

Asunto: Solicitud de autorización para desarrollar proyecto de investigación.

Respetada señora:

Me dirijo a usted para informarle que deseo llevar a cabo un proyecto de investigación en el Instituto Tenerife específicamente en el área de inglés. El objetivo de dicho proyecto es reforzar las habilidades lectoras de los estudiantes de 8º grado mediante el uso de una Webquest como herramienta.

La implementación de este proyecto será virtual en su mayoría con excepción de los cuestionarios que se realizarán solamente una vez dentro de las horas de clase al inicio de la implementación. En cuanto al Webquest se refiere, el trabajo será totalmente fuera del aula de clase.

A cargo de este proyecto de investigación se encuentra la estudiante Ana María Romero Romero identificada con C.C 1030658148 de Bogotá y está dirigida por una tutora que estará al tanto del proceso desarrollado en la institución.

A los participantes se les garantiza estricta confidencialidad y anonimato con la información que se obtenga.

Para que quede constancia de que esta información es de su consentimiento y es aprobada para su desarrollo, muy amablemente le solicito la firma de este consentimiento.

Satoria Goenaga

Directora Instituto Tenerife

Appendix G: Consent letter to the students



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Bogotá, Colombia xx de xx de 2017

Asunto: Solicitud de autorización para desarrollar proyecto de investigación.

Señores padres de familia:

Me dirijo a usted para informarle que deseo llevar a cabo un proyecto de investigación en el Instituto Tenerife específicamente en el área de inglés. El objetivo de dicho proyecto es reforzar las habilidades lectoras de los estudiantes de 8° grado mediante el uso de una Webquest como herramienta.

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos de igual manera a los participantes se les garantiza estricta confidencialidad y anonimato con la información que se obtenga.

A cargo de este proyecto de investigación se encuentra la estudiante Ana María Romero Romero identificada con C.C 1030658148 de Bogotá y está dirigida por una tutora que estará al tanto del proceso desarrollado en la institución.

Conserve la carta y devuelva solamente este desprendible si usted desea que su hijo (a) participe en el estudio anteriormente. Si no desea participar, por favor devolver la carta en su totalidad.

Yo _____ como acudiente responsable del (la) estudiante _____ de 8° grado doy mi consentimiento para que se haga participe del proyecto de investigación que se llevará a cabo en la institución esperando que este brinde los resultados esperados por la investigadora.

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Appendix H: Lesson plan sample module 5



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Lesson Plan

| | | | | |
|-------------------------|--------------------|----------------------|---|----------------------------------|
| Teacher's name | | Class length | Nr of session | Language Skills/component |
| Ana María Romero | | 1 week | October 20 th - 27 th 2017 | Reading |
| Grade | Class Level | Topic | | Strategies/techniques |
| 8 th graders | A1 –A2 | Halloween real story | | Visual literacy |

| | |
|--|---|
| Learning objective | Personal aim |
| <ol style="list-style-type: none"> Students will be able to report what the video is about. Students will be able to use visual literacy in order to understand what the reading is about. Students will be able to use, the next tools to achieve the goals proposed. "Voki", "BeFunky", "AwwApp" and "Canva". | <ol style="list-style-type: none"> I will guide students to understand the use of each tool. I will try to have clear instructions. |

| | |
|---|---|
| Materials and Resources¹ | Bibliography |
| <ul style="list-style-type: none"> Voki avatar AwwApp How to use AwwApp? Canva How to use Canva? BeFunky How to use BeFunky? | <ul style="list-style-type: none"> http://tinyurl.com/y92qef49 https://awwapp.com/ https://www.youtube.com/watch?v=ydgv_JrzK8w https://www.canva.com/ https://www.youtube.com/watch?v=R4n3A6ZTZsM https://www.befunky.com/ https://www.youtube.com/watch?v=HRjmcxbOczU |

| | |
|--|--|
| Anticipated problems (linguistic, behavioural, situational) | Planned Solutions |
| <ol style="list-style-type: none"> Students might get confused with some words that appear in the reading. Students might have problems with the instructions of the activities. Students might get confused with the use of the tools. | <ol style="list-style-type: none"> This webquest provides a set of resources as dictionary, which allows to find out the meaning and pronunciation of unknown words. (Also you can go to the resources section and use the resources in free). Teacher will explain all the activities in a learner friendly way. In case they keep having inconvenient they can always go to the Contact us section and write to me. Teacher will suggest students to watch some tutorials or just read the instructions given in the webpage. |

| | |
|--|--|
| Learner's expected output | Learner's expected comprehensible input |
| <ul style="list-style-type: none"> Ss will create the products, using the tools | <ul style="list-style-type: none"> Students will have some previous knowledge |

*Based on the language skill or component you selected, fill in the sections accordingly, if necessary read Scrivener, J. (2005). *Receptive skills: listening and reading* (Chapter 8) in Learning teaching: a guidebook for English language teachers. 2nd Edition.
¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.



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| | |
|---|--------------------------------|
| mentioned above. Ss will identify the main aspects of the reading. | related to mystery and horror. |
|---|--------------------------------|

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| Stage | Time ² | Interaction | Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ³ | Advisor's comments |
|--------------------------|-------------------|-------------|---|--------------------|
| *Opening – Lead in – Pre | | T-Ss | <ol style="list-style-type: none"> 1. Ts introduces the topic by using a recording of herself to contextualize students with the topic. 2. Go to the link to listen the avatar: http://tinyurl.com/y92qef49 3. As soon as they finished to hear the audio, they have to create a collage with images according to what they heard in the audio, for this, they have to use “BeFunky” tool. NOW: 4. Go to this link https://www.befunky.com/ 5. Click on collage maker bottom to start creating your collage. 6. You can use the images that are there or you can upload yours. 7. Design your collage as you like. 8. As soon as you finished click on save bottom and save your collage in your computer as an image. 9. Then, upload your image in the “Module 5.1 – Collage” section. | |
| *Presentation | | | <p>. Students will watch a video about Halloween real story. They have to watch the video very carefully in order to understand the reading. Then, they have to write the relevant things that appear in the video. For this, you have to use AwwApp to write your notes. Go to thins link to start writing https://awwapp.com/ you have to click on start drawing bottom, you DO NOT need to create an account, then, you start writing the notes and when you finish you click on export board bottom, you save the document and finally you upload it in the “Module 5.2 – Halloween notes” section.</p> <p>Now: - Go to this link https://www.youtube.com/watch?v=R9pzNpKKRYc or if you prefer the video will be in the web page.</p> | |

² Set the time in not more than 10 minutes for each activity, not for the whole stage.

³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.



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| | | | | |
|---------------------------------|--|--|---|--|
| | | | <p>- The idea is for Ss to use visual literacy strategy watching the video to later understand the reading.</p> | |
| *Guided practice – Task – While | | | <ol style="list-style-type: none"> 1. In this stage, students have to read the article “<u>Why do celebrate Halloween?</u>” in order to develop the following activity. The link is going to be in the webpage Module 5 section or if you prefer click here https://www.thesun.co.uk/uncategorized/1959803/what-is-halloween-when-why/ 2. After Ss read the article they have to create a poster in “Canva” tool answer the following questions about the reading. 1. <u>Where did Halloween come from?</u> And 2. <u>Why do we carve pumpkins?</u> 3. How to use Canva? 4. Go to canva.com or click here https://www.canva.com/ 5. They have to create an account for free so they can use the tool. | |

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| | | | | |
|-----------------------------------|--|--|--|--|
| | | | 6. Once they have opened the account, they should start making the poster. 7. Finally, get the link of your poster and upload it in "Module 5.3 – Canva" section. | |
| *Closing- Concluding - Post | | | 1. In this part you have to download a crossword that was created by the teacher in order to know what you learnt in the module 5, in it there are sentences about things that happen in Halloween, you have to develop the crossword finding the correct words and then you have to upload the document in the "Module 5.4 – Crossword" section. Have fun! Have fun! (annex 1). | |

Language Analysis - Vocabulary

| Vocabulary item, part of speech, pronunciation | Meaning (and ways of conveying it) | Concept Check Questions |
|---|---|--|
| <ul style="list-style-type: none"> • Costume /n/ /'kɒstjʊ:m/ • Tradition /n/ /trə'dɪʃ(ə)n/ • Mask /n/ /mɑ:sk/ • Knife /n/ /naɪf/ • Kill /v/ /kɪl/ • Pope /n/ /pəʊp/ • Celebration /n/ /,selə'breɪʃ(ə)n/ • Crime /n/ /kraɪm/ | <ul style="list-style-type: none"> • Clothes that performers wear in a play, film etc. • A very old custom, belief, or story. • Something that you wear to cover part or all of your face in order to hide who you are or for decoration. • An object with a sharp blade for cutting food. • To make a person or other living thing die. • The leader of the Roman Catholic Church. • A party or special event at which you celebrate something such as a birthday or a religious holiday. • An illegal activity or action. | <ul style="list-style-type: none"> • Have you been to a celebration? • Have you ever worn a costume? • Do you like masks? |