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Increasing Motivation to Read in English Class Through Choice-Giving Strategies

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Abstract

This action research study was designed to analyze how choice-giving strategies would affect motivation to read, in an English class, to a group of 8th graders at the private catholic high school Instituto Salesiano Pedro Justo Berrio, in Medellin. There were 10 teenage participants, with a medium high level of English. The strategies were related to content, process and product, developed during the course of two cycles. The data was collected with a survey on motivation to read applied two times, two focus groups, personal observations and an interview with the Cooperating Teacher. The results gathered from this research showed how choice- giving strategies can increase motivation to read as it is targeted to students' preferences.

Key words: Motivation, choice giving, reading preferences.

Título en español: Incrementando la motivación para leer en clase de inglés a través de estrategias de elección

Degree Requirement

This literature review is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellín, Colombia.

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Preface

English has always been very important for me. It is the way in which I communicate with friends from other countries, and even from Colombia. It is the way to navigate culture in different countries, testimonies and people from around the world. As a young English speaker, I knew I had to come by an undergraduate program that would fulfill my constant need for language and experiences. Now, being able to teach a class in English feels like I can pass on the things that I have learned and gain even more knowledge on things that I do not yet know. Though having very little teaching experience, I now feel like I can do more with language. However, I felt that the class that was teaching me so much, was lacking the very important skill of reading, having very little motivation to do so in class, that is when I understood there was work to be done.

Context

The purpose of this section is to describe the context where my research as a student-teacher took place. I will outline the characteristics of the class, the English department, the resources available, and the school in general, at which I also work as a full-time teacher of English.

The full name of the school is “Instituto Salesiano Pedro Justo Berrio” and it is located in the western center of the city of Medellín, in the neighborhood Belén Las Mercedes. It is a private catholic school for boys and girls, offering formal education from preschool to intermediate technical training. The school aims at integrally developing young boys and girls with quality pastoral support for them to become good Christians and honest citizens, based on the prevention system of Don Bosco in a sustainable context (Instituto Salesiano Pedro Justo Berrio, 2021). Its curriculum is aligned with the dimensions of human development and the scientific and technological foundations.

This research was developed in the 8th grade, during which, the school fosters access to scientific and technical knowledge in addition to cultural values and the promotion of research and artistic expressions. Moreover, critical, reflective, and analytical abilities are encouraged in order to enrich technological and scientific advances, guided by the priority of cultural development through literature and the appropriation of a second language. (Instituto Salesiano Pedro Justo Berrio, 2021)

When talking about the English department specifically, we shall mention that it is the biggest one at the school, composed of 15 teachers. The teachers have to take an annual proficiency exam to keep track of the language level of the teachers. My practicum and this research project were supported by a Cooperating Teacher from the school (CT). He has a BA in English teaching from *Universidad Católica Luis Amigó* and a masters in Teaching and Learning Processes in Second Languages from *Universidad Pontificia Bolivariana*. The teachers who are a part of the school have ethical and professional commitments toward the educational process. I am part of the school teachers working full-time and in charge of a homeroom classroom, 8th grade and one 11th grade.

Furthermore, it is important to mention the characteristics of the chosen class. It is an 8th grade advanced, or English 2, as the school has a program in which the students are separated into 2 levels of English, depending on their proficiency, leveled with an online exam provided by Richmond. The levels are English 1(Basic) and English 2 (advanced). The students in the advanced group take 5 hours of English per week, an hour considered to be 45 minutes long, which would monthly be 20 hours. At the beginning of 2021, the school had shortened the school hours to 35 min each; they however came back to their normal 45 min after the summer break.

The course comprises ten students, nine boys, and one girl, ranging from the ages of 13 and 14. The classroom designated for this course has a capacity of about 30 students, one computer, one television, a whiteboard, and an internet connection. Although the students had 100% face-to-face lessons by the end of the school year, due to the Covid19 pandemic, the school was following a blended modality for the first two terms of the year. The kids were divided into 2

subgroups, and each subgroup attended face-to-face classes every other week, given that their parents gave consent to do so. The students who were at home took the class completely virtual and synchronized with the students who were at the school. However, the school and modality of the classes varied throughout the year to end up, in the second semester, having the school be completely face-to-face. The students whose parents did not consent to be face to face or have some kind of difficulty could watch the class from home.

Referring to the students, they have a very rich background in English, as most of the class has a good level of the language. They generally feel very interested in developing their proficiency, noted by their eagerness to participate and the advantage they tend to take on most of the resources available for them. Last but certainly not least, all of the teachers of English are expected to address the students in English, for the most part. Therefore, most of the English classes are taught primarily in English.

Finally, the school counts with a variety of resources that go from physical to virtual. The school maintains an arrangement with three publishing houses: Pearson for elementary school, Oxford for middle school, and Cengage for high school. For the 8th grade in question, we are aligned with Cengage's Impact 3 and Reading Explorer 3 books that also have their own virtual resources ranging from worksheets, extra activities, exams, audios, etc. Virtually, the school has an arrangement with Windows office with which we use One drive, Outlook for emails, and Microsoft Teams, through which virtual classes caused by the Covid-19 pandemic were taught. The last virtual resource the school counts with is MyOn, which is an online library provided by Richmond, used with a membership paid by the parents every year. Each student is given a

username and a password, and the reading material and projects are chosen by the teacher. This is an online reading platform whose main publisher is Capstone Press and whose “personalized literacy environment includes enhanced digital books from respected publishers in a mix of fiction and nonfiction—with optional reading supports and a suite of reading and writing tools that foster deep connections to the text—all on the same digital platform.” (Renaissance, 2021, p.1). The mentioned platform accounts for up to 6,000 nonfiction and fiction titles which are available once there is a subscription.

Statement of the Problem

As it was mentioned in the Context, this action research was based at the Instituto Salesiano Pedro Justo Berrio, which is a private catholic school located in Medellin. Based on the need of having a reading program, as demanded by the Secretary of Education, a platform that would encourage students to read and aid teachers to bring that skill about, the school has asked parents to acquire the online reading platform called “myON.” The students acquire this reading aid at the beginning of the school year, added to the prices of the enrollment fee at the school. It has been in the school for six years. This is a reading platform in which students can look for books for their own interest, and teachers are able to assign books and projects to students. This specific platform is very useful as it is a virtual resource, aligned with the fact that virtuality has become a very important asset to distance learning. During the last semesters, the school has had to get used to this type of learning, as a result of the COVID-19 outbreak.

Throughout the first two terms of the school year, with my English 2 group from grade 8th, there were mixed emotions noticed when it came to the use of myOn. From my personal experience, observations during class, and brief conversations with the students, there was a

noticeable lack of motivation from them. To begin with, there was very little self-motivation to use the platform for things other than the activities required for the class. When mentioned in class, there were expressions of negativity toward the mere idea of using the platform. As indicated by the students, teachers would usually choose and assign a book for them to read at home and assess them on it with a project or a test. After a few conversations with the CT, he suggested that it is not necessarily that students do not like to use the platform, but that it can be used in a different way so that the students do not find it just as taxing. He is correct when saying that there are ways to explore the platform that could be more suited for the students.

Now, as mentioned before, this platform is included in the enrollment fees of the school when a student comes in. As stated by the CT, it is not necessarily mandatory, but it is better that teachers use it as there have been negative reactions from parents when they do not see their money's worth in the use of the platform. I can, from personal experience, confirm that, on a few occasions, parents have asked and wondered in what ways this platform is being used during class or as a project. Said comments can raise some pressure on the teachers, as they may feel like they need to use it all the time, on top of the other resources that also need to be used.

As a result of the need and the pressure to use this platform, the students have reported a missing sense of motivation when it comes to working on it. Based on observations of the class when myOn is even mentioned, the students grunt at the idea of having to use the platform. Following a simple questionnaire conducted in the target class, most of the students presented a general lack of motivation to use the platform, with expressions such as "it is a very tedious platform, with not so good books." Although the students generally liked reading, it was a totally different story when asked about feelings on reading for school subjects, claiming that they found

it boring to read something for school that is mandatory and not of their interest. This situation raises the need to solve the issue of how to increase the students' motivation to not only read for school assignments, but also to try and do so through the use of myOn.

The sense of improving the students' motivation on reading for school subjects, and doing so with MyOn, could be very beneficial for both the school and the students. The school would benefit from it as it can better the outcomes for the mandatory reading program and make the reading process have a more autonomous sense, rather than an obligatory one. The students would find themselves being more inclined to read, which is directly related to bettering their language skills, which as mentioned earlier, are important to them. Naturally, for the students who already enjoy reading, this would enhance their capabilities and show them new content and ways to read they may have not known before.

Theoretical Background

Here the concepts of motivation to read, and choice giving strategies, which is the path being taken to improve motivation, are outlined and discussed to better fathom the actions and the theory.

Motivation to Read

Motivation, as an aspect of language learning, is a very useful factor that can define the amount of effort put into the learning process. Better described by Dörnyei (2001, p.2) as "it highlights one basic aspect of the human mind. This aspect is related to what one wants/desires (i.e. 'cognitive' functions), in contrast to characteristics related to what one rationally thinks (i.e. 'cognitive' functions) or feels (i.e. 'affective' functions)". This would be the sum of the functions we go through when doing an action, that is the rationalization or the need for the action and the

eagerness or will that drives us to bring that action to fruition. In fact, Muñoz-Restrepo, Ramirez, & Gaviria (2019), define motivation in a foreign language to be one of the aspects with the most relevance in order to find joy and success when learning. Therefore, motivation is a key concept not only when talking about language learning, but also when learning to read in a foreign language.

As the purpose of the matter is motivation to read, we could define it as the effort and interest that is put into reading tasks, as said by Malloy, Marinak, Gambrell & Mazzoni (2013), “students who are motivated to participate in literacy instruction are on task, cognitively and strategically engaged with the material, and perhaps effectively responding to the activity as well, enthusiastically sharing what they’ve read with their peers”(p. 273). This would mean that “Engaged readers read widely for enjoyment and have positive attitudes about reading” McLaughlin (2012). Reading then becomes not only an important part of the language learning process, but also a strategy where if students show signs of motivation, other students may get motivated as well, making the language learning classroom a more effective one.

Giving Students Choice

For the purpose of this study, I have selected to implement giving students choice. The action of choice-giving is a part of the Self-Determination Theory (SDT) which as it is described in Niemiec & Ryan (2009) “SDT is of much import in the domain of education, in which students’ natural tendencies to learn represent perhaps the greatest resource educators can tap” (p. 134) as SDT involves three motivational triggers, which are autonomy, competence, and relatedness (Muñoz-Restrepo, et al., 2019). Within the autonomy motivator defined in Guay, Ratelle & Chanal (2008) as the essence of the effort put into action of varying quality depending

on how the action is pursued. Here, the choice-giving action is further reinforced within the classroom since, as concluded by Muñoz-Restrepo et al. (2019), teachers are able to create a more productive environment in the classroom as a result of providing the students with decision-making chances, thus increasing their sense of achievement. The intention of this strategy is to move from the action of imposing the entire reading context to having the students take a more active role in the situation by giving them choice in content (what is read), process (how is read), and product (outcome of the reading). As a teacher, I have used this strategy before with positive results when doing other activities or choosing partners, or final projects, but not for the reading program.

The concept of choice giving in the classroom is intentionally brought up with the purpose of understanding how well it works in education, especially how students reacted to it in terms of motivation. In a study carried out by Aycock & Uhl (2005), the choice-giving option was granted to students to add, at their own convenience, extra time for assignments. This particular strategy proved to be very successful as it allowed students to take control of their coursework. In another study focused on reading, Dabrowski & Marshall (2018), it is suggested that, when talking about choice of content, students in class shall be presented with a list of authors or books that are strategically chosen by the teacher. Giving students this option, they are able to select the subject that best suits their interests, thus raising their interest in the process in general.

In the same way, Dabrowski & Marshall (2018) also suggest product choice where it is up to the students to choose the manner in which they will present what they learned, for example, with texts, presentations, etc. “In each of these scenarios, students grapple with complex texts and topics, apply the principles of argumentation, and include textual evidence, but they are

self-directing how they do so” (Dabrowski & Marshall, 2018, p.2). In giving students content, process, and product choice, they could feel more at ease with the reading tasks as they can be presented in ways that best suit their strengths.

As a way of concluding, I have discussed how, according to the authors mentioned, the sense of autonomy can enhance the motivation of students, in this case, focused on reading. This idea of autonomy will be given to the students with the action of choice when deciding on what to read, how to read it, and what the ending goal of the reading should be.

Research Question

As a result of the mandatory use of the reading platform MyOn, and the lack of motivation for both reading for school, and doing so through this platform, the question that emerges is: *How can choice-giving strategies increase 8th-grade students' motivation to read for the English subject in the Instituto Salesiano Pedro Justo Berrio school?*

Objectives

General Objective

To determine how giving 8th-grade students' choice in the reading content, process and product increases their motivation to read for the English subject through the use of the reading platform myOn.

Specific Objectives

- To monitor students' motivation through making informed choices on the reading content, process, and product.
- To explore students' perceptions on the implementation of the choice giving strategies.

- To analyze the possible variations in students' motivation to read before and after the implementation of the choice-giving strategies.

Action Plan

In order to conduct this research, I will implement the following actions. With the purpose of measuring the initial students' motivation to read, and getting the action plan started, I will conduct a questionnaire on students before the action, and after the action to analyze how the results might be altered as stated in objective number 3.

The plan is focused on following Dabrowski & Marshall's (2018) strategies on the type of choices the students can make to take the reading process into their own hands. These choices are about content, process, and product. The action plan is to be developed during the weeks of July 26th and October 25th (See Table 1).

The first implementation part is to have the students get acquainted with the topic of the term as it is from this topic that the books will be chosen. In the first cycle of the implementation, the students will only have a choice in the way we read the book and the actions, or the product we will have. In the second cycle, the students will have the opportunity to choose the book (content) and the product, but not the process, in order to account for variation in results. The goal is to analyze how this change of choices may have affected their motivation.

The processes and activities the students choose from in the first cycle will be offered by the teacher, from which they chose. In the second cycle, the books and the product will be chosen based on the topic of the term. Table 1 shows the plan that I intend to develop from July to October. Lastly, an interview with the CT is to be conducted in order to complete the process of

triangulation and a view of the entire process from another perspective and check if the patterns found in the other data match with that of the CT.

Table 1. Action Plan

Cycle	Activities	Time	Participants
Introduction: Topic of the term #1	-Contextualization with topic#1 -Implementation of 1st questionnaire.	-Early July - Late July	8-3 grade students Student-teacher
Design	-Design of the options for the students in terms of content, process, and product.	-first 2 weeks of August	8-3 Students Student-teacher
Cycle 1: Implementation: giving students choice on process	Students' choice on process and reading of the book.	Weeks of August 26th and 30th	Student-teacher students
Implementation: giving students choice on the product.	Students' choice on the project and preparation of project (product)	Week of Sept 6th	Student-teacher Students
Overall analysis	-Analysis of the process and outcomes of the implementation. -1st focus group	October	8-3 grade students Student-teacher
2dn cycle	Contextualization of new term topic	Weeks of Sep 20th and 27th	Student-teacher 8th-grade students
Implementation: giving students choice on content.	Students' choice on content.	Week of Oct 4th	Student- teacher 8th-grade students

Reading	Reading of the book chosen	Weeks of Oct 25th and Nov 2nd	Student-teacher 8th-grade students
Implementation: giving students choice on the product.	Students' choice on product and started preparing the said product.	Week of Nov 2nd and 8th	Student-teacher 8th-grade students
Overall analysis: Questionnaire and Focus group	The students filled out the 2nd questionnaire. -Second focus group CT interview	Last day of the week of Nov 8th	Student-teacher 8th-grade students CT

Development of Actions

The development of actions within this research project was done in a couple of cycles. Said cycles were meant to create different scenarios for the options on content, process, and product the students had to take. In cycle number 1 the choices were done on process and product, and in the second cycle, the students had a choice in all content, process, and product. This was done with the intent of having variation within both cycles and so that they could experiment with choosing all the three factors. They were developed as follows.

The total development of the project happened during the 3rd and 4th terms of the school year. In the beginning, before the cycle started, there was a survey done on the students regarding their reading habits and motivation for school English class (See Appendix A). This was tailored based on Guthrie & Davis's (2003) questionnaire on motivation to read, with the purpose of monitoring my students' motivation to read, responding to the third specific objective of this study, before the implementation of the 1st cycle. Said cycle began after the theme of the term

had already been established, as well as the grammar topics. This was not surprising to the students as it had been the same in other terms.

The first choice the students had to make was the process: the way in which we read the book, a decision that was first made on August 23rd. After having read most of the book, the students were introduced to the 2nd choice which was the product. They had to choose from making a comparing and contrasting essay or presentation.

At the end of this first cycle and just before starting the 2nd one, there was a focus group conducted. This data collecting method was selected and designed based on Bell (2005) since according to the author, it is a good alternative to have a broader range of responses from the participants. I asked them questions to analyze their perceptions on the choices they made and the way the implementation was carried out, in accordance with the second specific research objective, which refers to exploring their perception of choice-making activities (See Appendix B). Precisely, the intention behind this focus group was to take advantage of the small size of the group, and get more information and perceptions from all of the students and have them be more elaborate, as they had the opportunity to discuss with each other the questions. This action was different from the initial plan which was to conduct interviews on only a couple of students.

The second cycle had changes on the time frame to meet the research deadlines. This time around, the students had the liberty to choose the book that was going to be developed. They were given a week to do so and came with suggestions so that we could make the choice during class. They ended up choosing a comic book based on the unit topics. The book was then read half at the school and half at home. As a final choice for the product, the students had the options

to make an interview live in-class with a character from the story, as a talk show context, or in the form of a podcast, or to make an alternative ending to the story in the form of a comic.

After having finished the product, the students completed the survey that was also done at the beginning, with a few changes that were added to it about the relevance of the format of the book. The purpose of conducting the survey once more was to have an analysis of the variations in students' motivation. The other piece of data was the second version of the focus group with students which was conducted at the end of the second cycle, with modifications in some of the questions depending on the variations of the term.

The last collection method was an interview with the CT (See Appendix C) in which the teacher was exposed to the process I followed, and the data collected to give his opinions on the implementation. This allowed me to complete the process of source triangulation, by collecting data from students, my CT, and myself as the teacher-researcher.

Data Analysis

The method I followed for this study was action research. Following Bell (2005), I started grouping the data in summary sheets in which there were topics or questions for each sheet. The questions, that later formed the categories, were established as pre-categories in journals before having done the collection of the data. I then compared which of the data sources this specific topic or question was present, thus if the pre-category was “way of reading” I would go onto every data collection method and check if there were pieces of data that could form the category. This process by which I corroborated findings from different sources to check for consistency is considered as triangulation, and as mentioned by Bell (2005) “So, we must be wise and vigilant, critical of our interpretation of the data, regularly question our practice and wherever possible

triangulate.” (p.167). This is important because, as mentioned above, it accounts for consistency and credibility in the research study. This process was possible after having gathered the entirety of the data and having transcribed it individually. This triangulation process allowed me to see the similarities and differences and how they merge with one another making the research more credible (Altrichter, Posch & Somekh, 1993).

When bringing it all together, I was able to establish other categories that emerged from the data and then, find patterns consistent with the data sources, and was thus able to set some well supported categories and subcategories.

When collecting data from the two focus groups, the recordings were transcribed and coded by giving each student an alias in the form of a number and to differentiate each focus group under the initials “FG”, followed by the number of the session to which we are referring.

Findings and Interpretations

The following are the findings from this study in terms of the different choices that students had, and the platform used. They were possible to state after having followed the data analysis methods mentioned in the previous section.

Choice in Content

This category was classified in the first place, as it was the most overwhelmingly present in all the data collected. Choice in content is presented in Dabrowski & Marshall, (2018) where it is defined as the way in which a teacher presents students with a broad range of content and the students take action in reducing the option to a particular one.

The choice in content was addressed with this first student survey question, when asking students if they read for the English class because they find the book and the stories exciting. The

data on the survey showed to be vague, showing that most of the students (6 out of 10 in Survey 1, and 4 out of 10 in Survey 2) only sometimes read because they found the reading exciting, as shown in Table 1. However, when confronted with the different sources, students showed some clarification on this matter.

Table 1: Content.

	1. Leo para las clases de inglés en el colegio porque los libros y las historias son emocionantes.				
Survey 1	Nunca-1	Casi nunca- 1	A veces- 6	Casi siempre- 1	Siempre- 1
Survey 2	Nunca- 2	Casi nunca- 1	A veces- 4	Casi siempre- 1	Siempre- 1

In the first and second focus group, where students were asked if they thought being able to make choices on the way we read the book and the activities related to the book changes their perspective about reading for the English class, 5 expressed that when they read about a topic that is passionate to them, they felt more motivated to read, with expressions like: *“cuando leemos algo de nuestra elección es un tema que nos apasiona a todas o como mínimo nos interesa a todos y esto nos da una motivación a seguir leyendo y leyendo y de esa misma manera, aprendiendo”* (Student 3). This indicates that the students themselves have the understanding that choosing on what they like might be a more viable option to increase motivation.

Same behavior was shown when they were given the option to democratically choose a book in class. Students selected a book in a format they liked, which was a comic book (Journal, October 5th). Additionally, in the second focus group, the students not only corroborated my observation, but escalated it by comparing it to a different class. One of the students argued that they would also like to be able to select the content in that other class, and his classmates

confirmed it “*Por ejemplo en español siempre leemos cosas que la profesora elige y no es tan chévere porque es que no es lo que nos gusta, sería más divertido que nos dejaran elegir ahí también*” (Student 3, FG2). This pattern in content suggests that students could, in fact, feel more motivated to read given the option of choosing a book, and not imposing it.

Choice in general. This subcategory was added due to its relation to the action of choice giving. While in Survey 2, students showed an apprehension to reading for the English class, as shown in Table 2, they also expressed enthusiasm when asked if they would like to have options when reading and what was involved in the reading process. This was evidenced in their statements from the FG #2:

S1: Es mucho mejor tener opciones y no estar cerrado

S2: Mire que lo hicimos con interés todos.

S3: Es que podemos distribuir nuestro tiempo para entregar la tarea

Teacher: ¿Les da más sentido de independencia?

S1: Si.

S4: Si, teacher.

S7: Si

This conversation became relevant as it shows how the action of choice giving actually woke the motivational trigger that had to do with autonomy stated by Restrepo-Muñoz et al. (2019) as it gave students the will to self-motivate since they had chosen something they felt more inclined to do and better internalize the material chosen given their preference to work with it.

Table 2: Reading for fun.

Leo para las clases de inglés en el colegio porque es divertido.					
Survey 2	Nunca- 2	Casi nunca- 3	A veces-1	Casi siempre- 2	Siempre- 2

Choice in the Reading Process

The findings for this category, though not set, were pre-established in personal journal entries when noticing the pattern that the students were following. The reasoning for this was that through the class observations, I had noticed that the students enjoyed reading during the class more than at home (Journal, August 27th). Having made that observation, I took it into consideration in the second survey, in which we can see that most of the students (6) had leaned toward the positive side, indicating that the manner in which we read in class (process) played a huge part in why they read. (See Table 2)

Table 3: Process

Leo para las clases de inglés en el colegio porque disfruto la manera en la que desarrollamos las lecturas.					
Survey 2	Nunca- 1	Casi nunca	A veces- 4	Casi siempre- 1	Siempre- 3

Additionally, supporting this same idea, in the first focus group a student also expressed his preference for reading the book in the classroom rather than at home “*Yo prefiero leerlo aquí que en la casa*” (Student 2. FG1). This fact says a lot about students' perceptions on reading because, one could say that whenever it is to be read at home, it is immediately seen as homework, which means their disposition to the task changes drastically.

Reading the books in class was done in a way in which the students took turns reading, asking questions and summarizing what we had just read to check for understanding (Journal,

August 31st). When reading the second book, which was the comic-book, the way in which we read the book was more dramatized, doing the voices and speaking as the characters in the stories would. The activity turned into a more enjoyable activity, even for me, as the students were more participative, wanting to impersonate a character (Journal, October 26th). The effectiveness of this activity had a positive impact on me, as a teacher. It motivated me even more to come to class and have the reading session, and as the CT stated “if the teacher is motivated, students will be motivated as well”. (Interview with CT)

Choice in Product

While looking at the variations in the motivation to read given by the survey, I could notice some change within the questions that had to do with the product. Product, as seen before, is the way students choose the class activities that are the outcome of the book read and what was learned. The answers in the following question (Table 4) from the survey related to the product indicate that not only could the students have been more motivated to read, but to do well in the activities related.

Table 4: Class activities.

	Leo porque quiero tener un buen desempeño en las actividades de clase.				
Survey 2	Nunca	Casi nunca- 2	A veces-0	Casi siempre- 4	Siempre- 4
Survey 2	Nunca- 1	Casi nunca	A veces- 1	Casi siempre- 3	Siempre- 5

Table 4 shows how the answers inclined to the more positive side like “siempre” were affected and even one of the students moved from saying that he almost never cared about their performance in class, to sometimes. This was evidenced also in a personal journal from November 9th, where I noticed a student that spent a lot of his time working on the final product

as he and his partner had chosen to do a comic and it was something they enjoyed doing. As presented in the theory by Dabrowski & Marshall, (2018, p.2) “Choice in product allows students to determine how they will present what they have learned”. This indicates that students understood that making that choice would allow them freedom to present their work in a way that would better suit their knowledge given their personal skills.

myOn: The Reading Platform

As I have mentioned, the platform used during this process was myOn. I found it important to consider a category for this alone as the perspective of the students on this platform was generally negative when asked about it. In fact, expressions like “yo odio myOn” (Student 6, FG1) were found in focus group #1 and reiterated in #2 saying: “mi problema no es la manera que leemos, sino myon” (Student 6, FG2), expressing with these not only hatred, but the fact that reading was not the problem per se, but the platform. According to some comments found on the focus group #2, it seems that students have not had the chance to move around the platform to even analyze what is in there. When asked if they knew that myOn had comic books, one student said that she thought it only had boring books: “*si, pero no sabia que tenia tantos, yo crei que solo eran libros aburridos*” (Student 1, FG1), and this opinion was then supported by his classmates. This finding suggests that student’s lack knowledge of what it is that the platform has to offer, and that every book they had read was probably assigned to them and not them choosing. This small opportunity they had to look for a book on the platform made them realize what it offers.

Conclusions

The development of this research study had very little limitations. Schools do have a plethora of activities they are to develop during the course of the year, however, these affected very little the actions that had to be taken here. One of the only mild issues that was found is that due to the shortness of the 4th term, the data collection had to be a little rushed so that we would have the time to collect in a timely manner. Regardless of this limitation, the development of the research was successful. During the course of this implementation the students showed a positive attitude toward the actions, which made the process leaning more towards an optimal development.

According to the findings in this study, when considering increasing students' motivation to read for the English class, it was effective to have a plan where the students had more choice in the books and the activities developed with the book. This, given that, students showed a tendency to be more motivated when they are free to choose from personal preference, and not only assigned by the teacher. This action would have to consider the context and what it is that the teacher wishes to achieve with said book.

Whatsmore, the students' likes play a very big part in the process if we would like for it to lean into success. Teachers could also consider the way in which they are reading (process). I have stated that the students can enjoy the process of reading a book when it is not just considered an extra task as homework. As we also saw here, there are viable ways in which we can develop activities, giving them choice in product, with books that not only add a grade to the list, but can also increase student's sense of better performance in class, through activities that better suit their needs or likes. It is a matter of taking the time to think what goal I need to fulfill

with the reading and going from there to creating a lesson that works for both the teacher and the students, and not just what the teacher "might " think is the best.

An important matter to consider would be to make sure that the students are familiar with the resources that are available to them, and make sure that, or at least to the best of our abilities, to create a positive environment around those resources. As we saw here, students had a very negative experience with the platform, but they also did not fully know what was offered to them, and they just had seen it as another online library with boring books.

To conclude, I do encourage teachers to implement the action of choice-giving to the students in their courses, not only in the English class, but also in any other subject where they think it is a possibility. As the findings suggest, it is also important, now talking about reading, to take students' preferences into account since reading has shown to have a negative connotation in school activities as teachers are mostly the ones who choose the content, process and product, and students are hardly ever given the opportunity to work on what they like.

Reflections

Thinking back to the Practicum and its beginnings is an interesting experience. I was very lucky to have encountered the opportunity to do the Practicum at the place where I had just been hired, but I do have to admit there were many challenges.

When you first come into contact with the experience, you realize that a lot of the things that you learned and thought were the most important immediately change. The view on today's education is very different from what you read about at the university and what you experience. Thinking that I have only done this over the course of one year, and that there are teachers who have done this for longer than 20 years puts my priorities into perspective.

I definitely believe that this past year was very important for me, as is any Practicum for a soon-to-be teacher. There is no other way of really knowing how you feel about teaching and the challenges it brings until you are in it. This is the time where pre-service teachers have to reflect if teaching is what they want to do. It is not fair for neither the student nor the teacher if the job is not done with some spec of enjoyment because this is directly affecting everyone involved. I believe this is one of my biggest reflections on the entire process; although my experience was very positive and the students were quite interesting, behind this, there needs to be a committed teacher that can do a good job and is willing to.

Now the research project is something that challenged me in a completely different way. It is a very good way of confronting how resilient you can be in the face of really big responsibilities, academic and cognitive challenges. Being a researcher is not easy, nor is the world of academia. One has to become good at following rules and being very humble because as useful as research is, it is a very humbling experience and a world to which is difficult to adjust.

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Appendix A

Survey

Cuestionario sobre hábitos de lectura

Este cuestionario es para la recolección de datos sobre la apreciación personal que tiene cada uno del acto de leer para las clases de inglés en el colegio. La información en este cuestionario es confidencial por lo que tu nombre no será mencionado.

Nombre: _____

Marca con una x la casilla que corresponda a la frecuencia con la cual hagas cada situación.

1. Leo para las clases de inglés en el colegio porque encuentro los temas de las lecturas interesantes.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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2. Leo para las clases de inglés en el colegio porque es la manera en la que aprendo sobre cosas interesantes.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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3. Leo para las clases de inglés en el colegio porque es así como aprendo algo nuevo.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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4. Leo para las clases de inglés en el colegio porque los libros y las historias son emocionantes.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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5. Leo para las clases de inglés en el colegio porque es divertido.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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6. Leo para las clases de inglés en el colegio porque me parece emocionante lo que sucede con los personajes en las historias.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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7. Leo para las clases de inglés en el colegio porque quiero tener un buen desempeño en la habilidad de lectura

Nunca	Casi nunca	A veces	Casi siempre	Siempre
-------	------------	---------	--------------	---------

8. Leo para las clases de inglés en el colegio porque es así como aprendo palabras nuevas y difíciles.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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9. Leo para las clases de inglés en el colegio porque quiero tener un rendimiento mejor que mis compañeros.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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10. Leo para las clases de inglés en el colegio porque es importante para mí ser el mejor leyendo.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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11. Leo porque quiero tener un buen desempeño en las actividades de clase.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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12. Hago las actividades de lectura para las clases de inglés en el colegio.

Nunca	Casi nunca	A veces	Casi siempre	Siempre
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13. ¿Cómo te sientes cuando haces actividades de lectura para la clase de inglés en el colegio?

Por último, especifica alguna razón por la cual lees para las clases de inglés que no haya sido mencionada en las afirmaciones anteriores.

Appendix B

Semi-structured Focus group with students

1. How did you feel when reading the book? Why?
2. What about the way we read it, which was during class, do you like it, why?
3. Given the way we read the book, do you feel better about reading on myOn compared to previous years?
4. Do you think being able to make choices on the way we read the book and the activities related to the book changes your perspective about reading for the English class?
5. Would you like to have more opportunities in which you can make choices on the activities? The outcome? Why?

Appendix C

CT interview

1. Why do you think the motivation to read has increased?
2. Do you think the activities implemented in class have contributed to student motivation?
How?
3. Do you think every action was effective, or were there ones that you consider have more potential?
4. What advantages and disadvantages can you find with the implementation of the choice-making by the students?
5. Is there something you recommend to increase the motivation to read, different, or in addition to the things mentioned here?
6. Would you like to implement this in your classes? Why? How?