



**UNIVERSIDAD  
DE ANTIOQUIA**

Trabajo de investigación presentado  
como requisito parcial para optar al título de:  
**Licenciada en Lenguas Extranjeras**

Autora

Maria Vaneza Aguirre Salinas

Universidad de Antioquia  
Escuela de Idiomas  
Medellín, Colombia

2023



HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

**How the Implementation of Children's Literature Favors the Development of English  
Language Comprehension**

Maria Vaneza Aguirre Salinas

Universidad de Antioquia

Thesis, Research, and practicum advisor

Marlon Vanegas

Master's Degree in Education

Medellin, Antioquia

June,2023

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

**Abstract**

This research project report has as a purpose to describe the way children's literature favors the English comprehension in a fourth-grade class at educational institution La Marcelina in the municipality of Itagüi. Data were collected through the research journal, a teacher's interview, and a focus group address to the students. These instruments were analyzed, coding and categorized in order to give the general findings. These findings show that the use of children's literature favors the English comprehension of the students, because they through children's literature apply different activities that help them to improve their knowledge in English and consequently, they raise their English comprehension. It is reflected in the participation of class and in the development of the activities like reading aloud, checking for comprehension, and rewriting their own stories.

*Keywords:* children's literature, English comprehension, the use of language, reading aloud.

Título en español: ¿Cómo la implementación de la literatura infantil puede favorecer el desarrollo de la comprensión del inglés en una clase del grado cuarto de la Institución Educativa La Marcelina del municipio de Itagüí?

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

### **Degree Requirement**

This action research project report developed in a public school in Itagui 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 Medellin, Colombia.

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

### **Acknowledgements**

First, I want to express my gratitude to my family who have always been with me in this stage of my life, the university. They always give me the pertinent words to motivate me and encourage me to continue and finish this process. Besides, they were the people who supported me in this part of my life.

Secondly, I want to extend my thanks to my colleagues and friends at the university. Everyone who contributed to me academically and emotionally, my deepest gratitude. You are an important part of my thoughts because everyone teaches me a lot.

Also, I would like to extend my appreciation to my practicum, research and thesis advisor, Marlon Vanegas. Thank you for your patience and your knowledge. Every word that you said to me was so important. They help me to improve academically and personality too.

Finally, I am so grateful to my cooperative teacher and La Marceliana's students because they give me the opportunity to improve my teaching performance. Besides, they give me the opportunity to work together in order to improve our English abilities.

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

**Table of contents**

Context Description	8
School Description	8
The class	8
My cooperating teacher	9
English syllabus and class methodology.	10
Problem Statement	10
Theoretical framework	12
The use of children's literature for learning a language.	13
Language Comprehension development through children's literature.	14
Reading comprehension	16
Listening comprehension	17
Research Question	18
Objectives	18
Main Objective:	18
Specific Objectives:	18
Action plan	18
Development of Actions	19

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

Data Analysis	21
Findings and Interpretations	22
Meaningful stories.	22
Strategies for improving comprehension.	22
Benefits of language use to promote comprehension.	24
Contributions of class structure for the learning process.	25
Conclusions	26
Reflection	28
References	29

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

### Context Description

#### School Description

The educational institution La Marcelina is a public school located in the suburb of "*el valle de Aburrá, Itagui* ". There are approximately 1500 students in three journeys, secondary school in the morning, primary school in the afternoon, and school for adults at night. It contains twenty classrooms, a playground, a field, a library, a restaurant, two stores of food, a laboratory of chemistry, and a computer room for students. Teachers have their own rooms too. A teacher's room for primary and the other for secondary school teachers.

The institution model of education is an integral model of pedagogy with a social approach. It is integral because it takes some important aspects of evaluation, contents, objectives, and didactics of other models; and it is with a social approach because the formation of a community conscious of their duties and rights. Its principal purpose is to implement different strategies that develop autonomous students, more conscious about their learning process and conscious of their role in the society.

The institutional pedagogical model has as a methodology the creations of projects of class, where students and teachers participate. They can choose the topic and develop during the class. The purpose of this methodology is to promote the participation of the students, the respect of the opinions and develop their creativity. (Saldarriaga, 2022)

#### The class

The 5<sup>o</sup>2 was a group of 33 students, fifteen girls and eighteen boys, whose age ranged between nine and twelve years old. They were students so active, talkative, and distracted. They



## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

were not autonomous, all the time they needed a person who checked their work. There were some students very curious to learn, others only work, but they were not interested in learning English. Most of the students did not like English, but some students wanted to learn it. However, when they listened, the English had a negative attitude because they did not understand very well. Besides, they had the idea that English is so difficult. On the other hand, few students study English outside the school. For that reason, they did not have a lot of exposure to the language. They knew some vocabulary, but few students used or learned the vocabulary in class. In addition, there was a class that was so interrupted for extracurricular activities like teachers' meetings, the restaurant, and others.

The class was every Thursday for two hours, from 12:25 to 2:25. They did not have more time to study English. In relation to the classroom, it was illuminated with two big windows and six lamps. There were thirty-four chairs for students, one teacher's desk, a video bean that was bad, a speaker that was bad too, and a board.

### **My cooperating teacher**

My cooperating teacher taught in a primary school. She was an English teacher of the third, fourth and fifth grades. She had a bachelor's in technology and had a master's degree in education administration. She has been teaching for seven years, one of them in the public school. Furthermore, she has been working in La Marcelina since this year. Her most experience was in private school. She did not have a lot of experience in English teaching. She has had only one year of experience in this field.

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

### **English syllabus and class methodology.**

The English syllabus was divided into the five cycles, the first, second and third grade were the first cycle, fourth and fifth the second cycle, the sixth and seventh the third cycle, eighth and ninth the fourth cycle and tenth and eleventh were the last cycle. The first and second cycle had eighty hours of English per year, and the other cycles had one hundred twenty hours a year. (Saldarriaga, 2022)

The principal strategies brought up in the syllabus were group work, class project, concept maps, the use of the tics, strategies of the project of *Palabrarario y numerario*, adaptations of the context, traditional class, and work in the house. The evaluation was continuous, there was a diagnostic evaluation and teachers evaluated all the processes during the class developed.

The English class did not have a book to guide the process, the teacher planned with the syllabus of the school that was so general. The teacher used a worksheet with their students, she explained the topic in Spanish, then she gave some examples, and finally she worked on a worksheet with students. Before working on a grammatical topic, she worked with the students on some vocabulary that is useful for the grammatical topic.

### **Problem Statement**

For this research, I observed an English class of fourth grade last year and the fifth grade this year for about ten months. In this class, I found several issues that called my attention related to teaching and the learning process. The issues that I found of interest are the use of the time for English class, the motivation of the student to learn English, the learning methodologies for English class, the use of the language, among others. However, the last is the most significant

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

issue for me, and it is important to do something about it because the English class is a space where students interact with the language of study, in this case the English, they need to use and understand what they say, see or listen.

English is not the language of instruction, but they learn it as a foreign language. They did not understand very well, but how they are familiar with it if they are not exposed to it. When students learn a language, they need to be immersed in the language or be more exposed to it, because they need to find the necessity of using the language and elaborate their English skills (Bakhov, 2018). The English class is a zone where students needed to be immersed most of the time. In other words, the classroom needs to be a linguistic environment, where the language will be a principal medium of the process of learning (Bakhov, 2018) Nevertheless I observed in the class that the use of language is limited for simple actions such as prayer or routine activities like the greeting, the instruction among others, according to that I made the following reflection in the journal.

*“It is an English class, for that reason I believe that it is important to involve the students more in the use of the languages in simple action like the prayer. her do not use the English even the prayer” (Journal Entry: August 24, 2022)*

Fourth grade Students were not a lot familiarized with the English language, they only knew some vocabulary and little expressions. They had a lack of exposure to the English language. I observed that they receive most of their English class in Spanish. The teacher wrote a lot of words in her mother language, and she used a lot.

According to the aspects that I mentioned above, I wanted to start step by step to immerse more students with the use of the language and expose them more in the language. I wanted to

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

make a space for communication in English through questions, simple expressions, and some activities that involve the use of the language. Besides, there are some conditions that are important now for learning a language. Brian Cambourne (1995) mentioned seven, like immersion, demonstration, employment, expectations, responsibility, approximations, and response. Although, immersion and demonstrations are the most important for me, because they are strategies that help students to be more linked with the language in the classroom. As Rushton et al. (2003) consider the theory of Brian Cambourne, they consider these concepts, for example, immersion is like the space and the opportunities that have the students in order to implement the language in class, these opportunities are provided by the teachers and the space. Another important concept that these authors estimate is the demonstrations are the opportunities that students have to know the language in different ways, they can see or listen and then they can use it. (Rushton, Eitelgeorge, & Zickafoose, 2003)

According to this definition I wanted to improve the English comprehension and that children use the language more in a space where they are immersed, and they can see different demonstrations of the language. Children's literature is the way to achieve the purpose of this project. I want to motivate the students to use the language more, but it is important that as a teacher I can give them different opportunities to get familiar and use the language.

### **Theoretical framework**

Learning a second language is a challenge for our students in primary school. This challenge is a process that involves the teacher, the student and especially the context of the class. As Dekeyser, 2007, Cited by Garcia M. et al (2013) said, it is necessary that students not only are in exposure with the language they need to practice the use of the language constantly. The

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

classroom is a space where students learn and practice their knowledge. However, it is a problem in the context of the fourth grade of la Marceliana Saldarriaga in 2022. They did not practice and use the second language in their English class. The principal objective of this project is to solve this situation, for that reason its principal objective is to improve the English comprehension and the use of second language in the classroom through the employment of children's literature. According to that, it is important to define two concepts for this project: children's literature, English comprehension.

### **The use of children's literature for learning a language.**

Children literature is a strategy used for this project. Children's literature is a format adapted to the age of children. They are written for children's publishers that consider the topics for children and young people. With this type of literature children can learn about their behaviors or have a perspective of the human experience. Besides through literature children can learn more about compassion for the other or learn about their emotions that can help them to know more about themselves. In addition, the literature can be used to explain different situations around children or even, they are an element to introduce a topic for the classroom. (Stoodt, Amspaugh, & Hunt, 1996)

In addition, the literature is a way to involve the students in other contexts, to motivate imagining other situations and give the opportunities to have other perspectives. "Literature allows us to imagine ourselves as different persons than we are, to live different lives than we lead, to abide in different places than we are stationed in" (Cramer cited by Mohamed, 2007, p. 22). Besides, the use of literature in the classroom is a strategy to create new readers, and to start

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

the students in a world of letters that can help them with a lot of the abilities, like emotions, knowledge, among others (Huck, 1998).

Children's literature is a system that helps a lot in the acquisition of a second language, with the literature students can learn a lot of vocabulary, learn repetitive partners that help them to use the language. Besides, children literature can help the students with topics about emotions, authentic language, and intellectual awareness (Mohamed, 2007) the most common literature for children are the stories that go generation to generation, others are picture books, realistic fiction, fantasy literature, poetry and not fiction.

On the other hand, children's literature has the power to involve the students in a journey for the time, for the places or for the history. Students with the reading of literature can know other dimensions that they can imagine. They can be in another place through a book. Moreover, through literature students can imagine that they can be another person or can imagine other situations (Huck, 1998).

Based on these definitions, the classroom of the fifth grade will be the space where students can be immersed in a context of English interactions, through the activities related with the children's literature, questions about the books and activities that help to understand and feel confident to use the English language.

### **Language Comprehension development through children's literature.**

Comprehension is related to the skills of reading and listening in this case in the English language. It is the different representations that persons give in the different contexts and all information that persons use to express the understanding. The comprehension has a relation

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

between the text or discourse with the persons' representations according to their experiences (Cain & Oakhill, 2007). In other words, comprehension is a process that involves several aspects related to the person. The first aspect is the text that students have in their hands or the discourse that they listen or read. The other aspect is the knowledge that students connect with the subject, and the last aspect is the experience that they have linking with the subjects and then they interpret added information. These factors together give the meaning that students have related with the text or the discourse, which is called comprehension (Kintsch & Kintsch, 2005).

To acquire a language, students first learn the code of the words, then they give meaning and understand the full concepts. This meaning is giving through the different experiences. One of these experiences is the use of children's literature in their life. Literature is a way where students can create a meaning of the context, words, or stories, because with it, people can make connections with the past, present, or future and can create the meaning of the real situation. Besides, comprehension is to relate with children literature for the reason that with literature students can affirm their thoughts and they can connect with their new ideas or meaning (Huck, 1998).

With the use of children's literature students can reinforce the coherence because reading stories frequently can contribute to the building of sense and can increase more coherence about their discourse (Huck, 1998). In addition, English comprehension is a process where students raise the coherence of the text or the discourse according to these concepts and their self-knowledge. To put it another way, the students make an integration of the text or speech that they read or listen and their background information and create modifications in that. Sometimes they confirm the facts, or they delete the data (Rost, 2002). Comprehension is a structure or map that

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

students create in their mind in order to understand the meaning of the discourse and children literature is like a vehicle to improve this ability.

Comprehension can be in two ways, one of them is reading comprehension and other listening comprehension. In the following paragraphs I describe how children's literature can influence these concepts.

### **Reading comprehension**

In order to improve or acquire the ability to understand, students need to be bringing at words. Children's literature is their first approach. Reading comprehension is the meaning that students give a that that they read. When students read a book, they can know words, they can recognize experiences in the books and also, they can know other experiences. With these actions, students can create a meaning in their thoughts, this is called reading comprehension. In words of Huck (1998), children start to identify the known words and with that they can develop an understanding of the text according to their own experiences too.

Children are always exposed to the text; they are immersed in a context where there are a lot of readings that they need to make sense. In order to make sense they make relations between what they read and the knowledge that they have (Smith, 1983). For example, in their school they are exposed to the signs or posters that they need to understand with the purpose of having good habits in school. All the time they need to improve their ability to understand what they read with a meaningful context. In other words, when there are words that the teacher teaches, it is necessary that words have a meaningful context, because children can recognize their use, besides they improve their use, and it is a way to understand better.



## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

### **Listening comprehension**

One of the actions that parents, or teachers do frequently is reading aloud to the children. If students are exposed to reading since childhood, they can be more expert in reading. Huck (1998) said if a person is too exposed to the action of reading, they can be better readers, and a good reader can understand the world better. It means that they have more knowledge through reading because they can reflect on the stories and make a relation between them and their own life. Besides, they can reflect on their paper in the society too.

Reading aloud allows students to learn different vocabulary that they do not use in a conversation. Moreover, they can listen and improve their understanding of the discourse and create their own meaning. It is called listening comprehension (Huck, 1998)

On the other hand, listening comprehension is not only to talk about the stories or the use of children's literature. Smith (1983) said that listening comprehension is related with the meaning that children give to the sounds. Besides, he considers that the sounds have a significance when they have a context in the thought of children. There is comprehension when children give a sense of the sound.

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

### **Research Question**

How can the implementation of children's literature favor the English comprehension of a fifth-grade class at educational institution La Marcelina in the municipality of Itagui?

### **Objectives**

#### **Main Objective:**

To describe the way children's literature favors English comprehension in a fifth-grade class at educational institution La Marcelina in the municipality of Itagui.

#### **Specific Objectives:**

- To identify the way children's literature favors English language comprehension in a group fifth grade.
- To define the strategies that favor English comprehension.
- To relate the benefits of children's literature to improve English language comprehension.

### **Action plan**

This action plan has two moments, the first in during the period of the second semester of the fourth grade, the second moment in the first semester of the fifth grade. The proposal of this project is employment in the second instance with an identified problem and possible solution.

During the first semester it involved observation, reflection, planning and implementations of the different activities during the English class. The second part focused on the purpose of this project. Which was to describe the way Children's literature favors English comprehension. The principal activity was the implementation of reading literature in the

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

classroom and complementary activities that favor the English comprehension. Besides, I started to create and implement different lessons according to the suggestion of the cooperative teacher, the schedule of the institution and the advisor.

One of the activities was to read aloud the literature. Every class I have a book in order to introduce the contents. These books were used in several classes. They were: Sometimes by Keith baker, Look at me by Pankaj Chaturvedi, I Can Dress Myself by Bridget Krone and video story my five senses. This activity was during the months of March, April, and May. During these readings I prepare simple questions with the aim to recognize the comprehension of the students. Another activity was the reactions of our own stories, they were implemented in the month of April. They rewrite the story with their own information.

Finally, I implement the research actions in order to evaluate the efficacy of how children literature favors English comprehension. These actions were at the end of the process in the month of May, semi- structured interview, and focus group. The first was an interview with the cooperative teacher in the institution. It was guided by six questions related to the implications of children's literature in the English comprehension. The second instrument was a focus group guided by a questionnaire with six questions about the impression of the students according to the use of children's literature in class. In the end, during the complete process, I took notes in the journal and did reflections.

### **Development of Actions**

During this semester I was with the students for three months. I started to implement the planning of the lesson focused on the use of children's literature. I employed several activities related to reading that help to improve English comprehension.

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

One activity was reading aloud which required the interaction between teacher, text, and students (Huang, 2010 cited by Senawati, Arie Suwastini, Jayantini, Adnyani, & Artini, 2021) in that case the teacher helps students to better understand the text. Students in these activities were so motivated to participate in class because it was new for them. All selected books were in accordance with the level of the children's English language. Besides they were books with a lot of illustrations in order to help them with the comprehension. They could match different words with the pictures and try to give meaning to the story.

Another activity that favors the English comprehension through children literature was the complementary activities that implicated the conception of the different texts. It is a way to promote in-depth critical reading to know about the comprehension of the book (Huck, 1998). One activity was the simple questionnaire that students needed to answer after reading. These questions were related to the comprehension of the stories or with the vocabulary used in the story.

Another complementary activity was the creation of their own stories. The purpose of this activity is to familiarize the student with the written language, it is related to the opinion of Hucks, who consider that the reading of children's literature reinforces the process of writing. Besides, the same author considers that through literature students can improve their writing skills (1998). In this case students first read aloud with the teacher, and they familiarize themselves with the words. Then with some instructions from the teacher try to create their own stories about their emotions, or their context.

At the end of the process, I evaluate the efficiency of the project. First, I planned a semi-structured interview directed towards the cooperative teacher, to know how the strategies of

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

children literature favors the English comprehension in the classroom. It was a conversation in the classroom with a recorder guided by six questions. Teachers shared their opinions about the process of the class during this period. Then I prepared an interview focus group directed towards students for the purpose of knowing the students' perceptions of the children's literature and how they can improve their English comprehension. there were six students, we were in the library of the school in round table, there is a recorder, and we have a conversation about the impression of the different books reading in the classroom. This conversation was oriented with six questions that every student needed to answer. Finally, with the recorders of these two instruments, I transcribed them and did an analysis.

### **Data Analysis**

This project works by the methodology of action research. According to Burns (2015), action research is a process that involves the understating of contexts and its social transformations. This process requires interpretation, checking resources and reflections. Besides, action research has a special place in the educational contexts; its principal purpose is to bring a change or an improvement in the context (Burns, 2009). According to this author, during the observation I make some interpretations, then I make a proposal in order to do a transformation in the context, and finally I make a reflection with the data that I had in the journal, the teacher interview, and the focus group. These reflections imply an organization of data, the exploration and the coding of data, the development of general categories with a triangulation and finally the representations in written way of the categories.

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

### **Findings and Interpretations**

After the analysis of the data collected. I present the findings and the interpretations in three categories and one subcategory: Meaningful stories, strategies for improving comprehension, its subcategory, the use of the language in the English comprehension and, finally, contributions of class structure in the learning process.

#### **Meaningful stories**

In regard to this category, I found that stories become meaningful for kids when they are connected to them. Kids find stories fascinating when they can see themselves reflected in those stories. Besides that, stories give opportunities for children to make connections to their lives, that is, the movies they watch, places they visit, people they know. It is more significant for children to read literature related to them as it was expressed by one of the students: "I like the book because I like to represent the emotions by draws"<sup>1</sup> (*focus group*). It means that literature is a mirror of life as it was addressed by According to Charlotte Huck cited by Short (1997) in this case students feel reflected in the stories worked in the classroom.

#### **Strategies for improving comprehension.**

As for this category, I found that reading literature implies different strategies to improve comprehension. One of these strategies is the pre-reading activities where teachers prepare the students with the purpose to develop a good comprehension. In relation to these activities, it is important to recognize the role of literature in the classroom. Learning a language and exploring content areas were the important roles in this project according to Short (1997). In

---

<sup>1</sup> "Me gustó el libro porque me gusto representar las emociones dibujándolas"

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

this case, learning a language through children's literature implies an activity to learn first the principal vocabulary to understand the story. One student related this activity in the following expression: "you explain very well in detail what we need to put and how to do, that is you explain to us before you do, and it helps us."<sup>2</sup> (focus group) This expression proves the importance of preparing the students before the reading activity. Bilokcuoglu (2011) defines reading activities as activities that help students with comprehension, and they are important because they help them with a good interaction with the text in the classroom. When students are prepared to read a book, they can understand the text better, because they know words and they can make sense according to these words. How students know more vocabulary, they can understand and can participate more in the reading activity.

Another strategy is the predictions according to the pictures or words. I found that prediction contributed to developing language comprehension. While we are reading, students participating in the activity can understand better when they make a relation between word and the picture. It is evidence in an activity reflecting in the journal: "The first activity that I do with this tale is identify with the students what they see in the pictures, and what of these elements they know the word in English" (Journal Entry: March 2, 2023) in this case, predictions help me to identify the knowledge of the students according to the content. Besides, they helped me to know how students are prepared for the reading activity.

Finally, checking for comprehension is the last strategy used for knowing the understanding of students in the children's literature. It is like a dialogue among the book, the students, and the teacher. With this dialogue we work the meaning of the story, but also the

---

<sup>2</sup> "usted nos explicaba muy bien y detalladamente que teníamos que poner y cómo hacerlo, ósea que nos explicó antes de hacerlo y nos ayudó"

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

connections between the story and the real life of the students. For example, one student expressed "I remember sometimes, because it represents something that I like, or I do not like." (Focus group) According to Bowers (1998) the dialogue or the checking for comprehension allows students to listen to others and can better connect their understanding with the book and with the opinions of others. Besides, this discussion makes available students to be more critical to the knowledge and the context.

### **Benefits of language use to promote comprehension.**

The data analysis revealed the benefits of the use of language in the English comprehension. I found that when kids are exposed to the language the opportunities to internalize the language increases. The teacher expressed: "Others said yes, you speak everything in English, sometimes we don't understand, others said it's great because everything is spoken in English, and they were able to understand more."<sup>3</sup>(teacher's interview)

Besides, I found that the importance of immersion to get connected with the language helps students to understand the class better and motivates them to use it. In this aspect, as a teacher you need to use different ways in order to do understanding in the class. For example, we use body language, as I expressed in the journal: "I read the activity in English and try to help them with some expression with my body. I see that the majority of the students understand the questions." (Journal Entry: March 30, 2023) Besides, teacher expressed with these words: "you have to speak to them very slowly so that they can look to see what you are trying to tell them and if you suddenly point to them as objects or make gestures to show them what you are trying

---

<sup>3</sup> Decían que sí, que usted todo lo hablaba en inglés, es que a veces no entendemos, otros decían chévere porque se habla todo en inglés y lograban entender más.



## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

to transmit.” (teacher's interview) According to Yang (2017) body language is a way to communicate without words, it involves gestures, or movements with the purpose to improve the comprehension.

Finally, I found that print of words helps students identify the meaning of words. Besides, it is the first way to involve students in the writing process. In this case, the teacher expressed: “They understand when we write to them, because we try to write to them with words that are more or less known, as we try to see what it says there, or we try to interpret what it says there.”<sup>4</sup> (teacher's interview). The use of the written literature helps students to know and understand more words in English. Besides, it helps them to use these words in their own stories (Huck, 1998).

### **Contributions of class structure for the learning process.**

The structure of the class was important in order to understand and use the English language. The class needs to be related with the institutional curricula, but also with the interest of the students and the proposal of the project. In this aspect the teacher expressed: “It was a prepared class, as always very structured, with the beginning, the development and the closing of the class as it allowed for understanding.”<sup>5</sup> (teacher's interview). The preparation of the class allows students to have a guide in the class. They can identify the different activities and can participate more effectively.

---

<sup>4</sup> ellos comprenden cuando se les escribe, porque ya uno trata de escribirle como con palabras que sean más o menos conocidas, como tratemos de mirar a ver que los que dice allí, o tratemos de interpretar qué es lo que dice allí.

<sup>5</sup> era una clase preparada, como siempre muy estructurada, con el inicio, el desarrollo y el cierre de la clase pues si permitía que se comprendiera.

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

Having a well-organized and consistent class structure helps provide a sense of familiarity and routine. Language learning requires practice and repetition, and a structured class ensures that we have regular opportunities to engage with the language. This consistency allows children to reinforce what they learned and built upon their knowledge, making it easier for them to retain and apply new language skills. Besides, having effective time management allows students to recognize the moments of the class where they learn vocabulary or implement the ability of speaking, listening, reading, and writing. As was expressed for me in the journal: "For me it is important to give them the resources of the agenda, because it guides the different activities of the class and leads the students in the different moments. Besides, it indicates to them how they participate in class." (Journal Entry: March 30, 2023)

On the other hand, a well-structured class promotes a supportive learning environment. Where students feel safe, and they can participate dependably using the language without fear of making mistakes. This sense of community fosters a positive atmosphere for language learning, where everyone can contribute, learn from one another, and grow together.

### **Conclusions**

This action research project was carried out with the intention to know how the implementation of Children's literature favors the English comprehension of a fifth-grade class. Children's literature was a strategy that helped and favored the English class with the different processes. The first process was to motivate the students to use the English language, because they felt more familiar with it, and step by step they understood it better. Another process was the approximation that they had through the children's literature to the written task because they started to see how to write, and they applied in their work of class. At the last, children's literature favored pronunciation. Students were motivated to speak in English, because they

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

understood better, and they understood that if they did not try to say something in English, they could not improve it. Through Children's literature they listened to different words, they understood them and then they used them in oral or written tasks.

Consider the objective to identify the way children's literature favors English comprehension language in a group of fifth grades. I can conclude that children's literature contributes a lot to the English comprehension of students. They can be step by step more familiarized with the vocabulary used in the literature and in the class. For that reason, they can understand more and can participate in class more effectively. Besides they understand the routine of class, it helps them to understand the English language and motivates them to use it. It is when students learn and understand more words, and more expressions and the most important they start to use them.

Regards as the second purpose, to define the strategies that favor English comprehension language. I can conclude that strategies used in class like reading aloud, checking for comprehension, immersion in the language, and rewriting their own stories helps the students to improve their English comprehension. However, the factor of class time was so important. This strategy needs more time in order to have more benefit, because two hours is so few. Besides, children's literature is a strategy that involves more activity that helps students to use the language in class, and at the same time with the development of English comprehension, but for the time it was difficult to carry out all the strategies that we can have with children's literature.

Finally, the use of children's literature in class favors the English comprehension in the institution la Marceliana because students were so motivated to read more in order to improve their skills in English. In addition, it has benefits for students, because they learn more words and

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

expressions in English, and they achieve more confidence to use the language in class without regard to the mistakes.

### **Reflection**

Being a teacher was a dream that I had when I was a child, I always played with my cousin to be a teacher. At that moment I was a teacher for children. I love this profession because children teach me a lot. They always encouraged me to be a better person and better teacher too. In my process of practicum, I continued being a teacher, but in this case an English teacher. It was an experience that taught me that being a teacher of English it is necessary to know the language, but I can forget that they are children, and they need my comprehension and my creativity too.

On the other hand, the use of children's literature in class teaches me that it is important to encourage children to read. Through this activity they can improve their ability in reading, writing, and speaking too. Reading gives the opportunity to know the world, cultures, and other situations without moving their chair. Reading gives the opportunity to increase the imagination and also their creativity. For that reason, the most important life lesson as a teacher is to reinforce the reading literature in my students.

Finally, after the implementation of this project, I reinforce that as a teacher I need to continue with the investigation in my classroom, because as a teacher I need to find different strategies that help my students to learn. The time changes, and the education changes too. For that reason, as a teacher, I need to be updated in the strategies that help my students.

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

**References**

- Bakhow, I. (august 26 - october 1 2018). Implementation of the concept of language immersion in learning foreign languages. [Conference paper]. 5th International Multidisciplinary Scientific Conferences on Social Sciences & Arts, Albena, Bulgaria.  
[https://www.researchgate.net/publication/329929561\\_IMPLEMENTATION\\_OF\\_THE\\_CONCEPT\\_OF\\_LANGUAGE\\_IMMERSION\\_IN\\_LEARNING\\_FOREIGN\\_LANGUAGE\\_S](https://www.researchgate.net/publication/329929561_IMPLEMENTATION_OF_THE_CONCEPT_OF_LANGUAGE_IMMERSION_IN_LEARNING_FOREIGN_LANGUAGE_S)
- Bilokcuoglu, H. (2011). The Effects of Pre-reading Activities in EFL Classes on Students' Reading Comprehension. *EUL Journal of Social Sciences*, 2(2), 79 -97.  
<https://dergipark.org.tr/tr/download/article-file/71882>
- Bowers, L. (1998). Our Class Knows Frog and Toad: An Early Childhood Literature-Based Classroom. En K. G. Short, & K. Pierce (Eds.), *Literature Discussion Group in K-8 Classrooms* (pp. 71-81). Educational Book, Inc.
- Burns, A. (2009). Action Research in Second Language Teacher Education. En A. Burns, & J. Richards (Eds.), *The Cambridge Guide to Research in Language Teaching and Learning* (pp. 289-297). Cambridge University Press. doi:10.1017/9781139042710.038
- Burns, A. (2015). Chapter 12: Action Research. En J. D. Brown, & C. Coombe (Eds.), *The Cambridge Guide to Research in Language Teaching and Learning* (pp. 99-104). Cambridge University Press
- Cain , K., & Oakhill, J. (2007). *Children's comprehension problems in oral and written language from a cognitive perspective*. The Guilford Press.

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

Cambourne, B. (1995). Toward An Educationally Relevant Theory of Literacy Learning: Twenty Years of Inquiry. *The Reading Teacher*, 3(49), 182-190.

<https://globalconversationsinliteracy.files.wordpress.com/2011/08/cambourne-towardsedrelevanttheorylitlearning.pdf>

Garcia Mayo, M., Gutierrez Mangado, M., & María Martínez Adrián, M. (2013). *Contemporary Approaches to Second Language Acquisition*. John Benjamins B.V.

Huck, C. s. (1998). The power of children's literature in the classroom. En K. G. Short, & K. Pierce (Eds.), *Literature Discussion Group in K-8 Classrooms* (pp. 3-15). Educational Book, Inc.

Kintsch, W., & Kintsch, E. (2005). Comprehension. In S. A. Scott G. Paris, *Children's Reading Comprehension and Assessment* (pp. 71-92). Erlbaum Associates.

Mohamed, N. (2007). Children's Literature. *English Teaching Professional*, (49), 22-24.

[https://www.researchgate.net/publication/281711396\\_Children's\\_Literature](https://www.researchgate.net/publication/281711396_Children's_Literature)

Rost , M. (2002). Semantic processing. In M. Rost (Coord.), *Teaching and Researching Listening* (pp. 53-76). Pearson Education Limited.

[https://repository.dinus.ac.id/docs/ajar/\(Applied\\_Linguistics\\_in\\_Action\)\\_Michael\\_Rost-Teaching\\_and\\_Researching\\_Listening-Pearson\\_Education\\_ESL\\_\(2011\).pdf](https://repository.dinus.ac.id/docs/ajar/(Applied_Linguistics_in_Action)_Michael_Rost-Teaching_and_Researching_Listening-Pearson_Education_ESL_(2011).pdf)

Rushton, S., Eitelgeorge, J., & Zickafoose, R. (2003). Connecting Brian Cambourne's Conditions of Learning Theory to Brain/Mind Principles: Implications for Early Childhood Educators. *Early Childhood Education Journal*, 1 (31), 11-21.

doi:10.1023/A:1025128600850

## HOW CHILDREN'S LITERATURE FAVORS ENGLISH COMPREHENSION

- Saldarriaga, I. M. (2022) Plan De Área Humanidades Idioma Extranjero 2022. Institución educativa la Marceliana.  
<https://www.iemarcelianasaldarriaga.edu.co/index2.php?id=31503&idmenutipo=1907&tag=?&idmenutipo=1906&tag=>
- Senawati, J., Suwastini, Ni Komang A., Jayantini, I Gusti A.S.R., Adnyani, Ni Luh P. S., Artini, Ni N. (2021). The Benefits of Reading Aloud for Children: A Review in EFL Context. *IJEE (Indonesian Journal of English Education)*, 8(1), 73-100.  
doi:10.15408/ijee.v8i1.19880
- Short, K. G. (1997). Bringing Literature into your classroom . En K. G. Short (Ed.), *Literature as a Way of Knowing* (págs. 7-18). Stenhouse Publishers The Galef Institute.
- Smith, F. (1983). Making Sense of Reading and of Reading Instruction. En F. Smith, *Essays into literacy*. Educational Books.
- Stoodt, D., Amspaugh, L., & Hunt, J. (1996). *Children's Literature*. Gorsuch scarisbrick.
- Yang, X. (2017). The Use of Body Language in English Teaching. *Theory and Practice in Language Studies*, 12 (7), 1333-1336. doi:<http://dx.doi.org/10.17507/tpls.0712.23>