



Improving English Reading Skills in Fifth-Grade Students: A Study of Hypermedia and
Multimodality Interventions

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Resumen

Esta investigación aborda la problemática del aprendizaje del inglés como una lengua extranjera en estudiantes de quinto grado en Colombia, centrándose en las dificultades en la comprensión lectora haciendo uso de la Hipermedia mediada por la Multimodalidad dentro de las aulas de clase. Se identifican obstáculos, como la falta de conocimientos sobre el contenido enseñado, la metodología tradicional del profesor y la percepción limitada de la utilidad del inglés. La falta de integración de tecnologías educativas, en particular el uso de la Hipermedia y la Multimodalidad presenta un desafío adicional. Se propone un enfoque cualitativo y de investigación acción participativa, con un grupo de 26 estudiantes de la Institución Educativa Eleazar Libreros Salamanca en Andalucía, Valle del Cauca. La recolección de datos incluyó pruebas diagnósticas de entrada y salida, diarios de campo, portafolios, rúbricas y lessons plans para dar respuesta a la mejora de la habilidad lectora en inglés. Los resultados informarán la eficacia de las intervenciones con Hipermedios y Multimodalidad en la mejora de la comprensión lectora en un contexto socioeconómico diverso, proporcionando valiosas recomendaciones pedagógicas para su implementación en otros contextos y sus posibles investigaciones futuras.

Palabras clave: Hipermedia, Multimodalidad, Comprensión Lectora, Educación en Inglés y Recursos Tecnológicos.

Abstract

This research addresses the problem of learning English as a second language in fifth-grade students in Colombia, focusing on difficulties in reading comprehension using hypermedia mediated by multimodality within classrooms. Obstacles are identified, such as a lack of knowledge about the content taught, the traditional methodology of the teacher, and a limited perception of the usefulness of English. The lack of integration of educational technologies, in particular the use of hypermedia and multimodality, presents an additional challenge. A qualitative and participatory research approach is proposed with a group of 26 students from the Eleazar Libreros Salamanca Educational Institution in Andalucia, Valle del Cauca. The data collection will include input and output diagnostic tests, field journals, portfolios, headings, and lesson plans to respond to improved English reading skills. The results report the effectiveness of hypermedia and multimodality interventions in improving reading understanding in a diverse socio-economic context, providing valuable pedagogical recommendations for their implementation in other contexts and their possible future research.

Keywords: Hypermedia, Multimodality, Reading Comprehension, English Education and technological resources.

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Introduction

In recent years, there has been a great change in education with the implementation of new teaching methods that improve the way of educating in the classroom, methods such as the implementation of images, short text and videos. Chacón (2015) defines two classifications that are the still image which is characterized by not having any movement and that we find in photography, drawing, painting, graphic novels, or comics; and the moving image, which are the ones that move as we see on television, videos, movies, among others. In the context of Colombia, the educational system reflects a continuous and structured process that encompasses several stages, including kindergarten, preschool education, basic education and higher education. According to the Ministry of National Education (Ministerio de Educación Nacional [MEN], 2018), this educational path is deeply rooted in a comprehensive understanding of the human person, emphasizing dignity and instilling the ability to defend rights and fulfill duties as responsible citizens. Therefore, the incorporation of dynamic teaching methods aligns with the broader goal of fostering a well-rounded and empowered individual within the Colombian educational system.

In the classroom, different processes take place that are invisible in the classroom but play an important role in teaching and learning, and that is multimodality. Kress (2010) says that multimodality is the different method and modes of meaning, taking the place of a combination of grouped signs. This exposes five modes of communication: linguistic, visual, auditory, gestural, and spatial, and each one is important for communication. When it comes to language education, it is important to take into account these communication modes to produce and learn the communication of a second

language, or L2. "For this reason, to understand the meaning of a communicative act, all the modes used in it must be taken into account and cannot be studied in isolation, since they are closely related to each other." (González, 2018, p. 3).

Also in the teaching process, It could be utilized in the classroom as hypermedia, which is a hypertextual consideration not only as a text but also in other modes like image, video, audio, and text, all together with the help of a logic connection for the sharing of information. At the beginning of the pedagogical research on hypermediality (Scardamalia and Bereiter, as cited in Quintana (2020); Palumbo and Prater, 1993; among others), Writing learning was favored since students were more motivated, catapulted, among other elements, by the support for the development of autonomous and cooperative learning, the use of non-linear representations of knowledge, learning opportunities and varied methods, and the work of collective writing production.

Therefore, hypermedia was an important method for the production in the class and the motivation of the students. However, for what kind of use can we take hypermedia in the classroom? "In hypermedia, information can be organized the way most people think, by association and context." (Turner & Handler, 1997, p. 25)Once students learn more about a particular topic, they can use hypermedia as a tool to organize and synthesis material in accordance with their learning style, connecting it to their context and fostering autonomy during the learning process.

Being hypermedia a non-linear means of information, such as images, audio, video, text, and graphics, these formats of information can be found in the classroom through the use of technology become an indispensable resource for the teacher within

pedagogical practices; these tools bring the student closer to the current dynamics of the world. The implementation of these means within the classroom influences the way that the student perceives what is taught by the teacher, as Gorman mentions the digital age is not only expanding the means and methods of how we read and write but also the notion of the "literary" (Gorman, 2017, as cited in Quintana, 2020). In this digital age where the internet and technology are part of the daily lives of different students, the implementation of these technological tools becomes crucial. All of this occurs in an era where students find themselves in a hyperconnected world.

Hyperconnectivity is the highest level of connection that humans have with technology through social networks, the internet, etc. Downes (2019) refers to the connectivist concept, where learning is the process of creating and navigating a network of connections through which knowledge is dispersed. Therefore, an understanding of networks must precede an understanding of connectivism. In addition to being a tool, connectivity is described as a process in which knowledge creation and navigation are essential. The rationale behind navigation and networking is attributed to knowledge.

Justification

The current study aimed to clarify the breadth of the implementation of hypermedia accompanied by multimodal resources in the enhancement of writing skills in English in Fifth-grade students of the Educational Institution Eleazar Libreros Salamanca from Andalucía, where the students make writing mistakes in writing short texts and understanding what the teacher said in English. One of the objectives that guided this study is to verify if the use of hypermedia is supported by multimodality in the improvement of reading skills by making use of resources such as static or moving images and the use of texts within the classroom. What was previously discussed was carried out using a qualitative technique, which is a methodological process that uses words, texts, speeches, drawings, graphics, and images (Katayama, 2014) to understand what the advances developed by the subject and how each of the resources was implemented during the investigation.

The institution Eleazar Libreros Salamanca present a high percentage of correct answers in the evaluar para avanzar 5 test with 50%, (ICFES, 2022). This percentage presented collects information from different campuses of the school, providing a view of how students are progressing along the path of developing their reading competence. However, this assessment aims to establish a stronger model of teacher support for students. According to Institutional TV Channel 2022, this assessment tool is designed to evaluate the progress and setbacks of students, as well as strengthen the understanding and ownership of the assessment results to enhance the learning processes of students.

ICFES (2022) data shows a notable downward trend in ninth-grade pupils' reading comprehension progress, with only 41% of students responding in the English category. This observation indicates a potential problem or gap in the educational system that may impair pupils' performance in reading comprehension as they proceed to higher grades. Developing successful interventions to assist students in their English language learning process requires identifying and addressing the variables causing this drop.

According to the EF English Proficiency Index [EPI] for 2021, Colombia has a very low level of English, ranking 81 out of 112 with a score of 465, with 800 being the test's highest score. The low level of English is very much reflected within the country's public institutions, with the rural area being the most affected since the Ministry's policies don't fully cover the resources and personnel that are necessary to provide a comprehensive English education. An investigation carried out in 2015 by the British Council called English in Colombia: Study of Policies, perceptions, and influencing factors mentions that rural areas are the population that has fewer resources and opportunities for an education in English, showing that 40% of the rural communities only studied up to grade 9 and that in many of the schools, English language education is not a priority, adding that the tools are not enough to provide quality education to students, therefore, English language skills aren't good.

The use of hypermedia within the classroom has been an advance in the concept of teaching in the present era since technological environments offer the student's ability to learn as well as the teacher's ability to teach. This is because hypermedia offers a comprehensive set of learning materials. Mamani (2017) refers to the use of hypermedia within the learning environment; Systems using hypermedia promote academic

achievement in several ways by allowing for a high level of participation. Many of the issues that are inherent in the outmoded paradigm of current education can be resolved in a hypermedia-centered learning environment. For education in the information age, a new paradigm of think, analyze, draw conclusions, infer, and interpret is required.

We can create a new interpretation of educational environments in which the student thinks, builds knowledge, and individualizes the learning actions acquired in a teaching process where the teacher hangs by the materials and resources of hypermedia.

1. Research Question

How does hypermedia with the support of multimodality help to improve the English reading skills of fifth-grade students of the Institution Educative Eleazar Libreros Salamanca at the Antonia Santos headquarters in the municipality of Andalucía?

1.1. General Objective

To analyze the influence of hypermedia supported by multimodality on the improvement of English reading skills of fifth-grade students of the Institution Educative Eleazar Libreros Salamanca in the Antonia Santos headquarters in the municipality of Andalucía.

1.2. Specific objectives

- Examine the level of English and the reading skills of the students in fifth grade with the Cambridge pre-test starters A1.
- Design and implement hypermedia resources supported by multimodality in the development of English reading skills of the students over a specific period.
- Assess the effectiveness of hypermedia resources in improving students' English reading skills by administering a post-test with the Cambridge pre-A1 movers.

2. Contextualization of the problem

In Colombia, learning English as a foreign language presents obstacles in the classroom, hindering the proper development of the language in students. Since every new administration restructures the National Bilingualism Plan [PNB] and ignores constraints such as the lack of appropriate hourly intensity for the topic of English, the execution of effective ways to achieve the targets set by the National Education Ministry [MEN] for the learning of foreign languages, In contrast, there is the issue of teacher selection in the English language domain; the proportion of foreign language graduates selected to primary school posts is rather low, accounting for only 16.7% of nationally educated teachers (Acevedo, 2022).

Since these indications suggest that the acquisition of a second language is impacted, as does the dearth of appropriate teaching methods in classrooms and comprehend English texts due to a lack of knowledge of the content, the meaning of words, and the teacher's methodology. Additionally, there is a misconception that acquiring a foreign language isn't important or useful, leading students to invest minimal effort and energy in this area. However, reading is one of the most important skills that English language learners must develop, as those who can successfully read a text in a second language will have access to the given information and can significantly improve their vocabulary and grammar (Day, 2012).

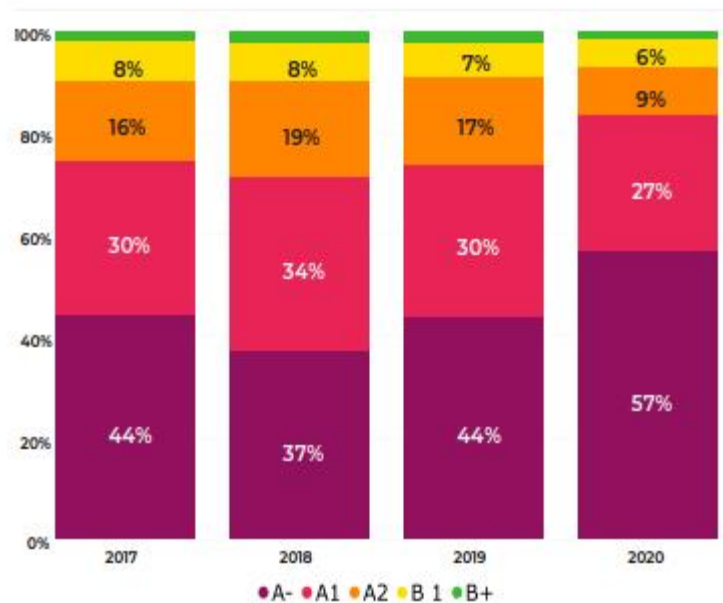
This problem is reflected in the way students learn English, which can affect their ability to communicate effectively in today's globalized world. Therefore, it's crucial to adopt pedagogical strategies that allow students to develop solid language skills and

promote the importance of learning a second language. This includes implementing immersion programs, using educational technologies, and providing ongoing teacher training to improve the quality of English language instruction in Colombia.

The institution take into account in this research take the place of A calendar according to the next information. According to Saber 11 (2020), the English A-performance level was attained by 57% of students who took the English test in Calendar A in 2020, an increase from 37% in 2018 and a percentage that has been on the rise since then. As can be seen in Figure 1, the majority of pupils in that grade are certainly capable of understanding certain straightforward words, such as inquiries or directions, and using simple terminology to identify objects or persons they are familiar with.

Figure 1

Performance levels in the Saber 11 English test 2020, Valle del Cauca results



Note: National report of the results of the Saber 11° 2020 English exam in Valle del Cauca represents the performance level percentages between the years 2017 and 2020, by Colombian Institute for the Evaluation of Education (ICFES), 2020.

As indicated in Figure 1. In contrast to 37% in 2018, 57% of students in 2020 achieved an A- grade, a considerable increase. This information highlights the importance of language education and suggests that efforts to improve language instruction in schools may be having an effect. Taking into account the structure of the evaluation, reading comprehension is a skill to improve in English teaching.

Unquestionably, according to some authors, a person's first language (or mother tongue) and their capacity to learn a second language are strongly correlated. Krashen (1982), is one well-known author who has examined this connection. According to the input hypothesis he created, language acquisition happens when a person is exposed to language input that is just a little bit above their current level of ability.

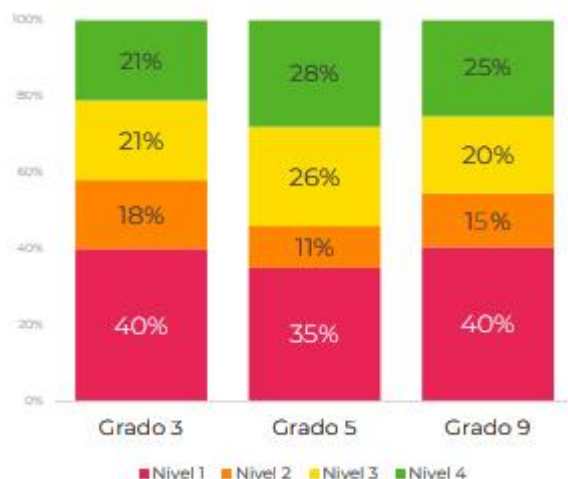
Krashen contends that a person's first language knowledge serves as a foundation for learning a second language since they may use it as a point of comparison to understand the new language (Krashen, 1985). Therefore, the learner provides the ability to contrast the mother tongue with the second language, taking the mother tongue as a mirror to learn and have a reference or support with the language that is being learned. This may mean that if there is a difficulty in the mother tongue, there may be difficulties with learning a second language. As Cummins (1979), suggested the "interdependence hypothesis," which proposes that a person's proficiency in their first language can influence their ability to learn and use a second language. This theory states that someone

will have a better foundation for learning a second language if they have good language skills in their first language.

The figure 2 depicts the student's reading abilities according to pre-icfes grades 3, 4, and 5. In this way, their Spanish reading skills demonstrate a troubling performance level on a nationwide scale.

Figure 2

Performance levels in the Saber 5° test Spanish critical reading, National results



Note: The different levels range from level 1 as the lowest to level 4 as the highest. By ICFES, 2022.

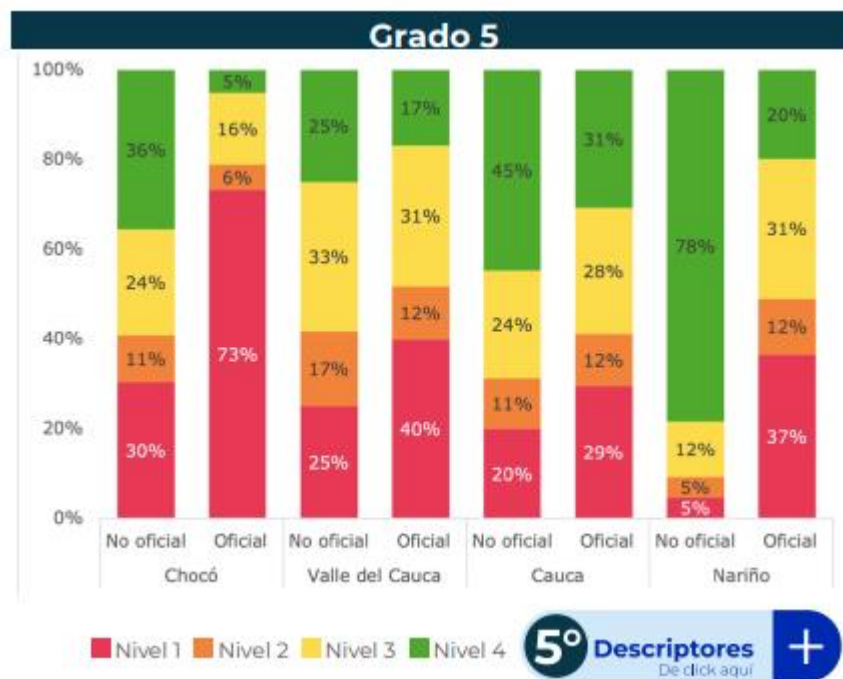
Learning the English language, particularly reading, is an issue in the everyday lives of Colombian school students; nowadays, the process of reading in traditional teaching looks taboo in the classroom for students in the fifth grade. This kind of classic idea skips the importance of reading skills in the classroom, and the students don't receive a closer relationship with this skill in the second language. According to the PRE-ICFES program (2022), reading skills do not consistently result in the lowest national results. However, it

is worth noting that a significant proportion of pupils perform at level one, showing problems in a variety of competencies. These issues include determining the text's intention, assessing its primary topics, and so on. This emphasizes the need to evaluate and modify the teaching methods used in public schools. Hence, the statistics maintain an evaluation of the elements of teaching reading skills in the classroom, improving critical comprehension for the student's assertive learning process, and even the development of other different skills.

On the other hand, according to the PRE-ICFES program (2022), score of the regional department Valle del Cauca presented the highest percentage in the first level of performance in reading in Spanish. As can be seen in Figure 3.

Figure 3

Performance levels in the Saber test grade 5, Valle del Cauca



Note: Expose the private and public schools with their results. By ICFES, 2022

This project needs to refresh and evaluate the pedagogical method in the classroom and with the students, with the object of acquiring the tools for getting the best results in reading skills. The students present a need to develop and improve this ability and change some traditional teaching methods in the classroom (Pre-ICFEs, 2022).

English language teaching in Colombia remains largely traditional, which implies a lack of adaptation to technological changes in the classrooms, Clavijo (2016) mentions that most bilingualism programs do not consider the challenges and realities of the teaching that public schools face on a daily basis therefore future teachers are not prepared for teaching due to their limited experience in primary school, the lack of a critical teaching approach, the lack of innovative and creative teaching practices implementing technologies that are align with the curriculum. This has resulted in a lack of commitment and motivation on the part of students, who see English as a tedious and challenging subject. Additionally, many teachers are reluctant to adopt new technologies in the classroom because they perceive them as a threat to their authority and expertise.

According to Pérez Bedoya (2018), there is a significant lack of integration of ICT in English language teaching in Colombia, and some teachers are resistant to adopting new technologies. This can limit effective learning for students, who are in a digital age where the use of technology is fundamental. This reluctance to innovate and adapt to the needs of the new generation of students has hindered the development of effective English language teaching in Colombia and limited students' ability to communicate effectively in English in today's globalized world.

Therefore, the implementation of technologies in the classroom is crucial to current education. According to the [UNESCO] report (2017), technology can improve the quality and effectiveness of learning, encourage creativity and collaboration among students, and prepare them to face the challenges of a constantly changing world. Taking into account the importance of implementing technology in the classroom, different educational tools mediated by ICT will be used during the implementation of this research to create a more modernized and active environment for the students.

Nowadays, In today's hyperconnected environment, kids' learning demands vary, forcing teachers to innovate strategies and resources. Here is when hypermedia appears in education as a method for the class, where the teacher uses images, graphics, short text, and technological devices. According to Ahmadaliev, D. et al. (2019), students like and use hypermedia systems in different ways; those with field-dependent behavior feel more in need of directed navigation, while those with field-independent behavior appreciate the freedom of hypermedia. In the end, learning tools that provide direct and quick ways to use indexing or query searching could benefit users in different fields. (p.59). Hypermedia presents free ways of learning and takes into account the different learning styles of the students in their process, so the construction of the activities and development could provide support to some students with learning difficulties because of the style of learning and work in the classroom.

Some authors declare that hypermedia helps improve reading comprehension and literacy, but most teachers don't implement that tool because it requires too much work to prepare and plan for the classes. According Juhari, et al. (2021). affirm Online education, particularly reading in hypermedia, has several benefits for students and teachers.

Reading online and electronic resources is advantageous because students are able to obtain the information they need by typing in a keyword, and they will then be presented with a variety of options, including articles, slides, videos, and audio (p. 93). Following the previous, students can be part of the learning process and appropriate the text for the improvement of comprehension and due motivation in their own learning process in the classroom.

Besides, the implementation of multimodality in education refers to the use of various modes or channels of communication, such as verbal, visual, auditory, and tactile language, to present information more effectively and more accessible to students. Within the framework of teaching English, multimodality can be used to enhance students' comprehension and learning through different media, such as images, videos, graphics, and diagrams. Gunther Kress (2010), a prominent advocate of multimodality in education, argues that modern texts and media are increasingly dominated by visual and multimodal resources. In particular, the use of multimodality in teaching English reading can assist students in better understanding the meaning and structure of texts and in improving their analytical and synthesizing skills.

In a fifth-grade classroom in Colombia, multimodality in teaching English reading could involve presenting texts with various font sizes and colors to highlight specific keywords or phrases. Multimodality can also be particularly useful for students who have difficulties reading or who learn better through visual media. Overall, the use of multimodality in the classroom can be an effective tool for enhancing English.

To better understand the context in which English teaching is carried out at the Eleazar Libreros Salamanca campus Antonia Santos of Andalucía educational institution, it is important to highlight that its Antonia Santos campus has various technological and traditional resources. Regarding electronic resources, there is a video beam, sound equipment, and an internet connection available. Additionally, traditional resources such as a chalkboard, markers, and learning books are used. It should be noted that these resources could be used to implement hypermedia tools in the classroom and improve English teaching and reading skills.

On the other hand, it is important to point out that the teacher in charge of fifth grade, despite having technological resources available, does not use them frequently. This lack of use can be attributed to the lack of complete training in the use of hypermedia tools or a preference for traditional teaching methods. Nevertheless, it is crucial to highlight that the limited use of technology by teachers is due to insufficient knowledge on how to take full advantage of these tools. The situation is aggravated by logistical challenges, since the teacher needs help to organize, configure, update and maintain the equipment provided by the government, these challenges were mentioned by the teacher during the implementation of the research. Establishing a logical and functional connection between the available technological resources and their fluid integration into the teaching process could significantly benefit from additional teacher support and training initiatives. However, the implementation of hypermedia tools in English teaching could improve students' understanding and learning, suggesting the need to foster a culture of innovation and updating in the use of educational technologies in the classroom.

In summary, to improve the teaching of the English language in Colombia, it is important to consider the integration of educational technology and new pedagogical strategies such as immersion programs, continuous teacher training and the inclusion of hypermedia and multimodality in the classroom according to Fanaro, Otero, and Martínez (2003) (cited by Espinosa 2017, P.175), hypermedia and multimodality promote meaningful learning, generate ideas for relating new information, and organize cognitive structures through careful selection of relevant concepts. Furthermore, it is crucial not to overlook the development of reading skills in students, as this can contribute to enhancing their language comprehension and expression abilities. With an innovative approach and a long-term vision, it is possible to overcome current challenges and provide quality English education to future generations in Colombia.

3. Referential framework

The Hypermedia and Multimodality study presented in the development of this document was implemented at the Eleazar Libreros Salamanca institution, specifically at the Antonia Santos headquarters with a 5th-grade class. It proposes the aforementioned as a tool for the implementation and improvement of students' reading skills in learning English as a foreign language. Therefore, the authors mentioned below

4. Background

Firstly, according to Valero et al. (2015), Tasks that illustrate the intricacy of critical comprehension should be included in language education (LE) so that students can have a better understanding of their strengths and weaknesses when interacting with online and foreign language texts. They contend that in the context of language education (LE), these kinds of exercises are essential for giving students a thorough understanding of their advantages and disadvantages while interacting with online and foreign language materials. The claim made by Valero and colleagues emphasises how important it is to incorporate exercises that help students overcome the difficulties presented by a variety of linguistic and digital contexts while also strengthening their critical comprehension skills. This viewpoint provides a conceptual basis for the current investigation, recognising the need to include activities that foster a sophisticated awareness of critical thinking in the context of language learning.

In the educational landscape, Martinez (2013) advocates for the implementation of multimodal classrooms as a transformative approach. According to Martinez, leveraging multimodal learning environments empowers students to enhance their effectiveness in

learning and cultivate creativity. Martinez emphasises the importance of encouraging children to participate actively and independently in their education so they can take an active approach to their learning. Moreover, the author highlights that the advantages go beyond the acquisition of knowledge alone and include the development of critical skills necessary for the profession. This viewpoint emphasises how multimodal classrooms have a comprehensive effect on developing well-rounded people who possess the information and abilities necessary to succeed in their future professional endeavours.

Quintana (2020) underscores the multifaceted role of tablets in the educational landscape, positioning them as mediators, anchors, or orthoses. These devices serve as external supports, effectively amplifying the representational and communicative capacities of individuals. Quintana suggests that tablets play a pivotal role in providing additional assistance and expansion to language functions. By functioning as mediators, anchors, or orthoses, tablets facilitate an augmentation of possibilities, contributing to a more enriched and supported environment for language development and communication within educational contexts. This perspective highlights the transformative impact of tablets as tools that go beyond mere technology, actively enhancing the linguistic capabilities of individuals.

In contrast to other perspectives, Perez et al. (2021) stress the significance of meaning creation and exchange in the context of multimodality. Perez and associates contend that these occurrences provide a crucial frame of reference and allow for a possible reevaluation of the influence on students and their learning processes. According to the claim, the fundamental elements of multimodality are the dynamic processes of meaning formation and interchange, which result in a more complex

understanding of the ways in which students are impacted in the setting of education. Perez et al. advance a more comprehensive understanding of the consequences and transformative potential associated with the use of multimodal techniques in education by highlighting these interacting events.

Chacón (2015) brings attention to the significance of considering the pedagogical role of image reading in educational settings, especially when the images reflect the social and cultural facets of a community. The author suggests that interpreting visual content is a crucial aspect of education, as it allows individuals to engage with and comprehend the realities embedded in the images. By acknowledging the connection between image reading and understanding the social and cultural dimensions of a community, Chacón emphasizes the potential of visual literacy as a tool for deeper and more nuanced comprehension of the world. This perspective underscores the importance of integrating image analysis into educational practices to foster a holistic understanding of diverse social and cultural contexts.

Álvarez (2016) highlights the necessity of examining the history of Western language to comprehend the extent to which it signifies a shift in our perception of communication. The author suggests that for the last 1.5 millennia, the field of language studies has predominantly centered around the linguistic mode of communication, encompassing both oral and written language. This historical perspective sets the stage for an exploration of how contemporary changes may be reshaping our understanding of communication, indicating the importance of considering linguistic evolution in the broader context of communication studies.

5. Theoretical framework

5.1. Hypermedia educational context

Hypermedia is a kind of digital content that enables the connection of various forms of data, such as text, photos, audio, and video, via connections or hyperlinks. This implies that the user can obtain information in a non-linear manner and move through various sections of it. Barahona (2002) He claims that hypermedia is a type of digital material that enables users to navigate and study many forms of information in a non-linear way in his book "Hypermedia and the Internet: The Navigational Forms of Knowledge."

One of the primary benefits of hypermedia is its capacity to generate interesting and immersive experiences that allow users to explore information and ideas in a non-linear and interactive manner. For instance, hypermedia can be used to develop educational materials that enable students to interact visually with difficult ideas and concepts. As opposed to conventional print or broadcast media, it can be utilized to develop marketing and advertising materials that are more captivating and memorable.

According to Barahona (2002), hypermedia has transformed how people engage with information by enabling them independently and uniquely move through it. Because the content in hypermedia is interactive, the author contends that it can enhance learning and memory. Hypermedia can enhance the learning process by allowing users to interact with various multimedia components, such as films, simulations, and games.

However, Wiley (2001) highlights the significance of learning objects in hypermedia. Learning objects are autonomous bits of knowledge that may be assembled to create

individualized learning experiences and used in a variety of scenarios. Learning objects, according to Wiley, enable teachers to produce high-quality content with efficiency and effectiveness and give students instant access to pertinent information.

In the current educational context, the use of the media offers important benefits to the population. In an age where information is just a click away, media allows students to explore and acquire similar knowledge in a more interactive and personalized way. For today's population, which tends to be technologically and visually oriented, media offers the opportunity to learn in a more engaging and participatory way, which can increase information retention. Furthermore, the flexibility of hypermedia learning objects allows educators to adapt materials to meet the individual needs of students, which is particularly relevant in a diverse and multicultural educational environment. In summary, the use of media by our population provides a versatile and effective platform for learning and acquiring knowledge, but at the same time adapted to the preferences and needs of modern students.

5.2. Multimodality as a motivation tool

The term "multimodality" describes the employment of multiple modes of communication or modalities in a single setting. This can take the form of gesture, movement, and sound, in addition to written, visual, and vocal communication. Kress (2010) defines multimodality as the creation of meaning through the use of various communication modalities, such as spatial, linguistic, and visual.

In the digital age, multimodality has emerged as a crucial and pervasive element of communication. The manner in which people interact with information and communicate

is changing quickly due to the increasing use of digital media and the expansion of devices that can produce and display multimodal material.

Kress (2010) in his work makes the point, "Multimodality: A Social Semiotic Approach to Contemporary Communication," that the use of various media and instruments is only one aspect of multimodality; rather, social, cultural, and political variables are intricately entwined with it. He asserts that we can learn more about how communication practices reflect and influence broader social and cultural trends by researching multimodality in this way.

However, as with hypermedia, multimodality also presents a number of challenges. In particular, there is the risk of information overload and the potential for users to become overwhelmed by the amount of information presented in a multimodal text. Additionally, using different modes of communication can create challenges in terms of accessibility, as not all users may be able to access or interpret all modes of communication, like reading comprehension.

5.3. Reading comprehension the eyes of Hypermedia and Multimodality

Reading comprehension is a complex cognitive process that requires a variety of abilities and tactics, including vocabulary knowledge, knowledge of text structure and organization, inference, and critical thinking. Effective comprehension necessitates not just the capacity to correctly decode words but also the ability to make connections between different portions of the text, recognize major concepts and themes, and draw inferences based on the information supplied.

David Pearson, a renowned expert in the field of reading comprehension, claims that "reading comprehension is a complex cognitive process that involves the simultaneous use of many different cognitive skills, including working memory, attention, reasoning, and inference-making" (2009, p. 9). Pearson stresses that good comprehension involves a variety of higher-order thinking skills in addition to word decoding, such as drawing connections between various textual elements, deciphering metaphorical language, and assessing the reliability of sources.

Reading comprehension is an indispensable skill for academic success, particularly in subjects such as science, social studies, and literature. It empowers students to delve into intricate materials, extract essential insights, and nurture their critical thinking capabilities. This skill not only enhances their academic performance but also equips them with valuable tools for lifelong learning and problem solving independently and uniquely move into various aspects of existence. Students' capacity to grasp written information allows them to engage with different points of view, building a better awareness of the world around them. As students improve their reading comprehension skills, they become more competent at synthesizing information, finding connections between concepts, and successfully communicating their opinions. Finally, the development of reading comprehension extends beyond the classroom, preparing students for the problems they may face in their academic, professional, and personal lives.

Teachers can employ a variety of instructional techniques to support reading comprehension in the classroom, including pre-reading activities to activate prior

knowledge, graphic organizers to help students arrange information, and group discussions to encourage deeper comprehension of the text.

The multimodality and reading comprehension both involve the integration and implementation of various modes of communication. Reading for comprehension requires the capacity to comprehend and combine a variety of linguistic and visual clues, including words, phrases, typography, layout, and pictures.

Similar to this, multimodal communication entails communicating ideas using several media, such as text, pictures, sound, and gestures. Gunther R. Kress and Theo van Leeuwen's book "Reading Images: The Grammar of Visual Design" (2006) asserts that comprehension reading entails more than merely comprehending the meaning of certain words and phrases. Instead, readers must also be able to understand and recognize the text's visual components, such as the typeface, organization, and pictures. The authors contend that the way words be read and understood is significantly influence by visual design.

The writers previously mentioned assert that different design decisions can lead to varied reading experiences and interpretations, and that these choices are impacted by societal and cultural variables rather than being made in a neutral manner. The writers also coined the phrase "grammar of visual design," which describes the set of guidelines and customs that control how visual elements are used in texts. Kress and Theo contend that readers may better interpret and analyze a text's visual elements and obtain a deeper knowledge of how meaning is form and communicate by mastering this language.

Multimodal reading, which is the meaning given to a document related to the social context, is evidenced when two or more systems are combined as text with images, sounds, or videos that together create a meaning. According to Chacón (2015), this reading focuses on the social context in which signals bring in meaning by creating processes that entail how iconic texts produced, distributed, and interpreted within a culture. Asserts that meaning perform in multimodal reading with the use of a variety of modes to perceive the significance of the text.

Moreover, it is important to implement multimodal reading from the first school years because the diversity of the modes of perceiving the text and the other languages gain influence from spoken language, and together they contribute to the construction of meaning and context.

In an educational context, the use of hypermedia and multimodal texts can enhance reading comprehension by providing students with multiple entry points and modes of engagement (Mills, 2010). This is because hypermedia and multimodal texts can cater to different learning styles and preferences, allowing students to choose the mode of representation that best suits their needs. But also, the use of hypermedia and multimodal texts can promote active reading strategies, such as making connections between different modes of representation and synthesizing information from multiple sources (Leu et al., 2011).

Overall, the connection between reading comprehension, multimodality, and hypermedia lies in their ability to create a rich and engaging learning environment that supports students' diverse needs and learning styles. By leveraging these different modes

of representation, educators can create more inclusive and effective learning experiences for their students.

Chapter III: Methodological design

The present study aims to analyze the influence of hypermedia mediated by multimodality in improving the reading comprehension skills of fifth-grade students at the Eleazar Libreros Salamanca educational institution. To achieve this purpose, a methodological framework has been designed to collect, process, and analyze the necessary data to answer the research question.

The given methodological approach is based on the work of renowned educational researcher Paulo Freire. According to Freire, (1968, as a cited in Zúñiga, 2016), the beginning and final evaluations are two critical points in the educational process. The preliminary evaluation allows us to determine the pupils' starting point, prior knowledge, and experiences. We can build relevant and individualized teaching tactics based on the results of this evaluation. The final evaluation, on the other hand, allows us to measure pupils' successes and progress while also identifying areas where they still need to improve. Both assessments are required to ensure an inclusive and transformative educational experience. Rubrics, hypermedia-planned lessons, multimodal activities, portfolios, and field journals all connect with Freire's emphasis on various, evidence-based teaching practices to improve student learning.

In summary, the present study aims to evaluate the influence of hypermedia mediated by multimodality on the reading comprehension skills of fifth-grade students at the Eleazar Libreros Salamanca educational institution. To achieve this, a well-crafted methodological framework, which will include a diagnostic test, various pedagogical interventions, and a post-diagnostic test to measure the results. The collected information

will allow for analyzing the data and determining if the intervention was effective in improving the reading comprehension skills of the students.

6. Research Approach and Design

6.1. Research Approach

For this research, a qualitative approach will be used, characterized by understanding the meaning that individuals or groups attribute to a social or human problem. According to Creswell, J.W. (2014), to achieve this goal, questions are formulated and data is collected in the participants' environment, which is then analyzed inductively, building from details to general themes. To do this, hypermedia tools were designed that allow fifth-grade students to improve their reading comprehension through the understanding of English texts.

For this reason, qualitative research is of great importance for the study of social or human problems, as it focuses on a deep and detailed understanding of the phenomena under study. Unlike quantitative research, which is based on numerical and statistical measurement, qualitative research focuses on the interpretation and analysis of data obtained that allow the collection of information in the context of participants.

In this specific case, qualitative research were used to understand the meaning that fifth-grade students attribute to reading comprehension skills, and how they can improve their reading comprehension through the use of hypermedia tools mediated by multimodality. Qualitative research were allow for obtaining more detailed information about the experiences and perceptions of students in the context of their educational environment.

During the research, the use of qualitative methodology were reflected in the way the tools are designed and data is collected. Instruments such as field diaries, rubrics, lesson

plans, and portfolios will be used to obtain detailed and precise information about the interventions made with the students. Additionally, data analysis were carried out inductively, starting from details to reach general themes and thus obtain a deeper understanding.

In conclusion, this study's research methodology is qualitative because it aims to delve deeply into how fifth-grade students perceive and improve their reading comprehension skills with hypermedia tools with a focus on multimodality. According to Creswell (2014), understanding the meanings people or groups ascribe to social and human concerns is a key component of qualitative research.

The study aims to uncover perspectives and ideas that quantitative research may not be able to capture through the diligent collecting of data inside the participants' educational setting and the inductive examination of this data. The recording of the interventions were thorough and accurate thanks to the use of a variety of tools, including field diaries, rubrics, lesson plans, and portfolios. This were enable a thorough examination of the research topics. This qualitative method should offer a comprehensive and complex knowledge of how students use and profit from hypermedia technologies in the context of reading comprehension, providing insightful information for educational advancement.

The research design includes a systematic and step-by-step method to achieve a thorough knowledge of fifth-grade students' perspectives and advances in reading comprehension using hypermedia tools with a multimodal focus. The study will last six months, giving enough time for the development of relevant questions, the creation of

hypermedia tools, the gathering of data within the participants' educational environments, and the inductive analysis of the information gathered. To guarantee a full and accurate evaluation, each phase, including intervention implementation and the use of qualitative instruments such as field notebooks, rubrics, lesson plans, and portfolios, will be assigned unique time slots.

Despite meticulous planning, it is critical to acknowledge the research's inherent limitations and hazards. There may be challenges with student availability, unanticipated technological issues with hypermedia tools, or variances in student involvement levels. Proactive actions will be implemented to overcome these potential challenges. To ensure collaboration and timely data collection, regular communication with students and educators will be maintained. A contingency plan will also be developed to manage any unanticipated issues as soon as possible. This proactive approach strives to reduce risks while maintaining the integrity and dependability of research findings, ensuring a thorough investigation of the varied aspects of student use and the benefits of hypermedia technologies in the field of education the ability to read.

6.2. Research Design

In this document the participatory action research approach were used in the develop of the research, as mentioned by Fals Borda (2001). This approach were of great importance for the research that were carried out, as it allows the active and conscious participation of the students who are involved in the learning process, which is fundamental in the context of education and improving reading comprehension in students.

In this sense, the participatory action research were allowed the integration of action and research to produce knowledge and generate significant changes in the educational field, which is consistent with the objectives of the proposed research.

During the research, the importance of the participatory action research were evidenced, as it were allow for greater involvement and commitment of students and teachers in the process of improving reading comprehension. This is equivalent to into greater effectiveness of the implemented strategies and a greater awareness of the importance of reading in education and personal development.

This project's design was separated into three major stages: diagnostic test, tool implementation, and post-diagnostic test. The group to whom these tools would be applied was previously chosen based on their English proficiency, as indicated in the population and sample sections. The intention of these stages is twofold: firstly, to understand the student's level of English reading comprehension beforehand and to identify the problem they are facing. Secondly, to apply the pedagogical stimulus for some time, and finally, to conduct a post-diagnostic test to verify the effectiveness of the intervention.

In conclusion, this research project's design strategy incorporates participatory action research in kepted with the principles espoused by Fals Borda (2001). The study's methodology is based on this approach, which enables students to actively and deliberately engage in their own learning, which is crucial in the field of education and enhances reading comprehension abilities. As it seamlessly combines action and research, the participatory action research strategy, which places an emphasis on knowledge

creation and positive changes within the educational context, is perfectly in line with the general aims of this research.

The adoption of a participatory action research approach, as proposed by Fals Borda (2001), was adopted for this study on purpose due to its inherent suitability for actively integrating students in the learning process, particularly in the context of improving reading comprehension. This approach is consistent with fundamental educational ideas, emphasizing the necessity of involving students in enhancing their own learning experiences. The participatory action research strategy integrates action and research, supporting not just knowledge development but also the implementation of substantial changes in the educational landscape. The exploratory scope is warranted since it allows for more flexibility in delving into the nuanced features of students' perceptions and the usefulness of hypermedia tools in increasing reading comprehension. This scope enables for a thorough examination of the issue, providing the groundwork for more targeted responses in the future.

A detailed plan will be developed to assure the validity and reliability of the data acquired using the chosen instruments and procedures. First, the instruments themselves, including field diaries, rubrics, lesson plans, and portfolios, will be subjected to objective verification pretesting and rigorous modification with the assistance of competent teachers in order to improve their accuracy and relevance to the objectives. In terms of the investigation. Furthermore, because the research is participatory, there will be constant feedback loops with students and educators to ensure that their opinions are appropriately represented. The findings will be more credible if data from numerous sources, such as student self-reports, instructor observations, and post-diagnostic testing,

is triangulated on a regular basis. The research team will also keep extensive records of the research procedure, allowing for an audit trail for future verification of study rigor. This comprehensive strategy attempts to maintain the data's validity and dependability, laying the groundwork for insights drawn from participatory action research methods.

6.3. Population

This research is aimed at fifth-grade English students at the Eleazar Libreros Salamanca Educational Institution, located in the urban area of the municipality of Andalucía, Valle del Cauca, Colombia. It is important to note that the group of participants who took part in this study was supervised by the researcher, who was conducting research practices in the English area. The group was composed of 24 students, divided into 14 females and 10 males, with an age range between 10 and 12 years old.

The municipality of Andalucía is located in the central part of the department of Valle del Cauca and is bordered to the north by Bugalagrande, to the east and south by Tuluá, to the west by the Cauca River and the municipalities of Riofrío and Trujillo. The extension of the municipality of Andalucía is predominantly rural (98%) and the urban area represents a small extension of the territory with only (1.7%) extension as shown in the following table provided by the Colombian Federation of Municipalities.

According to the National Administrative Department of Statistics (DANE, 2021) the socioeconomic level of the municipality of Andalucía is 2, indicating a medium-low socioeconomic level, taking into account the quality of housing, the educational level of

inhabitants, the availability of basic services such as water and electricity, occupational structure, and the number of people per household.

This study was carried out in one of the institution's branches called Antonia Santos, located in the El Porvenir neighborhood in the urban area of Andalucía. Considering what has already been exposed, the students who attend the institution have a medium-low socioeconomic level, which can represent challenges in the provision of educational resources and equipment, as well as in the quality of teacher training and the availability of training and updating programs for teachers.

Given the socioeconomic level of the students attending the school, it is particularly important to focus on improving their English reading comprehension skills. We hope that the results of this study can inform future educational interventions in similar contexts. Additionally, the student's participation in the research process will provide them with valuable skills in critical thinking and data analysis, enabling them to take a more active role in their learning.

The students and their parents were informed in advance of their participation in the research and voluntarily agreed to cooperate in the study. In addition, the institution was notified and provided spaces for the intervention.

The fifth-grade students at the Eleazar Libreros Salamanca Educational Institution, located in Andalucía, Valle del Cauca, Colombia, come from a predominantly rural environment with a small urban area. This rural context can influence their behavior, fostering qualities such as adaptability and a strong community. However, due to the area's low-middle socioeconomic status, students may face challenges related to

accessing educational resources and extracurricular opportunities, which may impact their educational experience.

In terms of English proficiency, it is expected that these students have a range of linguistic abilities, especially because some are new to the language. The effectiveness of English teaching in the institution can be influenced by key factors such as teacher training, resource availability, and language programs. Cummins' (1981) research supports this idea by highlighting the impact of many factors on the acquisition of a second language. This suggests that newly arrived students may face significant challenges in their linguistic development. Cummins' language interdependence hypothesis suggests that linguistic skills in the mother tongue might transfer and support the development of skills in the second language. Furthermore, the effectiveness of teaching a second language is closely linked to teacher training (Richards & Rodgers, 2001) and the availability of appropriate classroom resources. The study aims to assess these students' current English proficiency and provide information on how interventions, such as the use of hypermedia and multimodal activities, impact their language development.

7. Data collection instruments and techniques.

During this research, various instruments were used, including an initial reading test, reading comprehension workshops, a final reading test, a field journal, and a portfolio. Each of these instruments played a fundamental role in the collection and analysis of data, allowing for a more complete and accurate assessment of the reading comprehension level of the participating students.

The diagnostic exam, the use of teaching materials, and the post-diagnostic test are the three crucial phases of the project's design. Based on their level of English proficiency, the student group chosen for tool deployment was described in the demographic and sample section. This three-part strategy accomplishes two goals: first, it provides insight into students' initial levels of English reading comprehension and helps identify specific challenges they may be facing; second, it offers pedagogical interventions over time, concluding with a post-diagnostic test to gauge the success of the strategies used. With this strategy, the study hopes to increase the involvement and dedication of both students and teachers, resulting in more effective techniques and a greater understanding of the crucial role that reading plays in education and personal development.

A rigorous approach will be used in monitoring and evaluating the data acquired from numerous instruments to ensure clarity and depth in comprehending the intricacies of fifth-grade children' reading comprehension skills. The data organizing framework will be developed to comply with the research objectives, categorizing information based on essential reading comprehension components. This categorization will allow for the data to be represented in a systematic and coherent manner.

The use of data coding will be consistent across qualitative and quantitative datasets. This coding system will entail assigning labels or numerical values to data points, allowing for a more efficient analysis procedure. In terms of analysis approaches, a mixed-methods approach will be used. Thematic analysis will be used to discover reoccurring themes relating to students' progress, difficulties, and opinions based on qualitative insights from the field diary and portfolio. Simultaneously, quantitative data from diagnostic and final evaluations will be analyzed statistically, including descriptive statistics and comparative measures, to determine changes in reading comprehension levels.

The interpretation of qualitative and quantitative data shall adhere to strict rules, ensuring a consistent understanding of the research findings. Thematic analysis of qualitative data will provide nuanced insights into students' experiences, whereas statistical analyses will aid in the development of meaningful interpretations of improvements in reading comprehension levels.

A thorough study of qualitative insights and quantitative patterns will be conducted in the extraction of meaning. Thematic analysis of qualitative data will reveal complex meanings, whilst quantitative data will be examined for patterns, correlations, and variances in order to draw meaningful interpretations.

Statistical analysis will investigate connections between variables to uncover links, patterns, and groupings within the data. To expose relationships, correlation coefficients and cross-tabulations will be used, and visual representations such as graphs and charts will be used to highlight patterns in quantitative data. Through thematic analysis,

qualitative patterns will emerge, providing a comprehensive knowledge of repeating tendencies in students' experiences.

Finally, the data management and analysis plan includes a detailed method to organizing, categorizing, analyzing, and interpreting the collected data. This complete method intends to investigate the efficacy of interventions in increasing fifth-grade students' reading comprehension skills, which is in line with the overarching study question.

7.1. Diagnostic test

A diagnostic test as a method for assessing individuals' knowledge or skill levels before an intervention or treatment. As indicated by Flores and Clark (2005), this evaluation can measure the effectiveness of an educational program or identify areas requiring improvement among participants. In the present scenario, an initial assessment will gauge the reading comprehension proficiency of fifth-grade students before initiating measures to enhance their English reading abilities.

For this evaluation, the chosen tool is the Cambridge Evaluation English for Pre A1 Starters, tailored to gauge rudimentary English language skills. This appraisal covers both reading and writing abilities. By conducting this initial review, we can establish a benchmark for students' reading comprehension prior to implementing any interventions.

Employing such an evaluation is crucial, as it allows us to ascertain intervention effectiveness through a comparison between the initial and subsequent appraisal scores. This comparative analysis aids in recognizing successful intervention areas as well as areas necessitating further enhancement.

Throughout the research, the appraisal were administered to all fifth-grade students. Results were meticulously analyzed to pinpoint areas necessitating improvement in reading comprehension. This analysis were guide intervention development, focusing on specific areas needing enhancement. Subsequently, a follow-up appraisal were gauge the intervention's effectiveness and reveal any areas necessitating additional support.

The following steps were created to assess kids' reading levels: Cambridge Evaluation English offered the Pre A1 Starters test, which measures reading and writing proficiency. The appraisal consists of 20 questions and takes approximately 20 to 25 minutes to complete.

The questions are broken into four categories. The learner were mark with a "x" or a tick if the image exhibited is connected to the brief word presented in the first part.

Figure 4

First stage: Vocabulary test.

This is airplane. *



✓

x

Note: In this section, knowledge of English vocabulary will be assessed. By Researchers, 2023.

In the second section, students are provided with an image that they must examine, followed by responding to five questions pertaining to the content of the image. This segment aims to assess not only their observational acumen but also their proficiency in interpreting visual information and utilizing it in a meaningful manner.

Figure 5

Second stage: Image and vocabulary analysis test.

According with the image below answer the questions.



1. The man is playing the guitar. *

Texto de respuesta breve

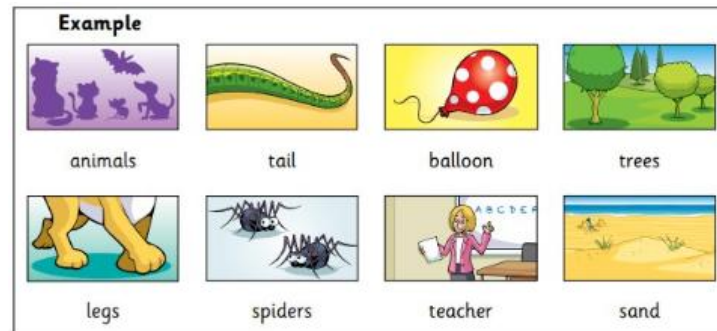
Note: This section of the test introduces the ability to reading comprehension in English..

By Researchers, 2023

In the third section, the student must carefully read a paragraph that will be presented beforehand, which contains five blank spaces. They should carefully observe the answer box located below the paragraph, which is illustrated with images to aid in the reader's comprehension. From the answer box, they will select the correct word to complete each blank space.

Figure 6

Third stage: Reading comprehension test.



Note: This section presents reading comprehension in English, with the support of images in the vocabulary. By Researchers, 2023

Figure 7

Questions of the stage third

Many lizards are green, grey or yellow. Some like eating (1)_____ and some like eating fruit. *

- tail
- balloon
- trees
- legs
- spiders
- teacher
- sand

Note: Multiple choice questions that the student answers with the answer box. By Researchers, 2023

Moving on to the concluding segment of the pretest, students were presented with an image that requires their careful observation, as seen in the figure 8. Subsequently, they were need to formulate their responses using appropriate vocabulary to accurately address a set of five questions. This section serves as a comprehensive evaluation of their ability to articulate their understanding through written expression while drawing upon the visual cues provided by the image.

Figure 8

Last stage of the test, Picture and vocabulary reading test.

Who is indicating? The _____*



Texto de respuesta breve

Note: This section introduces the ability to analyze and read images that should be used to answer questions such as vocabulary help. By Researchers, 2023

The diagnostic test used in this study was subjected to a rigorous validation process carried out by two prominent teachers from the Faculty of Education, specialized in the Foreign Languages program with an emphasis on English with certification in English (Annexes 1). These professionals, with extensive experience in teaching and evaluation, reviewed and corrected the test before its implementation. Their participation ensured the quality and reliability of the instrument, thus supporting the methodological soundness of the diagnostic evaluation used in this educational context.

7.2. Final Evaluation

The final evaluation, also referred to as the exit assessment, serves as a tool to gauge the outcomes of an educational intervention or program on student learning. As stated by Flores and Clark (2018), the final evaluation assesses the extent of learning change subsequent to undergoing an educational intervention. Differing from the initial assessment, the final evaluation takes place after students have concluded an educational program or intervention and is employed to appraise the intervention's impact on their learning journey.

In research contexts, incorporating a post-intervention assessment is crucial, as it enables the measurement of the educational intervention's influence on student reading comprehension. This allows for the determination of the intervention's efficacy in enhancing student learning outcomes. Moreover, the final evaluation permits a comparative analysis of student reading comprehension achievements both before and after the intervention, thereby facilitating a more comprehensive understanding of the research's effectiveness.

In the execution of the final evaluation, it is imperative to maintain standardized administration procedures across all students to uphold the validity and reliability of outcomes. Students should grasp the significance of the post-intervention assessment and be motivated to actively participate. Additionally, the analysis of final evaluation results should be conducted meticulously to derive meaningful insights regarding the educational intervention's impact on student reading comprehension.

A detailed final evaluation was provided to assess students' development in English language and reading abilities during the intervention. Unlike the previous assessment, the final evaluation intended especially to track the students' progress in English language competency and reading comprehension.

The Cambridge Assessment English Pre A1 Movers exam was chosen as the tool for this goal. This standardized exam was deliberately chosen to assess pupils' reading and writing ability. The evaluation, which consisted of 16 questions, was aimed to provide a comprehensive picture of the pupils' language skills. The evaluation process was supposed to take about 30 minutes each student to complete.

Unlike the initial assessment, which served as a baseline measurement, this final evaluation sought to highlight the tangible progress achieved by the students in their English language and reading capabilities. By focusing on these key areas, the objective was to not only quantify the improvements but also tailor future interventions to address specific learning needs identified through the assessment results. The utilization of the Cambridge Assessment English Pre A1 Movers exam thus served as a valuable tool in

objectively measuring the impact of the intervention on the students' linguistic and reading proficiency.

The questions are broken into three categories showed in the figure 9, 10. A succession of images representing acts, places, food, and items are displayed in the first segment. The students were asked to construct a sequence of six brief sentences with the images given, establishing a link between the image and the statement.

Figure 9

First stage of the final test: Vocabulary test.



Note: In this section, knowledge of English vocabulary will be assessed. Researchers,

2023

Figure 10

First stage: Questions and the answer options

1. This person helps people who aren't well in hospital. * 1 punto

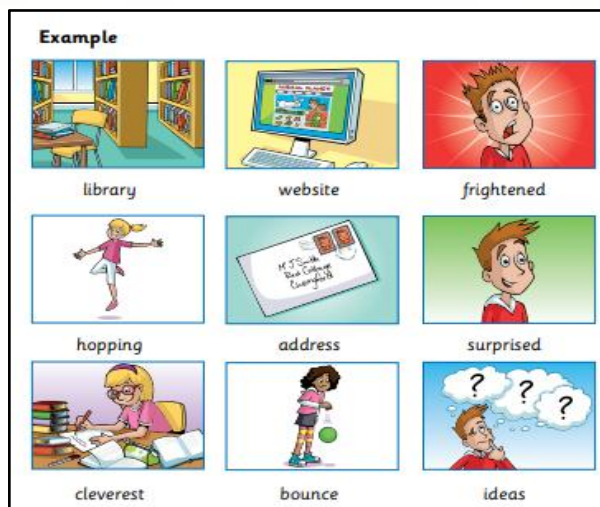
- an island
- a sandwich
- a driver
- a band
- tea
- a city
- a field
- a nurse

Note: Multiple choice questions are answered with the help of the answer box above. By Researchers, 2023

In the following section of this research, students encounter a concise narrative with gaps. They are tasked with careful reading and responding to six questions using answer options presented as images, figure 11, 12. Additionally, students select a suitable title from three choices.

Figure 11

Second stage of the diagnostic: Image box



Note: Answer box corresponding to the second stage of the diagnostic. By Researchers, 2023

Figure 12

Second stage: answer box and multiple choice

Last Friday, Jane's teacher told the class to find pictures of animals. 'Look * 1 punto on the (1)_____ I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2)_____ first.'

- library
- website
- frightened
- hopping
- address
- surprised
- cleverest
- bounce
- ideas

Note: Paragraphs in which students respond with the help of the answer box and multiple choice. By Researchers, 2023

As we move towards the final phase of the ultimate examination, students were presented with an image, as in the figure 13 and were then required to answer six questions, figure 14. To ensure correctness, their comments should be carefully worded utilizing written expression. This section of the evaluation is designed to examine their ability to interpret visual content and effectively convey their understanding.

Figure 13

Last stage: image reference

Look the images.



Note: Image presented to students to answer the last stage. By Researchers, 2023

Figure 14

Last stage: sentence

Complete the sentences. *	1 punto
One dog is brown and one dog is.	
Tu respuesta	

Complete the sentences. *	1 punto
The boy on the bike is wearing grey _____	
Tu respuesta	

Answer the questions. *	1 punto
What's the girl in the black skirt doing?	
Tu respuesta	

Note: Sentences in which student respond. Researchers, 2023

In this study, the diagnostic test were play a fundamental role in the evaluation of students' reading comprehension skills. To ensure an accurate and detailed evaluation, this test were analyzed using a carefully designed rubric. The rubric were become an essential tool to collect the necessary data that were determined the students' level of reading comprehension in English. This tool were provided a systematic structure for grading and classifying student responses in a consistent and objective manner, allowing for a clearer view of student skills and gaps in this regard.

The rubric were not only facilitated the quantitative evaluation of test results, but were also allow for the collection of relevant qualitative data. This will provide a better understanding of students' reading comprehension patterns, identifying specific areas that need attention and improvement. students.

The final test utilized in this study was rigorously validated by two prominent teachers from the Faculty of Education who specialized in the Foreign Languages program with an emphasis on English and English certification (Annexes 2). These experts, who have substantial teaching and evaluation expertise, examined and modified the test prior to its deployment. Their cooperation ensured the instrument's quality and dependability, bolstering the methodological soundness of the final evaluation used in this educational environment.

7.3. Field Diary

The field diary was chosen as a follow-up tool in this research to obtain a deeper understanding of the student's difficulties, progress, and opinions while improving their reading comprehension. According to Hernández and Soto (2020), a field journal is a valuable tool for student and teacher learning.

To carry out the data collection through the field diary, a field diary designed by the researchers was used as can be seen in figure 15, which consists of different sections such as name, grade, name of the institution, English level, date, diary number, description (classroom context), activities (description of what was done in the classroom) reflection (student evidence and progress) and finally important aspects.

Figure 15

Field diary

Teacher:	English Level:
Grade:	Diary Number:
Name of the Institution:	Topic:

Description	
Activities and Developed Activities	
Reflections	
Important Aspects	

Note: Field diary implemented during the research. By Researchers, 2023

These data collection fields were provided valuable information to carry out a detailed analysis of the different moments of application of the study and, equally important, to obtain a deeper understanding of the progress, difficulties and opinions of the students. on how to improve your written comprehension in English. The information collected were essential to accurately tailor educational interventions, focusing on areas identified as difficult for students. Furthermore, this information were provided a solid basis for evaluating the impact of the teaching strategies implemented and were allowed adjustments to be made in real time, which in turn were contributed to a more effective and meaningful learning process for students.

The field diary utilized in this study was confirmed by two teaching professionals from the Faculty of Education who specialize in the Foreign Languages program and

have English certification (Annexes 3). These teachers, known for their expertise in educational research and pedagogical evaluation, thoroughly reviewed the field diary prior to its deployment. Their active engagement in the validation process substantially contributed to assuring the reliability and relevance of the field diary as a data collection method in this study, hence increasing the research's quality and validity.

7.4. The Portfolio

The use of portfolios were very useful during the execution of the investigation, both for the researchers and for the students, since they allow for maintaining order during the process. According to Pascual Vigil et al. (2020), portfolios are a learning tool that collects students' work over time and allows them to reflect and self-assess. In addition, they enable teachers to assess student performance and gain a fuller understanding of their learning.

In this study, a semi-structured portfolio model, as defined by Pascual Vigil et al. (2020), was used. This approach requires the presence of mandatory evidence established by the teacher while allowing students the freedom to incorporate additional evidence, allowing them to personalize and expand their portfolio based on their individual preferences and perceptions of learning (Pascual Vigil et al., 2020).

In addition to using portfolios, other resources that can greatly help improve students' reading comprehension are workshops mediated by hypermedia and multimodality. According to Aguaded (2017), these workshops are a tool that allows reading to be worked on in a more interactive and inclusive way, since different multimedia resources

are used to complement and enrich reading, such as videos, images, and graphics, among others. In this way, the comprehension process can be facilitated.

In conclusion, the use of portfolios and the incorporation of workshops mediated by hypermedia and multimodality emerge as valuable educational strategies for enhancing students' reading comprehension. Portfolios not only streamline the research process but also empower students by enabling them to reflect on and self-assess their work. Furthermore, these resources provide educators with a more comprehensive view of student performance. On the other hand, workshops that leverage hypermedia and multimodality offer a more interactive and enriched reading experience, which can play a pivotal role in content comprehension. Collectively, these tools hold promise as an effective approach to address and improve students' reading comprehension, fostering active engagement and meaningful learning throughout the process.

7.5. Rubric

The use of rubrics as an assessment tool is widely recognized in the educational field due to their ability to provide clear and objective criteria for evaluating students' performance. A rubric is a detailed guide that establishes standards and expectations for what is expected in terms of quality and achievement in a specific task. This provides transparency for both students and evaluators, aligning expectations and enabling a fair and consistent evaluation.

One of the main advantages of rubrics is their ability to clearly communicate evaluation criteria. According to Andrade (2005), rubrics precisely outline the expectations regarding the quality and level of success expected from students.

Additionally, they offer concrete and detailed guidance for students to self-assess and receive feedback.

The use of rubrics can also enhance effective feedback. According to Reddy and Andrade (2010), rubrics provide a means for evaluators to provide precise observations aimed at improvement. Students can identify areas where they need to improve and understand how they can reach higher levels of achievement.

The rubric were employed at two points throughout the research. The first were occur during the implementation of the diagnostic test for reading comprehension. This were allow the researcher to gain a clearer and more effective understanding of students' results, with the purpose of determining their level of reading comprehension competence. The second point of use were at the conclusion of the educational interventions, specifically after the final test has been administered. This step will serve to assess whether students have improved their level of reading comprehension.

This rubric incorporates specific fields for a deeper understanding, covering: general student information, level of English language proficiency, categorization of performance and expected objectives aligned with each level of English language proficiency, range of evaluation aligned with the common framework European Reference Scale (CEFR) and numerical scale awarded by The Cambridge English Scale that corresponds to the Pre a1, a1 and a2 levels within the basic level of the CEFR. These objectives are directly related to the fifth grade reading goals established by the MEN.

Figure 16

Academic performance rubric

**Improving English Reading Skills in Fifth-Grade Students:
A Study of Hypermedia and Multimodality Interventions**



English Proficiency Assessment Rubric - Reading and Writing Activity **Cambridge Assessment English.**

Student Number:
Grade:
Researchers' Names:
Implementation Day:
Student's English Level:

English level	Range	Performance indicators
<p style="text-align: center;">1. A2 120-140</p>	<p>The questions located in sections 3 and 4 of the diagnostic test are considered to be of high level due to meeting the established objectives. With a total of 10 questions in these sections, the aim is to assess both reading comprehension and reasoning abilities at a higher level. Each question is worth 7 points.</p>	<ul style="list-style-type: none"> • Associate the image accurately and coherently with its written description. • Identify actions in the sequence of events accurately and comprehensively. Understand the order of actions and do not miss any important details. • Identify proper nouns, places, and cultural references in simple texts accurately and consistently. • Accurately and coherently identify the essential aspects of the narrative text. Clearly understand who the characters are, when and where the events take place, and other important details.
<p style="text-align: center;">2. A1 100-120</p>	<p>The questions located in sections 2 of the diagnostic test are considered to be of medium level due to meeting the established objectives. With a total of 5 questions in these sections, the aim is to assess reading comprehension but at a medium level with some difficult vocabulary. Each question is worth 7 points.</p>	<ul style="list-style-type: none"> • Manages to relate most of the elements in the image to the written description, but there may be some inconsistencies. • Identifies most of the actions in the sequence of events, but there may be some omissions or confusion in the order. • Recognizes most of the proper nouns and places in simple texts, but there may be some confusion. • Recognizes most of the key aspects in the narrative text, but there may be some omissions or confusion in the details.

<p style="text-align: center;">3. Pre A1 80-100</p>	<p>The questions located in section 1 of the diagnostic test, from question 1 to 5, are considered to be of low level due to meeting the established objectives. With a total of 5 questions in this section, the aim is to assess basic reading comprehension and foundational reasoning abilities. Each question is worth 7 points.</p>	<ul style="list-style-type: none"> • Has difficulty relating the image to the written description. • Struggles to identify actions in the sequence of events. May become confused about the order of actions or overlook some of them. • Encounters difficulties in identifying cultural elements in the texts. May confuse proper nouns with common words and might overlook places and cultural references. • Struggles to identify key aspects in the narrative text, such as who the characters are, when and where the events take place, and may miss important details.
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The ranges and objectives that divide each level in the rubric were extracted from Guide 22, "Basic Standards of Competencies in Foreign Languages: English," corresponding to fifth grade and focusing on the reading skill.

Ministerio de Educación Nacional de Colombia. (2016). *Estándares básicos de competencias en lenguas extranjeras: inglés*. Recuperado de https://www.mineducacion.gov.co/1759/articles-340063_recurso_1.pdf

Note: Rubric with the the sections of English level, Range of the points and the indicators. By Researchers, 2023

The grading rubric for both the introductory and final tests was validated by two teachers from the Faculty of Education who specialize in the Foreign Languages program (Annexes 4). These specialists conducted a thorough examination of the defined evaluation criteria. Their active engagement in the rubric validation confirmed the consistency, dependability, and relevance of the evaluation standards used in both the first and final tests. This validation process, aided by the experience of these specialists, increased the evaluation's methodological integrity and ensured consistency in the measurement of student performance at both stages of the study.

7.6. Lesson plan

Educational interventions serve as tools to enhance student's learning and development. An effective strategy for carrying out these interventions is through the use

of lesson plans. A lesson plan is a document that outlines learning objectives, the content to be taught, activities, the methodology employed during the class, and methods of assessment instruments. Its careful and structured implementation can have a significant impact on the effectiveness of educational interventions.

According to Friesen (2001), lesson plans function as guides that lead teachers through the teaching process. They provide a solid structure to ensure learning objectives are consistently met. This approach serves two essential functions: first, it offers clear and specified guidance to teachers, and second, it provides students with a more organized and coherent learning experience (Johnson, 2010).

Through meticulous and detailed planning, educators can integrate teaching strategies that address a variety of learning methods. However, it's essential to remember that these lesson plans shouldn't be inflexible or rigid. As indicated by Brown (2008), educators should be willing to adjust and adapt lesson plans based on the changing needs of students. This flexibility encourages greater interaction and participation from students, which can significantly enhance the effectiveness of educational interventions.

For this research, the use of lesson plans is crucial, as they provide a detailed framework for what were addressed during interventions to enhance students' reading comprehension. The structure of these lessons includes various sections such as intervention location information, learning objectives, methodological and conceptual principles, and didactic sequences divided into three stages: introduction, development, and conclusion, assessment, references, and annexes.

These lessons are focused on the use of hypermedia and multimodality as means of developing skills to improve students' reading comprehension levels.

Figure 17

Lessons plan structure.

LESSON PLAN

Lesson Plan Name:

PROFESSOR:

HOURS: CONTENT: GRADE: WEEK: ENGLISH LEVEL:

Standard(S)			
Learning Targets/Progressions			
LANGUAGE: VOCABULARY		Language: Grammar	MATERIALS/TECHNOLOGY
THIS IS A/AN ...	Vocabulary		TV, COMPUTER, INTERNET
WHAT ANIMAL IS THIS?			PAPER
WHAT ANIMAL DO YOU HAVE...?			
WHAT ANIMAL DO YOU LIKE?			
I LIKE ...			
MISCONCEPTION(S)			
1-GUIDING PROBING QUESTIONS(S)			
2-DO NOW/WARM-UP			
3A-PRESENTATION: <u>PROFESSOR</u>			
ENGAGE			
3B-PRESENTATION: <u>VIDEO</u>			
EXPLORE			
3C-PRESENTATION: <u>STUDENT</u>			
EXPLAIN			
4-PRACTICE			
ENGAGE			
5-FURTHER PRACTICE			
REINFORCE			
DOK LEVEL 1:			
DOK LEVEL 2:			
DOK LEVEL 3:			

Note: Cedar grove middle school, 2022

The lesson plan and its activities were thoroughly validated by two experienced instructors from the Faculty of Education, with expertise in the Foreign Languages program and English certification (Annexes 5). These educators, known for their experience in successful pedagogical planning and lesson creation, reviewed the lesson plan in detail and evaluated each proposed activity.

Validation of these activities within the lesson plan was based on their alignment with the learning objectives, clarity of instructions, and relevance to the requirements of the students. These specialists' active engagement ensured that the lesson plan not only exceeded educational criteria, but also best practices in foreign language instruction.

This validation procedure not only improved the lesson plan's quality, but also guaranteed that the recommended activities were relevant, challenging, and connected with the defined educational objectives. The involvement of these licensed English teachers enhanced the lesson plan's integrity as an effective tool for teaching and evaluating the interventions implemented during the research.

8. Results

8.1. Ethical principles of participation

In compliance with ethical principles, the research will follow a thorough approach to gain informed consent from all participants, including students and teachers. Prior to the commencement of any data collection activity, participants will be given clear and accessible information about the research's objectives, procedures, and any dangers. This information will be delivered both verbally and in writing to ensure that participants fully understand their participation in the study.

Consent discussions will be organized for students and student tutors, in which the objective of the research, the nature of their participation, and the confidentiality mechanisms in place will be thoroughly described. Before freely deciding to engage, participants will be encouraged to ask questions and seek clarification. Importantly, participants will be granted the freedom to withdraw from the study at any moment without penalty.

To protect participants' rights and privacy, all data collected will be maintained safely and anonymously. Identifying information will be properly guarded, and only the research team will have access. Any presentation or publication resulting from the research will preserve the participants' identities by utilizing pseudonyms or other identifiers.

8.2. Results of Diagnostic tests

This analysis of results focuses on answering the first objective: Examined the level of English and the reading skills of the fifth-grade students with the Cambridge pre-test starters A1. The results that will be presented below will clarify the students' reading skills, which in turn were contributed to improving their educational experience and the development of effective pedagogical strategies.

The diagnostic test provided by the researchers was thoroughly completed by the students at the Antonia Santos campus, involving a group of 26 fifth-grade participants. This evaluative analysis encompassed 20 questions, carefully designed to assess their understanding of the subject matter. Demonstrating an active commitment to the evaluation process, the students collectively devoted a total of 15 minutes per individual to address the questions in detail.

Each student's results were meticulously analyzed, allowing for a comprehensive examination that delved into individual performance. This approach provided a nuanced and detailed understanding of the outcomes, enabling the researchers to identify patterns, trends, and variations across the student body.

For this analysis, considered the five sections of the diagnostic test that evaluate various English and reading skills: vocabulary, image analysis, reading comprehension, and reading test. Each of these sections consistently employs hypermedia and multimodal elements, incorporating engaging images and concise, bold texts to captivate the reader

Next, we performed a thorough examination of each area, taking into account aspects such as percentages, the perspective of both students and researchers during

implementation, the students' reading levels during the diagnostic test, and the fundamental role of hypermedia as a tool.

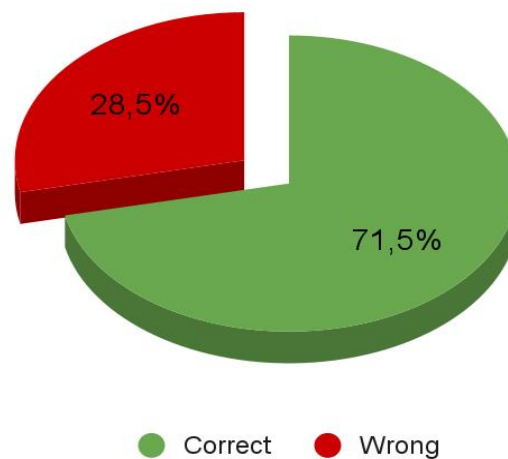
8.1.1. Vocabulary test

The introductory section includes a sequence with five photos. The students' task include marking with a "x" or a check mark to indicate whether the exhibited image corresponds to the succinct text provided. It is important to note that this portion has a low level of difficulty, implying that it is intended to be accessible and understandable for participants, facilitating their involvement and understanding in the evaluation activity. Subsequently, the overall responses of the students to this task are detailed.

Graphic 2

Section one, vocabulary test

Section one



Note: Researchers, 2023

According to the analysis of the graph, 71.5% of the students successfully provided accurate responses in the initial section of the diagnostic test, determining whether the

presented image corresponded with the brief accompanying sentence. This signifies that a significant majority of the students demonstrated a proficient understanding of the connection between the provided images and the accompanying phrases.

However, the remaining 28.5% responded incorrectly, indicating a considerable proportion of students who encountered challenges with this specific task.

During the test implementation, a significant challenge observed among the children regarding the assimilation of images with short words or phrases, mainly due to their unfamiliarity with the meaning in their native language. Common words such as 'sand,' 'clock,' or 'chair' proved to be difficult for them, even though they had the corresponding images in front of the phrases. Frequently, the students would inquire with the teacher about the meanings of these words, which categorized as friendly vocabulary.

Furthermore, the reading of these sentences proved to be another influential factor in text comprehension, as the students were unfamiliar with the meaning of the words. This lack of vocabulary knowledge made sentence reading an additional challenge, hindering their overall text comprehension and underscoring the importance of addressing this aspect in the educational process.

During this section, the use of hypermedia was evident through reference images linked to the words or phrases presented in the questions. This proved to be a significant aid for the majority of the students, enabling them to grasp the meaning of the sentence. Nevertheless, it is worth noting that a minority of students still struggled to connect the image with the sentence, underscoring the need to address this discrepancy in the teaching process.

In summary, the results demonstrate that although a majority of the students successfully understood the relationship between the images and the phrases in the first section, a significant portion still requires further support and comprehension in these specific skills.

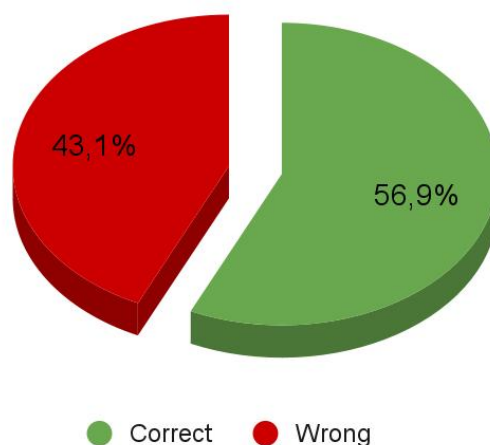
8.1.2. Image analysis

In this second section, there is an image with five statements, and the student must choose whether each statement is true or false by writing "yes" or "no." According to the rubric, this section is categorized as a medium-level. This is considered in the analysis of the results presented below.

Graphic 3

Section two, image analysis

Section two



Note: Researchers, 2023

Based on the graph analysis, 56.9% of the students provided accurate answers in the second section of the diagnostic test, where they asked to determine if a given sentence

aligned with the presented image by choosing "Yes" or "No." However, 43.1% of the students made mistakes in their answers.

In section two of the exam, the level of difficulty increases as the presented sentences become somewhat more complex, although they still rely on basic vocabulary. However, students encountered significant difficulty in tackling this image analysis stage, where they were presented with statements based solely on an image. Understanding these sentences proved challenging for the students, leading them to ask constant questions about their meaning or spending extended periods of time examining the image without achieving a complete understanding of the statement.

Some students chose to rely on their vocabulary knowledge, using familiar words such as "lamp," "table," "guitar," "feline," or "drinks" to answer the questions presented. This strategy allowed them to connect the statements based on images, which allowed them to formulate their answers with greater certainty and precision.

The use of images and short texts in this section stood out as key components of hypermedia and multimodality, playing an essential role in students' comprehension. These tools allowed some students to more effectively approach the interpretation of the images by providing additional context and textual reference. Hypermedia, by incorporating both visual and textual elements, promoted a more comprehensive understanding of image-based statements. This proved particularly beneficial for those students who relied on the combination of images and words to form a clear mental picture of what presented in the test.

In summary, while the majority of students provided accurate answers in this section, a notable portion encountered challenges. These insights can guide further instruction

and support to enhance students' ability to interpret visual and textual relationships, sequences, proper nouns, and narrative aspects.

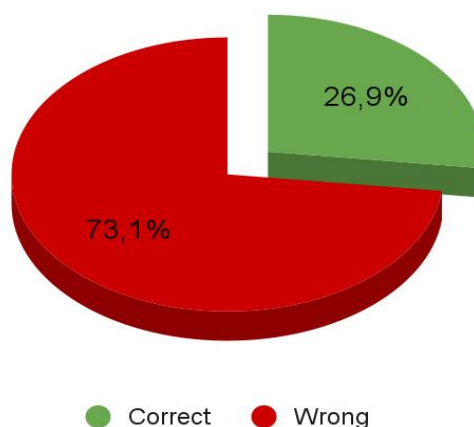
8.1.3. Reading comprehension

In the third section, there is text with blank spaces that need to refill with words provided alongside images depicting their meanings. The student is required to choose a word from the options. According to the rubric, this section is classified as an advanced level. This classification is considered when analyzing the results presented in the graph below.

Graphic 4

Section three, reading comprehension

Section three



Note: Researchers, 2023

According to the analysis graph, there is evidence of a higher percentage of wrong answers and a lower percentage of correct answers, which means that a lower percentage

of students presents comprehension and associates the image with its textual description appropriately and logically. However, most of the students indicate difficulties in accurately and completely identifying activities in the sequence of occurrences and misunderstand the order of actions and events.

In this section, it is important to understand the context of the text before filling the graph with words. The students present some common errors in the first paragraph with the words tail, legs, and trees, where they only need to choose one word. But in the next two paragraphs, the students fill the graph with two words to complete the story and finish the section. Because of this, most of the students present were confused with words like balloon, legs, and trees, which also showed some problems in reading comprehension.

Furthermore, this shows a bigger contrast between the second and third sections, which shows some toughness in the advanced process of reading and understanding all the context of the moments. This contrast demonstrates that some foundations of reading comprehension processes can be strengthened.

In the reading part, this section recognizes comprehensive reading as an important skill to use to catch and understand the context of the text, complete the activity correctly, and choose the word to fill the graph. This process was affected during the development of the activity when several students copied the answers of their classmates next to them. When the researchers reviewed the answers of the test, there was evidence of a coincidence with the answers, both slightly correct and with the majority of errors in the answers.

On the other hand, in this section, the hypermedia used as a support for the students to use images and the new vocabulary to understand a little more about the meaning of certain words. These images served as representations of the meanings and in agreement with the affirmations of some students, they reinforced and gave them security in some knowledge that they possess in English to respond to this section.

8.1.4. Reading test

In the final section, students were required to respond to specific questions based on various images. Depending on what was happening in the image, they had to write a word as their answer to the question. Therefore, according to the established rubric, this section is classified at an advanced level.

Graphic 5

Section four, reading test

Section four



Note: Researchers, 2023

According to the results obtained from the graph, the students got a higher percentage of wrong answers, with 92.1%. More than half of the students in the classroom did not achieve correct answers in the completion of this section, and a few 7.9% obtained correct answers in the completion of the last section.

In this section, the students need to develop some learning processes, like accurately and completely identifying activities in the sequence of occurrences. Understand the sequence of events, do not overlook any crucial facts, and associate the image with its textual description appropriately and logically. Nevertheless, it was possible to demonstrate a large percentage of incorrect answers when students were asked to demonstrate the level of vocabulary in English that students have to answer questions about what happens in a scene that was shown in the image. The students presented knowledge of the word spider that was required for a correct answer to a question. However, most of them presented difficulties in correctly writing the pertinent words to answer the questions.

For the development of this part of the test, it was required to have vocabulary and reading comprehension as well as an analysis of the images that presented in the different questions, so this section had a different level of difficulty than sections one and two. Many students tended to analyze the image correctly, but the process suffered a break when there was not a correct understanding of what the question needed as an answer, so in the end the students tended to give an answer arising from assumptions from the analysis of the image and not from the questions presented. The reading comprehension process presented a challenge for the students in the development of this section.

From the multimodal perspective, the students paid more attention to what the different images in this section were trying to communicate, so this indicates that the focus of the analysis of the images was stronger than a correct comprehension of the reading and the questions that were used in the different images to give an answer, and although this could divert the answers of the students, I also present that with a correct learning process with the use of the images, they can get a correct answer to the questions and the texts used in the section.

Most importantly, All the processes that were taken into account for the development of this section presented linguistic challenges for the students, such as writing English vocabulary and correctly comprehending images with textual interpretation. As a result, the majority of students obtained zero correct answers.

The student was able to demonstrate certain competencies without difficulty, as evidenced in the section. However, as they progressed through the other sections, they encountered various challenges, which became apparent through an inconsistent pattern of both correct and incorrect responses. Difficulties emerged in maintaining a coherent sequence of events, leading to some omissions in the information presented in short texts. Based on these observations, the student's performance falls within the medium level.

In the data analysis of the diagnostic test administered to fifth-grade students to assess their English language and reading comprehension levels, significant patterns observed in the results of the four sections. These patterns can provide valuable insights into students' strengths and areas for improvement in terms of language skills and reading comprehension.

Overall, the results reveal that students have a solid foundation in basic concepts but may encounter challenges at increasing levels of difficulty. To enhance their reading comprehension skills and English proficiency, it could be beneficial to implement pedagogical strategies that encourage deep analysis of texts, the application of advanced language skills, and problem-solving in high-level contexts.

When connecting these findings with the established objectives, it becomes evident that a profound understanding of texts and the ability to identify details, sequences, and cultural references are key areas for student development. Additionally, the importance of bolstering reading comprehension and language skills as students' progress through levels of difficulty is underscored. This analysis provides valuable information for tailoring the curriculum and teaching strategies with the aim of fostering the ongoing growth of students in these crucial areas.

8.3. Results of Final Evaluation

This results analysis focuses on responding to the third research aim, which is Assess the effectiveness of hypermedia resources in improving students' English reading skills by administering a post-test with the Cambridge pre-A1 movers. The data produced during this final step of research implementation will reply to the major purpose of clarifying the pupils' reading skills. This exam was implemented following a three-month period in which hypermedia tools mediated by multimodality were utilized to increase students' reading comprehension in English.

Students from the Antonia Santos campus thoroughly completed the final evaluation, which included 23 fifth grade participants. This evaluative analysis includes 16 carefully developed questions to assess their grasp of the issue and its progress

following the interventions. Students spent a total of 20 minutes per person answering the questions in depth. It is worth noting in this section that the population level dropped from 26 to 23 throughout the course of the months since three students left the school for family reasons and did not continue with the academic process.

Each student's results were painstakingly evaluated, allowing for a thorough analysis of individual performance. This method provided a detailed explanation of the data, allowing the researchers to discover advances in reading comprehension or whether they had remained at the same level since the first test's installation.

The following elements of the final assessment that evaluate various English and reading skills were included for this analysis: vocabulary, image analysis, reading comprehension, and reading test. Each of these parts makes advantage of hypermedia and multimodality, integrating appealing pictures and succinct texts that were discussed in class with the students.

Each part will be analyzed, taking into account criteria such as percentages, the perspectives of both students and researchers during implementation, the students' reading levels after the final evaluation, and the essential significance of hypermedia as a learning tool.

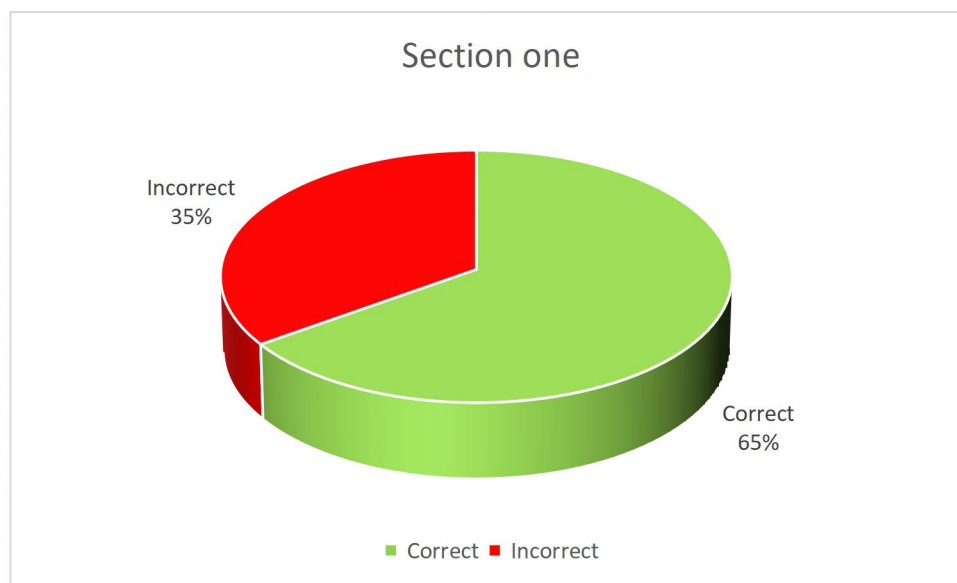
8.3.1. Test vocabulary

Students were required to answer five multiple-choice questions in the first phase of this evaluation. A response box with illustrative photos of each option was supplied to aid comprehension and selection of replies. The 23 participants provided 115 responses in all, and the results are shown in the chart below. This methodology aimed not only to assess students' knowledge, but also to use multimodality to deepen the link between

concepts and their visual representations, enabling a greater grasp of the topic under consideration.

Graphic 6

Graph of the first section of the final evaluation



Note: Researchers, 2023

As can be seen from the chart, 65% of students responded correctly to the first section of the final evaluation. During this part, the students were more comfortable with the answers because they knew the vocabulary presented, and the images helped to understand what they saw through the screen when answering the questions. In this section, students were motivated because they recognized the material and compared their results with the first entrance examination, noting a noticeable difference in their learning during the implementation time of the research. This progress was encouraging not only for the researchers but also for the senior teacher, as the children acquired greater knowledge and associated words with images.

The other 35% of students who answered this part incorrectly mentioned that they did not know the words in English for various reasons. One of them, and the most outstanding, was that the students expressed that they had missed classes or had not paid attention to some classes. This problem was evident throughout the implementation, as students often missed classes and did not get up to date at home or did not pay enough attention during the class to remember what they learned.

The use of hypermedia and multimodality was demonstrated in this first part through the use of more extensive images and texts. The students were guided by the answer box, which was represented not only by words, but also by static images consistent with the word mentioned. For example, in the first question of the test that stated: "This person helps people who aren't well in hospital", the answer box showed an image of a nurse accompanied by her respective English name. The students used keywords such as "helps", "people", "well", and "hospital" to identify the correct word and thus answer the question accurately.

This pedagogical approach employed by the researchers throughout the implementation, proved to be effective in allowing students to associate key concepts with representative images, thus facilitating the understanding and retention of English vocabulary. The strategy not only encouraged the active participation of students, but also provided them with a visual tool for learning, effectively addressing the different learning modalities.

Finally, the use of hypermedia, multimodality, and keyword focus proved to be a beneficial instructional method for enhancing student performance and motivation in the

first section of the final evaluation. Despite the problems encountered by 35% of students who acknowledged difficulty with English vocabulary owing to absenteeism or lack of attention, the application of this strategy proved encouraging for both researchers and senior teachers. This method not only reinforced the link between words and visuals, but it also emphasized the significance of addressing various types of participation and comprehension in the classroom, making a valuable addition to the educational process.

8.3.2. Reading comprehension test

To address this second section, students had to read a short text divided into four parts and fill in blank spaces with the help of an answer box that included words alongside illustrations. At this stage of the evaluation, a total of 92 responses were collected from the 23 participants, as this section consisted of four questions.

Although a variation was observed in the students' answers for each question, in general, the answers were correct, indicating that the students understood the short text. This section was more challenging because of its length, but the students applied the taught strategy of identifying keywords and analyzing images to understand the content of the text. The time spent answering was slightly longer, as it required a more attentive analysis of the text to provide accurate answers.

During this stage, the students noted that they found it more challenging due to lack of familiarity with some connectors. Despite this, they made an effort to understand using the vocabulary they already had. An example of this can be seen in the first question of the second section which prayed: "Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1)_____ I told you about yesterday,' she said. 'Work

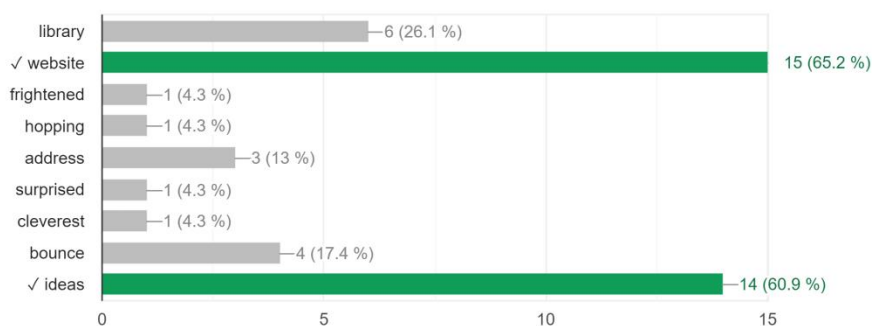
with a friend. Choose a really strong animal but talk about your different (2)_____ first." In this section, the answers varied, as the students had to complete two blank spaces; some were right in one answer and some were wrong in the other. Only 11 students were able to answer both questions correctly, as shown in the chart below.

Graphic 7

The final evaluation with the answers answered by the students

Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1)_____ I told you about yesterday,' she said. 'Work with a friend. Ch...but talk about your different (2)_____ first.'

11/23 respuestas correctas



Note: Researchers, 2023

As shown in the table, a considerable number of students responded positively in this section; however, some responded positive on only one of the questions or did not. This progress is considered significant in the understanding of more complex texts for students. However, it is an area that requires greater attention in the classroom to an even deeper understanding of what is read.

Hypermedia has played an important impact in the development of youngsters. It is a dynamic tool that may be tailored to the needs of the classroom and pupils. This tool has

proven to be extremely effective throughout the intervention, as evidenced by the results of this final test. The effective integration of hypermedia and teaching tactics centered on text comprehension has increased student performance, highlighting the significance of continuing to create teaching approaches that foster deep understanding of more difficult subject.

In short, the findings of this examination show that students' capacity to deal with more difficult texts through efficient comprehension strategies is improving. Despite ongoing obstacles, the successful integration of hypermedia and multimedia tools, such as images, videos, and technology, with educational tactics has proven to be a good strategy to developing students' reading and comprehension skills. This technique not only helps knowledge assimilation, but also encourages active and individualized engagement, adjusting to students' various needs and providing a dynamic teaching environment.

These findings highlight the ongoing relevance of using novel educational strategies that enhance the holistic development of language abilities. The deliberate use of hypermedia tools and educational approaches has not only increased students' capacity to comprehend complicated texts.

8.3.3. Picture reading and vocabulary test

In addition, the last section of the final evaluation presented the students with an image that they had to analyze in detail. Subsequently, in each question, they were asked to complete a sentence in accordance with the image provided. This phase evaluated not only the ability to read images, but also the reading understanding and ability to express themselves in writing in English. The inclusion of this section was crucial to assessing

multiple dimensions of learning, providing a comprehensive perspective on the language skills of students. In this instance, the presence of the image facilitated the students' response, as it offered them a visual context that enabled them to approach questions in a more accurate and creative way.

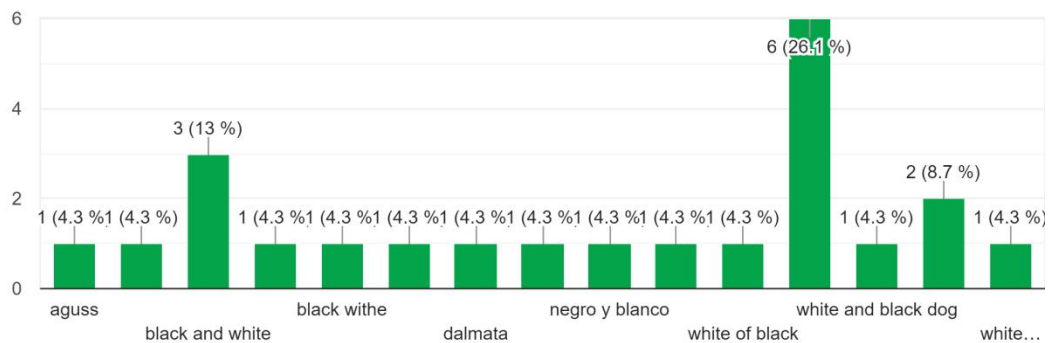
In this context, the majority of students responded correctly, although the answers vary when it comes to an open response section. an example of this is as follows.

Graphic 8

Answers to the first question of the last section

Complete the sentences. One dog is brown and one dog is.

23 respuestas



Note: Researchers, 2023

Each answer, however, managed to address the question raised. Only a few students answered incorrectly or provided completely different answers to the question, which is again attributed to previous problems of lack of attention in class and frequent absences. These repeated challenges highlight the importance of effectively addressing barriers to

student participation and engagement to ensure optimal performance in various areas of learning.

Finally, the evaluation's final section, which focuses on interpreting images and writing in English, emphasizes the effectiveness of hypermedia and multimodality in the learning process. The smart use of graphics allowed students to not only visually understand the content, but also to apply it to their English writing. This mix of multimedia resources considerably aided the students' assignment, providing them with a more dynamic and intelligible approach.

Finally, the final evaluation results show that students' English reading skills have improved, particularly through the usage of hypermedia and multimodality resources. Implementing pedagogical tactics that use a combination of visuals, videos, and technology has been demonstrated to improve reading comprehension and English vocabulary. Despite problems such as lack of attention in class and absenteeism, the use of these tools was a success for both researchers and teachers.

The importance of hypermedia and multimodality in integrating key concepts with visual representations, so increasing the acquisition and retention of English vocabulary, was underlined in the Vocabulary Assessment section. Furthermore, in the reading comprehension test, the strategic use of multimedia resources assisted students in approaching more complicated texts, emphasizing the importance of adjusting to diverse learning styles.

The image reading and vocabulary test segment corroborated the premise that incorporating hypermedia technologies not only improves visual perception, but also

improves written English expression. Despite some ongoing problems, the findings suggest that combining pedagogical and technology techniques can be critical to enhance student learning.

Adopting hypermedia and multimodality as teaching tools effectively has proven to be a great technique for enhancing student performance and motivation in several areas of English learning. These findings emphasize the significance of incorporating creative ways into education in order to meet students' evolving requirements.

It is necessary to thoroughly assess the students' starting positions in regard to their academic levels in order to better contextualize the research findings. According to Vygotsky's (1978) theory, a student's true level of development may differ from their prospective level of growth, making it critical to explain early differences in English proficiency. The study discovered significant disparities in the early levels of reading comprehension and English skills among the youngsters who took part. This initial variable serves as an important framework for evaluating the impact of the interventions and resources used in the study.

Following the rules of theorists such as Piaget (1967), who argue that learning is an active process, the incorporation of hypermedia and multimodality into research was critical to students' growth in reading comprehension. Hypermedia, by providing an interactive learning experience, enabled youngsters to explore and generate meaning independently. Multimodality, which combines text, visuals, and other visual and audio aspects, addressed the multiple learning modes while also attending to the students' particular requirements.

The study concludes that incorporating hypermedia and multimodality into the educational environment is not only advantageous, but also has a substantial impact on the development of students' reading comprehension abilities. These findings lend support to Gardner's (1983) theories of multiple intelligences, as multimodal resources enable a variety of learning methodologies that capitalize on each student's unique skills. As a result, these instruments have emerged as critical components of modern education, providing an effective technique to improve reading comprehension and encourage meaningful learning.

These findings highlight the necessity of tailoring instructional practices to meet the different requirements of students and foster an inclusive and successful learning environment. Instructional customization based on individual capabilities and learning styles is critical for maximizing the positive impact of hypermedia and multimodality. Attention to students' initial variety offers a firm platform for constructing educational interventions that individually meet their unique needs, resulting in more significant growth in reading comprehension and English competence. In this view, the student-centered approach becomes an essential component for increasing the effectiveness of multimedia instructional tools.

9. Discussion of results

Integrating data from several devices was a critical step in obtaining a comprehensive picture of student progress. It started with a diagnostic test that identified

areas for improvement. The field journals gave qualitative insights, while the portfolios and final evaluation provided quantitative performance measurements.

Certain differences between the field diaries and the final results were discovered during the study. According to their journals, some students showed significant improvements on final tests despite persistent obstacles. This data implies that, while final exams show general growth, some students may confront special challenges that quantitative measures do not fully represent.

The results were validated by comparing them to our initial expectations and examining the available literature. The consistency of the improvements found in the numerous evaluations strengthens the data's trustworthiness. However, when compared to the literature, significant differences were discovered that warrant further investigation.

Data triangulation, which took into account the convergence and divergence of data, increased our confidence in the conclusions. Individual constraints or specific situations could influence the results, therefore identified differences were further investigated.

It was critical to reflect on our methodological choices in order to better comprehend the inconsistencies. We agree that the range of methodologies used contributed to a more thorough understanding, but we also note that discrepancies in instrument interpretation may have influenced the results.

The validation procedures of data triangulation and comparison with the literature proven to be efficient in the interpretation of the results. This critical thought increased the trustworthiness of our methodological approach and offered context for the observed disparities.

The integration and comparability of results provide useful insights for future research. The revealed disparities highlight the importance of revising our techniques and taking into account other elements. Further research into the regions that revealed substantial disparities is required in order to completely comprehend the complexity of the learning process.

Finally, the process of integrating results was dynamic and illuminating. Data validation and comparison enabled us to get a more nuanced view of student progress, emphasizing the importance of a balanced and adaptive approach in future research and educational methods. Everything indicated above is detailed in depth in the following sections, one for each instrument.

9.1. Discussion of the Diagnostic Test

It begins by mentioning that the diagnostic test applied to the 26 students of the fifth grade of the Antonia Santos headquarters of the Educational Institution Eleazar Libreros Salamanca of Andalusia has as its main objective to measure the level of reading understanding of the students, following the quote of Flores and Clark (2005), this evaluation can be measured the effectiveness of an educational program or identify areas that require improvement among the participants. Obtaining these results will identify the area of improvement and the processes to be implemented to improve foreign language skills. A qualitative analysis of what is obtained is presented.

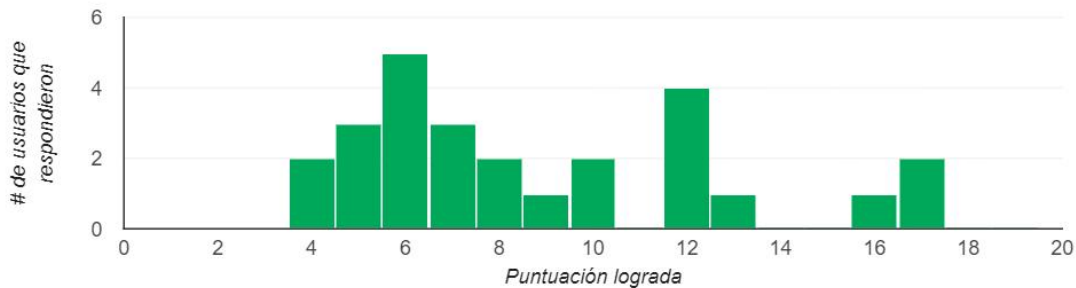
Diagnostic test table

Graphic 9

Total test average

Promedio 8.85 / 19 puntos	Mediana 7 / 19 puntos	Rango 4 - 17 puntos
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Distribución de puntos totales



Note: Researchers (2023)

As evidenced during the implementation of the diagnostic test, the students' English skills are low, being at a PreA1 level, as demonstrated by the results of the previous graphic analysis, which also showed that the students' reading comprehension was deficient.

Throughout the implementation, students showed uncertainty and irritation when answering the exam questions during its administration. This was mainly because, even with visual aids for each question, they were unable to understand the small lines that made up each one. The students recognized their challenges in reading comprehension and indicated that the biggest problem was that they had not seen with the teacher some of the words used in English class, which led them to not know the meaning of those words. As a result, students had difficulty grasping the context and accurately interpreting the questions. Additionally, his limited vocabulary hindered his ability to

analyze and respond effectively to prompts, highlighting the need for targeted vocabulary instruction in future English classes.

Therefore, what was found in this stage of the research is similar to what was found by Chacón, A. M. (2015) in his research *The multimodality of the comic: an experience of reading images in the first school grades*, since it was evident that the students are not aware of the communicative and semantic value that the non-verbal code has, that is, they do not recognize words or images in a specific context, this due to lack of vocabulary and immersion in reading comprehension helped by hypermedia elements, this is supported by what was mentioned by lazoti fontana (1983, cited by Chacón, 2015) Because students are accustomed to receiving information only through the spoken word, students are unaware of the numerous visual communications that exist in their lives. Therefore, in this first stage of the research, the teachers enter an immersion phase together with the students to learn about reading comprehension.

9.2. Discussion of Rubric

The objective of implementing a rubric in the evaluation procedure was to provide a clear framework that delineated the standards for the caliber and degree of achievement anticipated of pupils in an evaluation. Rubrics, as Andrade (2005) pointed out, clearly outlined these expectations, allowing for efficient evaluation and feedback. This instrument's introduction led to its adoption as a basic teaching tool since it offered a systematic and objective framework for evaluating student performance.

It was crucial to have precise standards for assessing student learning in the setting of schooling. The reading objectives were extracted from the MEN in order to

provide a more comprehensive grasp of what each student should accomplish at each level. These tiers provide a strong, clear framework that promoted impartial evaluation and enhancement of education. Reddy and Andrade (2010) claim that rubrics provide evaluators a way to accurately record their observations in addition to being a tool for evaluation.

Rubric of the student

Figure 18

Evaluation rubric of a student before the diagnostic test

Improving English Reading Skills in Fifth-Grade Students:

A Study of Hypermedia and Multimodality Interventions



English Proficiency Assessment Rubric - Reading and Writing Activity **Cambridge**

Assessment English.

Student Number: 1

Grade: 5°

Researchers' Names: Gabriela Valencia and Isabela Cabezas

Implementation Day: August 30

Student's English Level: Pre A1

English level	Range	Performance indicators
1. A2 120-140	The questions located in sections 3 and 4 of the diagnostic test are considered to be of high level due to meeting the established objectives. With a total of 10 questions in these sections, the aim is to assess both reading comprehension and reasoning abilities at a higher level. Each question is worth 7 points.	<ul style="list-style-type: none">• Associate the image accurately and coherently with its written description.• Identify actions in the sequence of events accurately and comprehensively. Understand the order of actions and do not miss any important details.• Identify proper nouns, places, and cultural references in simple texts accurately and consistently.• Accurately and coherently identify the essential aspects of the narrative text. Clearly understand who the characters are, when and where the events take place, and other important details.
2. A1 100-120	The questions located in sections 2 of the diagnostic test are considered to be of medium level due to meeting the established objectives. With a total of 5 questions in these sections, the aim is to assess reading comprehension but at a medium level with some difficult vocabulary. Each question is worth 7 points.	<ul style="list-style-type: none">• Manages to relate most of the elements in the image to the written description, but there may be some inconsistencies.• Identifies most of the actions in the sequence of events, but there may be some omissions or confusion in the order.• Recognizes most of the proper nouns and places in simple texts, but there may be some confusion.• Recognizes most of the key aspects in the narrative text, but there may be some omissions or confusion in the details.

<p>3. Pre A1 80-100</p>	<p>The questions located in section 1 of the diagnostic test, from question 1 to 5, are considered to be of low level due to meeting the established objectives. With a total of 5 questions in this section, the aim is to assess basic reading comprehension and foundational reasoning abilities. Each question is worth 7 points.</p>	<ul style="list-style-type: none"> • Has difficulty relating the image to the written description. • Struggles to identify actions in the sequence of events. May become confused about the order of actions or overlook some of them. • Encounters difficulties in identifying cultural elements in the texts. May confuse proper nouns with common words and might overlook places and cultural references. • Struggles to identify key aspects in the narrative text, such as who the characters are, when and where the events take place, and may miss important details.
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The ranges and objectives that divide each level in the rubric were extracted from Guide 22, "Basic Standards of Competencies in Foreign Languages: English," corresponding to fifth grade and focusing on the reading skill.

Ministerio de Educación Nacional de Colombia. (2016). *Estándares básicos de competencias en lenguas extranjeras: inglés*. Recuperado de https://www.mineducacion.gov.co/1759/articles-340063_recurso_1.pdf

Note: Researchers, 2023

Students' reading comprehension was low, as the previous section demonstrated, and it was possible to draw attention to the children's limited vocabulary when reading simple texts. This suggests that, according to Chacon, A. M. (2015), reading instruction in the first grades has focused primarily on teaching students how to read alphabetically rather than expanding their vocabulary. As a result, when answering the test, the students were confused and took longer since they were unable to recognize and connect the words with the images.

In summary, the implementation of rubrics in the evaluation process is a fundamental tool to establish the standards and objectives of the classes. It provided a systematic framework that outlines achievement expectations for students, allowing for efficient assessment and feedback. By focusing on the reading objectives drawn from the

MEN, the rubric has achieved a more complete understanding of what students are expected to achieve at each level. However, the identification of deficiencies in reading comprehension, such as the students' limited vocabulary, highlights the need to reevaluate the pedagogical approaches that had been previously implemented by the teacher. Research suggests that initial instruction given by the teacher has focused on alphabetic decoding, leaving students with insufficient understanding and negatively affecting their performance on assessments.

9.3. Discussion of Lesson plans

This project's goal is to develop and implement lesson plans that were significantly raise students' reading comprehension levels in six months. Lesson plans are essential to teaching, as noted by Friesen (2001), since they serve as guides for teachers throughout the educational process and offer a solid framework to guarantee that learning objectives are correctly addressed. continuously. As recommended by Brown (2008), the implementation of these lesson plans attempts to both satisfy the stated educational objectives and adapt and alter in accordance with the students' changing requirements.

Hypermedia tools were utilized in the project's execution because, according to Barahona (2002), hypermedia is a transformative medium since the information people engage with can enhance learning and memory because of its original and didactic usage. Nonetheless, hypermedia learning objects are important; according to Wiley (2001), they support students' independent learning. Multimodality also includes textual, visual, and auditory communication, as well as gestures, movements, and sounds. Multimodality,

according to Kress (2010), is the process of creating meaning by combining several communication modalities, such language, visual, and spatial.

9.3.1. Unveiling the Power of Visual Storytelling

Following this theorist-based, the many lesson plan activities that highlight hypermedia and multimodality as the primary characters in each class such as the telling of the tale "Goldilocks and the Three Bears" began. The fundamental focus of the story, which was presented as a visual medium in front of the class, was how the story is composed, how to grasp crucial points in the story through images and the usage of key phrases, and how the teacher expressed these ideas both orally and physically. Here, the usage of the videobeam and the accompanying images and stories captivated the students' attention, making the lesson unique. As noted by Barahona (2002), the primary advantages of hypermedia and multimodality are the creation of engaging and immersive experiences that enable interactive exploration of new material by students.

Figure 19

First intervention to the students using Technological resources



Note: Researchers, 2023

Furthermore, the incorporation of hypermedia and multimodality in educational practices coincides with the second goal of our research, which is to design and implement hypermedia resources supported by multimodality in the development of students' English reading skills over a defined time period. Students are encouraged to examine, synthesize, and understand information provided by the teacher as they interact with rich multimedia content. This not only increases their capacity to absorb and remember words, but also gives them with the foreign language abilities necessary to express themselves in a world where communication and digital media are so vital.

Having said that, the use of hypermedia and multimodality into lesson design offers up new avenues for teaching techniques. The visual and interactive elements provide alternate pathways to understanding, which is especially beneficial for those with varying levels of linguistic proficiency or learning challenges, as demonstrated during the implementation of the diagnostic test, when many students were completely unaware of simple English words.

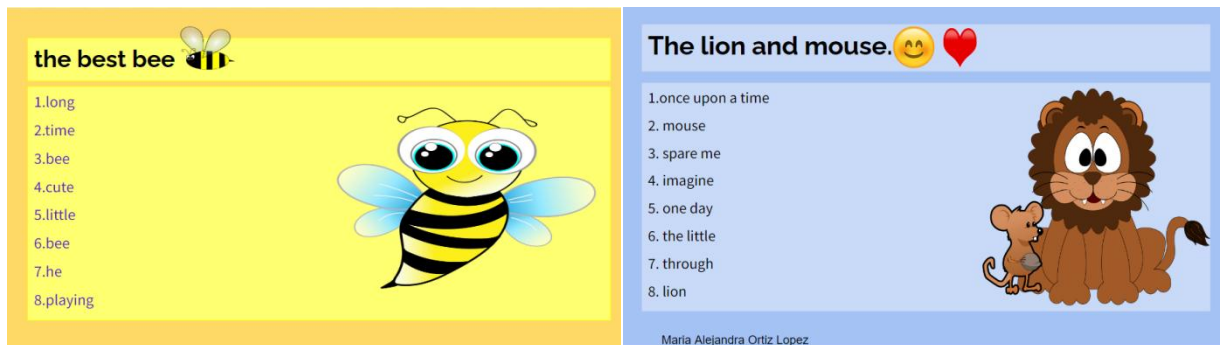
9.3.2. Fostering Student Engagement and Presentation Skills with Hypermedia

As classes progressed, students became more interested in the use of technology, images, songs, and slides, as hypermedia tools and multimodality were the main sources of knowledge. Another intervention was the creation of slides by students. In this class, the teacher plays an instructive role, giving students instructions on how to create a slide using Google Slides and detailing all the tools that this platform offers to customize a presentation. Subsequently, a Google Slides link is shared where each student should create a slide that includes an image representing the story they chose, the title of the

story, and a list of words to understand the book. Finally, students present their stories to their peers, reading the story in English, explaining it, and sharing the vocabulary they consider to know when reading their story.

Figure 20

Activities with the use Hypermedia



Note: Slides made during class by students during one activity. By Researchers, 2023

The pupils in this activity showed a great deal of motivation in completing the many activities that were assigned. Theorist Kress (2009) notes that students can make deeper and more meaningful connections with content when they interact with hypermedia tools like text, images, sounds, and interactive links in addition to technology. Students feel more in charge of their learning process as they move forward at their own pace. The use of hypermedia as a source of motivation for carrying out the different activities suggested in the classroom has grown in popularity.

It's also critical to emphasize how hypermedia affects the portion of the presentation that students give. It was examined during the exhibitions how voice tone and attitude might be quite important. Students discovered that having a confident

attitude that comes through in their speaking and tone of voice is crucial for properly presenting information from their stories. This ability helps students feel more devoted and secure while sharing their knowledge with peers, in addition to making presentations of higher quality.

9.3.3. Creativity and Group Interaction in the Creation of Fables with Hypermedia Tools.

During the implementation stage of the research, the growth of students' creativity and reading was an essential point since the students immersed themselves in activities supported by the use of images, reading, computers, the Internet, and a video projector. According to Chacon (2015)'s research, the employment of images in primary school students encourages the expression of their creativity through graphic production. Children have the opportunity to communicate their tastes, emotions, and experiences, allowing them to naturally investigate and conceptualize the environment. For this class, assignments included analyzing a sequence from the film "Meet the Robinsons" to determine why it was categorized as a fable, searching for fables in English online, identifying key features such as characters and storyline, and writing a fable in English.

Following that, students were asked to write their own stories in allocated groups using slides previously supplied by the teacher. The title of the fable, the tale itself, and a representative image relating to a character or the story were all included on each slide. These fable presentations were given in class, and they sparked a conversation regarding the evolution of the many activities, as well as the impact of technology on the organizing and creation of the fables by the students.

The interaction amongst students when making group decisions was an intriguing component of this intervention. According to Fernández, (2011) research, peer sequencing allows participants to participate in the activity, express their perspectives, and make collaborative decisions. This became clear when students argued which story to choose, which colors to utilize, and which photographs to download, all conducted in English. The debates reflected the students' preferences for the most fascinating narrative to share, enriching the group dynamics.

Figure 21

Vocabulary known

The crow and the fox

1. a crow
2. a fox
3. and
4. deservedly
5. beauty
6. would
7. addressed



The illustration depicts a crow perched on a branch of a tree with red flowers, looking down at a fox standing on the ground. The scene is set in a garden-like environment with green foliage and red flowers. The illustration is framed by Arabic calligraphy at the top and bottom.

Note: The students use images and known words to analysis the information. By Researchers, 2023

Finally, the implementation of this research demonstrated the students' extraordinary improvement in terms of creativity and reading skills through active participation in a variety of activities supported by the use of images, literature,

technology, and the Internet. According to Chacón (2015), including images in elementary school not only stimulates creative expression but also gives children with a platform to discuss their feelings and experiences, creating a natural curiosity about their surroundings.

Participants in this session worked on projects such as analyzing film sequences, researching English fables online, and developing stories in groups. The collaborative process of selecting stories, colors, and graphics sparked heated debates, reflecting the students' tastes and enriching their group dynamics. This intervention not only sparked the students' imaginations, but it also highlighted the enormous impact of technology on story organization and production. The marriage of creativity and technology has clearly resulted in a significant improvement in students' learning experiences, reinforcing the necessity of dynamic, multimedia-rich education in the classroom.

9.3.4. Promoting Reading Competence, Student Engagement, and Teacher Support through Multimodal Learning Activities.

Another step was the development of reading skills through the exploration of various narrative genres, as well as the strengthening of vocabulary related to these genres. The activities included in this lesson plan included the following stages: First, it started by watching a video that explored the distinctive characteristics of the various literary genres. Then the students were organized into groups of four members to search for an online English story and identify the characteristics that defined the gender of the selected story.

Then, a rotation was conducted, where each group left the story visible on the screen so that the next team could identify the genre of the story and share their conclusions and answers to it. Taking advantage of the previously assigned genre to each group, the students created an initial paragraph for a story belonging to that literary genre. This approach enabled students to explore and understand in depth the different literary genres while improving their competence in reading and written expression.

Figure 22

Development of the activity in groups



Note: Researchers, 2023

According to the students, one of the most appealing activities was to read the story and take note of the characteristics to identify what genre the story is, as they were excited to notice that certain vocabulary of the stories found it known, which reflected more motivation in developing the following activities. According to Chacón, A. M. (2015), the diversification of reading experiences, the expression of feelings, the issue of textual judgments, oral exchanges, and the reconstruction of experiences sensitize the

student to participate more actively in the activities and acquire more knowledge about reading.

During this activity, the teacher served as a guide and interpreter, giving instructions and explaining the meanings of some unfamiliar words to the students. However, in this final point, we chose to do something different, which was to give the meaning indirectly, so that the student understood what the word meant without having to say it directly. Singer & Goldin Meadow; (2005) cited in Fernández-Cárdenas, J. M. (2011) Children learn better when teachers utilize gestures when speaking, and even better when these gestures complement what is spoken verbally, according to their research. According to Kress (2006), a teacher's voice gestures and intonation can enrich communication in the classroom by emphasizing key points, conveying emotions, and facilitating students' understanding. Nonverbal communication was emphasized throughout the lesson because the students were the primary creators of their own knowledge about the stories they were reading in groups.

In conclusion, students' enthusiasm for identifying the genre of stories and their increased motivation throughout this activity highlight the power of diversifying reading experiences and engaging in expressive and interactive discussions. As Chacón (2015) suggests, these approaches sensitize students, encouraging them to actively participate and acquire deeper knowledge about reading. The teacher's role as a guide and interpreter, especially through non-verbal communication, played a crucial role in facilitating learning. By indirectly conveying the meanings of unfamiliar words and using gestures to complement verbal communication, students not only engaged better but were also able to create their own understanding of the stories, improving their reading comprehension.

9.3.5. Exploring the Teacher's Role and the Dynamics of Collaborative Learning in a Technology Environment

The usage of hypermedia by students to acquire knowledge and understand the subject of the adjective-centered classroom was aggressively promoted during the implementation of the various activities. Computers, Internet connectivity, and educational websites were employed to accomplish this purpose. Activities included projecting a video at the start of class to explain adjectives and their functions, exploring educational pages with adjective-related virtual activities, performing group descriptions on objects designated by the teacher, using reference images found online, and a reading activity in which a short text should be read to fill gaps in a sentence. These tactics helped children to interact with technology effectively, facilitating the understanding and application of adjective-related concepts as well as reading comprehension.

In the development of this lesson plan the students presented moments in which they showed a different attitude because at the beginning of the class they were organized in a row of work and after the teacher gave the indication were made in working groups where the enthusiasm increased and with it the different participations during the activities, as indicated by Quintana (2020) the configuration of the physical spaces that take a distance from the traditional organization in rows-work that focus on the action of the teacher and the use of school devices such as the notebook or the book; and they propose a new set of work in groups where it gives sense to the organization and action of students and teachers in a space measured by the hypermedia by changing the traditional materials by technology. This modification allows for peer-to-peer communication to share what was discovered on computers and disclose to the class

what was made and what they demonstrated during their learning. According to Colom (2000, cited in Quintana, 2020), this change in class structure gives way to a social hypermedium, which is a generalized, group space that is both hierarchized and diffused. In which students' interactions are a primary producer of learning by sharing internet pages.

Other significant elements in the creation of this class in particular were the digital interchange of information discovered and pedagogical factors such as the teacher's role during the class and the students' collaborative production in front of the subject of the objectives.

To talk about this we can start with the digital exchange of information this part by the attraction generated by the student to the content found in the computer as was the search for web pages with activities related to the objectives. In the study conducted by Quintana (2020) the attraction for online content, influenced by interest and the presence of visual or auditory material, generates what he calls "contagion by proximity". This phenomenon allows students to share network locations, applications, actions or processes that they find attractive, thus promoting a collective approach to building knowledge and highlighting the importance of the role of the teacher in guiding and facilitating this learning process. To conclude this analysis of digital exchange, it is important to highlight that the implementation of these strategies is connected with fundamental pedagogical aspects, such as the role of the teacher and the collective building of information in the educational environment.

The role of the teacher in this class was fundamental because, should be interested in exploring the different technological possibilities that serve the students in their learning process centered on the hypermedia and the reader's understanding, Quintana (2020) mentions that the docent must be interested to explore the technological opportunities and foster dynamics of collaborative learning with their students, which implies a decentralized approach to teaching and learning. In this class, the teacher is responsible for identifying the individual progress of each student and clearing any doubts about what is seen and found during the course of the class, Vygosky on the other hand mentions that cooperative learning which is oriented to the interactions provided by the teacher and the learning of the student in which the students gain more control of their process opens a space of dialogue and shared teaching mediated by the presence of hypermedia and content personalization.

The teacher's mediation provided support to students who were lost in the development of the class and needed assistance finding the web pages, and she was also responsible for arranging the classroom by organizing in working groups and accommodating the computing equipment so that the students could develop the class in time and with total fluidity, enriching the students' experience with hypermedia and multimodality tools.

As for the last point of this paragraph, collective knowledge construction by the students was evidenced by sharing the findings with their peers and developing the last group activity that was to make group descriptions on an object that the teacher indicates, using reference images found on the Internet in which the students assumed their participation according to the object presented in the video beam by the teacher for this.

Quintada tells us that sharing what one finds, creates or draws attention is a way not only to present something to someone who is interested in it, but also to make them know that what they offer is part of who they are, of what they do, what they appreciate and what they value (2020). This is why cooperative activities attract more attention from the student in terms of generating knowledge because they become shareholders of their knowledge and want to share it with their classmates.

Figure 23

Participation activities



Note: Objective activity projected by the teacher in which the students actively participated. By Researchers, 2023

9.3.6. Game and Technology as Catalysts of Learning in the Classroom.

After a thorough examination of the lesson plans, the students' independent research—which made use of the Internet and hypermedia—was deemed most important. Identifying the roles, competencies, and social impact of various professions through

group research, and critically analyzing videos to comprehend professions and vocations were some of the activities created to support these activities. Furthermore, a team competition was introduced where students fought to be the first to write a future profession's name in English on the board ahead of their colleagues. In order to promote inquiry and creativity, they were then given the task of recreating a CV or pamphlet about their preferred career.

Since this is a different kind of instruction than typical, the game is utilized as the foundation for learning throughout the team combat in order to improve this level of implementation. Quintana (2020) makes a significant contribution to this discussion by pointing out that, as the primary goal of playing games is to obtain them, knowing how to obtain them is essential, and that a need for learning is required for an interest in games. Learning is not a consequence of playing games. The world's technological advancements have led to a rise in student interest in games. When these technologies are used in the classroom, students' interest in computers, smartphones, and other non-interactive devices with kid-friendly content increases. Jenkins (2003) lists a few factors that are relevant to the relationship between games and education. For this study, we discovered the final factor, which links games to students' potential as information and learning resources within school activities—for example, a game in which teams compete to learn about various professions.

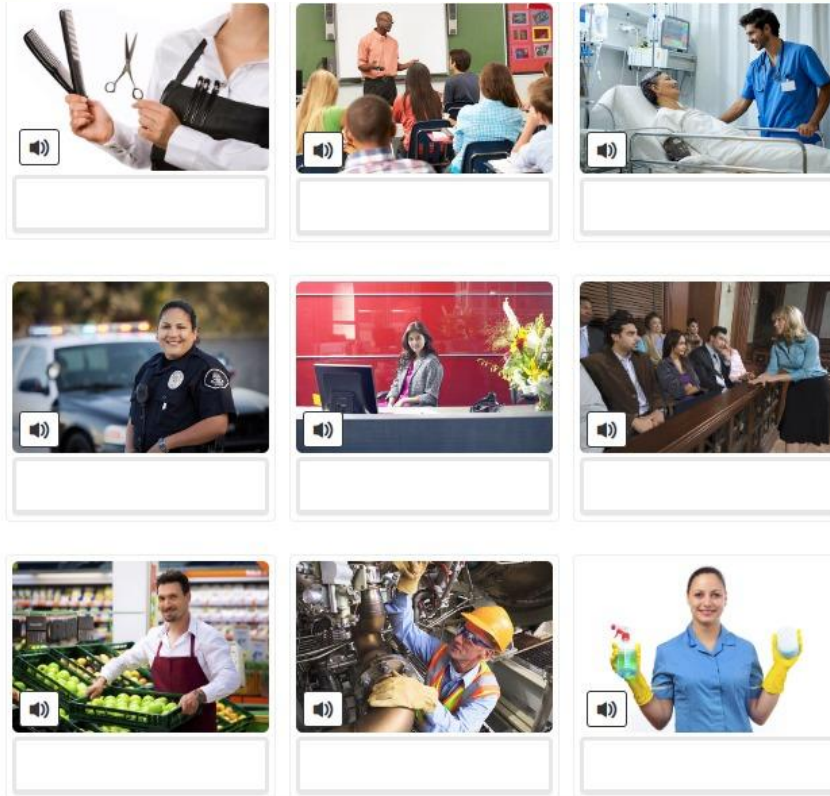
Students' information acquisition accelerated during the team activity because, in an effort to win the fight, each team demonstrated enthusiasm in their responses, and it was easy to discriminate between proper and erroneous responses when watching the responses. Quintana (2020) gives an intriguing point of view, claiming that games

provide a reprieve from tiresome tasks. Traditional learning, in essence, exhausts kids because they are simply filling up notebooks with material. The use of hypermedia in the classroom through various activities contributes significantly to the moment when the student acquires knowledge because the proposed activities that require concentration and a higher level of reading comprehension draw more attention to the student because they find them fun, different, and enriching for their learning process.

In brief, emphasizing play as a learning foundation and encouraging student self-research using tools such as the Internet and hypermedia have proven to be excellent ways for increasing student interest and engagement in the classroom. Because of the innate enthusiasm and motivation generated by games, team battles in particular arose as an activity that facilitated rapid acquisition of information and right replies. Technological advancements, as well as the growing importance of hypermedia in education, reinforce the notion that school activities can be stimulating, interesting, and useful for students' learning. In short, an emphasis on play and the use of technology in the classroom can change the way students learn, making it more interesting and meaningful for their educational progress.

Figure 24

Team battle game.



Note: Images and points tables used for the realization of the team battle game. By British council, 2018

9.4. Result of portfolio

Portfolios have emerged as a valuable instrument in the field of educational research, showcasing their effectiveness, yet facing challenges in adapting to the dynamic landscape of technology and evolving computer capabilities. While their significance is recognized, it is crucial to address and navigate the complexities arising from technological advancements to fully harness their potential in educational settings. During the course of this investigation, two noteworthy variables emerged: the Internet and the restrictions imposed by the available computer resources. Despite these obstacles, the portfolio proved to be a versatile asset that could be administered electronically

within a shared folder provided by the teacher. Within these portfolios, the central evidence repository featured collaborative group activity, notably the generation of presentation slides.

Portfolios, like Pascual Vigil et al. (2020), are dynamic learning tools that can capture the growth of students' work over time. This comprehensive tool encourages students to engage in self-assessment, creating a reflective approach to their learning. Additionally, portfolios provide instructors with an essential lens through which to evaluate student performance, providing a more comprehensive view of their academic process. Despite the limitations imposed by Internet access and computing capabilities, the virtual portfolio used in this study revealed its potential to overcome these obstacles, emerging as a conduit for collaborative learning and assessment.

The shared folder, which served as a connection to the portfolio, not only contained the fruits of the group's work, but also acted as a digital area for communication and knowledge sharing. This dynamic interaction, made possible by the virtual portfolio, not only enhanced the learning experience, but also demonstrated the adaptability of teaching resources in an increasingly technology-driven educational landscape.

In summary, while portfolio implementation experienced obstacles due to Internet accessibility and computing skills, their importance as instructional assets cannot be overstated. Portfolios, as illustrated by Pascual Vigil et al. (2020), provide a comprehensive view of student learning, including not just academic achievements but also the development of critical self-reflection. Portfolios demonstrates their resilience to

technological limits, emerging as drivers for collaborative learning and flexibility in contemporary educational paradigms.

9.5 Result of field diary

In this research, the field journal was used as a monitoring tool to gain a deeper understanding of students' difficulties, progress, and opinions as they improved their reading comprehension. Following the perspective of Hernández and Soto (2020), the field diary is presented as a valuable tool for learning for both the student and the teacher.

This comprehensive approach not only sought to document students' progress, but also delve into their perceptions and reflections, thus providing an understanding of the student's learning process. The field diary emerges as an invaluable companion, facilitating a richer understanding of the various aspects that contribute to the development of students' reading competence.

This is similar to the research carried out by Gijón et al. (2022). Entitled the field diary as a training tool during the learning process in information design because it mentions that the field diary is an ethnographic instrument where the group progress of the students can be analyzed through periodic or daily reviews of the notes. made in the diary, adding that for the teacher it serves as a tool to understand the group's progress by comparing previous field diaries.

In summary, the use of the field diary as a tool for monitoring and analyzing the students' learning process is a valuable technique in the educational field. Both research suggests that this tool can be used by both students and teachers to obtain a deeper

understanding of the difficulties, progress and opinions during the development of competencies in different curricular areas.

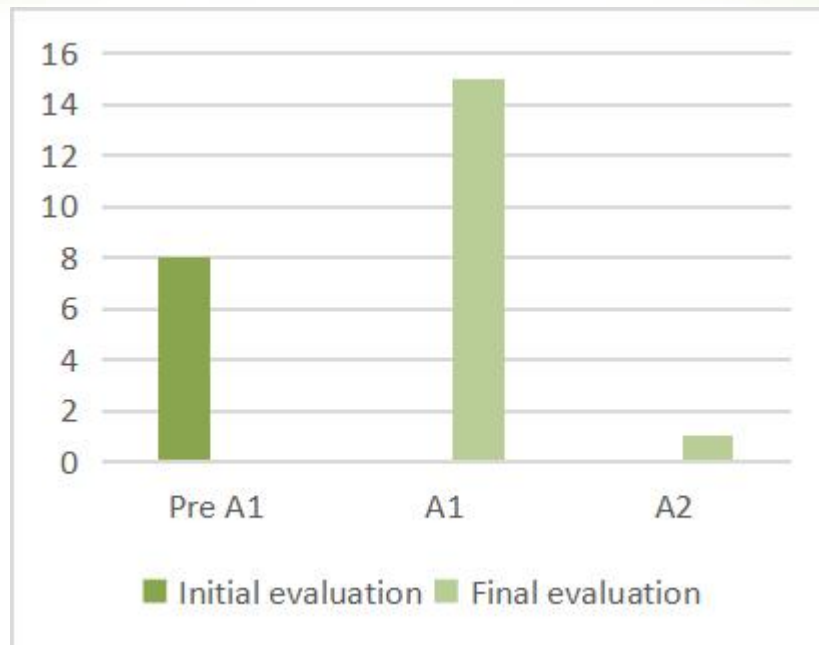
9.6. Final Evaluation Analysis

The final evaluation, implemented at the end of the academic interventions mediated by hypermedia and multimodality, served as a tool to measure the results of the interventions carried out on the students. As Flores and Clark (2018) stated, the final evaluation assessed the extent of change in learning after undergoing an educational intervention.

With this clarified, we can begin by mentioning that the test administered to the 23 fifth-grade students at the Antonia Santos headquarters of the Eleazar Libreros Salamanca Educational Institution in Andaluca had the goal of measuring the students' level of reading comprehension following the various interventions. According to Flores and Clark (2005), this evaluation was able to measure the efficacy of an educational program; in this case, it enabled us to identify the effectiveness of using hypermedia and multimodality as instruments to increase students' reading comprehension in English. Obtaining these findings allowed us to determine the improvement in reading comprehension, as seen in the table below.

Graphic 10

General results



Note: General results of the two exams implemented for students. By Researches, 2023

The graph shows that the students made significant development in terms of reading comprehension and understanding of English as a second language. In comparison to the initial test, in which the majority of pupils were put at the Pre A1 level, the final evaluation demonstrated significant development. The students were at level A1 in this latest evaluation, and just one kid advanced to level A2, indicating a considerable improvement in their educational ability. This obvious improvement in linguistic ability indicates the favorable influence of hypermedia and multimodal interventions, showing the usefulness of these tactics in strengthening students' reading comprehension and English language acquisition skills. This good outcome validates the relevance and efficacy of the pedagogical strategies used throughout the training program.

Based on the overall findings achieved by the students, we can conclude that the hypermedia and multimodal tools utilized throughout the intervention contributed to the

students' improved performance. The preceding is corroborated by Muñoz (2020) research in his work implementation of a hypermedia to promote the learning of the concept of cell division. As it has similarities with what was discovered in this study. The teaching materials and resources used in the various activities were more accessible to the students, making the use of technology tools more participatory, attracting attention, and boosting the learning process. This was demonstrated by the students' increased motivation in class.

Finally, the final evaluation of academic interventions leveraging hypermedia and multimodality showed useful in determining the efficacy of these strategies on student learning. Flores and Clark (2018) emphasize that the evaluation not only examined the level of learning transformation post-intervention, but also highlighted the importance of using hypermedia and multimodality in improving English reading comprehension.

The overall findings of the final evaluation revealed significant improvements in students' reading comprehension and English as a second language competency. In sharp contrast to the baseline test, which revealed that the majority of students performed at the Pre A1 level, the final evaluation revealed significant development, rising children to the A1 level, and notable advancement for one student who reached the A2 level. This positive transformation emphasizes the powerful impact of hypermedia and multimodal techniques in improving students' abilities in both reading comprehension and English language acquisition.

10. Discussion

In summary, the study started with a diagnostic test that demonstrated poor English reading comprehension skills. Identified issues, such as limited vocabulary and difficulty reading questions, indicated the need for targeted interventions. The incorporation of a rubric into the assessment process provided a systematic framework for evaluating student achievement, however it highlighted deficits in reading comprehension due to an emphasis on alphabetic decoding rather than vocabulary expansion.

Although the rubric proved to be a useful tool for identifying norms and objectives, the gaps revealed the need to rethink teaching approaches. It is critical to address vocabulary limitations and explore a more complete approach that emphasizes vocabulary enrichment in addition to alphabetic decoding.

Significantly positive effects were seen for lessons that combined hypermedia and multimodality tools. Visual storytelling and the utilization of multimedia content significantly piqued students' interest while resolving the diagnostic exam issues. Collaborative story development utilizing hypermedia technologies resulted in significant gains in creativity and reading skills.

Despite constraints such as Internet connectivity and computer abilities, the portfolio's results revealed its adaptability. The virtual platform not only stored the group's work, but also served as a digital area for communication and information sharing, demonstrating portfolio adaptability in a technology-driven educational environment.

The field diary proved to be an effective tool for tracking students' progress, documenting challenges, and providing information about their reflections and perceptions. This tool was critical for comprehending the numerous factors that contribute to the development of reading competency.

Reading comprehension and English proficiency improved significantly in the final assessment. The increase in values from Pre A1 to A1 verified the beneficial effects of the hypermedia and multimodality therapies. The data, when taken together, demonstrated the relevance and effectiveness of the pedagogical tactics employed.

Overall, the study emphasizes the necessity of dynamic and rich multimedia and hypermedia education in addressing English learning problems. Strategic integration of hypermedia and multimodality tools not only improved the learning experience but also encouraged creativity, cooperation, and flexibility in modern educational paradigms.

10. Conclusion

To complete this research, the researchers took into account all the findings that were seen during the implementation of the different interventions using hypermedia and multimodality as a basic learning tool.

In conclusion, this research venture into an exploration of innovative pedagogical strategies aimed at increasing English skills mainly in the ability of reading understanding of the fifth grade students of the headquarters Antonia Santos of Andalusia. To begin this research, a diagnostic test showed the students' limited vocabulary, pronunciation challenges when reading a paragraph and difficulties in decoding alphabetical content. These challenges and difficulties led to a critical assessment of teaching approaches, including the identification of gaps in addressing vocabulary enlargement along with alphabetical decoding.

Strategically, the incorporation of hypermedia tools mediated by multimodality emerged as a means of transformative intervention, Barahona (2002) emphasizes that hypermedia, by facilitating interaction and independent movement through information, improve learning and memory. In addition, Wiley (2001) highlights that the efficient use of learning objects in hypermedia enables teachers to generate high-quality content, providing students with instant access to relevant information for personalized learning experiences. Thus, the interventions carried out integrate visual narrative and multimedia content which not only caused the interest of the students but effectively solved the challenges encountered in the first instance in the diagnostic test.

The joint collaboration of technology and the collaborative development of stories generate significant improvements in the creativity of the student with the use of slides, teamwork with the different group work and reading skills with the activities carried out during the different classes, this underlines the effectiveness of a rich and dynamic hypermedia education.

This study also explores the adaptability of technological tools, such as the portfolio and field journals, which were useful for monitoring and evaluating student progress. Despite the challenges that were seen during the intervention such as the internet connectivity by the headquarters and the computer skills of the students, the virtual portfolio platform demonstrates its resilience, serving not only as a repository for group work but also as a center of teacher-student communication and an exchange of information. The field diary is used as a tracking tool that provides a broader understanding of the difficulties, progress and different opinions of students, which is invaluable for understanding the various factors that contributed to the development of students' reading skills.

The culmination of this research was a comprehensive final evaluation assessing the extent of the change in learning following interventions focused on the improvement of reading skills. The results were encouraging and indicated a significant shift from Pre A1 to A1 level in English proficiency in students' reading, writing and reading skills. This positive trajectory highlights the beneficial impact of hypermedia and multimodal interventions on reading understanding, validating the relevance and effectiveness of the pedagogical strategies employed throughout the academic programme employed in research.

The aim of this research is to advocate a paradigm shift in traditional teaching methodologies. Emphasizing the importance of adopting dynamic, attractive and technology-based approaches such as projected images, videos, music and technological media as portable computers to address the multifaceted challenges of learning English.

By strategically integrating hypermedia and multimodal tools, educators can not only enhance the learning experience but also foster creativity, cooperation and flexibility in modern educational paradigms. The findings of this research contribute to a broader discussion about the transformative potential of hypermedia in education, urging educators to adopt innovative approaches to the holistic development of the language mastery of students.

11. Recommendations

As recommendations for this research, several aspects were taken into account both for its implementation and for future research which are:

Vocabulary Strengthening:

Implement specific strategies to strengthen the vocabulary of students, as the limitation in this part was obvious and presented as a challenge in the student's reading understanding.

Continue Integrating Technology:

Maintain effective integration of hypermedia tools and multimodality in lessons. These technologies have been shown to be beneficial in capturing student interest and improving understanding.

Stimulate Creativity and teamwork:

Continue with activities that stimulate student creativity and teamwork. The use of multimedia tools for collaborative storytelling has proven to be useful.

Improve the Usage of Virtual Wallets:

Enhance the optimization of virtual portfolios as a cooperation and evaluation tool. Ensure that these are accessible and act as an effective digital platform for information sharing.

Increase Field Log Potential:

Utilize the field log as a monitoring and analysis tool. It can be used to better understand kids' issues, progress, and opinions as they build their reading skills.

Spread the employ of Educational Games:

Continue to employ educational games as learning catalysts in the classroom. These can be excellent strategies for motivating students and accelerating information acquisition.

Further research:

To encourage continuous research in the fields of hypermedia, multimodal education, and English reading comprehension. Investigate innovative technology and approaches that can enhance learning experiences.

These recommendations aim to consolidate and widen the study's successes, providing a firm foundation for future research and continuing improvement in educational practices.

12. Annexes

Annexes 1

Tuluá, 15 de noviembre de 2023.

Señores
Asesores de Trabajo de Grado
Programa Lic. En Lenguas Extranjeras con énfasis en inglés
UCEVA

Asunto: Validación de instrumentos

Por la presente se deja constancia de haber revisado los instrumentos de recolección de datos para el estudio de investigación titulado "Improving English Reading Skills in Fifth-Grade Students: A Study of Hypermedia and Multimodality Interventions", de las investigadoras GABRIELA VALENCIA CARDONA E ISABELA CABEZAS GONZÁLEZ de X semestre del programa de Licenciatura en Lenguas extranjeras con énfasis en inglés.

Por lo anterior se confirma que los instrumentos son pertinentes y dan respuesta a los objetivos establecidos para el estudio.

Atentamente,



ADELA MACÍAS MOLINA
c.c. 38.794.137 de Tuluá
Magíster en Bilingüismo y Educación
Licenciada en Educación Básica con énfasis en lenguas extranjeras

Instrument validation letter given by Magister Adela Macias Molina

Source: Researchers (2023)

Annexes 2

Tuluá, 15 de noviembre de 2023.

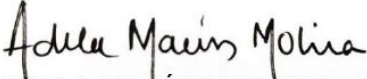
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Instrument validation letter given by Magister Adela Macias Molina

Source: Researchers (2023)

Annexes 3

Validación del Modelo de Diario de Campo:

1. Claridad y Estructura:

- La estructura del modelo de diario de campo es clara y concisa, con secciones identificadas para información básica, descripciones, actividades y análisis. Esta organización facilita la presentación ordenada de observaciones y reflexiones.

2. Información Básica:

- La inclusión de campos para el nombre, nivel de inglés, grado, número del diario y nombre de la institución asegura que la información básica necesaria esté completa y fácilmente identificable.

Este análisis busca garantizar que el modelo de diario de campo sea una herramienta efectiva para documentar experiencias, reflexionar sobre ellas y extraer aprendizajes significativos.

Atentamente,



Mg. Carlos Manuel De la Cruz Gordillo

Letter of validation of the field diary given by Magister Carlos Manuel de la Cruz Gordillo

Source: Researchers (2023)

Tuluá, 15 de noviembre de 2023.

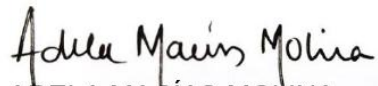
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Instrument validation letter given by Magister Adela Macias Molina

Source: Researchers (2023)

Annexes 4

Validación de la Rúbrica: "Improving English Reading Skills in Fifth-Grade Students: A Study of Hypermedia and Multimodality Interventions"

1. Claridad y Coherencia:

- La rúbrica presenta una estructura clara y coherente que organiza las evaluaciones en tres niveles (A2, A1, Pre A1), vinculados a rangos específicos de habilidades en inglés. La explicación de los indicadores de rendimiento dentro de cada nivel contribuye a la comprensión de los criterios de evaluación.

2. Relación con Estándares:

- La rúbrica se fundamenta en estándares específicos de competencia en lenguas extranjeras de quinto grado, según lo establecido por el Ministerio de Educación Nacional de Colombia. La referencia a la fuente ("Estándares básicos de competencias en lenguas extranjeras: inglés") fortalece la conexión entre la evaluación y los objetivos educativos.

La rúbrica proporciona una herramienta fundamentada y bien estructurada para evaluar las habilidades de lectura en inglés en estudiantes de quinto grado, demostrando coherencia con estándares educativos establecidos y una conexión directa con los objetivos de la investigación.

Atentamente,



Mg. Carlos Manuel De la Cruz Gordillo

Letter of validation of the evaluation rubric given by Magister Carlos Manuel de la Cruz

Gordillo

Source: Researchers (2023)

Tuluá, 15 de noviembre de 2023.

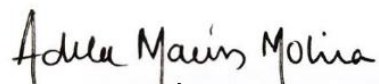
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Por lo anterior se confirma que los instrumentos son pertinentes y dan respuesta a los objetivos establecidos para el estudio.

Atentamente,



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Instrument validation letter given by Magister Adela Macias Molina

Source: Researchers (2023)

Annexes 5

Validación del Lesson Plan: "Exploración de Vocabulario y Gramática"

1. Objetivos de Aprendizaje:

- Los objetivos de aprendizaje presentados en el plan de lección son concisos y alineados con los estándares curriculares pertinentes. Estos objetivos son específicos y medibles, lo que facilita la evaluación del éxito del aprendizaje.

2. Contenido:

- El contenido seleccionado demuestra coherencia con la temática propuesta para la lección y se ajusta a la grade especificada. La relación entre el contenido y los objetivos de aprendizaje es clara, estableciendo una base sólida para el desarrollo de habilidades lingüísticas.

3. Estructura de la Lección:

- La estructura de la lección, fundamentada en el modelo Engage-Explore-Explain-Practice-Reinforce-Evaluate, refleja una metodología pedagógica efectiva. La secuencia lógica de actividades promueve la participación activa del estudiante y la construcción progresiva del conocimiento.

El plan de lección presenta una estructura pedagógica sólida, integrando efectivamente los elementos esenciales para facilitar un aprendizaje significativo en el contexto de la enseñanza de lenguas extranjeras.

Atentamente,



Mg. Carlos Manuel De la Cruz Gordillo

Letter of validation of the lesson plan given by Magister Carlos Manuel de la Cruz Gordillo

Source: Researchers (2023)

Tuluá, 15 de noviembre de 2023.

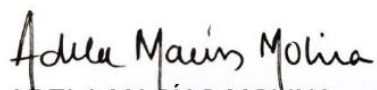
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Por lo anterior se confirma que los instrumentos son pertinentes y dan respuesta a los objetivos establecidos para el estudio.

Atentamente,



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Instrument validation letter given by Magister Adela Macias Molina

Source: Researchers (2023)

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