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Extensive reading as a strategy to promote reading motivation in English as a foreign language for kids in
Transition at The English School with the use of leveled eBooks

Dissertation Thesis for the Attainment of The Major in Modern Languages

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To God, my family, and close friends that supported me.

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Abstract

This study was carried out as a degree work to aim for a bachelor's degree in Modern Languages. Given a lack of motivation to from preschool children to read in English, this study had the aim to determine the appropriateness of Extensive Reading as a strategy to promote reading motivation in English as a foreign language for a group of preschool children at a private bilingual school with the use of leveled e-books. For this exploratory-descriptive study, data gathering compromised a pre and post motivation questionnaire and semi-structured interview, along with a dashboard figure that provided valuable information for the research, those being qualitative and quantitative instruments of research. The data gathered was triangulated and analyzed, and the results indicated that students lacked the motivation to read when they did not follow a reading strategy and an appropriate reading program. However, after the implementation of the reading strategy and the new technological tool, most of the students enjoyed working on the digital tool, and their motivation grew. In conclusion, the implementation of the Extensive Reading strategy and e-books had a positive outcome on the students' reading motivation.

Key words: reading, motivation, extensive reading, e-books

Resumen

Este estudio se llevó a cabo como trabajo de grado para obtener el título profesional de Licenciatura en Lenguas Modernas. En vista de la falta de motivación por parte de niños de preescolar hacia la lectura en Inglés, este estudio tuvo como fin determinar la efectividad que podría tener la lectura extensiva como una estrategia para promover la motivación a la lectura en Inglés como lengua extranjera en un grupo de niños de preescolar en un colegio bilingüe, con el uso E-books de lectura por niveles. Para llevar a cabo el estudio exploratorio y descriptivo, la recolección de datos comprometió el uso de un cuestionario y una entrevista antes y después del estudio, y un dashboard que proveyó información importante durante el estudio, los cuales fueron instrumentos cualitativos y cuantitativos de investigación. La información fue triangulada y analizada, y los resultados indicaron que los estudiantes carecían de motivación para leer cuando no seguían ninguna estrategia de lectura y un programa de lectura apropiado. Sin embargo, después de la implementación del nuevo instrumento tecnológico de lectura y la nueva estrategia, la mayoría de los estudiantes disfrutaron trabajar con la herramienta virtual y su motivación creció. En consecuencia, la implementación de Extensive Reading y el uso de E-books, tuvo un resultado positivo en la motivación de los niños hacia la lectura en Inglés.

Palabra claves: lectura, motivación, lectura extensiva, e-books.

Introduction

Reading is an unending activity that moves ever forward, changing the brain of the reader every time (Wolf, 2008). Therefore, it is essential to motivate kids from a small age to enjoy reading and become good readers, as it would be positive and necessary for their future. Emotional engagement is the tipping point for leaping into the reading life; thus, children often need encouragement from teachers, tutors, and parents to appreciate reading (Wolf, 2008). Accordingly, the simplest ways to make sure that we educate literate children is to teach them to read and show them that reading could be an enjoyable activity (Gaiman, 2013). That means, finding books that children enjoy, and giving them access to those books, letting them read and choose what they want to read. Additionally, according to Winsler & Diaz (1995), children's persistence, motivation, and participation in learning-directed activities are greater during early childhood, with activities which pursued in a semi-structured environment. Therefore, it is crucial to provide a framework or strategy for reading, with multiple activities that would allow students to read extensively for pleasure but having guidance from the teachers.

Since reading motivation is positive and necessary for the students' future, this research was done in light of the need to improve reading motivation in transition students to read in English as their foreign language. Thus, the study wanted to evaluate the appropriateness of Extensive Reading as a strategy to promote reading motivation in English as a foreign language for kids in Transition at The English School with the use of leveled e-books

Moreover, and from a more specific perspective, the purpose of this study was to, first recognize students and teachers perceptions about reading. Second, evaluate the students' interaction with the technological tool and strategy proposed in this study to understand their effects on the students' willingness to read in English. Third, identify the changes in their perceptions about reading in English after the use of the technological tool and the new reading strategy.

The methodology implemented for this exploratory-descriptive study was a quantitative and qualitative approach. Thus, the instruments used for the data gathering were a pre and post questionnaire for the students, a dashboard figure from Raz Kids, and pre and post interview to students and teachers to complement the information shown in the questionnaires and dashboard. Now, it is necessary to review the sections and aspects considered for the making of this study.

In the first section, the researcher intends to present the problematic facts found in the specific context, which is The English School, a bilingual school in Bogotá. These problematic facts were evidenced through the questionnaire which elucidated the perceptions students had about reading and reading motivation. Those were complemented with the interviews done with students and teachers which gave the study evidence about the lack of motivation from the students to read in the foreign language.

In the second section, the study introduces the objectives of the research along with the justification of the relevance of the study for the school, the students, Javeriana University and the researcher as a future teacher.

In the third section, the research does a review of the most relevant investigations found about reading motivation with extensive reading and E-books in different parts of the world and with different points of view.

In the fourth section, the study presents a theoretical framework in order to learn about the main concepts of this research and what different academics had to say about them.

In the fifth section, the researcher displays the methodological procedures for the research along with the characteristics of the population participating in the research and the instruments used to gather the data.

In the sixth section, the data is analyzed and interpreted in order to identify the lack of reading motivation in the students and the increment of such after the implementation of the new technological tool and the strategy.

Finally, in the sixth section, the findings and conclusions found in light of the objectives of the study are presented along with the implications and limitations the study had, and that further studies should consider.

Context

The English School is a private school located in Bogotá and is amongst the largest and most successful International Baccalaureate (IB) schools in Latin America. The school offers bilingual education to a mostly Colombian and international student body and has been authorized since 1981 to deliver the IB Diploma Program (DP).

What is more, The English School (TES) is a co-ed institution and non-confessional, non-denominational day school of bilingual and international education, with nearly 1800 students from kindergarten to eleventh grade. The student body consists of 90% Colombian students and 10% international students. The average class size is 22 students per grade, and the majority of the classes are taught in English, except Spanish.

Additionally, one of the school's most valuable features is its philosophy, stated in its mission: "The English School strives for academic excellence, delivering high-quality learning in a happy environment, creating confident leaders who act with integrity. Students have a social conscience, demonstrate care for the environment and are capable of transforming their surroundings in a positive way".

Furthermore, in 1981, TES became one of the first schools to make part of the International Baccalaureate in Latin America, which made its international profile even stronger. Nowadays, the school is wholly aligned with the IB profile which educates supportive, avid and informed youth willing to create a better world through intercultural understanding and respect. The IB program integrates constructivism, behaviorism, and teaching for understanding elements; therefore, it encourages students to understand the world through their own experiences and meaningful knowledge construction.

In preschool and primary school, the International Baccalaureate states that knowledge is developed through real action concepts, where the subjects converge in order to cultivate inquiry promoting an open mentality still being conscious about values and their implication with the environment and society. Early learning in the Primary Years Program (PYP) is a holistic learning experience that integrates socio-emotional, physical and cognitive development, emphasizing on inquiry-based learning. The program incorporates local and global issues into the curriculum, asking students to inquire into six related, transdisciplinary themes and to consider the links between them. The themes include "who we are," "where we are in place and time" and "how the world works," "how we express ourselves," "how we organize ourselves" and "sharing the planet." The PYP program and the school take these themes into account

because of their relevance to the real world, and they are described as transdisciplinary because they focus on issues that go across subject areas.

Additionally, in preschool, TES has implemented the Jolly Phonics method for the English language, which is a student-centered approach to teaching literacy through synthetic phonics and enables the learning of the skills for reading, writing, essential grammar, spelling, and punctuation developed by the teachers Lloyd and Wernham (1992). Jolly phonics teaches groups of letter sounds and then shows them how words are made up of those letters, which are blended in order to pronounce unknown words (Johnston & Watson (1997). In addition to that, children learn a set of words that have an irregular spelling and cannot be read by blending; these words are called the 'tricky words.'

According to Lloyd and Wernham (1992), Jolly Phonics is a multi-sensory method that allows children to learn by seeing, hearing and feeling; therefore, it offers different activities and resources prepared explicitly for this learning method such as, videos, songs, games, identification, and tracing of the letters. This powerful method of learning through participation enhances the students' motivation and reinforces what they have learned, making it comprehensive, and enabling children to use the learning in other areas of their lives, such as reading. This program can also be connected to the rest of the areas seen in preschool with the learning of vocabulary and reading related to the lines of inquiry of every unit. All in all, the Jolly Phonics Method is a literacy program for English as a foreign language that enables students to become fluent readers.

Problem Statement

During the three years, I have been working at The English School (TES), I have developed an interest on the importance of reading in the preschool levels, as in this stage kids start their literacy learning process. In the transition level, kids already have some knowledge about writing and reading, and they start advancing in the process, writing and reading longer sentences and paragraphs. Reading at this stage is essential as children are learning the relationships between letter and sound, and between printed and spoken words; therefore, the more they practice reading, the better for their literacy development. Nevertheless, there seems to be a lack of motivation to read in English around transition kids, and there could be many reasons around this problem.

TES implements the Oxford Reading Tree (ORT) program for students to read throughout the year. The students take home an ORT book every school cycle, and they take a reading record where they rate the book and write the title of the books, the author, and the main idea of the book. The ORT program, like the Jolly Phonics method, works with a rigorous synthetic phonics teaching, but the two programs do not necessarily work hand and hand, as they do not follow the same organization, teaching line, and stories. Therefore, the books sent home are not necessarily associated with neither the language program nor the PYP lines of inquiry across subjects. Thus, children lack previous knowledge about the books and the vocabulary used in the books before they take them home. Thus, it is difficult for them to make any real connection between the books and what they have been learning at school and their real lives.

It is essential for TES to have kids at this stage motivated to read as one of the components for the activation of the reading process and its effective exercise is motivation and continuous interest for reading. However, teachers interviewed informally mentioned that most of the kids take these books home as part of their homework and do not do it for enjoyment but mostly for accomplishing something mandatory, resulting in a lack of motivation towards reading the ORT books. Besides, as understood from the interviews with transition kids, the books are not always interesting to them, the stories are too short and boring, and they would prefer to have other books to choose from and have more stories about different things and not always the same characters. The ORT books are built around a family and events that happen to this family; therefore, the stories are not that varied, and the characters are always the same.

Additionally, teachers are also concerned about the lack of follow up activities with the current reading program as they feel that with the ORT they do not get to know their students' progress in order to give them proper feedback. Teachers mentioned that there is no discussion about the books in class after being

taken home and brought back; therefore, teachers do not know about the kids reading experience apart from the reading record where kids seem to copy the information right from the book. Additionally, students do not get any feedback from the teacher or their classmates except the stamp or a check they get on the reading record. Therefore, it would be ideal to have a program that, besides aligning with the school subjects, also allows teachers to have more contact with the students' reading process and would allow them to give feedback to the students. Thus, keep the preschoolers interested and more active in regards to reading in the second language.

In addition to that, teachers voiced the absence of strategies to strengthen the reading program and encourage kids to read more. They do not implement any additional strategies to the reading program, and they use the regular system for the ORT just mentioned every year. Teachers do not know how to connect the current reading program to the rest of the subjects and encourage students to read for enjoyment, as they can only send one book home for school cycle. Therefore they will need a strategy that would allow them to invite students to read more and to connect what they read to their learning and general context.

With that in mind, it would be interesting to try implementing a new reading program that would offer a more varied and appropriate content for TES preschool students in order for them to interact with the books and foster their willingness to read in English and make it a more enjoyable experience. Therefore, I have come up with the research question that follows.

Research Question

Considering the problematic situations presented in the previous section, the following question comes to mind:

How could the use of an Extensive Reading strategy through the use of e-books, foster foreign language reading in a group of preschoolers at a bilingual school?

In order to answer this research question, the following objectives have been established.

General Objective

Determine the appropriateness of Extensive Reading as a strategy to promote reading motivation in English as a foreign language for a group of preschool children at a private bilingual school with the use of leveled eBooks

Specific Objectives

1. Recognize students and teachers perceptions about reading in English with ORT, before the use of the technological tool and the new reading strategy.
2. Evaluate the students' interaction with the technological tool and strategy to understand their effects on the students' willingness to read in English.
3. Identify the students' perceptions about reading in English after the use of the technological tool and the new reading strategy.

Justification

In this section, I will consider the relevance of this research project as it could help the school improve the reading motivation in transition students. Also, it should bring further experience and learning opportunities to the upcoming students of the major of the Licenciatura en Lenguas Modernas (LLM) as well as inspiration for additionally studies about the topics of this study. Last but not least it should be applicable for the researcher as a future teacher.

First, this study could help TES understand the importance of improving reading motivation in their students, with the use of a new technological tool and a strategy. The study will be the first close up to Raz Kids and Extensive reading, and the first evaluation to revise the appropriateness of them for the school. Then, with the help of this first diagnosis, the school would have a reference on how to use an appropriate tool and strategy for improving reading motivation on their students.

Second, we need to highlight the fact that the topic of this study has not been dealt with before in the Pontificia Universidad Javeriana (PUJ). When the bibliographic exploration for state of the art was done, there was no study in the university data that would talk about reading motivation for preschoolers with the

help of extensive reading and e-books. The studies found would only talk about reading motivation for children with other techniques and strategies. Therefore, this study is very pertinent as it explores such reading motivation in connection with extensive reading and e-books, topics that I do not recall having studied in the Licenciatura en Lenguas Modernas (LLM) specifically with children population, that ask for particular conditions. Thus, we could say that this study could be a convergence point between the LLM major and the Education Faculty, which carries the program of child education, that the LLM is lacking.

Consequently, I decided to do this study to let upcoming students of the major in LLM know about the importance of reading motivation in young children. Also, the use of strategies to foster reading, and also the importance of implementing technological tools in the classroom, as nowadays technology is a big part of our everyday world and children are very enthusiastic about it. This study is expected to influence others to do similar researches in order to learn more about these topics not only by themselves but also together as they are addressed nor in theory or practice but the real professional world.

Finally, I consider this study will be good for me as a study about reading motivation make me aware of the importance of reading for foreign language learning. Reading is an essential part of our lives, and it should be something we do for enjoyment and not only for academic purposes or for the obligation. Therefore, I want to inspire my future students to enjoy reading; thus it would be necessary to implement different strategies and tools to promote reading motivation in my future students. This study was made for schools and future teachers as me to learn about the importance of reading motivation and the use of extensive reading through technological tools for reading.

All of the above mentioned supports the idea of how important it would be to inquire how an Extensive Reading strategy could promote reading in English as a foreign language in transition students at TES, in order to help increase their motivation for reading with the use of leveled e-books. Therefore, it is now necessary to elucidate every concept in order to have a theoretical foundation for this study.

State of the art

In order to learn about what has been studied in the field of Extensive Reading, E-books and reading motivation, this section reviewed some research papers related to those topics studied in this research. It was not easy to find studies about using extensive reading to improve foreign language reading motivation in children with the use of e-books. Indeed, there were no studies found in Javeriana University, Colombia,

or Latin America related to these topics. However, the studies found are very pertinent with this study and inspire further research as neither of them connects extensive reading with e-books as this study does for improving reading motivation. The studies found were done abroad, and they were found on the internet and in the Javeriana database. The first two studies focused on Extensive Reading; the following two dealt with reading motivation, and the last two studied e-books in the improvement of reading motivation.

The first study, called "Enhancing Elementary Level EFL Students' Reading Comprehension and Writing Skills through Extensive Reading Enrichment Program" was carried out by Rania Adel Ibrahim Ahmed and Hussam Rajab in 2015, in Cairo University, Egypt. It was a quasi-experimental, longitudinal, quantitative study investigating the impact of Extensive Reading on developing second language reading comprehension and writing skills among primary school EFL learners in two Arab countries, Egypt and Saudi Arabia. The theoretical background for the research dealt with reading, reading in English as a Foreign Language (EFL), Extensive Reading in the EFL Context, Extensive Reading and Young Learners, and Graded Readers, and informed about each topic with abundant authors.

The study conducted a nine-month-long experiment on a convenience sample of 112 primary school students belonging to two different private international schools in both countries. For the experiment, the students were divided into five groups, three experimental, and two controlled groups, and it used two types of statistical analysis tests, paired sample t-tests and one-way analysis of variance. The study worked with graded readers from Cambridge University Press (CUP) for young learners, and at the end, the analysis indicated an improvement in English proficiency in the two experimental groups. Nevertheless, the study underlined the issue related to insufficient exposure to English for young Arab EFL learners in their daily lives, which, unfortunately, seemed to cause relapses in their L2 intake, to which Extensive Reading could bring the solution.

Although this previous study focuses on foreign language reading comprehension and writing skills, it contributed to my study literature revision greatly for a deeper understanding of, first, the benefits of an Extensive Reading program for foreign language young readers; and second, the use of graded readers as a strategy for the improvement of reading motivation in children. Therefore, this study provided some significant pedagogical implications and recommendations for the present study. Nevertheless, Rania Adel Ibrahim Ahmed and Hussam Rajab's study focused on reading comprehension, and my study focuses on reading motivation. Therefore, it was important to see how Extensive Reading with graded readers could work in improving reading motivation.

The second previous study called "Implementation of Extensive Reading in Elementary School" was done by David Ďulík in 2014, in Masaryk University, Czech Republic. It sought for opportunities to create and include extensive reading into the English curriculum of Základní škola Studentská in Jirkov, a town in the Czech Republic. This project focused on a foreign language teaching method through large amounts of reading; thus, the theoretical background dealt with reading, types of reading, acquisition of reading skills, level reading and reading motivation

Then Ďulík followed up with the planning of the study and implemented Extensive Reading in the regular English lessons, which aimed to serve as a pilot version of the subsequent reading programme. Thus, he based the Extensive Reading strategy on a characterization of the age group for which was the programme targeted, a group of fourth graders, and a selection of titles and leveled books appropriate for characteristics of the particular school grade. The pilot version was described chronologically, and the most fundamental findings were analyzed. The pilot version was intended to prove the appropriateness of the Extensive Reading strategy for the school as an experiment, to then implement it in other grades. However, in the end, the pilot version did not work as expected for the population chosen initially, because the reading material selected for the fourth graders was not suited for their language level. Nevertheless, when implemented in a higher level class it worked out better.

On the whole, even though this research did not have the results it was expecting to have, there is much to learn from this experience. Ďulík's research works as a theoretical reference when it comes to the benefits of reading, reading motivation and extensive reading. Also, this investigation provided a good insight into the aspects to be considered when implementing an extensive reading program, such as the language level. This study wants to suggest extensive reading in the reading program of a bilingual school; thus this study could be used for further research. All in all, this study worked as an example to learn about the importance of paying close attention to the right language level for the readers.

Now in the third previous study found, Sarah M. Akers worked on a study named, "Self-Reported Practices of and Attitudes Toward Reading Among Elementary-Aged English Language Learners." The study was made in 2014 at James Madison University, USA. The Main purpose of this research was to examine the influence of self-reported practices of at-home reading, on the reading abilities of English Language Learners (ELL) from 3rd through 5th grade. For the theoretical framework of her study, Akers reviewed some literature about reading for ELL students and the academic risks for ELL students.

Then for the research, Akers used correlation and comparison of means and implemented a Qualitative Reading Inventory to assess students' current reading levels and to assess word identification, reading fluency, prior knowledge, recall, and comprehension. Also, she used scores from the school district's reading benchmarks and English language mastery test, as well as LAS Links, an English proficiency test. Then, she assessed both academic and recreational attitudes toward reading. Lastly, the McKenna and Kear's Elementary Reading Attitude Survey (ERAS; 1990) was conducted to obtain information regarding students' self-reported at-home practices of reading and access to reading materials. After all, data showed that children had more positive attitudes towards academic reading and that they were higher than their recreational reading attitudes. Thus, Akers concluded that in order to support students' recreational reading attitudes augmented access to reading material should be guaranteed, which also underscored the importance of motivating good attitudes towards reading in different contexts, academically and recreationally.

As can be seen, Akers' research and my study are similar in that both are concerned about reading motivation and encouraging reading in students from a small age. However, as Aker's study was conducted in an English speaking context, my study possesses a higher challenge since TES students do not live in a similar context. Nonetheless, Akers' study gives an excellent example of how students attitudes towards reading in English can be improved, and this study can be a reference on its theoretical framework and study guidelines to do a further study in Colombia, in the context of a bilingual school.

Additionally, the fourth study, "Increasing Intrinsic Motivation and Reading Comprehension in Children," was a study made by Lucy Amundson in 2015 in St. Catherine University, USA. Amundson studied the impact of strategic methods employed to help increase intrinsic motivation of children to read while increasing their comprehension ability. Thus, she studied about intrinsic motivation, reading motivation and reading comprehension in order to understand how to improve reading motivation.

For the investigation, eight kids were exposed to a variety of motivational resources of literature genres strategically introduced and displayed for them to have the opportunity to choose what they wanted to read, participate in a book club, and complete weekly comprehension exams. Then, for collecting the data, the instruments were a dialogue recorded through teacher journaling, a comprehension exam data, a tally sheet containing data regarding book selections and also students' self-evaluations. After analyzing the data, the eight students demonstrated a significant increase in their motivation to read. In addition, the comprehension exam scores increased steadily throughout the course of the study. As a result, the resources

implemented improved the participants' overall intrinsic motivation to read and their reading comprehension.

All in all, Amundson's study was interesting and pertinent for this research study, as it showed how reading motivation could increase with the use of the right resources. Consequently, the resources used to increase the children motivation and the methodology used to collect the data are relevant for the present study, considering that it is very similar to the Extensive Reading strategy this research studies. However, the studies are different in the sense that Amundson's focuses on reading comprehension and my study focuses on reading motivation. Nevertheless, her study is of great value, as it demonstrates that increasing reading motivation by allowing students to read what they are interested in is very positive.

Moreover, the fifth study is called, "The impact of e-Books on young children's reading habits". It was a study made by Sally Maynard in 2010 at Loughborough University, UK. In her pilot study, Maynard aimed to make a comparison between the motivation children felt when using eBooks and the motivation they felt with traditional print books. For the theoretical framework, Maynard studied about reading and the benefits of interactive reading, the importance of a family reading environment, developing a reading interest in young children, and e-books.

Then, Maynard conducted a study in which she reviewed the reading experiences of young children and their families with portable e-reader devices. The participants of this study were three families, each with two children from seven to twelve years old. These families experienced an e-reader for two weeks, and they recorded their experiences in a diary. Additionally, they were interviewed at the beginning and the end of the study. When asked whether they prefer printed or electronic books, all of the adults chose printed books, while the children were more ambivalent, with half preferring electronic books. Children found electronic devices more comfortable and more fun to use.

Even though this study is different from my study as it works with a family reading environment, it is also very similar as it worries about encouraging good reading habits in young children, and motivation makes a huge part in building good habits. Additionally, it showed how e-books could promote the engagement of children with books. Therefore, this study contributed to my research not only in the way it portrays the theoretical background but also on the way the research was done, as it started with an interview to know the initial situation and ended up with another interview in order to see the changes in the participants' perceptions. My study also follows this research method as it aims to see the changes in motivation students could have after using a new technological tool and a new strategy.

Lastly, the sixth study called "Motivating grade 1 children to read: Exploring the role of choice, curiosity, and challenge in mobile eBooks", is a research made by Katia Ciampa in 2015, at Brock University, Canada. Her pre-experimental case study was used to explore the value of intrinsic motivation in mobile e-book reading among 30 children in Grade 1. Therefore, it was important for this study to learn about the Taxonomy of Intrinsic Motivations for Reading, curiosity, choice, and challenge. Additionally, data collection comprised pre- and post-test motivation questionnaires and the researcher's field notes. Ciampa evaluated child participants' enjoyment of mobile eBooks corresponding to three motivational aspects of intrinsic motivation: curiosity, choice, and challenge. At pre-test, when asked about their most preferred type of reading material, picture books emerged as their choice. At post-test, e-books became the most preferred reading choice. As a result, post-test results indicated that most child participants enjoyed answering e-book comprehension questions and preferred eBooks to print books. The interactive capabilities afforded by the mobile e-books seemed to evoke curiosity on the students.

This research paper is an excellent reference for my study as it focused on e-books reading and intrinsic motivation, which is very similar to what my study intends to do, increase reading motivation through the use of e-books. Additionally, Ciampa's study is a good reference in terms of theory and evaluation methods, as it worked with kids around the same age as the students participating in my study and has the same purposes as my study. Therefore it is good to take this example to implement it in a different context, in a bilingual school in Colombia, having in mind that there are no studies found in Latin America that would talk about increasing reading motivation with the use of e-books.

On the whole, the revision done on the studies just mentioned, about the promotion of reading motivation with extensive reading and e-books, shows that effectively, every study is characterized by conditions and varieties that end up being different to the ones in the context and reality of my study. Even though every study has important similarities with this study which are very good for guidance in literature, key concepts, investigation methods, prove of effectiveness; there are still some aspects that make my study relevant. One being its context, as it is a bilingual school in Latin America, and the other being that it is the first study done with Extensive Reading with the use of e-books for children in Javeriana University. Nevertheless, these past experiences from the studies reviewed in this state of the art were taken into account by the present study to have some aspects of literature and investigation in mind and to go further on the study.

Theoretical Framework

In this section, the study presents the main concepts that will support this research. It is divided into three segments that are going to develop the grounds for the present study. The first segment is devoted to reading, the second segment deals with motivation, and the third segment focuses on extensive reading as a strategy and Raz Kids for e-books.

Reading

Since language is considered a tool for the conceptualization and transfer of meaning and interpretation of texts (Silliman, Buttler & Wallach 2002; Wong, Graham, Hoskyn & Berman 2008), then, reading could be described as the construction of meaning for which the learner must attain a necessary level of decoding proficiency (Lessing and De Witt (2002). Thus, reading must be seen as an integral and creative activity. Reading is a cognitive process that consists of processing steps that are separated and measured, although interdependent as explained by Bernhardt (1991), and the sum of these steps results in the act of reading. Every individual makes their interpersonal conceptualization of the text, and the output is then, individual too. Therefore, reading is the act of taking, understanding and attributing an interpretation of any written information (Benrhardt, 1991).

Reading as a social process is used to establish, structure, and maintain social relationships among people (Bloome and Green, 1984). Thence, texts are open to different interpretations, and each cultural context presented in a text and provided by the reader will bring up different sets of values and assumptions. Mikulecky (2008) says, the reader brings a prior knowledge about language, literacy and culture to the text and the reading, which is called "mental schemata", and then the text provides new data that the readers have to process, this way they learn new information like shapes, sounds, letters, meaning of the words and grammar. When this happens, the reader tries to make comparisons and finds a match in order to understand the whole text.

Moreover, the cognitive abilities that facilitate the decoding of written material are facilitated by strengths in phonological density (ability to attend to and manipulate the sound structure of speech in words) and language skills (specially vocabulary skills), (Molfese, V.J., Molfese, D.L., Walker, J., Neamon, J., Modglin, A.T., 2004). These strengths characterize good and poor readers from the second language learners (Avons, Wragg, Cupples, & Lovegrove 1998, Dufva, Niemi & Voeten 2001, Naslund & Schenider 1996). Additionally, Whitehurst and Lonigan (1998) described the development of these early reading

skills in preschool children as requiring knowledge of how prints are translated into sounds and interpreted (e.g., phonological and syntactic sensitivity, letter-sound-name knowledge), and the understanding of the context of reading (e.g., language, understanding narrative and print conventions). The improvement of those cognitive abilities are determinant for reading skills at school age.

Consequently, literacy is not something that just happens, one does not become literate the same way that one learns to walk, it is not intuited or a simple matter of physical maturation. "Emerging reading arises out of years of perceptions, increasing conceptual and social development, and cumulative exposures to oral and written language" (Wolf, 2008, p 115). Literacy learning, and more specifically reading learning, requires instruction and practice, which occurs through stages. Maryanne Wolf (2008) in her book *Proust and the squid, the story and science of the reading brain*, proposes five reading stages and it is important to mention them. Nevertheless, for this research in particular, it is important to focus on the Novice Reader stage, in which the participants of this research are, as they are between 7 to 6 years old.

In the first stage, the Emergent Pre-reader, children regularly between 6 months and 6 years old, only pretend to read or retell stories, looking at books previously read to them before. At this stage they learn the names of the letters of the alphabet and can write their own name. The emergent pre-reader understands thousands of words they hear by age 6 but can read few if any of them (Wolf, 2008).

The second stage is the novice reader and it goes from 6 to 7 years old. In this stage children are learning the relationships between letter and sound and between printed and spoken words (Wolf, 2008). They start to read simple texts with the use of high frequency words (tricky words) learned at school, phonically regular words, and they use their skills and insights to "sound out" new one-syllable words as well. Most children at this stage can understand up to 4000 or more words when heard but can read about 600. Every kid at this stage begins with learning to decode print and then to understand its meaning, they discover that letters connect to sounds of the language (Wolf, 2008). The next task would be to learn all the grapheme-phoneme correspondence rules in decoding and the phonological, orthographic, and the semantic areas of language learning.

In the third stage, the decoding reader who is between 7-9 years old does a simple reading with increasing fluency. In this stage of semi-fluency, the readers add at least 3,000 words to what they can decode, and they are exposed to the next level of common letter patterns. (Wolf, 2008). In addition, they learn to 'see' the chunks automatically and 'Sight words' add important elements to the achievements of novice readers. Children at this stage learn to go beyond the information given, it is their time for thinking." (Wolf, 2008).

In the fourth stage, the fluent, comprehending reader is typically between 9-15 years old, and by this stage reading is used in order to gain knowledge and to explore issues from one or more perspectives. The fourth stage is a period of growing autonomy, fluent comprehension, and learning about the use of reading for life inside and outside of school. (Wolf, 2008). Lastly, in the fifth stage the expert reader is 16 years old and older and reading becomes more discriminatingly, more sensitively, more associatively (Wolf, 2008). From then on, reading changes depend largely on what one reads and how ones reads it.

We need to understand that the end of reading development does not exist; "the unending story of reading moves ever forward, changing the brain and the reader every time" (Wolf, 2008, p 162). Therefore, it is important to motivate kids from a small age to enjoy reading and become good readers, as it would be positive and necessary for their future. Appropriate activities and resources incorporated in the kids' everyday life and environment in their first years, will help them develop skills and positive attitudes for reading in the longer run. Kids curiosity and persistence as motivated learners is not acquired in isolation, but in participation with everyday activities that occur in their social and cultural surroundings (Wolf, 2008). Reading begins with simple exercises, practices, and accuracy, and ends with the tools and the capacity to jump into transcendence (Wolf, 2008). Emotional engagement is the tipping point between leaping into the reading life, kids often need encouragement from teachers, tutors and parents to appreciate reading.

Once students and tutors acknowledge the positive aspect about reading, the student is on the road to reading everything. Reading is key in their continuous live. Therefore, the simplest ways to make sure that we educate literate children is to teach them to read and show them that reading could be an enjoyable activity (Gaiman, 2013). That means, finding books that children enjoy, and giving them access to those books, letting them read and choose what they want to read. Gaiman (2013), states that there are no bad authors for children and that children like and want to read different things because every child is different. As mentioned by Gaiman (2013), teachers and tutors should then be supporting guides for their students and give them the variety of material each of them need. We have an obligation to read for pleasure, if we read for pleasure, if others see us reading, then we learn, we exercise our imagination, and we show others that reading is a good thing (Gaiman, 2013).

In brief, in order to become fluent readers, children would need to practice reading from real books which capture their interest. If we want children to become readers, we must then provide time for children to read books of their own choosing (Huck & Hepler, 1997). Therefore, teachers should have the goal to maintain

children reading motivation; they should also accept the responsibility to provide students with books and invite them to discover books of their preference that could be related to their experiences and provide them with pleasure. Books that take into account children's lives, experiences, perspectives, and interests (Johnson and Giorgis, 2002). All of which will encourage reading motivation on students. Motivation for reading is believed to be important both as a consequence of reading experience as well as a predictor of later reading skills (Oldfather & Wigfield 1996); Scarborough & Dobrich, 1994)

Motivation

'Students require some form of stimulus to activate, provide direction for, and encourage persistence in their study and learning efforts. Motivation is this energy to study, to learn and achieve and to maintain these positive behaviors over time. Motivation is what stimulates students to acquire, transform and use knowledge.' (James Groccia, 1992, pg 62)

The general concept of motivation is strongly related to conscious or subconscious reasons that explain people's choices. According to Pintrich (2003), the term motivation is derived from the Latin verb "movere," which means to move. Thus, motivation is the driving desire behind any action. In this case, motivation would be the precursor of reading. On the contrary, a person who does not feel any impetus or inspiration to do anything is considered unmotivated. Motivation concerns the attitudes and goals that stimulate an action (Schunk , Pintrich, and Meece, 2008). Thus, it is essential to motivate students to have attitudes and goals that will encourage them to learn. Motivated students are more likely to pay more attention to their learning and take time to use effective learning and study strategies (Schunk et al., 2008). Having that in mind, motivation could imply the creation of appropriate conditions of any type and intensity for a more harmonic encounter between the book and the reader.

In order to promote motivation, it is necessary to distinguish between different kinds of motivation based on the different goals or reasons that stimulate an action (Deci and Ryan, 1985). There are various conceptualizations of motivation; however, theories used in reading research commonly include intrinsic and extrinsic motivation (Mori, 2015). Deci and Ryan (1985) make a distinction between intrinsic and extrinsic motivation. Intrinsic motivation refers to being moved to do something because it is inherently interesting or enjoyable for the person, and extrinsic motivation refers to doing something just because it leads to an outcome or reward. Even so, different combinations of intrinsic and extrinsic motivations relate to meaningful learning outcomes at the elementary, middle, and high school levels. Research to date

suggests that a high ratio of intrinsic to extrinsic motivation accords the most benefits, particularly for younger children (Corpus and Wormington, 2014). Nevertheless, the quality of experience and performance can be different from intrinsic or extrinsic motivation (Deci and Ryan, 2000). Thus it is vital to acknowledge the difference between these two types of motivation and understand how they can work together.

On the one hand, intrinsic motivation promotes student's willingness to learn as it has been defined as a tendency to engage students in activities for their own sake, just for the pleasure derived from performing them and the satisfaction of curiosity (Covington & Müeller, 2001). When a person is intrinsically motivated, he or she is moved to act for the sake of fun or challenge that is entailed in the activity, rather than because of some external prods, pressures, or rewards. This pleasure is the reason why students enjoy academic tasks and every aspect of the activity. Stipek (2002) agrees, saying that people are also intrinsically motivated to fulfill tasks by a desire to advance their abilities. Overall, it is evident that intrinsic motivation has a beneficial impact on learning, and Craft (2002) places great emphasis on the early years, stating that it promotes creativity and improves children's intelligence.

The early childhood years are crucial for establishing robust intrinsic motivational orientations which will last a lifetime. Thus, as mentioned by Carlton and Winsler (1998), it is essential to understand motivation to find ways to build healthy motivational patterns for children to carry on to later years of learning. Intrinsic motivation is associated with more significant learning and achievement in children (Gottfried, 1985; Pintrich & Schunk, 1996). Also, intrinsically motivated children experience more enjoyment from their learning, gain more excellent knowledge and insight, feel better about themselves, and are more likely to persist in goal-directed activities (Barrett & Morgan, 1995; Deci, Vallerand, Pelletier, & Ryan, 1991; Ford & Thompson, 1985; Harter, 1978; Pintrich & Schunk, 1996). Thus, competent readers are not just people who have learned how to read; they are students who are motivated to read because they have discovered that reading is fun, informative, and entertaining (Hunter, 2005).

However, when young students undertake academic activities, they do not always act accordingly to their intrinsic motivation (Urduan & Turner 2005). In some situations, there are external factors that contribute to their disposition to learn. Vansteenkiste et al. (2006) define extrinsic motivation as the desire of people to participate in activities in order to gain a reward, something very different from the task itself. Extrinsic motivation can be seen as the other side of the coin of intrinsic motivation and usually has a negative notion surrounding the term. For instance, some researchers argue that it decreases intrinsic motivation because the individual's attitudes become controlled by the stimulus (Deci et al., 1999, 2001). There is no genuine desire from the individuals to engage in the activity, and thus there is no deep learning.

In contrast to this understanding, Cameron & Pierce (1994) and Cameron (2001) argue that external motives promote children's willingness to learn, and they strongly disagree with the perspective that they are harmful to students' intrinsic motivation. Even Ryan & Deci (2000) suggest that some forms of extrinsic motivation can be internalized and contribute beneficially to humans' autonomy. Thus, rewards could have a positive connotation and internalize motivation in the students at TES.

What is more, sometimes students start activities because they are extrinsically stimulated to participate in the activity and, as a result, they get internally motivated. Ryan & Deci (2000) classify extrinsic motivational styles into four phases whereby pupils may follow that path. In the first one, external regulation, individuals are controlled by external factors such as rewards. In the second one, introjected regulation, students begin to internalize the external values but are still controlled by external stimuli. In the third one, identified regulation, the control of external values and goals starts to be internalized. Finally, in integrated regulation, pupils internalize to a high degree the control of external values and goals. It is undeniable that rewards are the most common form of external motivation, especially in early years setting; therefore, extrinsic motivation should not be strictly discriminated. Thus, in my study students are going to have rewards in order to see if they can internalize the external values of reading and become eager to read more for pleasure.

However, the concept of an external reward should be carefully treated as there are multiple parameters within extrinsic motivation. Deci and Ryan (1991) presented the Cognitive Evaluation Theory (CET), which claims the importance of interpersonal events and structures like rewards or feedback to lead to feelings of competence. Edward L. Deci, Robert J. Grolnick, and Richard M. Ryan (1991), explain that these feelings can enhance intrinsic motivation during an action and for that action because it satisfies the basic psychological needs for competence. For example, challenges, feedback, and freedom from demanding evaluations are predicted to be efficient in facilitating intrinsic motivation. In this study, the new technological tool will allow students to feel challenged with the follow-up activities done in the app. They will receive feedback from the app and the teachers, and finally, they will get the freedom to choose their reading material. Therefore, this reading program is expected to be appropriate and efficient in encouraging students to read more just for the pleasure derived from it.

Also, rewards may not be the central problem, but the way they are used may have serious effects on students' motivation. Studies conducted by Deci (1971) and Harackiewicz (1979) showed that when positive feedback is given, intrinsic motivation is enhanced, whereas with negative feedback it diminishes

it, as claimed by Deci and Cascio, (1972). According to Ryan (1982), these effects are mediated by competence, because when a sense of autonomy accompanies feedback, not only does it enhance a feeling of competence, but also it fosters intrinsic motivation. Empirical findings suggest that in some situations, external rewards can have a positive impact (Hausmann & Ryan 2004; Remedios et al. 2005; Marinak & Gambrell, 2008). For example, preschool teachers use external rewards, such as gold stars or stickers, to control children's behavior or mobility in order to have some order in the classroom, and also, most of the time teachers use a proximal reward to motivate children to finish their work or fulfill their tasks properly.

However, if there is a minor negative effect of rewards, Cameron (2001) concluded that educators can easily overcome it, as it is still better for educators to focus on ways of increasing students' intrinsic motivation rather than focusing on rewards, which should be used just to help foster intrinsic motivation, not to control kid's learning (Deci et al., 2001). Therefore, when using rewards, they should be infrequent and given only as feedback which focuses on the effort of the child rather than on the quality of the final accomplishment (Ames, 1992). Praise of the child's effort will help instill feelings of self-worth that strengthen motivation (Deci et al., 1991). Rewards in Raz Kids focus on effort rather than on quality; thus, this could be a positive aspect to strengthen reading motivation on transition TES students.

Finally, according to Winsler & Diaz (1995), children's persistence, motivation, and participation in learning-directed activities are greater during early childhood, with activities which are pursued in a semi-structured environment. Therefore, it is necessary to consider how important it is for the teacher to provide the framework of goals and multiple activities for obtaining those goals. Thus, the goals should be appropriate for the children and the activities well organized, for the teacher to be able to step back and allow the children to pursue their learning with just guidance from the teacher when needed. Teachers need to provide structure and assistance, without completely controlling every learning activity, but always being there to help their students. For instance, preschool programs in which children are given independence within moderate amounts of structure and adults who sensitively direct children's activities, are perhaps the best models for developing children's intrinsic motivation and competence (Berk & Winsler, 1995).

It is suitable for students to be challenged and allowed to set their own goals and to evaluate their success. Choice is an excellent method for enhancing motivation and allowing children to take even the most minimal choice, increases learning from the task and enhances subsequent interest in the activity (Cordova & Lepper, 1996; Iyengar & Lepper, 1999). Besides, Guthrie and Wigfield (2000) suggest that providing good student choices increases effort and commitment to reading. For instance, Worthy and McKool (1996) found that allowing students to make choices about their reading material increased the likelihood that they would engage more in reading. Accordingly, to keep students engaged and motivated on the reading

exercise, it is vital to provide balanced book collections for all levels during the reading instruction and the self-selection. Those books collections should include lots of informational titles and a variety of reading materials. Therefore, it would be good to discuss about a strategy that would promote this style of learning in students in order to increase their motivation.

Extensive Reading

Extensive reading (ER) is an approach to language education that has shown great promise for foreign language learners to acquire language (Elley & Mangubhai, 1983; Day & Bamford, 1998; Krashen, 2011). Harold Palmer was the pioneer of the term "Extensive Reading" for foreign language pedagogy (Kelly, 1969). He chose to use the term "extensive" because he wanted to convey the meaning of abundant reading. Thus, extensive reading means reading rapidly book after book, having the reader's concentration on the meaning, rather than the language (Palmer, 1921). Consequently, texts should be read for common real-world purposes of pleasure and information. Extensive reading understands reading as "real-world" reading for a pedagogical purpose (Day and Bamford, 1998).

Day and Bamford's 10 principles of ER (1998) are a theoretical and pedagogical baseline to understand what extensive reading stands for. Within those 10 principles, Day and Bamford (1998), propose that ER is best implemented in circumstances where learners can choose from a variety of easy read materials on a wide range of available topics, read individually and silently for pleasure and information, at a reasonable speed, in large quantity, and with reading being the reward.

The 10 Extensive reading principles proposed by Day and Bamford (1998), are:

1. Students read as much as possible inside or outside the classroom.
2. There is a variety of materials on a wide range of topics for students to choose from.
3. Students select what they want to read.
4. The purpose of reading is related to pleasure, information, and general understanding.
5. Reading is the reward.
6. Reading materials should be within the linguistic competence of the reader.
7. Reading should be individual and silent.
8. The reader's speed is faster rather than slower.
9. Teachers orient students to fulfill the goals of the program.
10. Teachers are role models for students

Besides, the experience of reading large amounts of books has many benefits such as the improvement of the general reading ability, reading speed and reinforcement and understanding of vocabulary and grammar (Tanaka & Stapleton, 2007; Waring, 2006; Yamashita, 2008). Extensive reading also improves the learners' attitudes toward the target language, increasing confidence in its use, and reducing the fear of reading texts in a foreign language (Karlin & Romanko, 2010; Yamashita, 2013). What is more, Nishino (2007) claims that in addition to gains in reading fluency extensive reading programs can lead to the development of good reading habits which could last for a lifetime.

As Grabe (1991) stated, with longer concentrated sessions of reading, there can be a promotion of motivation when reading in a foreign language. Thus, Extensive reading can be a key to unlock the all-important taste for foreign language reading among students (Day and Bamford, 2002), which will make reading easier and fun for the students. For that reason, extensive reading allows individuals to choose the material freely in order to keep the reading interesting for the students as they would be able to read for their pleasure and enjoyment; therefore, it will not be something tedious and difficult. Day and Bamford (1998) claimed that attitudes towards reading in the second language change with extensive reading and students become eager and motivated to read more. Additionally, research suggests that intrinsic motivation is the primary predictor of the amount of students' reading (Mori, 2015).; therefore, encouraging students to read for pleasure and not for external reasons should be regarded as a prerequisite for the success of an ER strategy in this study. This research project intends to promote pleasure for reading in the students; therefore extensive reading could be an appropriate strategy in order to improve this reading motivation.

All in all, extensive reading encourages readers to read with a purpose, and for enjoyment, it brings them many benefits in the reading skill, and it promotes their love for reading. However, we cannot forget the importance of selecting the right reading materials for the students, which depends on their linguistic competences and their interest. If we forget about this, their motivation for reading might decrease, and the purpose of extensive reading might not be achieved appropriately. Therefore, it would be necessary to consider Graded Readers, which works hand and hand with extensive reading and is a good source of materials for foreign language learners in their reading practice.

Graded Readers

When children are learning to read in their mother tongue (L1) they go from reading very simple books to reading more difficult ones, and this should also happen in the foreign language. The problem is that most of the time there is a high mismatch between the student's reading ability and what is expected for them to do in their reading classes; therefore, they do not go from stage to stage as in the L1. As a result, students lose their desire to read, and their confidence in reading as they feel reading is too complicated, and they are not competent in the language. However, the real problem is that sometimes the reading material might be too difficult for the student's level. Nevertheless, extensive reading makes it easier for the students to read at their own level and it is done with simplified books called Graded Readers. Hill and Thomas (1988) defined a graded reader as a book or a collection of books "written to a grading scheme," which could be a simplified version of a previously written work or an original work written in simple language.

Graded Readers purpose is to make books easy to read by simplifying the vocabulary and grammar so that the learner can easily understand the text. For instance, graded readers books are written with a vocabulary that is within the most common and useful words in word families in English, and the quantity of the words depends on the level (Waring, 2000). Also, some Graded Readers books have comprehension questions in the back and a glossary of words for that particular story. Waring (2000), states that Graded Readers are written for every age group; children, teenagers, and adults, and when reading these books, beginning learners start with the most comfortable books, and when they are ready, they move up to a higher level of difficulty. As they go on, they can read books smoothly and with good comprehension. Authors such as Bamford (1984, 1984, 1987), and Kitao & Shimatani (1988) and publishers' representatives like C. Thompson (1984), M. Thompson (1988), Tunnacliffe (1983) have argued that reading can be studied more effectively and enjoyably when students use comfortable material which they can understand and enjoy, instead of being forced to decode and translate texts hopelessly beyond their abilities.

What is more, following with what Waring (2000) says, if the reading is done within the learners' current reading ability level, the learners will be processing words more quickly and building the automatic recognition of words, which will allow them to read at a faster rate. As the learners read, they will begin to see words in groups, which allows them to move from reading 'word-by-word' to 'reading-with-ideas,' thus aiding reading fluency, because when learners read faster, they understand more. Additionally, the human brain works very well at noticing patterns, we find patterns in behavior, nature, music and, of course, language. Research suggests that it takes 15 to 20 meetings with a word to 'learn' it; thus it is vital to revisit many times the new vocabulary that is not yet fully learned (Waring, 2000). Therefore, children will need

training in matching sounds and spelling patterns, which the students participating in this study do, as they learn through synthetic phonics with Jolly Phonics.

Moreover, research has shown that learners should ideally be reading a book a week at their level of difficulty (Waring, 2000). Reading more is more beneficial for language development, and reading less means that the learner will not be revisiting language patterns and vocabulary frequently enough to learn new vocabulary. This author suggests that the amount of reading should take about 90-120 minutes per week or about 15 minutes per day. The Beginning level of Graded Readers has a lot of picture support and larger print, whereas more difficult books have more words per page and fewer pictures. According to this author, the focus is more on general comprehension and on developing reading fluency, not directly on learning the new language. Thus, usually, the reading is not formally assessed, such as with language tests, but some level of comprehension must be checked.

Therefore, it is vital to empower students and give them the tools to track their reading process and reading comprehension; in that way, the process is more concrete for children and, in turn, they can see their progress with their own eyes (Kirchhoff, 2015). When students can see what they have done and can recognize their achievements, they feel proud and may feel also motivated to keep on, so that they can accomplish even more. Thus, as they do follow up activities about what they read, students will have the confidence and motivation to read, which is in general what extensive reading and grader readers stand for, confident and motivated readers. For this study, follow up activities would be very important, as they allow teachers to give feedback to the students and students to be conscious of their progress, which could motivate them to read more.

Ching Yin Leung (2002) points out the importance of follow-up activities, which should be very simple, encouraging, related to the student's readings and implemented in a low-anxiety environment. In general, these activities would allow the teacher to determine if students understand their books at an acceptable level. If not, the teacher's task is to guide them to more appropriate books. However, it is essential to remember the purpose of the activities is for the learners to do Extensive Reading, to practice their fluency, and thereby develop confidence and enjoyment in reading. Consequently, it is crucial to pay close attention to those follow-up activities in order to implement Graded Readers correctly. There are thousands of Graded Readers available for language learners, some in the written paper and some online. Every program offers different options to interact with the reading, but nowadays online books tend to be more efficient, as kids have many books available wherever they go, and online programs offer many ways to interact with the books.

Raz Kids

A literacy-rich environment that includes appropriate reading materials allows for a variety of book choices and sets reasonable yet high expectations for students, which will increase and nurture the personal desire to read (Morrow, 2004). Therefore, a vast library would be a necessary component in creating a rich and enticing space for reading (Capen, 2010). A large selection of books and a variety of titles allow students the opportunity to choose books to which they can relate and books they want to read. Thus, an e-book based reading program as it is Raz Kids could have this availability to provide additional text variety which could increase intrinsic motivation. Besides, virtual material could also be at a level just comfortable enough to encourage students in feeling successful (Pressley, 2006).

Students in a classroom have different reading levels; therefore, a one-size-fits-all approach to instruction cannot meet the needs of all of the students. The solution would be a comprehensive collection of reading resources developed for each kid's reading level that would provide teachers with easy and ready access to the instructional tools they need to meet the needs of every student (Klein, A. F., 2010). The needs of the students can only be met by analyzing their strengths and weaknesses, and then, using developmentally appropriately leveled resources for targeted and differentiated instruction (Klein, A. F., 2010). Therefore, teachers, as well as kids, need access to a vast array of learning resources written for various developmental levels, this way, they are better equipped to meet the diverse learning needs found in most classrooms.

Raz-Kids is an online program developed to make reading easier for students by providing an online library of leveled e-books, such as serial books, nursery rhymes, poetry, and song e-books. Students reading an e-book on the site can click and select vocabulary words to hear the pronunciation, listen to an e-book while following along with the displayed text, and if more practice is needed, record themselves reading the e-book for self-monitoring (Klein, A. F., 2010). The Raz-Kids website provides a variety of supports and tools available for students and teachers. On this site, each student has a login account and a customized e-book library with a selection of e-books based on the student's current reading level. The Raz kids program offers reading books written at 27 levels of difficulty presented in the letters of the alphabet, which facilitate the right content in every student's hands. Besides, it allows teachers to make students-specific assignments, track each reader progress, or open-up a bookroom to give students free access to all books.

The online collection of Raz Kids offers reading resources available 24/7 over an internet connection (Klein, A. F., 2010). These resources can even be organized and easily retrieved by the teacher using search features and a navigational interface that allows teachers to look for books associated to what the students

are learning in the classroom and their interests. This comprehensive collection of web-based learning resources helps teachers differentiate instruction and improve student reading performance. Effective literacy instruction does not happen separated from the rest of the world, it occurs across a spectrum of interrelated components that come together to give students a holistic understanding of how to make meaning in the world, thus hands on authentic reading activities motivates readers (Duke, Pearson, Strachan, & Billman, 2011). Raz kids offers a vast selection of books in which teachers could relate the e-books to subjects areas, and in this specific case, lines of inquiry from the PYP program.

Apart from that, Raz kids understands the importance of a follow up activity after reading the books, therefore, the program has a built-in incentive program that allows students to earn stars for completing their reading of a book, listening to the book, recording themselves reading a book, and completing a reading comprehension quiz. Then, students can use their stars to customize a robot avatar and a Raz Rocket, some of the upgrades to the robots and rockets can be earned easily while others require students to save more stars. Thus, Raz kids is an interactive portal which is specifically designed to keep kids motivated and engaged. This rewards system reinforces students reading and improves comprehension.

Consequently, the tools Raz Kids offers children to interact more with the books allows them to participate in close reading in order to get a more in-depth reading comprehension of the text and to read for meaning. Close reading invites them to identify main ideas and details, reread to dive more rooted in the text, identifying the structure of the text, and analyzing the ideas presented. All of which allows them to develop their reading comprehension abilities for understanding the textual arguments presented in the text (Serafini, 2013). As a result, students become more skilled at locating evidence within a sentence, paragraph, or page of a text. Then, they can justify answers to text-dependent questions based on what they read. When students have opportunities to practice answering text-dependent questions, they improve their existing reading skills and develop close reading habits.

Providing these reading interaction opportunities allows teachers to boost independent reading and create intrinsically motivated and successful reading environments, which requires teachers to ensure all students are motivated readers (Capen, 2010). It is undeniable that as time spent reading at appropriate levels increases, reading performance and motivation improves, as students take ownership of the books (Klein, A. F., 2010). When students are given choices in selecting reading material, either virtual or printed, rather than having books which are chosen for them (Pachtman & Wilson, 2006), they are given an empowering moment that will enhance their reading. Motivation engages students in learning, therefore increasing their success in reading (Logan et al., 2011).

Additionally, technology is attractive to children, and it is engaging. Getting students engaged is the first step in teaching them to read. Technology is the way of the future, and using programs such as Raz Kids to strengthen reading skills in the youngest students will give them the skills they need to read and interact with e-books. Additionally, e-books should be considered in the classroom because of the added features they have, such as animations, videos, sounds, and narrations. The additional features included in some e-books can make repetitive book reads more enjoyable, motivating students and helping to increase language and comprehension skills (Boeglin-Quintana & Donovan, 2013).

Besides, it is essential to give young children multiple opportunities to respond to literature, and the use of e-books have the additional advantage of offering technological supports (Rhodes and Milby, 2007). E-books are even helpful for students with disabilities because they offer multimedia effects that support student understanding and scaffold student learning, giving the students the chance to master skills they may not be able to master on their own. Rhodes and Milby (2007) declared that students with disabilities receive a boost in self-esteem when given access to text-to-speech technology, such as e-books. Additionally, interaction with a computer can have several benefits, such as gains in learning and student gratification (Segers & Verhoeven, 2002). Such learning gains will motivate a student to continue to utilize the computer and enhance his or her reading.

All in all, Raz kids is a complete reading program that would offer the opportunity for students to read as many books as they want, whenever they want. Raz kids has a huge variety of e-books for every interest and preference, and most importantly, for every reading level. Additionally, the online reading program allows kids to interact more with the books, which will keep kids more engaged in reading and thus, more motivated. Therefore, this program could be very appropriate for this study as it offers the tools children would need to feel motivated towards reading in English.

For the following section, all of the concepts brought about in this theoretical background will be the basis for this study. Therefore, the concepts of reading, motivation, extensive reading, graded readers and e-books Raz Kids will be taken for the methodological framework.

Methodological Framework

In this fragment the study went through the methodological steps taken for the attainment of this research, having in mind the specific objectives of the study. First, recognize students and teachers perceptions about reading in English with ORT, before the use of the technological tool and the new reading strategy. Second, evaluate the students' interaction with the technological tool to understand its effects on their willingness to read in English. Third, identify the students' perceptions about reading in English after the use of the technological tool and the new reading strategy.

Investigation Type

There are different types of investigation (correlational, explanatory, descriptive, and exploratory), and according to Hernández et al. (2010), a research study could fall into more than one. This study belongs to the exploratory and descriptive types of investigation.

On the one hand, exploratory studies are done when the goal of the study is to examine a theme or problem of investigation that has not been studied much before; there is much doubt about it, or has not been studied at all before (Hernández et al., 2010). Therefore, when the review of the literature reveals that there are only vague ideas related to the problem being studied, or if there is more that wants to be studied about this problem from different perspectives, the research would be exploratory. Additionally, inquiries of the exploratory type are characterized for being more flexible but implicate higher risk and require more patience and reception from the researcher.

This study is exploratory research as the topic has not been studied much before in Latin America, and also because no background studies on extensive reading in preschool with e-books were found in Javeriana University, Colombia or Latin America, as shown in state of the art. Therefore, what this study intended to do is to work on this topic in Latin America and explore a group of preschoolers perceptions towards reading in the second language. Thus, to propose the use of a technological tool (Raz Kids) and a strategy (Extensive Reading), and to verify the outcomes that this tool and strategy had in the sample chosen for this study as they have done in other studies done internationally presented in the State of the Art.

On the other hand, descriptive studies specify on the properties, characteristics, and profiles from the groups, people, communities, processes, objects, or any other phenomenon, context or event that is put into an analysis, and describe them in detail, who they are and how they behave (Hernández et al., 2010). These

studies only pretend to measure or collect information from individuals or groups, about the concepts or the variables of the phenomenon. Therefore, for this type of study, the researcher should be able to define the population, the data, and what is going to be studied.

After the exploratory investigation, the descriptive scope supported this investigation project describing the motives and perceptions of the students in detail, as well as how they were manifested inside the specific context of the school. In this case, analyzing the data obtained, the study intended to identify with precision the different dimensions of the situation in terms of motives and perceptions, to then describe the more significant generalities regarding reading motivation in the second language in transition grade.

All in all, it was necessary to revise how these types of study allowed us to learn about the obstacles that children face in terms of reading motivation in transition grade with the help of the investigation approaches and instruments of data recollection that were used for this study. They showed the general picture from the problematic inquired and then they were analyzed in order to verify if a new tool and strategy were appropriate to improve reading motivation in preschool children.

Investigation Approaches

As stated by Creswell (2014), the investigation design is the plan or proposal to conduct the research. For that reason, many aspects such as worldviews, strategic and methodological aspects play a significant role in the making of a study. The course of any investigation approach is then a world view or beliefs that guide it, meaning that every approach has certain beliefs that guide the researcher's action.

The approaches used for the needs of this study were the quantitative approach and the qualitative approach. However, the study focused more on the qualitative approach in order to get the most accurate and meaningful information, as the investigation was done with children, and children give honest, open, and ample answers. According to Bearison, (1991); Deatrick & Faux, (1989); Thompson & Gustafson, (1986), children are the best sources of information about themselves. For the reasons mentioned, the qualitative approach was pertinent for the characteristics of this study, and the quantitative approach supported the study in a more precise way.

Qualitative approach

On the one hand, the qualitative approach moves dynamically between the facts and their interpretation. Thus the process is somewhat circular and varies depending on each study in particular (Hernández et al., 2010). Additionally, qualitative research is an inductive process which goes from the most particular to the most general, which is known as a fundamental theory. The qualitative approach seeks to understand a given research problem from the perspectives of the population it involves and to reconstruct their reality; thus it is primarily an exploratory research. Therefore, it evaluates the natural development of the phenomena, and there is no manipulation of the reality (Corbetta, 2003). Thus, the qualitative research is especially useful in obtaining specific information about the values, opinions, behaviors, emotions, and social contexts of the particular population to dive deeper into the problem (Denzin, 2000). Consequently, the investigator works with methods of recollection that are not standardized or completely predetermined and the recollection of data consists of gathering the perspectives and point of views of the participants (Hernández et al., 2010).

For the qualitative part of the study, I started examining the social world of the students in an inductive process which went from the most particular to the most general, relating this to the theory studied. The process of inquiry was then flexible and circulated between the answers and the development of the theory. Its purpose was to reconstruct the reality of transition students of a bilingual school to learn about their perspectives about reading in English as a foreign language. Thus, the qualitative approach helped to evaluate the natural development of the phenomenon and to understand the research question, diving deeper into the problem of lack of foreign language reading motivation.

Quantitative approach

To begin with, in the quantitative approach the investigator gathers data based on numeric measurements and statistical analysis in order to answer the research question. Thus, the data gathering is based on a measurement made with adequate and valid investigation tools, and the data is represented with numbers (quantity) and should be analyzed through statistical methods. What is more, the type of analysis made should be interpreted in light of the research question and the theory, as the results need to go along with the previous knowledge found in the theoretical framework (Creswell, 2004). Therefore, this type of investigation needs to be as reliable as possible, and the aspect being investigated cannot by any circumstance be influenced by the researcher.

Besides, the results found in the sample, are generalized to explain and predict the phenomenon being studied; thus the researcher looks for generalities and causal relationships within the different elements. If there is a rigorous pursue, the data would have the validity and trustworthiness needed for the results to have an excellent value for further observation and knowledge. In addition to that, the quantity factor needs to occur in an external reality from the individual, which brings out the possibility to explain how the individual conceives reality. On the whole, the quantitative approach can be defined as sequential, coming from the principal idea to the elaboration of a report of results, without forgetting the steps in the way, which are: statement of the problem, literature revision, definition and selection of the sample, recollection of the data and analysis of this.

For this study, the data gathering was based on a measurement made with adequate and valid investigation tools for that problem. Thus being a questionnaire with emojis that had a numeric value from which a statistical analysis was made. Also, the study used a dashboard from Raz Kids that showed the study the time students participating in the study were spending in the app. The type of analysis made was interpreted in light of the research objectives and the theory, as the results needed to go along with those. Consequently, this qualitative research needed to be as reliable as possible; therefore the aspect being researched was not by any circumstance influenced by the researcher. Therefore, the results found in the group of students were generalized with the intention to explain and predict the research question, and the study looked for generalities and causal relationships within the different elements. Additionally, the quantity factor brought out the possibility to explain the way in which the students conceived reading, and the data had the validity needed for the results to have a high value to analyze the appropriateness of the study and to incentivize further observation and knowledge.

Community

First of all, it is necessary to understand that a sample consists of the constitutive and representative parts of the population, (Nieto Mesa, 2015, pg. 12), which are established as units of analysis that are then studied to get the information sought. The community chosen to carry out this study were the students from a group of transition grade at the English School and the teachers that work at this preschool level. The school has five groups of 25 students per grade, having 150 students in total for the transition area, but in order to narrow this research, the study focused on one of the groups, that has 25 students and the units of analysis

will be the 21 transition students from whom we got parents authorization. The sample of the research will be 16.8% of the population for whom the investigation is directed.

The students participating in the study are all 6 to 7-year-olds. The group of 25 students consists of 15 boys and 10 girls. Additionally, the majority of students are Colombian, meaning that their native language is Spanish, except for two foreign kids, whose native language is Hindu and Portuguese. The whole group takes classes in English and Spanish. Math, language, art, music, and social studies are taken in English. Spanish, values, technology, physical education, rhythm, and drama are taken in Spanish. Therefore, kids have very close contact with English most of the time.

Additionally, the transition area counts with 10 teachers, 5 tutors, and 5 teacher assistants, but for this study, only the 5 tutors were interviewed, who are the ones that spend the most time with the children and are in charge of the language classes. These teachers also plan the classes for the 5 transition grades; therefore they are well informed of the classes taken by the students and what benefits students' learning. The five teachers are all women, and they are between the ages of 27 to 45 years old.

As can be seen any transition student and teacher from the English School would have the possibility to participate in the investigation. However, considering the fact that the investigator has close contact with one of the groups from the area as she works with them, for this investigation we only took one of the groups, as the consents and permission were rather more accessible. As for the teachers, they were all willing to participate in the research in order to help the researcher with her study.

Instruments of data recollection

Now, it is essential to mention that the selection for the instruments of data gathering was chosen having in mind the theoretical framework and revision done concerning the study objectives purposes and the research question. For this study, the means to gather information will be a motivation questionnaire, a dashboard from Raz Kids that represented the time spent in the app, and a semi-structured interview. Those three together answered the research question about, how could an Extensive Reading Strategy promote intrinsic motivation for reading in English as a foreign language for kids in transition at TES with the use of leveled eBooks? As suggested by Lofti (2012), Horwitz (1987) y Truitt (1995), these tools, semi-structured interviews, questionnaires, and dashboards are the ones with a higher level of precision when collecting information about motivation.

Firstly, the interview worked on a dynamic inquiry between the facts and the interpretations as the process depended on each study in particular (Hernández et al., 2010). The interview is an especially important means of obtaining information from children on a wide range of topics (Faux et al., 1988; Kotzer, 1990), and a more flexible type of inquiry which reconstructs reality (Hernández et al., 2010). There are several data collections methods in qualitative research and interviews are among the best suited and most commonly used instruments (Kumar 2005; Nohl 2009), as they can be very flexible in order to formulate questions as they come to mind around the issue being investigated. Interviews do not give any specifications or limit the participants' freedom in answering the various interview questions.

The semi-structured interviews, more specifically, give the participants of the study sufficient time and scope to express their views (Nohl 2009). Additionally, semi-structured interviews allow the study to learn about the participants' opinions, statements, and convictions, and also to obtain narratives about their personal experiences (Nohl 2009), as open-ended questions allow participants to freely voice their experiences and minimize the influence of the researcher's attitudes and opinions (Creswell 2005). Thus, with the semi-structured interview, students and teachers were able to comment openly about their perspectives regarding reading in the second language, the reading program they had been using, and the new tool and strategy implemented for this research project. An interview was done before implementing Raz kids and Extensive Reading, and after the implementation of the new tool and strategy, in order to evaluate the effectiveness of them to increase reading motivation in the second language. The results obtained through these semi-structured interviews were compared with each other, viewing that all the participants were required to express their perceptions about the same general topics (Nohl 2009).

Children and teachers were comfortable answering the questions and had the time and space to make their comments openly with no pressure. The semi-structured interviews for the students had eight questions, and the ones for the teachers had nine questions. The interviews were done in tutor time or snack time when kids have free time to play or have their snack; no time was taken from their academic hours. For the teachers, interviews were done during their free times as well. These interviews were fully completed and transcribed for analysis. Besides, the data was collected first by recording the interview individually and then transcribing the interview to have a better look at the answers.

Secondly, the dashboard from Raz Kids was an instrument that communicated key information about the time spent on the app by the students and made this information easily accessible (Brath and Peters, 2004). In Raz Kids teachers have the option to build a roster of students to track each reader's reading progress;

the dashboard provides a quick overview of student's performance and usage. Thus, it allowed the study to identify the time students spent reading books and playing with the incentives as this tool helps people to identify visually, patterns and anomalies, which then guides them toward effective decisions (Brath and peters, 2004).

The Raz Kids dashboard overall allowed this study to look closely at the reading motivation reflected on the time spent on the app during the time of the implementation of the study. The implementation of Raz Kids started in January of 2019, as the kids were in vacations in December, and the study was revised until March of the same year. Therefore, the objective in using this dashboard was to see if there was any increment on the time spent on the app in order to identify if the Raz Kids reading program had promoted any motivational growth on the students reading motivation. All because, as more time spent on the app and reading more, would convey more motivation to read on this app. Additionally, it is necessary to highlight the fact that the information taken from the Raz Kids reading reports was only the necessary for this study; thus I only used the dashboard that informed about the time spent on reading and incentives.

Thirdly, the questionnaire aimed to learn about generalities and causal relationships within the perceptions from the students, which could be intuition or just motives that were well based and organized logically (Hernández et al., 2010). This questionnaire specially focused on the perceptions and motivations transition students had when reading in English as their foreign language. The questionnaire was used before and after the implementation of the new reading tool, to see the changes in the perceptions and motivations students had about reading. That was also a quantitative investigation part of the study.

The questionnaire was designed especially for this research in order to gather information from the respondents about the problem of this study. The nine questions aimed to get the perceptions of the students, all related to reading motivation. Additionally, as the respondents where kids between the ages of 6-7, the answers were represented by emojis, and those emojis responded to feeling excited, bored, happy or annoyed. Every emoji had a numeric value, which then was represented in statistical analysis.

The questionnaire was done individually, so the researcher would not take time from the classes. I would explain every kid the instructions of the questionnaire, where they would have to cross out the emoji that represented how they felt about each question. Especially, I would tell them that any question would be good, their answer would not be graded, and the truth was the correct answer. When doing the questionnaire, I would go through all of the questions and read them for the students, as they did not know how to read some words and they needed help, in fact, some students need translation into Spanish. Then, students

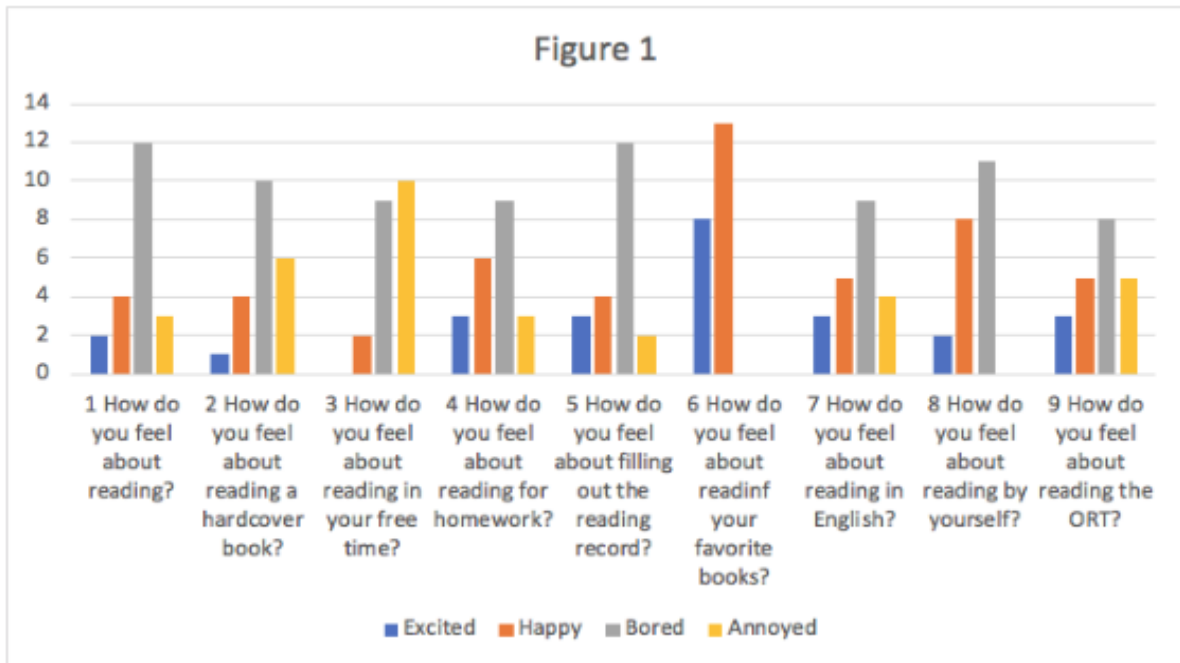
would cross out their answer. Some of the students needed extra help with the questions, and I would give them examples and put the questions into context so it would be easier for them to give their answer. The questionnaire was short and precise, therefore, students did not have any problem with it.

All in all, the whole methodological framework enabled the research to get an understanding of the problematic aspects of the study and the appropriateness of the changes proposed in it. Thus it is essential to mention that the selection of the types of investigation, the approaches, and the instruments of data recollection was chosen in light of the theoretical revision made for the study. Thus the following analysis was made having in mind the conceptual framework and the methodological framework in order to have an answer to how an Extensive Reading strategy could promote reading motivation in English as a foreign language for kids in transition at TES with the use of leveled ebooks.

Analysis

For this research, the information gathered was triangulated by means of the three instruments implemented, the questionnaire, the Raz Kids dashboard, and the semi-structured interviews. The analysis is presented following the specific objectives of this study; therefore, it has three parts.

Regarding the first objective, the identification of students and teachers perceptions about reading in English with the ORT, before the use of the technological tool and the new reading strategy, the results were mainly gathered through the pre-study questionnaire (figure 1), as it allowed me to recognize some of the students perceptions about their current motivation for reading with ORT books. The interviews with the children before the use of the proposed reading program and strategy (annex 1) and the interviews with transition teachers (annex 3) provided complementary information in light of students comments and what teachers could see in their students. These instruments gave us the guiding lines for this part of the analysis.



According to Villalón, Ziliani, Viviani (2009) an effective reading exercise with kids, includes a continuous motivation and interest for reading. However, from the questionnaire with the students, (figure 1, question 1) students reflected a lack of motivation for reading, as 12 of them answered that they felt "bored" when they had to read. Nevertheless, the majority of them did not feel annoyed about reading; just 3 of them did. On the contrary 4 of them felt happy to read, and 2 of them felt excited, which makes 6 of them with a

positive feeling towards reading, and just 3 of them with an evident negative feeling. The boredom, which was the majority's answer, may indicate that reading motivation in students participating in the study is relatively low, but it could increase if we could find out the reason why students were feeling bored about reading, and if the program the school is using for the reading program is not appropriate to incentivize this motivation.

Similarly, when students were asked about how they felt about reading a hardcover book (Figure 1, question 2), the most popular answer was "bored" with 10 students, followed by "annoyed" with 6 students, which shows that most of the students seemed to show some dislike for traditional books such as the ORT, and lack interest for them. What is more, when teachers were asked about how they thought students felt about the ORT, which are hardcover books, some of their answers showed that they had the perception that the students did not enjoy reading with the books of the current English reading program. Here some of their answers to illustrate: "I think they do it mostly for homework, and sometimes they get bored with the stories as they are very short, I think that they would like more" (Annex 3, teacher 4), and "Children just do the reading because they have to. They do not seem to enjoy reading the ORT" (Annex 3, teacher 5). According to Wolf (2008), emotional engagement is the tipping point when leaping into the reading life. Probably, if there is little interest in books, this may hinder the child's interest in reading; therefore, it is essential to find a way to encourage students to appreciate books.

Having that in mind, it is essential to consider what James Groccia (1992) said when he mentioned that motivation is the energy to study, to learn, to achieve and to maintain these positive behaviors over time. Motivation is what stimulates students to acquire, transform and use knowledge. When kids were asked about how they felt about reading in their free time (Figure 1, question 3) and how they felt about reading for homework (Figure 1, question 4), the most popular answer was again "bored" which implies that they do not seem to feel really motivated to read neither for leisure, nor for duty. Additionally, if we analyze the next question which asked about how the children's feeling towards filling out the reading record that comes with the current books they are currently reading (Figure 1, question 5), 12 out of 21 students answered, once again, to feel bored. This result may indicate that the students do not feel genuinely motivated to read and understand what they are reading, as reading has become more of a responsibility to be accomplished than an enjoyable activity for them. Also, in the interviews with the teachers, I could infer that reading has become a boring activity for these children since they feel that it is just an obligation instead of something they are supposed to enjoy. As clearly stated by teacher 2 when saying "I feel like they see it as something they just have to accomplish because it is mandatory. They are used to it; it is not something they are motivated for; it is just homework."

According to Carlton and Winsler (1998), it is important to understand the motivation to find ways to build healthy motivational patterns for children to carry on to later years of learning. Nevertheless, in the interviews with the teachers, the majority of them mentioned that there is a lack of motivational strategies and follow up activities to encourage the reading motivation and keep track of the children motivational process. For instance, (teacher, annex 3) 1 said "They take the books home, but when they take them back they do not really talk about it with their classmates or teachers, we do not do anything with these books. It is just, take it home, read it, and that is it, I will give you a stamp. I never ask them about the books. We actually never discuss about the books, it is not in the planning and actually we never focus on that, it is more like for students to read at home, but it is not like really connected to the unit of inquiry or the class". Evidently, there seems to be no clear motivational strategies regarding reading in English for these preschool students, and we see that reflected in the information gathered through the first questionnaire (figure 1). The teachers may not know precisely how to engage children in reading, and if they are not provided with the appropriate tools and strategies, they may experience some frustration, and so would be their students.

Following Wolf (2008) said, curiosity and persistence are not acquired in isolation, but in participation with everyday activities that occur in their social and cultural surroundings. Therefore, teachers should be leading guides that cultivate reading motivation in the students through the use of different resources. However, when teachers were asked about the ORT program and how they felt about it, they mentioned that there are some inconsistencies with the program in terms of the promotion of reading motivation. For example teacher 2 answered "I think it is missing a follow-up, like not leaving it simply on the whole process of, you are reading it, and we are going to give you stamp because of it. But, what else are we doing with that, are we actually discussing, do we actually know if they enjoyed the book?". Taking this into account, it could be said that transition teachers of TES need a more complete program to implement and to help their students, one with more appropriate follow-up activities that would encourage students to read more for the enjoyment of doing it than for duty.

Moreover, according to Schunk et al. (2008), it is crucial to help students to engage in activities that help them learn and enjoy what they are learning, thus, motivated students are more likely to pay more attention to their learning and take time to use effective learning and study strategies. However, it does not seem the case for the context of this study as teachers see that most of the students fill out the reading record with literal information taken from the books, as stated by (teacher 2n, annex 3) when answering "it does not make sense at all. It is as if they were doing it automatically and not doing real and complete reading

comprehension. Furthermore, the majority of the students answered that they felt bored about reading in English (figure 1, question 7), which seems to confirm that they are not reading in English for interest or enjoyment, but merely for an obligation, and that the reading comprehension activity they are doing with ORT is not encouraging them to read more. Thus, if they feel that they did not understand what they have read, they do not feel successful, and consequently, they may not feel encouraged to read more.

The students' answers also showed low feelings of motivation when reading by themselves (figure 1, question 8), as most of them answered that they felt bored when doing so. Preschool programs in which children are given independence within intermediate amounts of structure, and in which adults sensitively direct children's activities, are perhaps the best models for developing children's intrinsic motivation and competence (Berk & Winsler, 1995). Although the ORT program gives the students independence to read, it lacks structure and guidance, as the transition teachers at TES do not follow any strategy as mentioned above. Without a clear structure, the students may not feel confident in their reading skills. If, for example, the books were related to the PYP lines of inquiry or to what is being studied in the classroom, students might feel more engaged to what they are reading, and that would contribute to foster their interest for reading. Also, it may contribute to their feeling confident about their reading skills, and, in consequence, to read more and discover more books.

When students were asked in the first interview (Annex 1¹) about the difficulty of the books, the majority of the children expressed that ORT books were too easy (18 out of 21), which could explain the repetitive feelings of boredom that were found in the answers gathered with the instruments applied to the children. When children are learning to read in their mother tongue (L1) they go from reading very simple books to reading more difficult ones. In the same manner, L2 learners should be given more challenging reading materials and activities as they improve their language level. Students could lose their interest and confidence to read if the material is too difficult or too easy, or if they feel unskilled for the activity in one way or another.

Furthermore, when students were asked about how they felt about reading their favorite books (figure1, question 6), the results showed that the majority of them felt happy when it comes to reading their favorite books. On the contrary, when it comes to reading the ORT books (figure 1, question 9) the majority of the students felt bored. It is evident that the ORT is not encouraging reading motivation as it is boring for the kids. Children who use sophisticated strategies and enjoy literacy activities are considered to be engaged

¹ Translation made by the author from Spanish to English.

readers; they look for appropriate books and become excited about learning new material (Lutz, Guthrie, & Davis, 2006). Therefore, it is important for kids to be able to read what they enjoy and they feel comfortable with. Thus, it would be necessary to offer them a more sophisticated strategy that would fulfill the needs of the children of today. In the interviews with the students (Annex 1²), when they were asked if they preferred ORT books or any other books, most of their answers were that they preferred to read different books of their own choice. Based on that information, it could be inferred that students need a variety of books to have the opportunity to choose the books that they find more appealing.

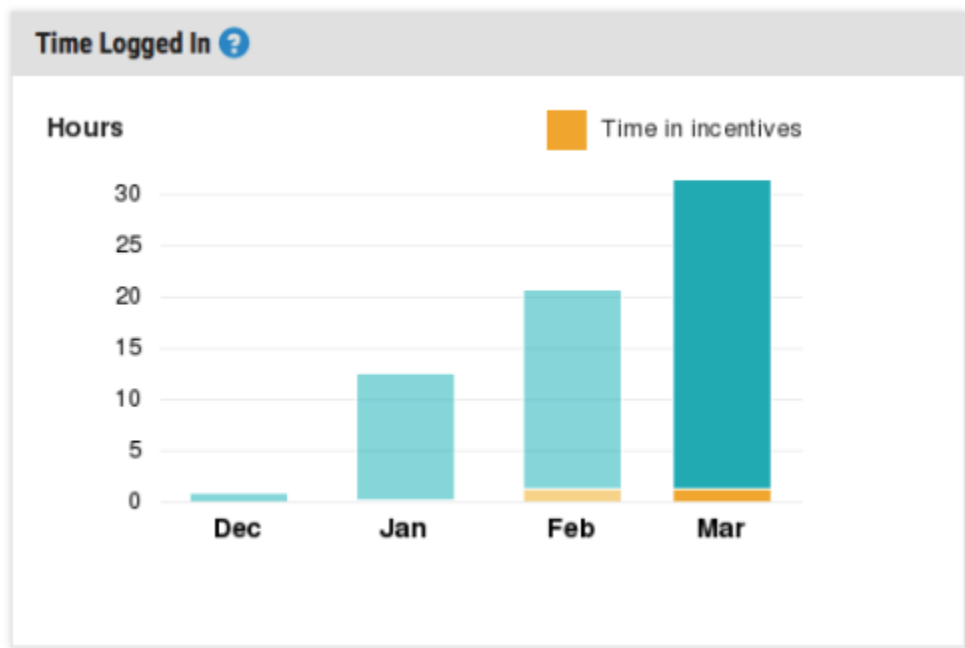
Besides, in the interviews with the teachers (Annex 3), they also showed discontent with ORT reading program as they said that the program has several disadvantages as it does not offer variety of stories for the different interests of the students. Also, they mentioned that the books are outdated, there are not many titles to choose from, and they are not challenging enough for current students. They firmly believe that TES preschool students need new stories, new characters, and new things, and teachers need an upgrade. According to Marinak and Gambrell (2008), when rewarded with the opportunity to choose their own books, children are motivated to read and remain engaged in reading.

In conclusion, based on the results of both the interviews and questionnaires, students and teachers perceptions about reading motivation in English were generally negative since the most common feeling towards reading among students was related to boredom and discouragement. Additionally, teachers reported a lack of strategies for them to foster reading, a need for a change in the reading program along with the material. Therefore, it seems evident that the way in which reading in English is currently managed at TES preschool interferes with students reading motivation.

Moreover, as presented in the introduction of the analysis, this second part deals with the second objective of this study, therefore it intends to evaluate the participants' interaction with the technological tool (Raz Kids) and the new strategy (Extensive Reading, ER) to understand their effects on the students' willingness to read in English. For this purpose, the dashboard of Raz Kids (figure 2) was used since it registers and saves information related to the time students spent using the app and their progress. Additionally, the students' interviews (attachment 2) informed about how students felt with Raz Kids and ER strategy. This data allowed the identification of possible changes in the students' willingness to read in English due to the use of the new technological tool and the strategy suggested in this study.

² Translation made by the author from Spanish to English.

Figure 2



According to Groccia (1992), motivation is this energy to study, to learn, to achieve and to maintain positive behaviors over time. Motivation is what stimulates students to acquire, transform and use knowledge. Figure 2 shows that time spent on reading on the app increased throughout the time allowed to conduct this study. At the beginning of the research the participants were told that they had the opportunity to read on Raz Kids whenever and as much as they wanted, and that they could read whatever they wished, which resulted in the increase of the time spent reading on the app, which could be associated to a growing interest in reading. According to Guthrie and Wigfield (2000), providing genuine student choices increases effort and commitment to reading. Besides, allowing students to choose their reading material increases the likelihood that they would engage more in reading (Worthy and Mckool, 1996). ER strategy allows individuals to choose the material freely and to read as much as they want to in order to make reading interesting for students and invite them to read for their own pleasure and enjoyment, so it is not something tedious and difficult for them. Additionally, Raz Kids offers a large variety of books to choose from, so children had the material they needed to practice the Extensive Reading strategy and read as much as they wanted to.

When Raz Kids was first implemented in December, the students went into their Christmas break and did not spend much time on the app as can be seen in figure 2. However, when coming back to school, the students were encouraged to read more, by connecting the books to the lines of inquiry established by the

school, and inviting them to read any book they wanted, as long as it related to what was being studied in the class. Additionally, they were extended the invitation to read any book they found interesting in their free time. Figure 2 shows that the time spent by the students on Raz Kids grew evidently in January, and continued growing in the following two months. Based on this information, it could be said that the students' motivation increased as their reading materials and activities were more related to the context

What is more, when the students were asked about what they liked about Raz Kids in the second interview (annex 2), some of them reported liking the fact that they could read books related with the unit of inquiry they were working on at school. For example, student 19 and student 13 commented they liked the books about the animals, as during the time of the interview they were learning about animals in the unit of inquiry. Some other students mentioned they liked the fact that they could read many books, for instance, student 18³ answered, "I like that I can read many books," and student 4⁴ commented, "I like that I read many stories about many things." Winsler and Diaz (1995) remarked that children's persistence, motivation, and participation in learning-directed activities are greater during early childhood with activities in semi-structured environments. Raz Kids seems to have a positive impact on reading motivation as it is semi-structured, it is contextualized, and it gives students the freedom to read as they please because it integrates ER strategy.

Following Berk and Winsler (1995), preschool programs in which children are given independence within intermediate amounts of structure, and adults sensitively direct children's activities, are perhaps the best models for developing children's intrinsic motivation and competence. In this order of ideas, Raz Kids was a helpful tool to provide the variety of materials students needed, and ER was a strategy that encouraged them to use the material independently with just guidance from the teachers. When asked about what they liked about Raz Kids, some of them mentioned the fact that they could choose what they wanted to read; for example, student 10⁵ said, "I like that I can choose the books that I want to read", and student 15⁶ said, "I like that I can read the books that I want".

Adding to that, when students were asked about how they felt about reading in the second interview applied at the end of the study in March (annex 2), the majority of them (19 Out of 21) answered that they enjoyed reading, contrary to the first interview (annex 1), in which most of the students (15 out of 21) did not like

³ Translated by the author from Spanish to English.

⁴ Translated by the author from Spanish to English.

⁵ Translated by the author from Spanish to English.

⁶ Translated by the author from Spanish to English.

to read. That seems to indicate that both, the new tool and strategy, contributed to improving reading motivation among these students, and one of the reasons could be because they have the independence to choose their own books. Therefore, students started to see reading as something they could do freely and not only for academic purposes as they started to find it enjoyable, and that is why the time spent in the activity increased by means of Raz Kids, as shown in figure 2.

Moreover, Extensive Reading improves learners' attitudes towards the target language, increasing their confidence in their foreign language skills, thus reducing the fear of reading texts in the foreign language (Karlin & Romanko, 2010; Yamashita, 2013). Since the participants are not fully bilingual yet and they do not have a significant amount of vocabulary, it is not easy for them to read in English. However, they can learn new words and develop many other language skills as they read. Probably the students' confidence to read in English increased with the use of ER and Raz Kids, as reading time progressively grew as shown in figure 2.

Klein (2010), claims that some students need basic instruction on decoding words, others have the necessary decoding skills but lack the vocabulary background, fluency and comprehension strategies to understand what they are reading; some students possess varying degrees of vocabulary awareness, some have learning disabilities, and some students often come from homes where English is not the primary language. However, this author states that Raz Kids is the right tool for these needs as it offers access to a vast array of learning resources written for various developmental levels, and meets the diverse learning needs students could have. Additionally, ER could be the key to unlock the all-important taste for foreign language reading among students (Day and Bamford, 2002), which could make the reading more comfortable and fun for the students, as it seems to have done in this study (figure 2).

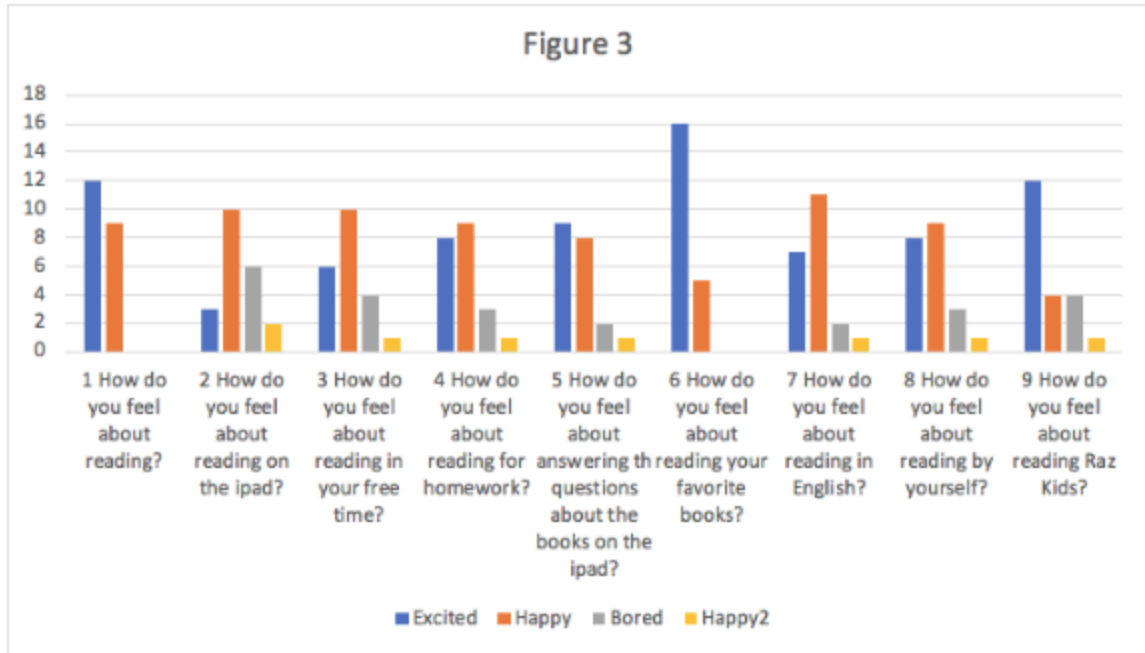
Furthermore, we need to consider that in this study reading motivation was promoted in two ways of motivation, extrinsic and intrinsic. Deci and Ryan (1985) make a distinction between intrinsic and extrinsic motivation. Intrinsic motivation refers to being moved to do something because it is inherently interesting or enjoyable for the person, and extrinsic motivation refers to doing something just because it leads to a separable outcome or reward. The participants in this study received extrinsic motivation as they got rewards in the form of stars- provided by the app, and feedback from their teachers. According to Deci and Ryan (1991), these extrinsic rewards and feedback lead to feelings of competence, and Cameron & Pierce (1994) and Cameron (2001) argue that external motives promote children's willingness to learn, and they strongly disagree with the perspective that they are harmful to students' intrinsic motivation. In the second

interview, some students reported that they enjoyed Raz Kids because they earned stars for reading, which could help to explain why the time spent on the app increased as shown in figure 2.

For this particular study with a group of preschoolers at a bilingual school, I could say that the students started to read with the app because they received extrinsic motivation, but according to figure 2, they seemed to have ended up reading because of intrinsic motivation. The information collected from the app dashboard, figure 2, shows that the time that students spent in incentives significantly lower when compared to the time that they spent on reading. For the last two months, the time spent on incentives was about the same, but the reading time continued growing. That might be related to what Ryan & Deci (2000) state when saying that some forms of extrinsic motivation can be internalized and contribute beneficially to humans' autonomy, and according to figure 2, the students in this study evidently spent more time reading than playing with their incentives.

To conclude, the information gathered from Raz Kids dashboard showed some evidence of students' interaction with the app, that uses ER, which helped the researcher to see the positive effects it had on the students' willingness to read in English. Besides the information collected from the dashboard, the students' answers in the interviews helped to explain the growth in the time spent on reading with the app displayed in the dashboard and shown in figure 2 above.

Furthermore, the third objective of this study intended to identify the students' perceptions about reading in English after the use of the technological tool (Raz Kids) and the new reading strategy (Extensive Reading), in order to see if there were any changes in the students' reading motivation due to the implementation of the new tool and strategy. The information used for this was gathered through the second questionnaire and the second interview with the students. Besides, in order to have a more comprehensive view of this point, some teachers were interviewed. The questionnaire showed the actual changes, and the interviews supported such information with the comments about students' perceptions on reading motivation after the implementation of the new tool and strategy.



When comparing figure 1 to figure 3, there is an evident change in what the children think about reading in English, which could be related to what Day and Bamford (1998) stated when saying that attitudes towards reading in the second language change with ER, and students become eager and motivated to read more.

To begin with, when in the first questionnaire students participating in the study were asked about how they felt about reading with ORT (figure 1, question 1), 12 out of 21 students answered they felt bored, and only 2 felt excited about reading. After using Raz Kids and ER, figure 3 shows a change which the researcher related to an increase in the students' reading motivation, as 12 students out of 21 students answered they felt excited and 9 happy about reading (figure 3, question 1).

Another change that was evident between figure 1 and figure 3 has to do with how the students felt about reading when using hardcover books for the ORT program or the iPad for Raz Kids. Figure 3, question 2 shows that 10 out of 21 students answered they felt happy when reading on the iPad, contrary to what was found when they answered about reading a hardcover book (figure 1, question 2) when exactly the same number of students answered they felt bored. It seems to be true for this study that e-books increase children's interest in books, and improve their early literacy concepts and skills (Bus, de Jong, Verhallen & van der Kooy-Hofland, 2009; de Jong & Bus, 2002; Labbo & Kuhn, 2000; Korat & Shamir, 2007).

It is undeniable that interaction with technology can have several benefits, such as gains in learning and student gratification (Segers & Verhoeven, 2002). Such learning gains will motivate students to continue using Raz Kids and enhance their learning. For instance, when asking teachers about the positive aspects Raz Kids had, teacher 2 said: "Raz Kids is actually a really nice tool for them to interact with technology, feel motivated and at the same time be learning" (annex 3). Besides, teacher 5 (Annex 3) mentioned that Raz kids was more suitable for this generation because they grew with digital technologies, and it was necessary to incorporate it to education, especially in developing reading skills because children love working on the iPad. When reading on Raz Kids on the iPad, children can interact with the reading, as they can listen to the stories, record themselves reading, answer questions about the books and earn stars as rewards. These interaction opportunities encourage children to read more, and allow teachers to boost independent reading and create successful reading environments to have motivated readers (Capen, 2010).

Appropriate activities and resources incorporated into the kids' everyday life and environment in their first years will help them develop skills and positive attitudes for reading in the longer run. (Wolf, 2008). In the first questionnaire, when kids were asked about how they felt filling out the reading record (figure 1, question 5), 12 out of 21 students responded that they felt mostly bored. Contrary to that, in the second questionnaire after the use of Raz Kids, when kids were inquired about how they felt answering questions about the books in the iPad (figure 3, question 5), 9 out of 21 students answered they felt excited and 8 out of the 21 students felt happy. These data seems to indicate that for some reason filling a traditional reading record is not as appealing to these children, which might be related to the way these records are currently administered and used in the context of this study. Interaction with technology tools can have several benefits, such as gains in learning and student motivation (Segers & Verhoeven, 2002).

About this, teacher 2 remarked, "In Raz Kids students can listen to the books, they have actually to see the images, and then they have to follow up with a reading comprehension activity, so they really need to understand the text to answer the quiz." The previous comment may be related to what Ching Yin Leung (2002) points out about the importance of follow-up activities, as they should be very simple, encouraging, related to the student's readings and implemented in a low-anxiety environment. If we come back to question 5, figure 3, when I asked students if they enjoyed answering questions on the iPad, they seemed to feel comfortable with this follow-up activity as 9 out of 21 were excited about the questions, and 8 out of 21 were happy. Having those answers in mind, it could be said that Raz Kids interactive tools engage students with their reading.

Children who use sophisticated strategies and enjoy literacy activities are considered to be engaged readers; they look for appropriate books and become excited about learning new material (Lutz, Guthrie, & Davis, 2006). The purpose of the activities in Raz Kids is for the learners to read extensively, and develop confidence and enjoyment in reading. In the interviews done with the students after the use of the app, they were asked about what they liked about it, to what some of them answered that they enjoyed answering the questions after reading the book, that they liked that the app read to them and that they could read by themselves (annex 2, students 3, 5 and 7). In light of these answers, it seems that these activities encouraged reading motivation on the students.

Moreover, according to (Oldfather & Wigfield, 1996; Scarborough & Dobrich, 1994) motivation for reading is believed to be important both, because of reading experience as well as a predictor of later reading skills. When students were asked about how they felt about reading in their free time before the use of the app, (figure 1, question 3), 10 out of the 21 students answered they felt annoyed and 9 bored. Conversely, when asked the same question after the use of Raz kids, (figure 3, question 2), 10 out of 21 students answered that they felt happy, and 6 expressed they felt excited. Apparently, interacting with the wide online library that Raz Kids offers was beneficial for these students, as they were able to read whatever they liked, whenever they liked, kids started to enjoy reading in their free time with the new tool. From that, it could be said that, for the participants in this study, reading motivation grew.

Appropriate activities and resources incorporated in the kids' everyday life and environment in their first years, will help them develop skills and positive attitudes for reading in the longer run (Wolf, 2008). When students were asked about how they felt about reading for homework, in the first questionnaire (figure 1, question 4), 9 out of the 21 students answered they felt bored and 3 annoyed. However, after the use of the app, the answers to the same question (Figure 3, question 4) revealed that the feelings of boredom turned into feelings of happiness and excitement as 8 students out of 21 felt happy and 9 felt excited. Children participating in this study were sent home Raz Kids as homework and their reading was related to the PYP lines of inquiry and the things learned at school. They were told they could choose what to read and read as many books as they wanted as long as they were related to the things learned at school (heroes, animals and countries).

Also, academics such as Bamford, (1984), (1984), (1987); Kitao & Shimatani, (1988) and publishers' representatives like C. Thompson, (1984); M. Thompson, (1988); and Tunnacliffe, (1983) have argued that reading can be more effective and enjoyable when the language is comprehensible enough that when the readers are forced to decode and translate texts hopelessly beyond their abilities. ER made it easier for the

students to read at their own level and the reading was done with a variety of simplified books found in Raz Kids library, which offered texts for every child's language level as acknowledged by the teachers interviewed in this study.

Marinak and Gambrell (2008) state that when rewarded with the opportunity to choose their own books, children are motivated to read and remain engaged in reading. When asked about how they felt when reading their favorite books, the answers in both questionnaires tended to be mostly positive. For instance, in the first one (figure 1, question 6), 13 out of 21 students felt happy and 8 excited, for a total of 21 students enjoying reading their favorite books. What is more, in the second questionnaire (figure 3, question 6), 16 students out of 21 said they felt excited and 5 of them happy, for a total of 21 students with a positive attitude towards reading when it comes to be their favorite books. Yet it is still important to look at the motivation growth that students displayed in the second questionnaire (figure 3) compared to the first questionnaire (figure 1). While before the use of Raz Kids, 13 students answered to feel just happy about reading their favorite books (figure 1, question 6), after the use of the app there was an increase and 16 students answered to feel excited (figure 3, question 6). It may indicate that not only did the number increase, but also the enjoyment as those who enjoyed reading their favorite books before, started to enjoy them even more after the implementation of Raz Kids and ER. Additionally, in the interviews, most of the students reported to have a favorite book showing that have their own preferences, and that some books are more interesting to them than others are. Therefore, they should have a program that allows them to find books of their interest, as Raz Kids does.

Gaiman (2013) states that the simplest way to educate literate children is to teach them to read showing them that reading could be an enjoyable activity when taking into account their opinions and choosing more suitable material for them. Taking into account the students' answers to the first questionnaire, 11 of them answered they felt bored when reading by themselves (Figure 1, question 8), and when I asked the teachers about how they consider kids felt about ORT some of them said that kids did not seem to enjoy it. For instance, teacher 4 mentioned that sometimes students got bored with the stories as they were very short; also, teacher 5 said, "I think that it is too easy for some of them and I feel some of them just do it because it is homework."

On the contrary, when kids were asked the same questions after using Raz Kids and ER (Figure 3, question 8), 8 out of 21 students answered they felt excited, and 9 felt happy, for a total of 17 students with a positive feeling. Compared to the students' answers in the first questionnaire (Figure 1), there is an evident growth as they were enjoying Raz Kids books more and ER allowed them to read whatever they wanted to read in

their free time. When conducting the second interview with the students, many of them said they liked the app and enjoyed its books as they answered, for example, that they could actually read, that there were many books and that they found a wide variety of topics. Also, that they could read by themselves, that there were questions and they could answer them, that they could learn a lot, and that they could record their voices while reading, among other things (students 4, 9, 1, 7, 12, 14). From these answers, the researcher concluded that the students in this study indeed enjoyed the interaction the e-Books available through Raz Kids app and its ER strategy, thus having a positive impact on students reading motivation.

As stated by Klein, A. F. (2010), it is undeniable that as time spent reading at appropriate levels increases, reading performance and motivation improves, since students take ownership of the books. When the students were asked about how they felt about ORT in the first interview (annex 1)), some of them said they thought it was boring, and when asked if ORT books were easy or hard to read, some said they were easy. On the contrary, when asked about how they felt with Raz Kids in the second interview (annex 2), the majority of them mentioned liking it and enjoying interacting with it. Additionally, after the use of the app, when teachers were asked about the positive aspects about it, there were positive comments regarding; for example, the high number of books, the wide variety of subjects, the possibility for the students to advance at their own speed, and to reading at different levels. If the reading material is too easy or unattractive, boredom might take over and hinder reading motivation.

According to Kirchhoff (2015), it is very important to give students the tools to track their reading process and have power over their own education, because those tools help make the process more concrete for children and give them a way to see their progress with their own eyes. With Raz Kids the students can see their progress as they read, and as they go from one level to another (Annex 3, teacher 2), and that enables them to see what they have done and accomplished to say, "Look at how much I have done." This kind of pride could also motivate them to keep trying, which could be positive for the students reading motivation.

As we can see, both students and teachers highlighted the positive aspects of the app in comparison to the ORT program, and they also displayed feelings of excitement and happiness when using Raz Kids (figure 3) (annex 2 and 3), which allows the researcher to say that the features that Raz Kids offers have prompted the students' reading motivation in English. Many students mentioned they enjoy Raz Kids because of the stars they got and many more students mentioned enjoying Raz Kids because of the books themselves. The motivation to read because of the stars could be seen as extrinsic motivation, and the motivation to read the books for pleasure could be understood as intrinsic motivation. Corpus and Wormington (2014) stated that different combinations of intrinsic and extrinsic motivations relate to meaningful learning outcomes, and

research to date suggests that a high ratio of intrinsic to extrinsic motivation accords the most benefits, particularly for younger children. Therefore, it could be said that the relation between these two types of motivation stimulated a growth in reading motivation on the transition students participating in the study.

When the kids were asked about what they liked the most about Raz Kids, many of them mentioned that they liked its rewards as they felt compensated for the effort they had done while reading, thus feeling encouraged to read more and get more rewards. Cameron & Pierce (1994) and Cameron (2001) argue that external motives promote children's willingness to learn, strongly disagreeing with the perspective that they are harmful to students' intrinsic motivation. Sometimes students start activities because they are extrinsically motivated, and as the activity progresses, they get intrinsically motivated. Thus, in this study, even though at the beginning of the use of the app, students were clearly reading for the stars, they were still reading and learning in the process, and then started to move into reading for itself.

Most of the students mentioned they had liked Raz Kids because of the books as expressed by 15 out of the 21 students. Therefore, we could say that the interest they first got in getting stars, playing a game, and interacting with the books, then encouraged them to become interested in the act of reading the books. Besides, according to Karlin & Romanko, (2010) and Yamashita (2013), Extensive Reading improves learners' attitudes towards the target language, increasing confidence when using it, and reducing the fear of reading texts in L2. From that the researcher could also assume that reading books extensively, which means reading as many books as one wants to and for how long one wants to, encouraged this study students to enjoy the books more for what they were than for the rewards they could get in the follow-up activities. Thus, we can say that the use of the digital tool Raz Kids and ER strategy together had a positive change in students reading motivation.

Intrinsically motivated children experience more enjoyment from their learning, gain greater knowledge and insight, feel better about themselves, and are more likely to persist in goal-directed activities (Barrett & Morgan, 1995; Deci, Vallerand, Pelletier, & Ryan, 1991; Ford & Thompson, 1985; Harter, 1978; Pintrich & Schunk, 1996). Thus, the differences noticed when contrasting the results of the instruments before and after the use of the digital tool, indicate that this motivation growth is very positive for the students in the long run. Taking into account that Raz Kids offered the participants of this study tools to interact more with the books, external rewards to keep them motivated, and a wide variety of reading material to practice ER, it could be said that Raz Kids contributed to the growth of reading motivation in English. Especially because the latter allowed the students to read as much as they wanted, at their own level, speed and interest.

Effective readers are not just people who have learned how to read, they are students who are motivated to read, because they have discovered that reading is fun, informative, and interesting (Hunter, 2005).

Conclusions

Finally, after the complete revision of theory and data gathered to answer the research question of the study, "How could the use of a great reading strategy through the use of ebooks, foster foreign language reading in a group of preschoolers at a bilingual school? We could now come to a conclusion from analyzing the information gathered in order to respond to the objectives of this study.

Regarding the first objective of this study - recognizing students and teachers perceptions about reading in English with the ORT before the use of the technological tool and the new reading strategy- their perceptions were mostly negative, due to the fact that boredom was the most common feeling among students about reading. Additionally, when teachers declared the lack of strategies and a good reading program, it was evident that the way reading in English is being managed today in this particular context is not appropriate for encouraging students reading motivation. Although the school implements the ORT reading program, the results of the interviews and the questionnaires showed that this program would need to be pondered and may be changed. In addition to a new reading program, the school would need to implement a reading strategy that could allow teachers to guide and encourage their students to read more in English, which would contribute to the increase of 'students' reading motivation and positive perceptions about reading.

Then, for the second objective, when the study evaluated 'students' interaction with the technological tool and the new strategy to understand their effects on the 'students' willingness to read in English, the data gathered after the implementation of Raz Kids and extensive reading showed that students motivation to read grew significantly during the time of the study. The dashboard provided by Raz Kids gave the study an overview of 'students' performance and time spent on the app, and the interviews that were done with the students supported the data gathered on Raz Kids. Both showed an increment on reading motivation during the time Raz Kids, and extensive reading were implemented. Students had positive comments about the tool and strategy, and the app showed how much more children started to enjoy reading, which was reflected on the time spent on reading and grew significantly during the months the study was carried out.

After that, for the third objective, when the study identified 'students' perceptions about reading in English after the use of the technological tool and the new reading strategy, in order to see if there where any

changes on the 'students' reading motivation with the implementation of this new tool and strategy, there were positive changes found. Students reading motivation had significantly changed, as the majority of the students participating in the study moved from having negative feelings of boredom about reading to having positive feelings of happiness and excitement about reading. These evident changes were encouraged by extensive reading and Raz Kids. On the one hand, Extensive Reading allowed them to read at their own level, speed, and interest which encouraged them to read as many books as they wanted. On the other hand, Raz Kids gave them the variety of reading material students needed to practice extensive reading, the tools to interact more with the books, and the external rewards to keep them motivated which then contributed to the growth of intrinsic motivation on the students.

On the whole, we could say that the implementation of the study, using extensive reading and ebooks for improving preschool students reading motivation, encouraged growth in reading motivation on the students participating in the study. Not only did they enjoyed the opportunity to read as much as they wanted to and to read the books of their choosing, which is what extensive reading promotes, but also they loved the books, and the interactive follow up activities found in Raz Kids. Therefore, this strategy and tool changed their perception about reading and motivated them to read more for interest and enjoyment. Thus, from the sample taken, we could say that this study proved the appropriateness of extensive reading and ebooks could have in order to improve reading motivation in transition children at TES.

Implications

Additionally, we need to consider that this study could have implications not only for the school but also further investigations and future teachers of the Licenciatura en Lenguas Modernas. These implications should be contemplated in order to put in action possible changes to improve reading motivation for children reading in a foreign language at a bilingual school.

Firstly, having in mind the results obtained in this study, we could say that this study could be very positive and pertinent for the school, as it would help them view the lack of motivation to read in the foreign language their students have and the need to improve this reading motivation. Thus, the study will allow the school to see the appropriateness that extensive reading and ebooks could have for their students' willingness to read in English. With this tool and strategy children could have the material to read what they are interested in and make connections of their reading with the real world. Additionally, teachers could have a guide to encourage students to read for pleasure and to read about what is learned at school to

expand their learning experiences. The IB profile educates supportive, avid and informed youth that would be willing to create a better and more pacific world through intercultural comprehension and respect for so, as it encourages students to understand the world through their own experiences and meaningful knowledge construction. Thus, it is important to encourage students to do that with reading.

Secondly, the study could also have implications for further studies, as it could be a referent for other researchers to work on extensive reading and e-books for motivating reading in children. There have been little studies relating extensive reading and ebooks for children; thus more studies about this topic should be done having in mind that it could have positive changes in children's reading motivation as it did in this study. Specially, these topics should be studied in Latin America, where no studies were found about using these two techniques together to improve reading motivation in children. There are bilingual schools throughout Latin America, for which improving reading motivation is essential, as it is an essential component of learning a foreign language. Therefore, it would be pertinent to work more on these topics in order to learn about what else could be done in order to improve reading motivation in foreign language learners, especially in Latin America.

Additionally, future teachers from Javeriana University could start making more studies about these topics as there were no studies related to extensive reading or ebooks for children in the database of the university. As a result, other researchers from around Latin America could get inspired to do similar studies in order to learn about different ways to promote reading motivation and the appropriateness of extensive reading and e-books. Also, as seen in the study it is important to motivate children to read more and read for pleasure and interest. Thus, future teachers should consider further research on these topics as it is important for them to learn about strategies and tools to encourage reading motivation in their students. Even more, future researchers could even propose or even design new strategies and tools for the improvement of reading motivation in students of a foreign language.

Limitations

Nevertheless, further studies should consider some limitations this study had in order for future researchers to overcome them. This study had limitations about the time, people participating in the study and magnitude of the study.

First, when considering time, this study was implemented during three months which was the necessary for this study and its objectives. Nevertheless, not much detailed was found in the study, and the analysis was very generalized to what could be understood from the information I had. However, if a more detailed study on reading motivation is intended to be made, it could probably be done during an extended time to have a longitudinal study, from which more information could be gathered and changes more evident. Motivation growth takes time, and if more time is spent on encouraging that motivation, the results could be even more appreciable, as the growth of motivation during the time of the implementation of the study would be more evident.

Second, regarding the people participating in the study, this study was limited to a group of 21 students out of 125 students the school has in transition grade. The information gathered showed significant changes; nevertheless, these changes could have been more evident if it had a wider sample size. As the sample size of this study was small, it was difficult to find significant relationships from the data, and it was very generalized. If the sample size had been bigger, it could have been more precise. Therefore, further studies should consider having a bigger sample size for their studies as the more people participating in the students, the more evidence could be gathered, and the information could be more detailed, having many examples to prove the changes the study could have on the participants of the study.

Also, regarding the magnitude of the study, I only worked with one group of transition, out of the 5 groups there are. I had more contact with one of the groups; therefore it was less challenging to get the authorizations from parents from that group. If I wanted to work with all of the 5 transition groups of the school as every group has a different schedule and the study would have taken more time, or I would have had to interrupt their academic hours which I could not do. Even though the information gathered from the one group was sufficient for this study, if a further study wanted to have a broader view of the perceptions of the students in order to have a more significant sample of the facts, it would be good to work with all of the 5 groups. This way the study would be able to make a comparison between groups and find more detailed on the changes on reading motivations students could have depending in other particularities, such as the encouragement from the teacher, feedback, rewards, interests, time spent on the app, and much more. However, that would also demand more time for the study. Thus if a further study wants to have a more detailed and ample study, it should consider having a bigger group of participants for the study and more time for the implementation of the study.

Recommendations

It is also important to have in mind some recommendations specially for the school to have if they consider the implementation of extensive in the near future. Therefore, I list here some recommendations that might work for the school if they implement extensive reading and Raz Kids for improving reading motivation in transition grade.

To begin with and most undeniable is for the school to implement extensive reading and Raz Kids for the reading program in transition grade. This strategy and tool have work improving reading motivation on the students that participated in the study, therefore there is a great likelihood that it could work on the whole transition area.

Additionally, the school should include Raz kids in the planning of the classes in the transition area and cease the use of the ORT reading program, as the Raz Kids tool has enough material for the reading program at the school, and having two programs will be overwhelming and would take too much time from the planning.

What is more, it would be ideal to connect Raz Kids reading to the pyp program and the rest of the subject areas so that the reading would be more real for the students, they would have prior knowledge about it, and they would expand their knowledge. That could be done in the planning or by the teacher, considering the characteristics and need of the class.

Besides, teachers would need to be conscious of their students' process and advancements, in order to keep encouraging them and to give them feedback on their progress and rewards for their achievements. Therefore, it would be necessary to prepare teachers on how to use Raz Kids and extensive reading. The Raz Kids program offers a teacher corner in the website where they can find instructional tools and tools for professional development as webinars. Apart from that, the school could ask for a Raz Kids specialist to teach them how to use the app, and the Raz Kids program would give them what the need. Additionally, this study could work as a reference for the school and teachers to learn about extensive reading, and further study could be done if they want to learn more.

Moreover, parents and students should also be guided on how to use Raz Kids. Thus, parents should be directed on how to use this at home in the first open morning at school where teachers explain to parents the objectives and requirements for the rest of the year. Also, students should be taught how to use Raz

Kids; thus it would be necessary to first read in the Ipads with the teachers' guidance in the school, so then they would learn how to use the app at home.

Furthermore, it would be necessary for the teacher to evaluate 'students' reading level at the beginning of the year in order to determine their reading level and put the reading on the level they need. Raz Kids offers leveling test that teachers could use to have an accurate acknowledgment of the 'student's level.

All in all, these implications, limitations, and recommendations should be taken by the school and further studies to consider the implementation of the extensive reading strategy and the Raz Kids reading program. Raz Kids is accessible and easy to use tool for everyone, teachers, students, and parents. Besides, extensive reading is a strategy open for everyone and easy to understand and implement. Thus, with all of the above mentioned the school can decide if they want to implement Raz Kids and extensive reading in transition grade. Additionally, further studies could take this study as a reference for their research projects to have some considerations in mind and to go deeply into more research.

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