



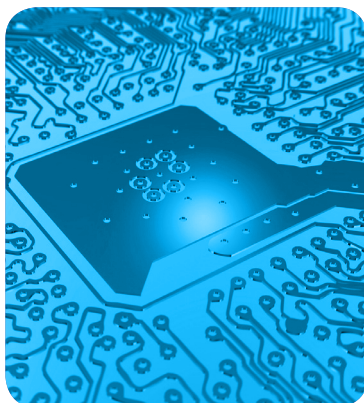
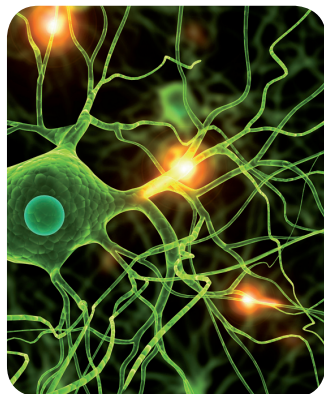
MÁSTERES de la UAM

Facultad de Formación
de Profesorado
y Educación / 14-15

Formación de Profesorado
de Educación Secundaria
Obligatoria y Bachillerato
(Inglés)



**The importance of
reading. Hypertext
and web-quiz as
innovative tools in
the English class**
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Master's Final Thesis

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Academic Year: 2014-2015





Abstract

The notion that the main objective of EFL/ESL teaching is to help students to communicate fluently in the target language has led most educators to believe that an EFL/ESL class (bilingual program and bilingual section) should exclusively focus on language. However, the necessity of integrating literature due to its rich potential to provide an authentic model of language use has become more relevant recently. Among literary genres, short stories seem to be the most suitable choice for this due to its length, applicability, variety, and the motivational benefit embedded in the stories. Moreover, the use of Information Technology is an essential part of foreign language teaching and computer-based or mobile-based learning environments and their software and applications require new literacy skills for learners and educators. In this scenario, this paper starts from the assumption that the combination of the unique attributes of short stories and the applicability of technology can be worthy sources for the enhancement of second language reading comprehension. Thus, this study will examine the effectiveness and feasibility of hypertext and web-quiz on the reading comprehension of second language learners from bilingual program due to their reluctance to read and lack of motivation in comparison to their bilingual section counterparts.

Key Words: Second language learning, reading comprehension, web-quiz, hypertext, short stories.



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I'm excited for my reading challenge. I've found reading books very intellectually fulfilling. Books allow you to fully explore a topic and immerse yourself in a deeper way than most media today. I'm looking forward to shifting more of my media diet towards reading books.

1
Mark Zuckerberg

1. Introduction

Reading is an essential and probably the most important skill for foreign language learners. As Anderson (2003) highlighted, the mastery of the reading skill could help EFL/ESL learners achieve success not only in English learning but also in other content-based classes where English reading proficiency is required. Reading is one of the most important skills for learners to expand their knowledge of the language, cultures, and the world. With strengthened reading skills, EFL/ESL readers will make greater progress and attain greater development in all academic areas. However, recent advancement in technology has pointed the beginning of a new form of reading, called digital reading, in which a reader should employ complex graphics, animation, music, written and spoken text and user-interactivity to uncover and decode meaning from texts. Digital literacy is meant to impact education and innovation in a significant way. Thus, nowadays the development of the new multimedia literacy has become an obligation for learners if they want to join the global online community and encounter everyday challenges.

These transformations are expected to make learners and educators rethink and reconsider some of the assumptions about the nature of reading and adopt the possibilities of digital texts in the comprehension of what they read. The bilingual program students' attitude towards reading and the applicability and feasibility of digital tools like the hypertext and web-quiz for ESL/EFL learners are the reasons why this research is carried out in a public secondary school of Madrid.

This study is intended to show the applicability of modern technologies in the ESL/EFL classroom in order to enhance reading and motivate students from bilingual program during the lessons as they show less motivation than bilingual section students. The paper is organised as follows:

The *Introduction* presents the structure of the research and methodology. In the second section *Reading as an essential element of modern society*, the importance of reading, its complex nature and the threatening situation of reading literacy are highlighted. The third part, *Short stories*, is centred on the use of short stories as a vocabulary-rich, authentic, enjoyable and entertaining tool of foreign language teaching and learning. The fourth part, *Digital reading: more motivating?*, argues about the necessity to adopt computer-based

¹

Best quotes about the books in digital time. Retrieved in June 2015 from: <http://ebookfriendly.com/best-quotes-ebooks-publishing/>



learning methodology (hypertext, web-quiz). The fifth section describes the research questions of the study. The sixth part, *Methodology*, is centred on the study and its hypothesis. Furthermore, the procedure, instruments and data analysis are described in this section. The next part is dedicated to the results of the study and discussion. The final section, *Conclusions*, is centred on the results of the research, its limitations and possible further investigations.

This study is intended to show the applicability of modern technologies in the ESL/EFL classroom. However, it is obvious that it forms only a small part of bigger investigations in the ESL/EFL field.

We were never born to read. Human beings invented reading only a few thousand years ago. And with this invention, we rearranged the very organization of our brain, which in turn expanded the ways we were able to think, which altered the intellectual evolution of our species.

Maryane Wolf²

2. Reading as an essential element of modern society.

2.1. The definition of reading.

Reading is an important and challenging element in the life of individuals as it boosts the following elements (C. Clark and Rumbold 2006:10):

- ◆ general knowledge.
- ◆ a better understanding of other cultures.
- ◆ community participation.
- ◆ a greater insight into human nature and decision-making.

These factors are incredibly important in a person-building process and take a significant place in human life, especially in our modern and technological society. Thus, parents and school should be involved together in a range of different activities in order to engage children to read books, text, or other materials and provide them with the necessary environment for these activities. According to Sanacore (2002:83),

Determining students' attitudes toward reading, giving them experiences with different texts, providing them with opportunities to select resources and to read them in school, and helping them to connect skills and strategies to interesting and meaningful contexts, are only a few of the ways that support the lifetime reading habit... Other important considerations include building resilience in literacy learners, finding time to engage children in pleasurable reading across the curriculum, making picture books acceptable and respectable for older students, guiding students to solve authentic problems through reading, conducting book talks, encouraging different interpretations of text, supporting a variety of projects and outcomes, and promoting leisure reading at home.

As a consequence, it should be clear and understandable that it is really necessary to create a culture in which students are encouraged to be enthusiastic and fluent readers. This is not an easy goal. It is a very challenging, complex and complicated objective to reach. Teachers need to catch and sustain engagement with reading in students with different

²

Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York, NY: Harper Collins.

interests and ability levels within the same class.

Furthermore, it is necessary to address the questions: “*What is reading?*” and “*What does it mean to be a fluent reader?*” Koda (2005:14) states that “comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known”. In spite of its validity, this definition cannot describe and explain the whole complexity of reading and its processes. That is why it is important to have a look at the combination of **processes** that define reading, such as a rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning, and linguistic process (Grabe 2009: 14-16):

- **a rapid process.** Reading is a quick process. When an individual is reading, he/she coordinates automatic word recognition, syntactic process, meaning formation, text-comprehension building, critical evaluation and linking to previous knowledge process. All these elements are done without a great effort. They seem automatic (Breznitz 2006:1-13).
- **an efficient process.** The verbal efficiency theory by Perfetti (1977, 1985) mentioned by Breznitz (2006:3-4) stresses “the importance of accurate and rapid word recognition, working memory processes, general symbol activation and retrieval, lexical access and retrieval, and learning and practice...”
- **a comprehending process.** Reading involves comprehension. A person reads to understand what the writers want to tell him/her in their works. However, reading cannot be equated to comprehension. Listening and speaking also involve comprehension processes. Thus, comprehension doesn't exclusively belong to reading.
- **an interactive process.** Reading can be seen as an interaction between writer and reader. The text provides the data that the author wants to transmit to the reader. At the same time, the reader brings the previous background knowledge to the reading.
- **a strategic process.** The reader can use the number of strategies to select key information, to summarize or analyze it, to solve comprehension problems, to predict events, and to match comprehension output to reading goals.
- **a flexible process.** The reader changes the reading process and its goals due to different reasons, such as: comprehension problems, purpose changes, different interests.
- **a purposeful process.** The interdependence between purposes and processes confirms the statement that reading is purposeful. When the individual reads the text there is always a certain purpose behind it.
- **an evaluative process.** The reader always evaluates the information provided by the writer according to his/her own attitudes and emotions, and the background knowledge.
- **a learning process.** The evaluative process provokes the learning process as people make decisions about how to respond to the text and information given by the writer.

- **a linguistic process.** It is impossible to read the text without having the linguistic knowledge, which includes morphological, syntactic, and semantic. The process of linguistic information is the key to reading comprehension.

All the processes described above provide the understanding of what the fluent reader does when working with the text. Moreover, they can be defined as functional components of reading.

In addition to being involved in these processes, people encounter themselves in different settings which require reading various texts depending on the context and the goals. One of the most important factors in reading comprehension abilities is how reading processes vary depending on the reading purpose. There are **6 major purposes of reading**(Grabe 2009:7-8):

- **Reading to search for information (scanning and skimming).** In order to find specific information in the text, two processes can be involved: *scanning* – identifying specific graphic form and *skimming* – building a quick understanding of the text. Both of them are done in a high speed by the reader.
- **Reading for quick understanding (skimming)** is a combination of strategies for guessing where important information is located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.
- **Reading to learn** takes place in academic or professional settings. The reader is meant to remember the main idea and supporting ideas, recall them when needed and relate this information with the prior knowledge.
- **Reading to integrate information.** The reader is obliged to synthesize information from different texts. This process is more complicated than reading to learn because the reader has to relate controversial, incompatible facts, and create his/her own organizing frame, decide and evaluate what information should be selected and prioritized.
- **Reading to evaluate and use information.** Readers have to evaluate the information presented in multiple texts, deciding which aspects of text are more important, more or less relevant, persuasive etc. This process requires control of reader's attitudes, interests, emotional responses.
- **Reading for general comprehension. Reading for interest or to entertain.** It is the most common purpose for reading among fluent readers. It seems easy because readers dedicate a lot of time to it. As a result, this type of reading seems to be effortless. However, it creates a lot of difficulties for L2 readers who have less exposure to L2 texts.

Obviously, this classification is not the unique one and there are other ways to classify purposes for reading. However, this one explains all purposes in a complete way. Furthermore, reading comprehension abilities are quite complex and vary in numerous ways depending on tasks, motivation, goals and language abilities. Even though it may seem that large differences exist among the various ways of reading, a set of common underlying

processes are activated as we read. There is a number of reading comprehension processes that work for skilled readers and are divided into 2 main groups. They are called working memory *processes for reading* (Grabe 2009):

- Lower-level processes
 - lexical access
 - syntactic parsing
 - semantic proposition formation
- Higher-level processes
 - text model of comprehension
 - situation model of reader interpretation
 - background knowledge use and inferencing
 - executive control processes

Lower-level processes are not easy processes. They can be very hard for L2 readers. Research on English L1 vocabulary knowledge has shown that fluent readers have very large and automatic recognition-vocabulary knowledge and that vocabulary knowledge is highly correlated with reading ability (Grabe 2009). The same correlation works for L2 readers. The three lower-level processes occur automatically for the fluent reader. When they are functioning well, they work together effortlessly in working memory. When they are not functioning successfully, reading comprehension slows down considerably and comprehension becomes more difficult to obtain.

Higher-level processes represent what people usually think of reading comprehension. Text model of reading comprehension applies that the main points and supporting ideas of the text form a meaning representation of it. As the reader processes text information, and new meaning units are added to it, those ideas that are used repeatedly begin to be considered the main ideas of the text (Grabe 2009). Moreover, during higher-level processes, background knowledge and inferencing abilities play a very important role. If the reader interprets the text based on wrong background knowledge or faulty inferences, it will complicate and mislead reading comprehension.

In summary, the higher-level cognitive processes in combination with the lower-level processes form the cognitive processing resources. Generally, a specific reading purpose will lead to greater or lesser emphasis on different reading processes. In fact, the many processes occur in working memory and happen very quickly unless there are comprehension problems. Sometimes, if the text is too difficult or the reader doesn't have enough background knowledge, or linguistic resources, working memory cannot operate efficiently. As a result, the comprehension process fails. L2 readers can use copying strategies in this case. They translate or guess the missing information. Only exposure to the texts can help readers to develop as fluent readers.

Furthermore, different models of reading can be of interest in order to create a general understanding of reading comprehension with the help of a mental framework. There are

different types of models, which are divided into 2 groups: metaphorical and specific (Grabe 2009).

2.2. Reading at risk?

Nowadays, a significant part of society appears to distance itself from the world of a book and reading in general. According to the National Endowment for the Arts (NEA)³ survey *Reading at Risk: A Survey of Literary Reading in America* (2004:ix-x), literary participation has suffered a great decline over the last 20 years, with fewer than half of American adults reading literature. This report showed the negative changes in all age groups, especially a 28 percent drop from 1982 to 2002 in the youngest age group. The following NEA survey, *To Read or Not to Read: A Question of National Consequence* (2007:21) brought together three alarming conclusions:

- ➔ Americans are spending less time reading.
- ➔ Reading comprehension skills are disappearing.
- ➔ These declines have serious civic, social, cultural, and economic implications.

It is interesting to mention that the *2012 Survey of Public Participation in the Arts* (2015:2) indicated that more than half of American adults read a fiction or non-fiction work of literature not required for work or school. However, adults' rates of literary reading dropped back to 2002 levels, that is, from 50 percent in 2008 to 47 percent in 2012.

The same situation can be observed in many other European countries. There has been general decline in the reading skills of secondary school students. According to the Program for International Student Assessment (PISA)⁴, the results show that on average across the OECD countries (Navas, 2013):

- ➔ the reading literacy of 15-year-old students has not improved.
- ➔ 37% of students confirm that they do not read for enjoyment at all.
- ➔ 24% of students think that reading is a waste of time.

Due to the main PISA results for reading literacy, Spain continues below OECD average⁵

³ The National Endowment for the Arts is the independent federal agency established by Congress in 1965. Through partnerships with state arts agencies, local leaders, the philanthropic sector, and other federal organisations, the NEA supports arts learning, and extends its work to promote equal access to the arts in every community across America.

⁴ PISA is a high profile study that measures 15-year-old students' reading, mathematics, and science literacy every three years. It was conducted for the first time in 2000 and it is coordinated by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries. The next assessment is in 2015.

⁵ OECD (2013). PISA 2012 Results: What Students Know and Can do: Student Performance in Mathematics, Reading and Science (Volume I). OECD: Paris. Retrieved May 2015 from:<http://www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-1.pdf>

(496) with the mean of 488. Interestingly, in 2000 the average result was 493. These results put Spain at level 3 of reading literacy indicating that students can solve the tasks of moderate complexity, such as ⁶:

- locating multiple pieces of information;
- making links between different parts of a text;
- relating it to familiar everyday knowledge.

However, students are not able to interpret complex situations and instructions, compare different outcomes or devise strategies for solving problems. In general, therefore, it seems that decrease of reading is quite alarming but it is obvious that in order to be a full-right citizen of modern society a person should be a successful reader.

Furthermore, a great percentage of people also learn to read in a second or foreign language. Nowadays multilingualism and plurilingualism are expected and needed in order to be a citizen of modern societies. Thus, the Common European Framework of Reference for Language (CEFR)⁷ states that “the multilingual nature of European society makes it necessary for Europeans to develop competencies in more than one non-native language” (2015:10). As a result, a lot of students use their second language (henceforth L2) to engage in studies, to find a well-paid job, work abroad, travel, access to information, communicate with people from different countries and to entertain themselves.

Moreover, the 21st century society is becoming more complex. The growth of the technology usage doesn't compensate weak literacy skills, quite the contrary, it amplifies the need for good reading skills. Even more, the pressure of understanding modern print will grow for people who want to be active participants of the society.

In addition, the view of English as a lingua franca of the modern world is having an important impact on educational systems of a number of countries. As a result, school systems require from their students to learn English and to develop reading skills among others. It is essential to become a skilled reader, not only in a mother tongue, but also a skilled L2 reader. Thus, in schools students are taught to read their L1 and L2 as important goals of the education system.

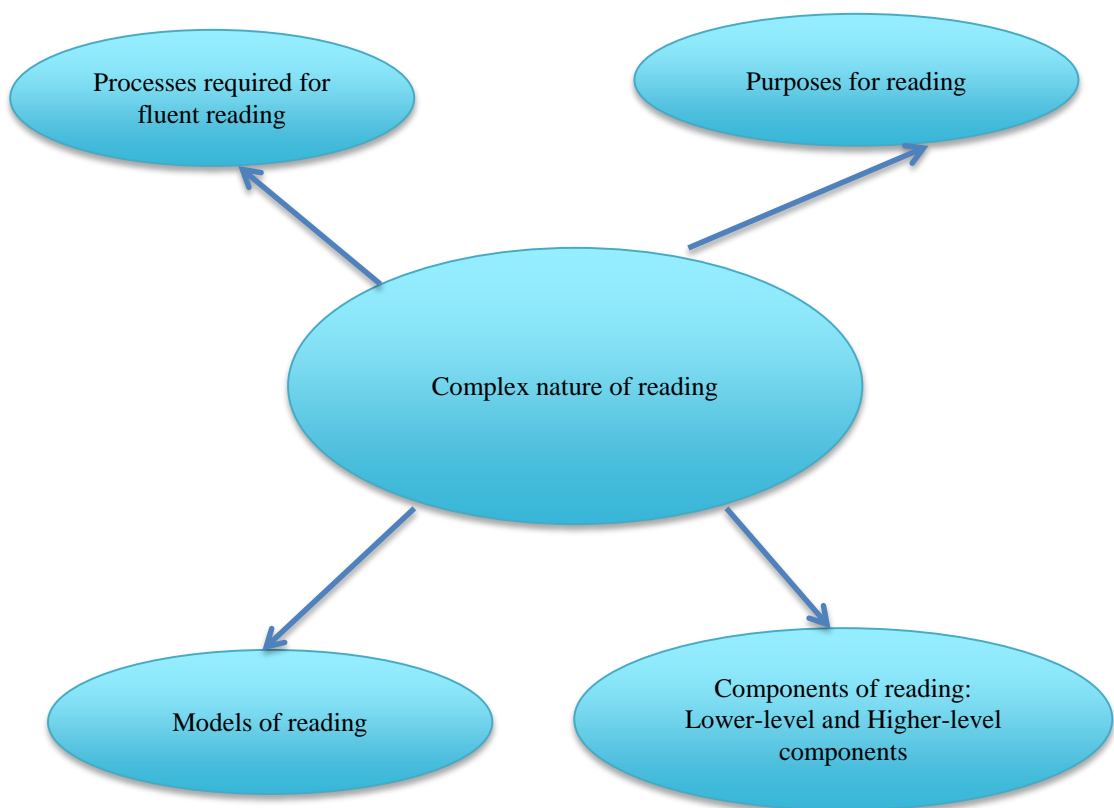
In this section, it has been shown the dramatic decrease of students' reading rates and

⁶ Center for Public Education. Description of Pisa Achievement Levels. Retrieved May 2015 from: <http://www.centerforpubliceducation.org/Libraries/Document-Library/Achievement-Levels/Description-of-PISA-Achievement-Levels.html>

⁷ CEFR is a framework of reference designed to provide a transparent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It describes foreign language proficiency at six different levels: A1 and A2, B1 and B2, C1 and C2. Furthermore, it provides a basis for recognising language qualifications and as a consequence it facilitates educational and occupational mobility.

interests all over the world and the importance of reading in the modern societies. The processes and purposes involved in reading have been developed in this chapter. **Figure 1** *Nature of reading* summarises the contents presented in this section and shows the complex nature of reading and many factors that should be considered to get individuals to become fluent readers.

Figure 1. Nature of reading



I have sometimes dreamt, at least, that when the Day of Judgment dawns and the great conquerors and lawyers and statesmen come to receive their rewards — their crowns, their laurels, their names carved indelibly upon imperishable marble — the Almighty will turn to Peter and will say, not without a certain envy when he sees us coming with our books under our arms, “Look, these need no reward. We have nothing to give them here. They have loved reading.”

8
Virginia Woolf

3. Short stories.

Teaching foreign language literature in the EFL classroom is not easy. In some situations, it provides really challenging cases for language learners to deal with. However, literature can make positive contributions to the language class, such as the following (O'Connell 2009:27):

- ◆ Literature is motivating and thought-provoking.
- ◆ Literature provides meaningful contexts for new vocabulary and structures, and, as a consequence, encourages language acquisition and language awareness.
- ◆ Literature helps to develop students' procedural abilities to interpret discourse.
- ◆ Literature offers opportunities for the development of cultural awareness.
- ◆ Literature stimulates imagination, critical and personal response.

Literary texts or fragments may be used with students for the “development of knowledge of world literature, practice in reading and discussing creative work, and the introduction of literary concepts, genres, and terminologies” (Muyskens 1983:413). In addition, learners can gain insight into literature by comparing the events in the stories with their own experience, and building different links from the literary text to their own minds to find meanings for ideas, leading to critical thinking. Even more, students get the possibility to see and take up different positions or points of view without arguing or defending their unique opinion. During the literature lesson, learners share their opinions and discover thoughts of others, and observe that people can think really differently. Thus, their lenses widen by being exposed to different points of view. As Shelley wrote in a “Defence of poetry” (1951:502):

The great secret of morals is love, or a going out of our own nature, and an identification of ourselves with the beautiful which exists in thought, action, or person not our own. A man, to be greatly good, must imagine intensely and comprehensively; he must put himself in

8

Virginia Woolf, V. (2014). *How Should One Read a Book?*. En *The Common Reader, Second Series*. University of Adelaide Library. Retrieved May 2015 from: <https://ebooks.adelaide.edu.au/w/woolf/virginia/w91c2/chapter22.html>

the place of another and of many others; the pains and pleasures of his species must become his own.

Furthermore, literature provides students with another very useful tool, which is the ability to interpret discourse. By interpreting texts and considering alternative interpretations, students come to understand in a fundamental way how meaning can be created through reading (Spack 1985:706).

It is not easy to develop these kinds of skills, especially in a foreign language, when the text can be hindered by unknown lexis and structures. However, Povey (1967) states that the linguistic difficulty of literature has been exaggerated and readers don't require total comprehension in order to understand the plot. In fact, literature can expand all language skills with the help of its extensive vocabulary and its complex syntax.

Despite the benefits of literary text for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time. It is argued that the figurative language of poetry obliges students to dedicate a lot of time to understand it. Then, the length of novel makes it difficult to finish it due to the class limits. Finally, drama can be used in classes, but it can be complicated to act out a play in crowded classes. Considering these objections, it is obvious that among literary forms, short story seems to be the most suitable genre to use in EFL/ESL classroom. Since it is short, there is usually one plot, a few characters, and there is no detailed description of setting. Collie and Slater (1991:196) listed four advantages of using short stories for language teachers:

- ◆ short stories are practical as they are long enough to be covered entirely in one or two class sessions.
- ◆ short stories are not complicated for students to work with alone.
- ◆ short stories have a variety of choice for different interests and tastes.
- ◆ short stories can be used with all levels (from beginner to advance) and all ages (from young learners to adults), and all classes.

Moreover, research shows many **good reasons for using short stories**, such as the following:

- ◆ *Short stories are authentic.* They prepare a reader for the type of language that they can find in the real world (Clandfield 2007). They can serve “as a model to language learners to become familiar with different forms and conventions” in the foreign language according to Collie and Slater (1991:4). Stories can be used as a perfect tool to improve language skills.
- ◆ *They encourage interaction.* Literary texts are rich in multiple levels of meanings and interpretations. Thus, they can be successfully used for discussions and debates. Students have the possibility to share their opinions and negotiate them during the EFL lesson.
- ◆ *They motivate readers.* Elliot (1990:197) determines that literature motivates students if they can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities. Literary texts are often more interesting and challenging, and

closer to the readers than the texts found in textbooks. As Clandfield (2007:2) noted “literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature”. As a result, short stories encourage students to feel a real sense of achievement and the result is motivating. Short stories can promote the love for reading among EFL learners as they capture and hold the attention of the readers. Moreover, stories are enjoyable to read and they provide examples of different styles and genres. In addition, they can be implemented with all levels, all ages and different tastes.

- ◆ *They teach culture.* Short stories transmit culture of the people from different countries and traditions. By reading the stories and getting to know the cultural aspects, students learn also about the past, and present, and about peoples’ customs and traditions, and even the reasons of their behavior. Learners compare and contrast their own culture to the other ones, finding similarities and differences.
- ◆ *They transmit values, principles and common sense.* Stories can be one of the best methods to teach positive cultural and moral values for the learners. Kirschenbaum (1995:68) defines storytelling as “one of the effective tools for inculcating morality, especially for the youth, as stories contain powerful images and symbols and operate on both conscious and unconscious levels, conveying intellectual and emotional meaning.” Also, stories provide shared social experiences as students laugh, worry, and cry together during the reading. They help the readers to build their confidence and encourage their social and emotional development which leads to “their personal growth and intellectual development”, according to Carter and Long (1991:2).
- ◆ *They teach critical thinking.* The use of short stories can be used as “a springboard for the development of critical thinking and aesthetic appreciation” according to Bretz (1990:335). Moreover, Young (1996:90) states that “stories have two crucial advantages over traditional content: . . . [First,] because they are entertaining, students’ pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun. Second, the stories put issues of critical thinking in an easily remembered context”. Howie (1993:24) shares the opinion that the use of short stories may help in teaching critical thinking. He points out that teachers are responsible for helping students to develop cognitive skills due to the necessity to “make judgments, be decisive, come to conclusions, synthesize information, organize, evaluate, predict, and apply knowledge.”
- ◆ *They develop language skills.* Murdoch (2002:9) highlights that stories “allow instructors to teach the four language skills to all levels of language proficiency and can enhance ELT courses for learners if selected and exploited appropriately.” The length of the stories, carefully chosen vocabulary and lexis, concise writing are all benefits of using short stories and developing language skills. In addition, different styles of writing of short stories give the possibility for vocabulary expansion and

improving reading.

- ◆ *They promote learning strategies.* Through stories, students can attempt to understand general meaning. They can predict and guess the meaning of the unknown words based on the context of the story. Furthermore, emotional intelligence can be developed through the story. In addition, students can identify themselves with the characters from the literary text that can promote and flourish the readers' personal creative skills and can contribute in the development of their higher level thinking skills.

The use of short stories has a number of great benefits and advantages for the EFL readers. Stories can be the source of foreign language teaching and learning material that is rich in vocabulary, authentic and also an enjoyable and entertaining tool. Furthermore, they can be used to improve the four language skills as L2 exposure is extended and real. Moreover, if the story is well-chosen according to the theme, author, writing style, level of language difficulty, and culture, as a result the use of short stories in the classroom can boost socio-cultural, cognitive, and personal growth of the readers.

Books will soon be obsolete in the public schools. Scholars will be instructed through the eye. It is possible to teach every branch of human knowledge with the motion picture. Our school system will be completely changed inside of ten years.

9
Thomas Edison

4. Digital reading: more motivating?

Literacy pedagogy has been traditionally centred in teaching and learning to read and write in printed forms of the language. Yet, it should be adjusted to the demands of the new century, where technology has impacted almost every aspect of learning, and information is no longer presented on paper, but on computer, mobile or tablet screens. In addition, the nature of technology has changed the concept of knowledge accessibility, and it has made it possible for users to have access to millions of sources in a fast and effective way. Thus, this digital era has led to the need to redefine and broaden the limits of literacy, and have also led to the demand to create new kinds of literacies that can fulfil the current and future communication needs of people. The prevalence of literacy had focused mainly on language up until the New London Group met in 1996, when there was a change towards a new, broader concept of literacy, called multiliteracies (New London Group 1996). Multiliteracies “emphasize the multiplicity and integration of different modes of communication during the meaning-making process, when the written-linguistic mode of meaning is linked with the visual (images, screen formats), the spatial (environmental space), or the audio mode (music sound), and thus requires a new, multimodal literacy”, according to Cope and Kalantzis (2000:4)

As a consequence of the new information technologies and computer-based communications, modern communication has converted into a multimodal one, which takes advantage of the extensive use of the image. Nowadays, almost all texts consist of visual elements, which in combination with language have an important role in conveying the essential information (Kress and Leeuwen 2006). Thus, in everyday life people are exposed to a variety of multimodal texts, such as websites, picture books, school textbooks, articles, advertisements, graphic novels, video games, which involve an integration of written text, visual images, graphics, and design elements (Kress and Van Leeuwen 2006).

As a result of these changes, the field of education has been challenged to expand teaching beyond the skills of encoding and decoding texts. Educators are obliged to familiarize students, especially foreign language learners, with the multimodal approach by accentuating the interdependence of language and image that are present in conventional

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Thomas Edison, the great inventor, gave interview in July 1913 to The New York Dramatic Mirror. Retrieved in June 2015 from *Best quotes about the books in digital time* : <http://ebookfriendly.com/best-quotes-ebooks-publishing/>

and electronic texts. Hence, teachers can fulfil this task by presenting hypertexts and web-quizzes in EFL/ESL teaching.

4.1. Online reading. Hypertext.

It has been assumed that the rapid track of technological developments and the frequent application of the Internet for educational purposes have led to the emergence of particular challenging and interesting texts that support computer-assisted language learning (CALL) – hypertext.

The term was coined by Nelson (1981) who defined it as “non-sequential writing”. However, there are different definitions of this concept. According to Slatin (1991:56), hypertext “is an assemblage of texts, images, and sounds-nodes-connected by electronic links so as to form a system whose existence is contingent upon the computer”. Tolhurst (1995:22), by turn, highlights that hypertext “can be viewed functionally as nodes of information that are linked, allowing readers to follow a variable reading path of associations based on semantic links”.

Barnes argues that hypertext has a unique nature because it enables readers to pick and choose blocks of text by interacting with the electronic gadget. Hypertext now includes “a wide range of computer applications such as interactive books, encyclopedias, online reference indexes, and other forms of nonlinear reading and writing which are created by means of computer technology” (Barnes 1994:26). Readers cannot turn page by page as they do on a printed book in order to read the text. They are obliged to learn to navigate and explore the electronic text. Barnes (1994:26) states that “learning text navigational skills transforms readers into active information explorers”.

Furthermore, the term “hypermedia” is used instead of hypertext if the document includes graphics, sound, and moving images. Thus, hypermedia can be defined as the combination of hypertext and multimedia due to the possibility to get access to a rich collection of multimedia resources. This kind of texts gives the opportunity to create and explore information using interactive strategies in electronic networks.

Moreover, users take control of a set of dynamic links in obtaining non-linear information of the hypertext system, opposite to the paper text where information is linear. They are allowed to browse and navigate by means of the links created by the author. The links can involve interplay with other readers. They can lead to support materials that are not available off the Internet. Hypertext can be printed out and saved or read offline.

These linked pieces of information can be displayed as a pop-up window or as a separate page on the same or different screen. It can make an explanation of any word pop up in a separate window when readers click on any word that they find unfamiliar. Moreover, hypertext can be linked with multimedia content that come out in a separate page when learners click on a certain word. Thus, the systems allow learners themselves to decide how much help they will need and where they will finish their exploration in relation to the specific word or text.

According to Conklin (1987), hypertext has following characteristics:

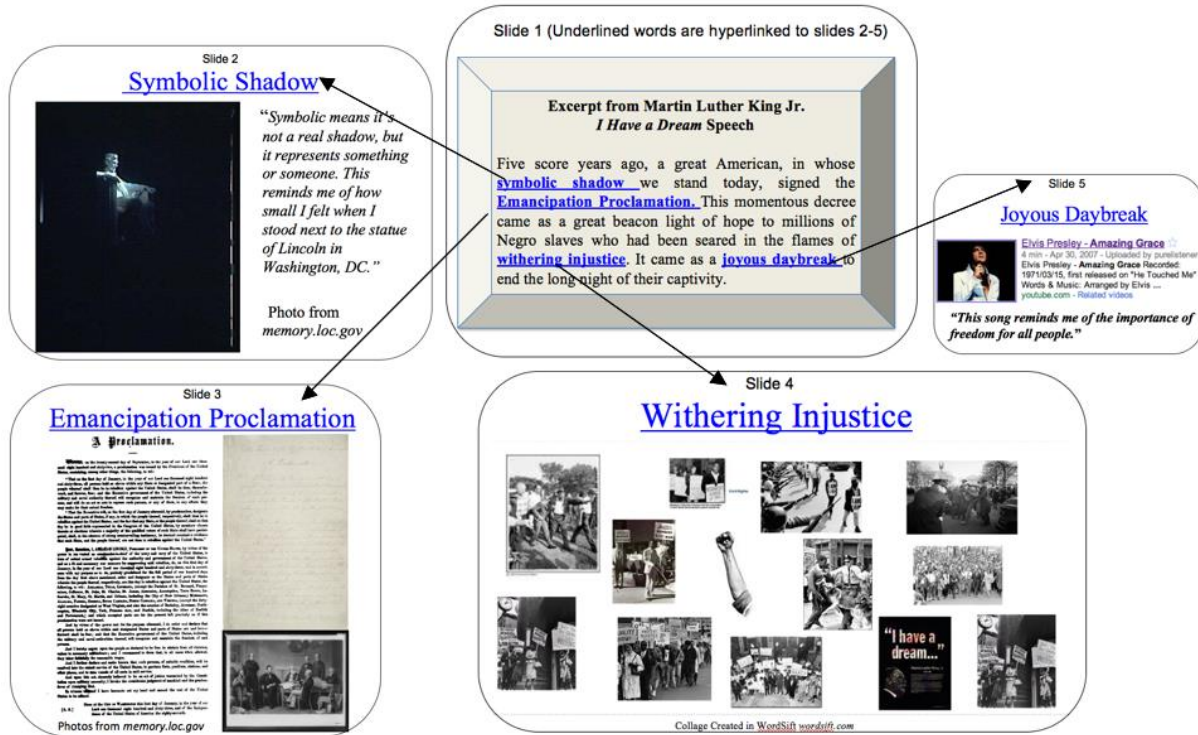
- ◆ the database is a network of textual and graphical nodes -a hyperdocument;
- ◆ windows on the screen correspond on a one-to-one basis to nodes, each node having a name which is displayed in the window;
- ◆ standard window system operations are supported;
- ◆ windows can contain any number of link icons which represent pointers to other nodes in the database;
- ◆ the user can readily create new nodes and new links to new or existing nodes;
- ◆ the database can be browsed in three ways: by following links and opening their windows in order to check their contents; by searching for a specific string, keyword or attributive value; by navigating around the hyperdocument using a browser that displays a graphic representation of the network.

As already mentioned, the common factors in all hypertext systems are nodes stored electronically which are connected by links. Thus, the concept of hypertext is quite simple and can be summarised by Carlson (1992:59) as follows:

“The case for hypertext ... is frequently made in terms of freeing text from the confines of print. in a hypertext environment, information is liberated from its static presentation on the page. Modules are stored as a textbase and can be accessed in a sequence determined solely by the reader. Thus, learners can individualize their exposure to course content by constructing their own paths through an information space, can visit or revisit units of meaning based on their own learning needs, and can use strategies of information processing which accommodate their specific cognitive style.”

Figure 2 **below** represents a hypertext based on the opening of Martin Luther King Jr.'s / *Have a Dream* speech where the key words and phrases are linked to different pages with related information.

Figure 2. I Have a Dream Hypertext.



Obviously, many researchers have explored the differences between traditional reading and hypertext reading processes. According to Poole (2008:5), one of the major differences between online and print reading is "in the strategies readers need to use to comprehend them, such as, effectively searching for information on search engines, navigating websites, and evaluating the reliability of a website's claims."

Furthermore, there are a number of difficulties that affect reading from the screen and don't appear during the reading on paper. According to Troffer (2001), they are as follows:

- ◆ Screen resolution is low as compared to printed text.
- ◆ Screen glare can impair reading.
- ◆ Letters on a computer screen appear coarse to the eye.
- ◆ Desktop computers are not portable and are less convenient to use than printed material.

However, there are more advantages of using the technologies, hypertexts, online texts than disadvantages. Computers can increase the interest level of the students while keeping the text simple and easy to read. Also, they offer immediate feedback on performance and can provide with additional practice if it is necessary. Computer based reading instructions make possible "increased interaction with texts, attention to individual needs, and increased

independence through an ability to read texts they would not otherwise be able to read", according to Case and Truscott (1999:294).

Furthermore, Hong (1997:335-344) verified in the study the effectiveness of multimedia computer-assisted reading in a business Chinese course. The researcher proved with the results that computer-assisted reading is much more effective in improving students' reading efficiency and in enhancing students' comprehension of articles than the conventional reading method. Hong explained these outcomes with the fact that students read texts with a higher comprehension rate in half the time when they utilized multimedia technologies.

Thus, technologies make incredibly important impact on reading comprehension. Readers can improve their vocabulary, reading fluency, and comprehension. Furthermore, they can motivate students to read more and to learn more in the second language. As Armstrong and Yetter-Vassot (1994:482) highlight, "reading a short story in electronic format is not necessarily better than reading the printed pages, but if students can hear the text, read aloud, or watch a video clip of the author discussing narrative techniques, or click a button to see how this text is linked to others they have read, then reading the electronic, multimedia text becomes a richer learning experience."

4.2. Web-quiz

As mentioned above, the 21st century is characterized by technology usage and widespread of Internet in all spheres of human life due to their revolutionary possibilities. Educators are using Web technologies to improve and vary traditional teaching material and methodology. Internet technology has a power to involve students in course material and different discussions inside and outside the classroom. Computer-based teaching methods "can enhance the transfer of information and increase student motivation, as well as improve student performance" according to White and Hammer (2000:250). Thus, use of the Internet is not limited to presenting information related to syllabus. Dynamic applications, such as online discussions, presentations, and interactive methods of feedback can be used.

Practice quizzes can be a powerful and useful tool for language teaching and learning since they provide students with additional and supplementary language material in specific areas of language learning. Besides, it has been demonstrated that even low-performing students improved their exam performance after using computerized tests (White and Hammer 2000:250). In addition, online quizzes provide immediate feedback to students and promote self-regulated learning.

Thus, Internet provides a wide range of ready online quizzes that can be used by educators according to the needs of the students and their proficiency language level. It is possible to group these quizzes into several sections or categories, as follows:

- ◆ Grammar
- ◆ Phrasal verbs

- ◆ Vocabulary
- ◆ Idioms
- ◆ Spelling
- ◆ Specific Topics (Holidays, Transportation etc.)
- ◆ Trivia

Furthermore, different type of quizzes can be found (Mello 1997):

- ◆ fill in the blanks
- ◆ multiple choice
- ◆ true or false
- ◆ match the columns
- ◆ cloze
- ◆ word order

These quizzes can present different levels of difficulty (easy, medium, and difficult). Generally, fill in the blanks, true or false and word order types of quizzes are harder since they require the students to process the information, get to conclusions, and, finally, compare their version to the given answers.

In addition, Internet provides a number of pages where educators can create their own quizzes based on the aim and objectives they want to reach. One of the software that can be used in the classroom is **Kahoot!**¹⁰. It is a game-based educational platform that educators can take advantage of through quizzing, collaboration and presentation of content. In order to get started, the teacher needs to create an account at www.getkahoot.com. Students have to access through <http://kahoot.it> and then enter the “game pin” that is displayed upon the teacher launching the game session and typing their name. After the session is over, the instructor has the option of downloading the content into an excel sheet in order to analyze the data. The software gives the possibility to embed pictures, photos, screenshots or videos from YouTube to the quiz.

Another software that can be successfully used in the EFL/ESL classroom is **Socrative**, developed by MIT graduates. Teachers can create individual questions, quizzes, and polls. The creation of questions is easy to use. Educators can register for a free account. Once the quiz is created, students log into a virtual room with a number assigned to each teacher. In this way, students cannot browse Internet and they fulfil the tasks in the platform under their teacher's supervision.

Afterwards, the learners can participate in any of the tasks sent by the teacher. The activities include multiple choice, short answer, and true or false questions. The questions can be answered anonymously or with student names, so that progress can be measured. Socrative emails teachers reports in PDF and Excel formats, which include graded

¹⁰

Kahoot! Game-based digital learning platform. Retrieved in June from: <https://getkahoot.com>

assignments for everything except short answer questions.

There are a number of advantages in using quizzes for ESL students:

- Online quizzes reduce the usage of paper considerably.
- The students can get immediate feedback on their performance checking their answers against the correct ones, which are displayed under the answer button.
- The students develop their digital skills.
- The students and the teacher have the possibility to work with the quizzes off-line or print them out.
- The majority of Education platforms with quizzes are user-friendly and secure.
- The teacher supervises the students' work during the whole process.

Obviously, quizzes present some drawbacks that educators have to deal with. Sometimes they can be real obstacles due to the school organization and school equipment. Some of the requirements are the following:

- The computer laboratory is needed to fulfil the assignment or the mobile devices should be brought by students.
- The Internet connection is mandatory for this kind of activities.
- In a number of sites it is compulsory to create a user account.

Thus, there are many benefits of using Internet technology to supplement the materials used in a course. The ability to use interactive and novel methods of presenting information and to encourage students to use them are some of these benefits. Educators are encouraged to learn how they can use Web technology to supplement and improve their traditional teaching materials.

5. Research Questions and Hypotheses.

The review of literature, plus my teacher trainee experience guided me to develop the following questions. These questions are influenced by my attempt to address some issues related to reading comprehension in the EFL classroom, in bilingual program and bilingual section, and possible ways to boost bilingual program students' interests in reading. This study was carried out only with the bilingual program as the students showed less interest and less motivation towards reading than the bilingual section students, who were extremely motivating and participative in the EFL/ESL lessons. I have derived the following questions:

1. Is there any significant difference between the reading habits and marks received by students from the bilingual program and the bilingual section?
2. Is reading comprehension more efficient and more motivating in digital interactive format (hypertext and online web-quiz) for students from the bilingual program?
3. Do students from the bilingual program prefer reading short stories, and doing exercises and tests in digital devices?

In order to address the research questions, three hypotheses have been developed. All hypotheses are considered to be null ones. The reason that we need the null hypothesis is because we cannot prove the alternative hypothesis using statistics, but we can reject the null hypothesis. If our data give us the possibility to reject the null hypothesis then this provides support for alternative hypotheses. However, even if it is possible to reject the null hypothesis, this does not prove the alternative hypothesis. It merely supports it (Field 2009:27). Each hypothesis examines an aspect of the current questions. They are as follows:

- *Hypothesis 1:* There is no significant difference between the reading habits showed by students from bilingual program and bilingual section.
- *Hypothesis 2:* Reading comprehension is not more efficient and more motivating in digital interactive format (hypertext and online web-quiz) than on paper.
- *Hypothesis 3:* Students do not prefer reading short stories, and doing exercises and tests in digital devices to reading on paper.

Reading is a neuronally and intellectually circuitous act, enriched as much by the unpredictable indirections of a reader's inferences and thoughts as by the direct message to the eye from the text. This unique aspect of reading has begun to trouble me as I consider the Google universe of my children. Will the constructive component at the heart of reading begin to change and potentially atrophy as we shift to computer-presented text, in which massive amounts of information appear simultaneously?

Marryane Wolf¹¹

6. Methodology.

6.1. Context and participants.

The study was carried out in the secondary school "Villa de Vallecas", situated in the district Vallecas, which is a working class area with extremely high rates of unemployed population and severe economic problems. As a result, the center is evaluated as a place with special difficulties, where the teacher position is considered to be one of complicated and difficult performance. Furthermore, there is a very high number of immigrant students and students belonging to the gypsy ethnic group.

The idea of the present study appeared after the observation of two EFL groups in this secondary school ("Villa de Vallecas") - 2nd year students in the bilingual program and 3rd year students in the bilingual section. The center is using flexible group-making in the bilingual program according to the English proficiency levels of the students. The learners in the 2nd year group (bilingual program) belong to the English advanced level group. The subjects are taught mostly in Spanish, only PE and Music are taught in English. There are 30 students in the class. Seventeen participants are female, and thirteen are male. One of the students doesn't attend the school and truancy record is opened due to this factor. Another student presents really disruptive behavior and has been expelled from school for the period of 2 months. Thus, he didn't participate in the study. Furthermore, there is a learner with dyslexia, who has serious difficulties with socializing and accepting critics.

The students from the 3rd year bilingual section are considered to be the elite of the school. They belong to the linguistic section and due to this factor, 80% of the subjects are taught in English, except Spanish language and Mathematics. There are only 22 students in the class, 5 male and 17 female participants.

During the English lessons in both groups it was observed the great difference between the

¹¹ Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York, NY: Harper Collins, p.16

bilingual section and the bilingual program. The 3rd year students (bilingual section) had Thursdays and Fridays dedicated to literature, in particular short stories according to the special bilingual curriculum. They read the stories written by Lydia Davis (“Five stories”), David Sedaris (“Jesus Shaves”), Diana McCallay (“Dolphin catcher”), William Shakespeare (“Macbeth”, “Hamlet”) and the Creation Myth of Native Americans. They did not only read these stories but also watched some videos or movies related to them, created mind maps or even wrote flash short stories themselves. They prepared the presentations about Native Americans, Black Americans and peculiarities of the slavery period, the creations myths of different religions. These classes differ from the traditional English lesson since they are more interesting, dynamic and student-centred.

The 2nd year students (bilingual program) weren't given these literature classes due to the ordinary curriculum they had. However, their English teacher provided the students with short stories from the BritLit program as a means of promoting and improving reading comprehension.

A wide range of differences in students' behaviour was observed during the classes:

- students from the bilingual program presented more disruptive behaviour in the classroom.
- students from the bilingual program showed little interest towards reading in particular and literature in general.
- students from the bilingual program demonstrated some difficulties in reading comprehension.
- students from the bilingual program obtained worse marks than students from bilingual section.
- students from the bilingual section didn't present reading difficulties.
- students from the bilingual section seemed to be more motivated and hard-working than students from the bilingual program.
- students from the bilingual section were eager to read outside the classroom.

These data were obtained from simple observations during the English lessons and cannot be one hundred percent real and true. Thus, the present study was designed in order to find out the real attitudes of the students towards reading.

6.2. Research Instruments

During the research study, different types of instruments were used in order to obtain the data. They are the following:

- **Pre-questionnaire** designed to get information about students' reading habits [Appendix A]. The questionnaire was created in Spanish in order to eliminate the factor of foreign language, unknown words and the feeling that students were examined in English. The questionnaire consisted of **5 different parts**. For the first 4

parts the Likert scaling technique was used as it “is simple, versatile, and reliable” method (Dornyei 2010:27). Likert scales consist of a series of statements related to different aspects of reading:

- 1 part of the questionnaire focuses on the students' attitudes towards reading.
- 2 part is about the students' preferences and reading habits.
- 3 part studies the students' attitudes towards reading comprehension activities in EFL class.
- 4 part aims to find out whether students connect fiction stories with other elements in their lives.

The responders were asked to indicate the extent to which they *agreed* or *disagreed* with the statements by circling one of the responses. The first three parts contained 4 response options: *muy de acuerdo*, *de acuerdo*, *desacuerdo*, *totalmente en desacuerdo*, or *muy diferente a mi*, *un poco diferente a mi*, *un poco como yo*, *mucho como yo*. The option *undecided* was deliberately eliminated due to the tendency to choose the midpoint response if the answer is challenging or difficult.

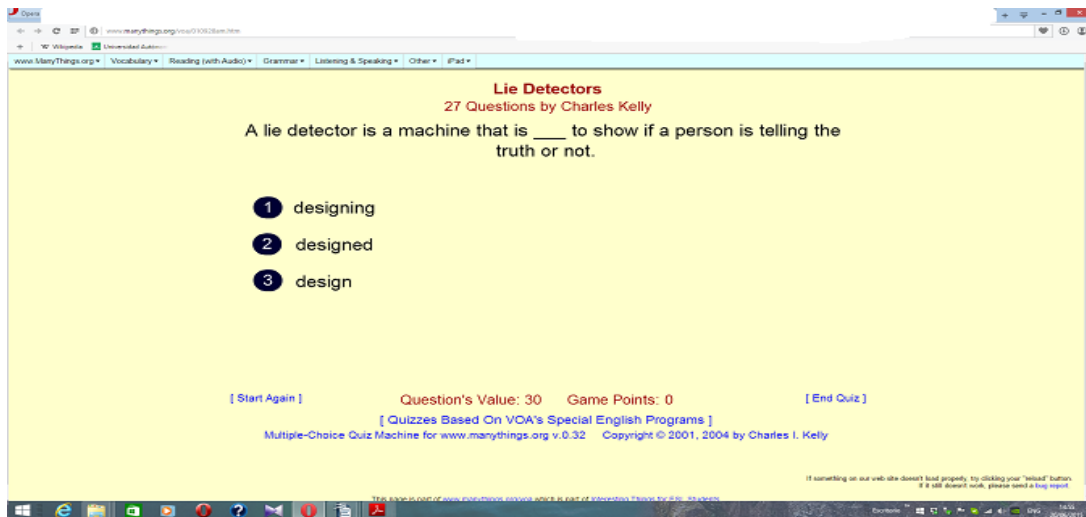
The 4th part contained 5 response answers related to frequency: *nunca*, *rara vez*, *a veces*, *frecuentemente*, *siempre*. The 5th part presented 4 open-ended questions related to reading and favourite activities in the EFL classroom.

- **Paper text.** Short story *The Fun They Had* by Isaac Asimov [Appendix B]. The story takes place in the future where everything is digitalized and teachers are robots. Two children have found a real book about the school in the XX century and they compare it with their own reality. This text was given by the English teacher as a part of reading comprehension activity. Hence, students were provided with the text and had to read it, make a vocabulary list and create the mind map of the plot.
- **Paper test** on *The Fun They Had*. The teacher gave the students the comprehension test [Appendix C] in order to measure following elements:
 - Plot understanding (true or false statements, multiple choices)
 - Vocabulary knowledge: - translation from English to Spanish
- explanation of the word in English
- **Short story. Hypertext.** [Appendix D]. The digital interactive short story (hypertext) was designed and developed for the 2nd year bilingual program students due to their reluctance to read in EFL class and the results of previous reading comprehension activity (short story *The Fun They Had* by Isaac Asimov). As it was mentioned in section 4 and according to Case and Tuscott (1999:294), computer based reading instructions make possible “increased interaction with texts, attention to individual needs, and increased independence through an ability to read texts they would not otherwise be able to read”. Hence, in order to enhance the reading comprehension of

2nd year students in the bilingual program the hypertext was created. For this purpose, the short story *Ex Poser* written by the popular Australian children's writer Paul Jennings was selected¹². The story takes place in a secondary school and it describes the situation when two boys bring to the school the home-made lie detector and use it on their classmate girl. The lie detector seems to work and some embarrassing questions about love are answered.

Furthermore, the text was enriched with a number of variable links:

- links leading to the dictionary in order to get a word translated
- link to the pictures that describe the word
- link to the quizzes: colour quiz and lie detector quiz



- link to the videos:

- The mute video about love
- The 3-minute video from Jimmy Kimmel Live! Lie detector.

This video was chosen due to the participants in the show since the reporter was interviewing a 4-year-old child using a fake lie detector. As a consequence, although the material is authentic, the language is understandable and slow.

¹²

This short story belongs to the project BritLit, which helps teachers from around the world to exploit English literature in the ELT classroom as a language tool. The texts have been written by contemporary authors: they are authentic, and ungraded. The language used in the texts presents a variety of “Englishes” that showcase the multicultural nature of present-day Britain. Access to the experience of living authors through “Meet the Author” kits allows readers to contact with writing from an experiential perspective.



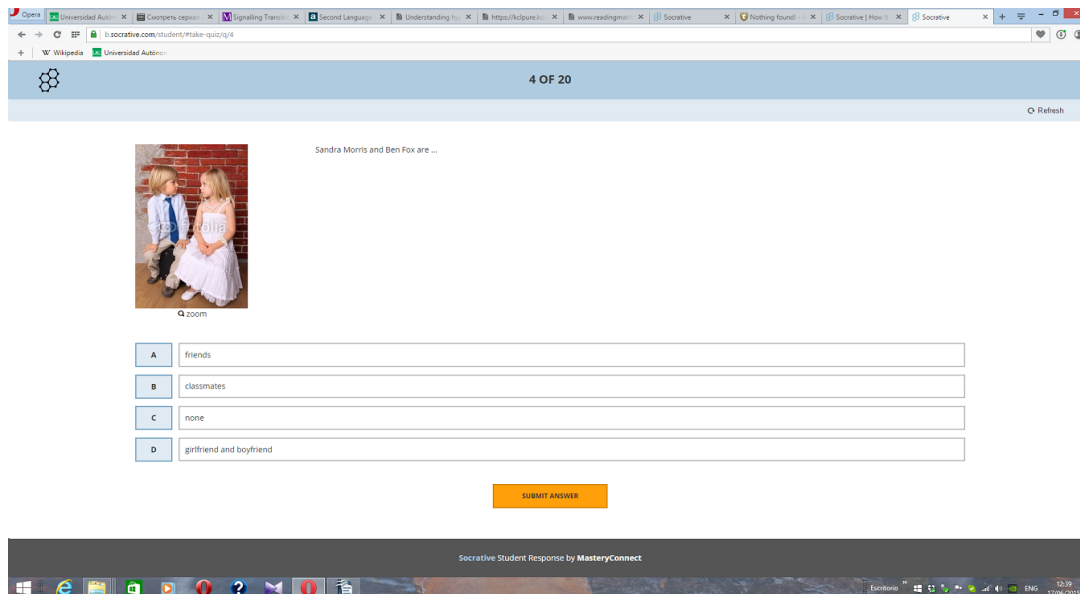
The short story was uploaded for students on their common class e-mail address and they had the possibility to check it whenever they wanted.

- **Digital web-quiz** [Appendix E] was used as a reading comprehension test containing 20 multiple choice questions. For this purpose, the software **Socrative** was chosen to design and develop the test.

The quiz designed to check reading comprehension included the following questions:

- questions related to vocabulary:
 - to indicate the correct translation
 - to find the correct explanation of the word in English
- questions about the plot of the short story *Ex Poser*
- questions related to the hyperlinks.

The example of one question is shown below. This screen is seen by the students. Hence, they have to respond the questions pressing one of four options. After submitting the answer, learners receive immediate feedback.



It should be mentioned that Socrative was used as a tool for creating the final quiz due to the following advantages:

- *Quick Feedback.* Student results appear on the teacher's screen as they respond to the quizzes and questions. Hence, educators can visualize what is happening and what students are doing at the moment.
- *Personalized Content.* Teachers can edit and design their own assessments and share the tests with their personal learning network.
- *Reports.* Reports in PDF and excel format can be emailed, downloaded or saved into Google drive.
- *Compatibility:* This application is available for all web-browsers.
- *Conversion.* The quiz can be saved as PDF and printed in case of necessity.
- **Post-questionnaire** [Appendix F]. The post-questionnaire was designed and administered to the participants after the intervention in order to determine students' opinions and reflections about the technology usage in the EFL classroom. For this purpose, all the items were open-ended questions. Thus, the students could feel free and display their opinions and suggestions.

6.3. Procedure

The current study is divided into 2 different parts: the pre-questionnaire for the students from bilingual program and section, and a study on bilingual program students. Firstly, 48 participants (2nd year and 3rd year students) were asked to fill out the pre-questionnaire related to reading. Then, 2nd year bilingual program students received the short story on paper as a part of reading comprehension activity and a paper test in order to check their



comprehension. Thereafter, the participants from 2nd year of bilingual program were given the digital short story, so-called hypermedia, to read in the classroom.

Afterwards, the bilingual program students did an online reading comprehension web-quiz. In order to fulfill this assignment in the computer laboratory, the 28 participants from the bilingual program were divided into 2 groups, with 14 students each.

Finally, a post-questionnaire was presented to the participants in order to get their feedback on reading comprehension tasks using hypertext and web-quiz. Relevant data extracted from the study was analyzed using the statistical package for Windows.

6.4. Data analysis

Data was collected mainly through prereading and postreading questionnaires and a reading comprehension test (quiz). In this study, simple descriptive analyses of the sample were conducted. Basic frequency distributions and measures of dispersion (mean, standard deviations, T-test) were examined.

The data was analysed with both quantitative and qualitative analyses. The quantitative analysis included charts and tables which showed the number of participants who answered the questions. The qualitative analysis included observation and students' answers to the open-ended questions in the questionnaire.

In fact, it is still the case, and will continue to be the case for some time to come, that students need to be able to read visual, printed text well and use printed text literacy (whether on paper or on the screen) to learn new information, acquire new skills, and develop academic expertise. Technology will not obviate the need for being able to read visual texts. Even the most tech-savvy people read... and read a lot.

13
William Grabe

7. Results and discussion

This part is centered on explaining the current study's findings related to the students' beliefs regarding reading comprehension and students' achievements in working with hypertext and web-quiz. The section is divided into four parts.

The first part offers a detailed descriptive analysis of the pre-questionnaire regarding reading comprehension of students from bilingual program and bilingual section and showing the differences between the two groups. Part two presents the information gathered during students' work on paper text and paper test. Part three addresses the data obtained from the hypertext and web-quiz using simple measures including results from means and standard deviation in order to check the efficiency of digital resources. The final part is concerned with showing the students' opinions about using technology, such as hypertexts and web-quizzes, after working with them in the English class.

7.1. Pre-questionnaire

A total of thirty-six multiple-choice questions and four open-ended questions were listed in the questionnaire, which was designed to investigate what the students' thoughts about reading and to find out their reading habits. The questions were quantified by a Likert scale of 1 to 4 (1 = Muy diferente a mi, 2 = Un poco diferente a mi, 3 = Un poco como yo, 4 = Mucho como yo). The responses were analysed by converting the items into a numerical scores. The questions were coded in the way that each predetermined response option had the number (Muy diferente a mi = 1, Un poco diferente a mi = 2, Un poco como yo = 3, Mucho como yo = 4), except statements number 12, 13, 15, 18 and 29 where the numbers were different (Muy diferente a mi =4, Un poco diferente a mi =3, Un poco como yo =2, Mucho como yo =1). At the end, the numerical scores were summarised and the mathematic rule of three was used in order to calculate the mark for the questionnaire. Table 1 **Results of Pre-questionnaire** shows the mean scores and standard deviations of the questions from

¹³

Grabe, W. (2009). *Reading in a Second Language. Moving from Theory to Practice*. New York: Cambridge University Press. p. 384

the questionnaire answered by students from the bilingual section (3rd year) and from the bilingual program (2nd year).

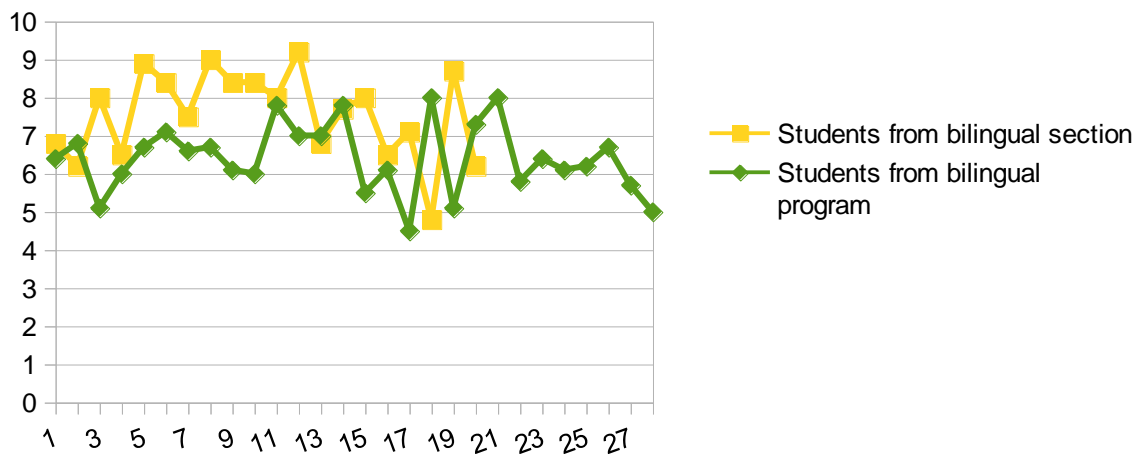
Table 1.
Results of the pre-questionnaire.

Variable	Descriptive statistics		
	Number of students	Mean	Standard Deviation
Students bilingual program: Results of the questionnaire	28	6,4	0,9
Students from bilingual section: Results of the questionnaire	20	7,6	1,2

Furthermore, Graph 1 *Answers in the pre-questionnaire* below shows the scores obtained from the questionnaire by the students during this study.

Graph 1

Answers of the pre-questionnaire



In addition, a T-test was conducted between the values obtained by the two groups in the questionnaire. Based on the results, there was a significant difference ($P=0,0004$) between the performance of the students from the bilingual section and from bilingual program on the pre-questionnaire regarding reading habits. Considering the descriptive statistical results,

the bilingual section outperformed the bilingual program. Hence, the null hypothesis (*Hypothesis 1*: There is no significant difference between the reading habits by students from bilingual program and bilingual section) was rejected.

Besides, the questionnaire included open-ended questions about students' attitudes towards reading. The first open-ended question was regarding students' favourite books. Table 2 shows the **Top 5 books** selected by students from bilingual section and bilingual program. This table shows that students from bilingual sections read young adult or adult books. On the other hand, students from bilingual program still prefer children's literature books.

Table 2
Top 5 books.

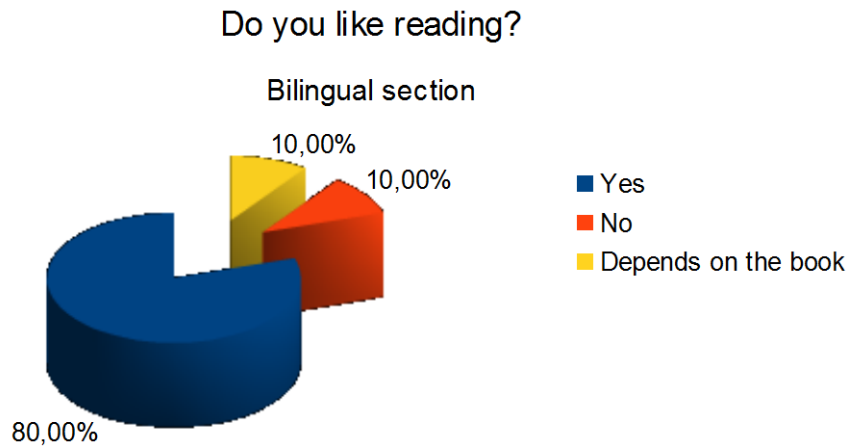
Bilingual section	Bilingual program
<i>The Fault in Our Stars</i> by John Green	<i>Boy2girl</i> by Terence Blacker
<i>The Hunger Games</i> by Suzanne Collins	<i>Las Lágrimas de Shiva</i> by César Mallorquí
<i>Harry Potter</i> By J. K. Rowling	<i>El cadáver del señor García</i> by E. Poncela
<i>The Mortal Instruments</i> by Cassandra Clare	<i>The Hunger Games</i> by Suzanne Collins
<i>The Lord of the Rings</i> by J. R. Tolkien	<i>Diary of a Wimpy Kid</i> by Jeff Kinney

Graphs 2 and 3 refer to the next questions related to reading, *Why do/don't you like reading?* The students answered this question by first responding whether they liked reading or not and then giving the reasons. The majority of students from the bilingual section (16) argued that they enjoyed reading due to different factors:

- ➔ It is fun and enjoyable
- ➔ It helps them to think and feel different emotions
- ➔ it transports them into an imaginative world
- ➔ it helps to forget present situations and worries
- ➔ it teaches them a lot of things.

Only two students informed that reading is "boring" and they do not like reading at all. Other two students highlighted that reading was not their favorite activity but if the book was interesting they could read it till the end. The answers can be seen clearly in Graph 2 below.

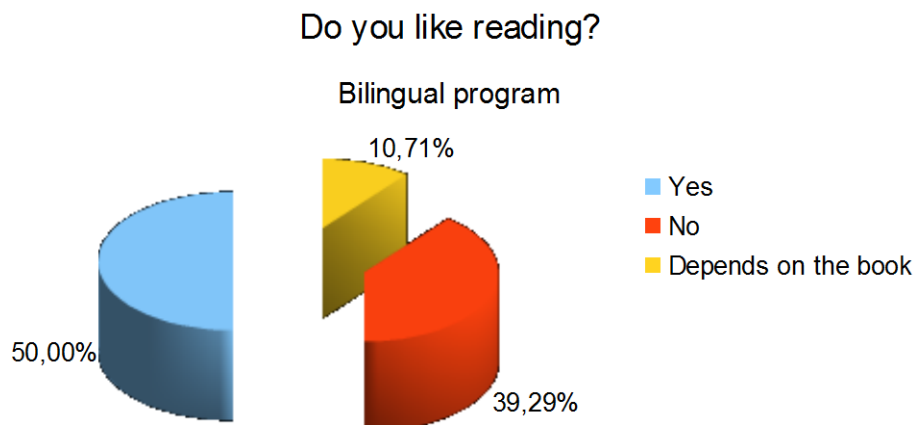
Graph 2



Students from the bilingual program showed different results for the same question. Only half of the group enjoyed reading. The rest of the participants didn't show any interest towards this activity or read a book only if it was entertaining. These students gave different reasons why they did not like reading:

- it is boring
- it makes you to lose time
- it is not necessary
- it is not fun.

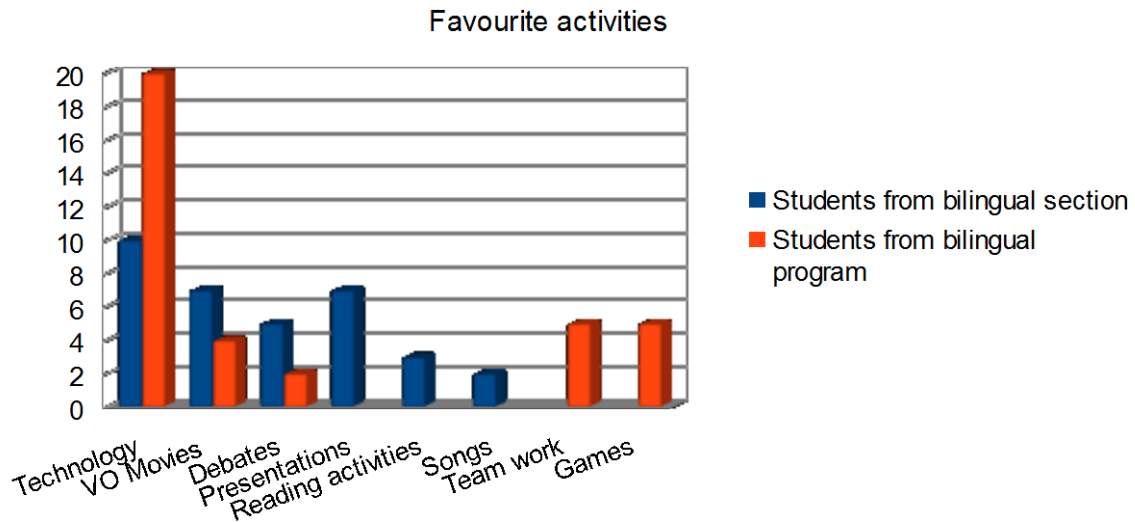
Graph 3



The following 2 questions were related to the activities they do and like and those they would like to do in English lessons. It could be observed that students from both groups

shared some preferences, such as use of technologies, original version movies or debates. However, there were also differences. Students from bilingual section also enjoyed presentation and reading comprehension activities. Bilingual program students, in turn, gave their preferences to games and team work. The results can be seen in Graph 4 below.

Graph 4



Hence, students from the bilingual program are not so interested in reading. They read for obligation and don't enjoy this activity. As we mentioned in section 1, reading is at risk and these results confirm it. However, the pre-questionnaire showed that they are engaged with technologies and are eager to do activities and tasks related to the gadgets. Moreover, as pointed out in section 4 computers can increase the interest level for the students. These are the reasons that led to design the next part of the study (the use of hypertext and web-quiz with the bilingual program group).

7.2. Paper text and paper test.

The paper text *The Fun They Had* by Isaac Asimov [Appendix B] was presented to the students in the bilingual program by their teacher during the English lesson. The students had to read the text, write down the unknown words, and create the mind map of the plot. A week after, the learners were given a paper test in order to check reading comprehension and vocabulary knowledge [Appendix C]. Thus, twenty eight students of the 2nd year responded 20 questions regarding the plot and vocabulary of the text.

Graph 5 with students' results on the test is presented below. It can be seen that the highest mark is 5,5 and the lowest one is 1,5. The majority of the students (identified with numbers) obtained the marks between 3 and 4,5. Nobody answered correctly all 20 questions.

Graph 5

Paper test results

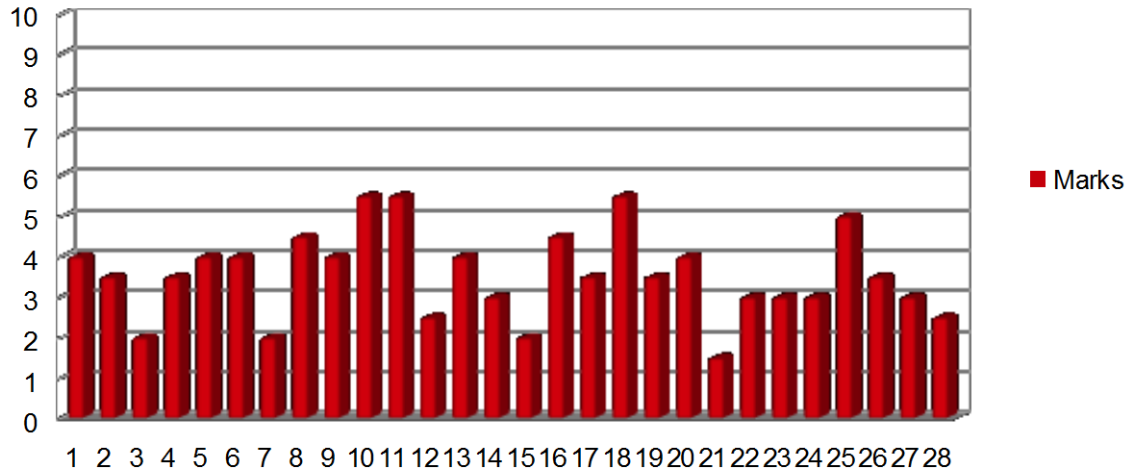


Table 3 below shows the mean of the paper test and also the standard deviation. The results shown in this table are quite low. The mean from 10 is only 3,6.

Table 3
Statistics based on test The Fun They Had

Variable	Descriptive Statistics		
	<i>Number of students</i>	<i>Mean</i>	<i>Standard Deviation</i>
Students: Results of the test	28	3,6	1,1

7.3. Digital hypertext and web-quiz.

The digital hypermedia text was presented to the students in the bilingual program during the English lesson. The purpose of this activity was to promote reading and to observe the efficiency and applicability of technology in the reading comprehension activity based on the statement that computer-based teaching methods “can enhance the transfer of information and increase student motivation, as well as improve student performance” (White and Hammer 2000:250). During the lesson the learners had to work with the hypertext *Ex Poser*, read it, make the list of unknown words with definition or translation, and create the mind map of the plot, including main characters and events of the story. Moreover, links in the text were tightly related to the story and it was compulsory to check them. In the course of the lesson it was possible to make some observations:

- In this study participants presented some difficulties while working with gadgets:
 - some students didn't know how to enter their Gmail account;
 - several learners had difficulties with Google Drive;
 - some participants demonstrated problems to open the file.
- In order to solve the obstacles found on their way while completing the task, students decided to work in teams.
- Students, generally, showed interest towards the activity and were active participants during the whole lesson.
- High achievers presented excellent results while working with the hypertext.
- Low achievers were also engaged in the task.
- Learners with dyslexia seemed very active and motivated during the lesson.
- Students only opened the hyperlink with the unknown words. Thus, it had to be emphasized the necessity to make use of all the hyperlinks presented in the text because they were related to the story and explained the devices, events or emotions.

Thus, it could be highlighted that although students use computers, tablets or mobile phones in their daily life, they present difficulties while working with these gadgets for educational reasons. Generally, teenagers use electronic devices as a means of communication and social networking and are not good at using online dictionaries, google search, google drive or other software.

Although the participants in the study showed these difficulties, they really enjoyed working with electronic devices and completing the activities related to the digital world. Furthermore, even low achievers responded positively and participated during the lesson.

Afterwards, a week after an online web-quiz was given to the students in order to check their reading comprehension of the hypertext *Ex Poser*. Thus, twenty eight students of the 2nd year responded 20 questions regarding the plot and vocabulary of the hypertext.

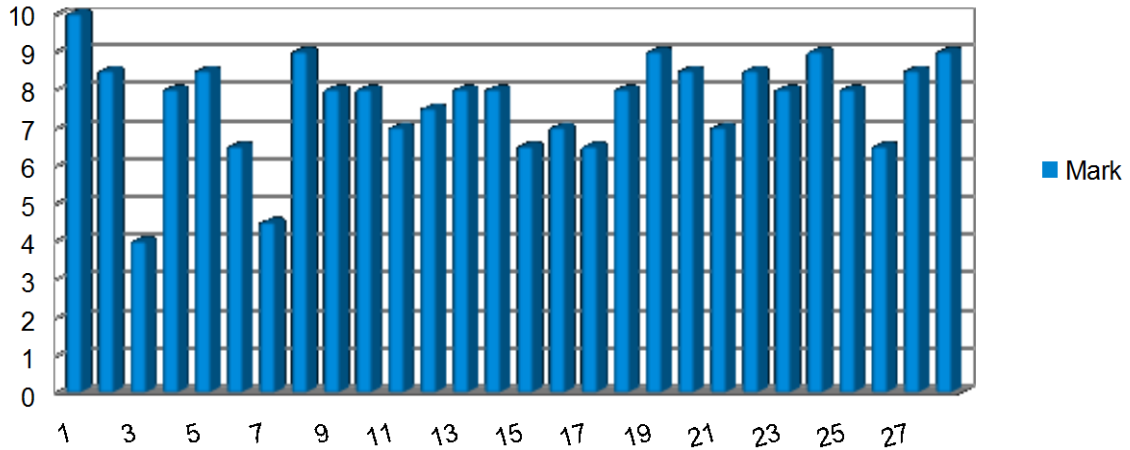
During the web-quiz the participants were faced with several obstacles to overcome:

- some computers were without Internet connection.
- in the middle of the quiz several computers froze and had to be rebooted. As a consequence, learners had to enter twice in order to continue the quiz.

Graph 6 with students' results on the test is presented below. It can be seen that the highest mark is 10 and the lowest one is 4. The majority of the students (identified with numbers) obtained the marks between 7 and 8. Only one participant of 28 learners answered correctly all 20 questions.

Graph 6

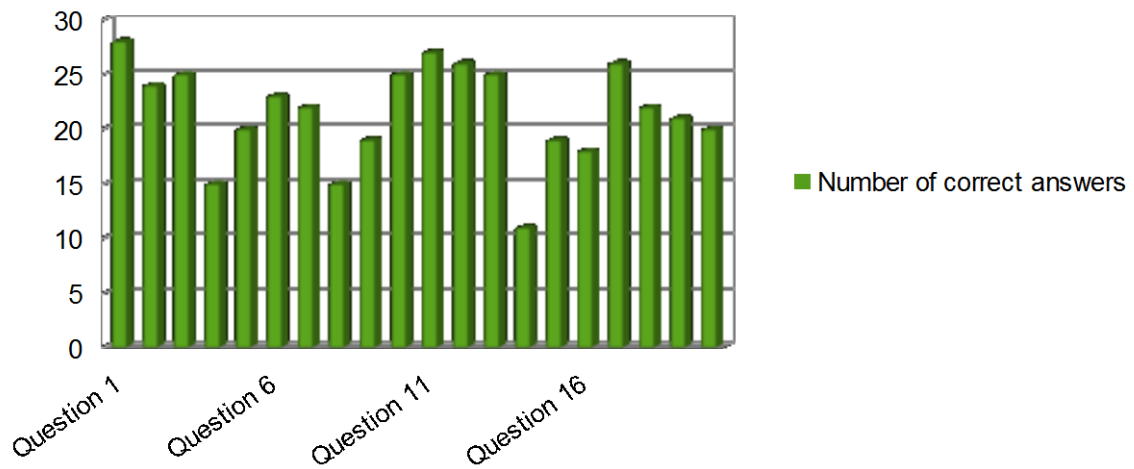
Web-quiz results



Questions number 4, 8 and 14 presented the most difficulties to the learners. Thus, only 11 students from 28 answered correctly question number 14. Questions number 4 and 8 were responded correctly by 15 students. They were designed to check the plot understanding and were presented as multiple choices [Appendix E]. Question 14, however, was created to revise the vocabulary knowledge. The participants had a multiple choice task to choose the correct English definition of a given expression. The number of correct answers can be checked in the graph below.

Graph 7

Correct answers



Furthermore, a statistic procedure was held and mean was calculated. Thus, the mean is 7,7 with standard deviation – 1,3.

Table 4
Statistics based on the quiz results

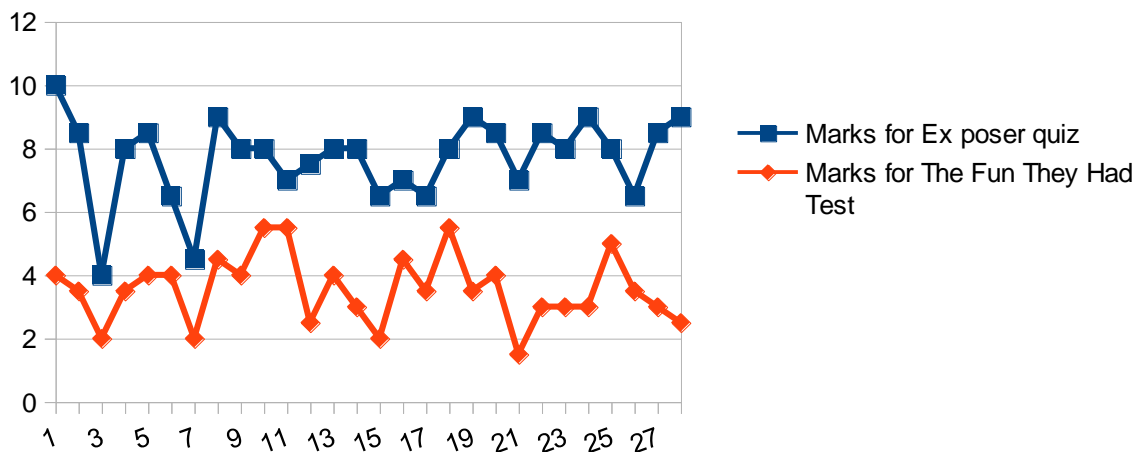
Variable	Descriptive Statistics		
	Number of students	Mean	Standard Deviation
Students: Results of the quiz	28	7,7	1,3

Table 4 seems to indicate quite high results of the students while working with digital formats. However, it was considered necessary to compare these results with the ones obtained from the paper test given by the teacher before.

In Graph 8 below it can be observed the difference between the marks obtained for web-quiz *Ex Poser* and for the paper test *The Fun They Had*. Both tests were designed to measure the plot understanding and the vocabulary knowledge. Thus, the results from the quiz are higher than the ones from the paper test. The mean score obtained from web-quiz is 7,7 and the mean got from the paper test is 3,6. Hence, students performed better on the web-quiz than on the paper test.

Graph 8

Marks comparison



In addition, a T-test was done between the marks obtained for the web-quiz and the paper test. Apparently, the result of T-test (P=.00) seems to suggest that reading

comprehension performance in digital format was better and more efficient than the one done on paper due to the significant difference.

According to these results, the null hypothesis (*Hypothesis 2*: Reading comprehension is not more efficient and more motivating in digital interactive format (hypertext and online web-quiz) than on paper) can be rejected.

7.4. Post-questionnaire.

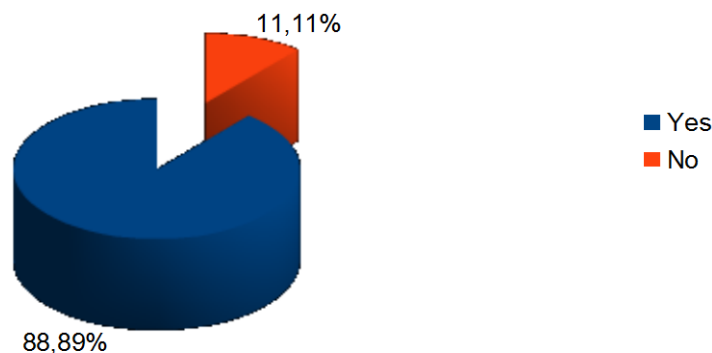
A post-questionnaire was provided to the students in order to obtain their feedback about the hypertext and online web-quiz as an educative tool in the English class. It was given to the students during the lesson and 27 participants answered 6 open-ended questions.

The first question was regarding the short story *Ex Poser* and whether the participants enjoyed reading it. As it can be seen below in Graph 8, 88,89% of students liked the story and gave the following reasons:

- it was fun
- it was interesting
- it was comfortable and easy to read
- it was modern and technological

Graph 9

Students who liked the story *Ex Poser*

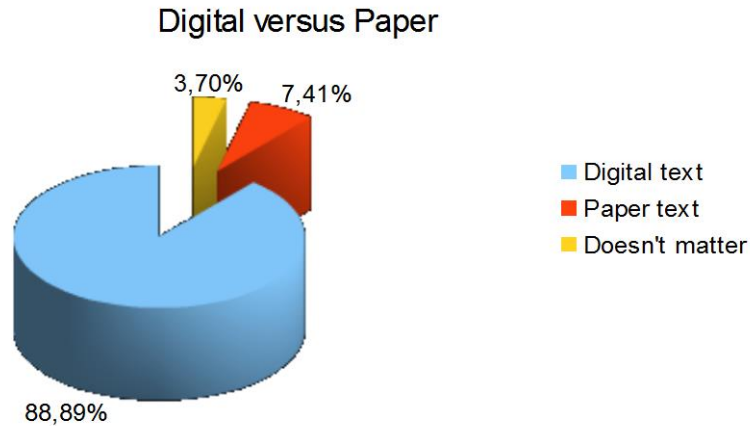


Only 3 students mentioned that the story was boring and they didn't like it at all. The second question was designed in order to get students' opinion about digital and paper formats, and their preferences. Hence, according to Graph 10, 24 students stated that they preferred to read short stories in digital format due to following aspects:

- it is very quick and comfortable
- it is a lot of fun
- technology is a great advantage
- students don't get nervous while completing this type of activity

- it is ecological due to the fact of saving paper

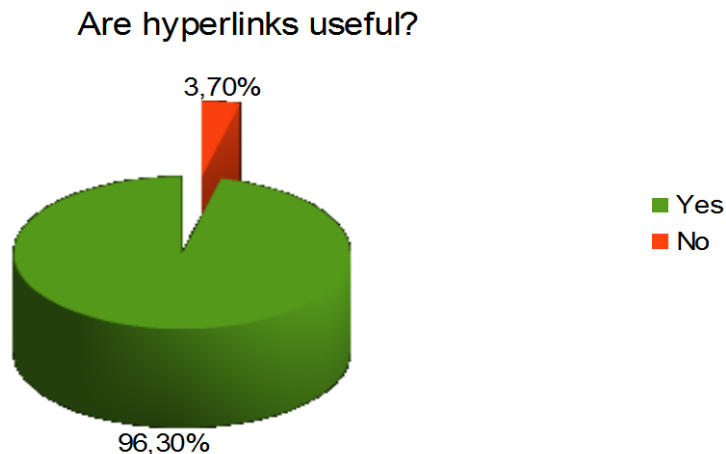
Graph 10



Two participants indicated that they preferred reading paper texts than digital ones to avoid problems with Internet connection. One student showed indifference towards the two approaches.

The third question was related to hyperlinks and their usefulness. Hence, 26 from 27 participants argued that they were really useful, interesting, and fun. Only one student considered hyperlinks as unimportant and useless elements. Graph 11 shows the results of this question.

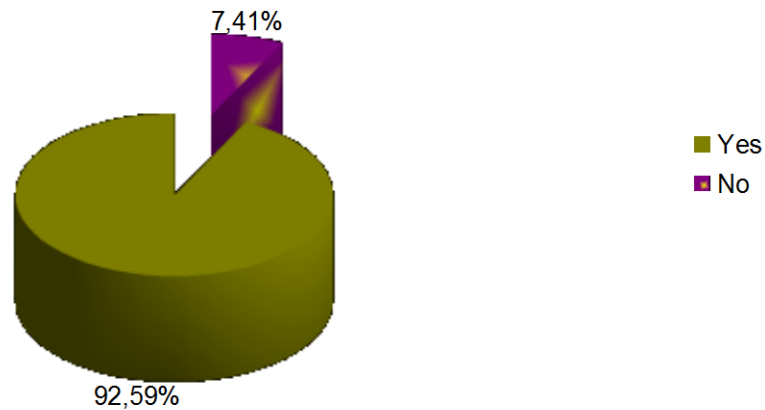
Graph 11



The purpose of the fourth question was to check whether participants were eager to continue reading the stories in the digital format in the English class. The answers were similar to the ones obtained in the second question. 25 students showed the desire to read digital stories and only two rejected the idea. The results can be checked in the Graph 12.

Graph 12

To read or not to read digital stories?



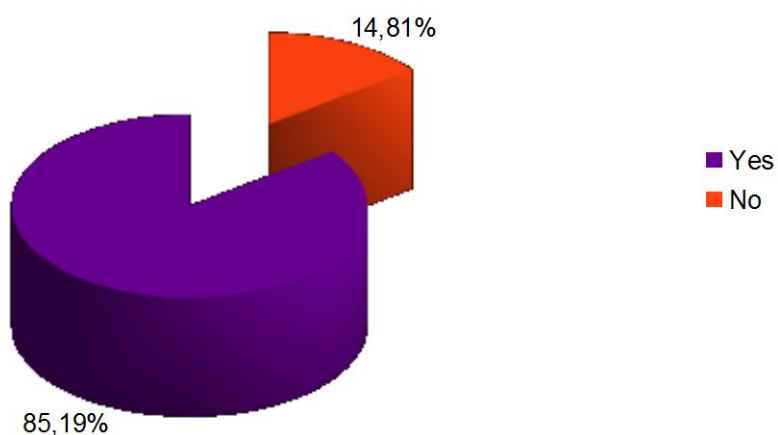
The fifth interrogative was regarding the online web-quiz *Socrative* and the possibility to use this software for future tests. The majority of the participants showed the eagerness to use this program as an exam tool and gave different reasons for it, such as:

- it is interesting and fun
- it is not stressful
- It is easy
- it is modern and technological, and not traditional.

Graph 13 shows the answers of the students.

Graph 13

Socrative quiz as an exam tool





The sixth question meant to obtain students' views on the whole experience of using digital tools to promote reading comprehension. All participants of this study argued that it was really interesting and useful way of learning and they showed the desire to learn more with the help of digital devices.

Hence, the third hypotheses "students do not prefer reading short stories, and doing exercises and tests in digital devices" was also rejected since the answers of the participants showed their eagerness and interest for further work with digital devices.

8. Conclusions.

The purpose of this study was to investigate the students' attitude towards reading and, as a consequence, to research the applicability and feasibility of the hypertext and web-quiz to ESL/EFL learners for enhancing ESL/EFL reading comprehension.

To recapitulate, the literature review showed the dramatic decrease of students' reading rates and interests all over the world and the importance of reading in the modern societies. Moreover, the complex nature of reading and the factors that should be considered to get individuals to become fluent readers were highlighted. Besides, the use of the short story as a source of foreign language teaching and learning was argued. Moreover, technology impact on almost every aspect of learning was discussed, since more and more information no longer appears on paper, but on computer, mobile or tablet screens. Thus, the digital era has led to the need to redefine and broaden the limits of literacy in order to fulfil the current and future communication needs of people.

The study was carried out with 2nd and 3rd grade secondary school students in a public school in Madrid. In the first part of the study (pre-questionnaire) both groups were involved and in the second part of it (paper text/paper test, hypertext/ web-quiz, post-questionnaire) only 2nd grade students participated. The first questionnaire was given before implementation of teaching reading through hypertext and web-quiz, and the second one was given to the participants at the end of the experiment.

The findings collected from the participants' responses in the first questionnaire demonstrated that students from the bilingual section were much more interested in reading than the learners from the bilingual program group. However, the bilingual program students were engaged with technologies and were eager to do activities and tasks related to technology. Moreover, according to the results obtained in web-quiz, reading comprehension was more efficient and more motivating in the digital interactive format (hypertext and online web-quiz) than on paper. In this small study, it could be concluded that employing hypertext and web-quiz increased the reading comprehension ability of EFL/ESL learners since it was found that the students working on web-quiz performed better than while doing a paper test. Furthermore, the post-questionnaire confirmed students' interest and eagerness to work with digital devices in the classes arguing that it is really interesting and useful way of learning.

The present study revealed useful insights regarding second language reading comprehension activities with the help of technologies. However, it has several limitations:

- The study was carried out with a small number of participants. In the first part of research there were 48 participants and in the second part there were only 28 students.
- The groups that were compared in the first part of the study were from different years: 2nd year and 3rd year.

- During the reading of the hypertext, the lesson could not be recorded and this type of data could have been used to keep track of what was said and done rather than having to rely on notes. Recordings could have captured details and specific observations of how the students accomplished the activity.
- The number of participants in the 2nd year grade group (bilingual program) and 3rd year grade group (bilingual section) was uneven. In the bilingual section, there were twenty participants, and in the bilingual program, there were twenty-eight students.
- The impossibility to repeat the experiment with larger number of students in order to confirm the positive results.
- The participants may respond positively and more motivated to the hypertext and online web-quiz due to the feeling of novelty of the activity.
- This study was conducted in a public school in Madrid. However, it would be beneficial if it was carried out in other schools with different participants, so as to see the results of the applicability of the study in other centres.
- In this study, the “short story” genre was applied while teaching the text through technologies (hypertext). However, it would be worthwhile to apply other literary genres, such as poetry, drama to investigate whether those genres are applicable in the classroom.

To conclude, technologies make incredibly important impact on reading comprehension. Readers can improve their vocabulary, reading fluency, and comprehension. Furthermore, they can motivate students of the bilingual program to read more and to learn more in the second language as they seem to show less interest and motivation than the bilingual section learners.

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Appendix A

Cuestionario del alumno

Nombre _____

Clase _____

Nos gustaría que respondieras a varias preguntas relacionadas con el aprendizaje de la lengua extranjera (inglés) y la lectura en lengua extranjera. No hay respuestas correctas ni incorrectas. Intenta no dejar ninguna pregunta sin contestar: son fáciles y tienes tiempo suficiente. Estamos interesados en tu opinión personal. Muchas gracias por tu ayuda.

1. Indica si estás de acuerdo o desacuerdo con el enunciado.

a. Cuando leo libros, aprendo mucho.

Totalmente en desacuerdo **Desacuerdo** **De acuerdo** **Muy de acuerdo**

b. La lectura es una de mis actividades favoritas.

Totalmente en desacuerdo **Desacuerdo** **De acuerdo** **Muy de acuerdo**

c. Leer es entretenido.

Totalmente en desacuerdo **Desacuerdo** **De acuerdo** **Muy de acuerdo**

2. Marca el número más apropiado para ti.

1	2	3	4
Muy diferente a mi	Un poco diferente a mi	Un poco como yo	Mucho como yo

1. Soy un buen/a lector/a.	1	2	3	4
2. Leo las historias de aventuras.	1	2	3	4
3. Leo las historias de fantasía.	1	2	3	4
4. Me gustan los cuentos de misterio.	1	2	3	4
5. Cuando leo, creo imágenes en mi mente.	1	2	3	4
6. Me encanta leer libros sobre la gente de diferentes países.	1	2	3	4
7. Disfruto leyendo novelas de ficción largas con argumento enredado.	1	2	3	4

8. Me gustan los libros difíciles, que exigen un esfuerzo.	1	2	3	4
9. Me agrada cuando las preguntas en la novela me hacen pensar.	1	2	3	4
10. Si el libro es interesante, no me importa la dificultad.	1	2	3	4
11. Si el profesor/a en clase trata sobre las cosas interesantes, puedo leer más sobre ello en casa.	1	2	3	4
12. Me irrita leer cuando las palabras son muy difíciles.	1	2	3	4
13. Me desagradan las preguntas sobre el vocabulario.	1	2	3	4
14. Historias de ficción (cuentos) complejos son difíciles para leer.	1	2	3	4
15. Generalmente no leo.	1	2	3	4
16. Leo para mejorar mis notas.	1	2	3	4
17. Es importante aprobar el examen con buena nota.	1	2	3	4
18. Leo porque tengo que leer.	1	2	3	4
19. Es muy importante para mi acabar los ejercicios sobre la lectura.	1	2	3	4

3. Marca el número más apropiado para ti.

20. El inglés es una asignatura muy importante para mi.	1	2	3	4
21. Me encanta leer cuentos cortos en la clase de inglés.	1	2	3	4
22. Me gusta analizar el argumento y los personajes de los cuentos.	1	2	3	4
23. Participo mucho durante el análisis de los cuentos cortos.	1	2	3	4
24. Aprendo mucho vocabulario nuevo al leer.	1	2	3	4
25. Suelo pensar sobre el comportamiento de personajes y defender mi opinión en la clase.	1	2	3	4
26. Al leer los cuentos entiendo mejor la lengua inglesa.	1	2	3	4
27. Me gusta comparar lo que he leído con mi vida.	1	2	3	4
28. Suelo prepararme para el examen de la lectura.	1	2	3	4
29. Me duele el estómago antes del examen de inglés.	1	2	3	4
30. Tener exámenes es divertido.	1	2	3	4

4. Marca el número más apropiado para ti.

1	2	3	4	5
Nunca	Rara vez	A veces	Frecuentement e	Siempre

¿Cuándo lees...

intentas adivinar los sucesos antes de empezar el libro?	1	2	3	4	5
intentas adivinar los eventos en diferentes momentos del libro durante toda la lectura?	1	2	3	4	5

¿ Haces las preguntas a ti mismo/a...

antes de leer la historia de ficción?	1	2	3	4	5
mientras estás leyendo la historia de ficción?	1	2	3	4	5
después de leer la historia de ficción?	1	2	3	4	5

¿Cuándo lees...

relacionas la historia con tu propia vida?	1	2	3	4	5
conectas la historia con algo parecido que has leído antes?	1	2	3	4	5
haces conexiones con otras cosa, por ejemplo película, serie?	1	2	3	4	5

5. Answer the questions.

- Escribe tres títulos de tus libros favoritos. _____

- ¿Por qué te gusta/no te gusta leer? _____

- ¿Qué actividades te gustan en la clase de inglés? ¿Por qué? _____

- ¿Qué te gustaría hacer en la clase de inglés? ¿Por qué?

Appendix B

The Fun They Had by Isaac Asimov

Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today Tommy found a real book!" It was a very old book. Margie's grandfather once said that when he was a little boy, his grandfather told him that there was a time when all stories were printed on paper. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to—on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had when they read it the first time. "Gee," said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away." "Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?" "In my house." He pointed without looking, because he was busy reading. "In the attic." "What's it about?" "School." Margie was scornful. "School? What's there to write about school? I hate school." Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography, and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the county inspector. He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at her and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and after an hour or so, there it was again, large and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part she hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the mark in no time. The inspector had smiled after he was finished and patted her head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again. Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely. So she said to Tommy, "Why would anyone write about school?" Tommy looked at her with very superior eyes, "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "*Centuries* ago." Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher." "Sure they had a teacher, but it wasn't a regular teacher. It was a man." "A man? How could a man be a teacher?" "Well, he just told the boys and girls things and gave them homework and asked them questions." "A man isn't

smart enough." "Sure he is. My father knows as much as my teacher." "He can't. A man can't know as much as a teacher." "He knows almost as much I betcha." Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me." Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there." "And all the kids learned the same thing?" "Sure, if they were all the same age." "But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same, they didn't do it that way then. If you don't like it, you don't have to read the book." "I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools. They weren't even half finished when Margie's mother called, "Margie! School!" Margie looked up. "Not yet, Mamma." "Now," said Mrs. Jones. "And it's probably time for Tommy, too." Margie said to Tommy, "Can I read the book some more with you after school?" "Maybe," he said, nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm. Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours. The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot." Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things so they could help one another on the homework and talk about it. And the teachers were people.... The mechanical teacher was flashing on the screen: "When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ —" Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

Appendix C

Name _____

Group _____

Test

The Fun They Had by Isaac Asimov.

1. The story takes place in...
 - a. present
 - b. past
 - c. future
2. The book is about.....
 - a. hobbies
 - b. school
 - c. customs and traditions
3. Tommy thinks that the book is.....
 - a. very useful
 - b. a lot of fun
 - c. useless
4. The school described in the book is different from the kind of school Margie is used to.
 - a. True
 - b. False
5. Margie's teacher is.....
 - a. a person
 - b. a machine
6. Margie found the book in her parent's bedroom.
 - a. True
 - b. False
7. What does Margie dislike about her teacher?
 - a. the big screen
 - b. the test slot
 - c. using punch cards to answer tests
 - d. the speed with which the teacher corrects tests
8. Margie is very bad at geography because
 - a. she doesn't study
 - b. she hates geography
 - c. the tasks are too difficult for her level
9. Tommy and Margie are.....
 - a. friends
 - b. brother and sister
 - c. classmates
10. What does Margie like about the school described in the book?

- a. The students never had to take tests.
 - b. The teachers were people
 - c. Students had lots of opportunities to be together.
 - d. The grading system was easier.
11. With which statement would the author most likely agree?
- a. Children will learn faster and better in the future with technology.
 - b. Computers are much better teachers than human teachers.
 - c. Schools of the past did not do a good job of teaching children.
 - d. Learning with others posing different ideas results in true learning.
12. Margie's school was a virtual school in her house.
- a. True
 - b. False
13. The word "dispute" means
- a. discutir
 - b. pelear
 - c. llorar
14. If somebody is scornful it means that he/she
- a. is happy
 - b. is sad
 - c. shows disrespect
15. The word "punch code" means
- a. golpe
 - b. código estampado
 - c. puñetazo
16. When you scream it means you speak rally loudly.
- a. True
 - b. False
17. The word "betcha" comes from the "I bet you".
- a. True
 - b. False
18. The word "overall" means...
- a. total
 - b. parcial
 - c. monos
19. When somebody whistles, he/she sings.
- a. True
 - b. False
20. "To adjust" means to
- a. modify
 - b. ruin
 - c. refuse

Appendix D

Ex Poser

By [Paul Jennings](#)

There are two rich kids in our form. Sandra Morris and Ben Fox. They are both [snobs](#). They think they are too good for the rest of us. Their parents have big cars and big houses. Both of them are quiet. They keep to themselves. I guess they don't want to mix with the [ruffians](#) like me.

Ben Fox always wears [expensive gym shoes](#) and the latest fashions. He thinks he is good-looking with his blue eyes and blond hair. He is a real [poser](#).

Sandra Morris is the same. And she knows it. Blue eyes and blonde hair too. Skin like silk. Why do some kids get the best of everything?

Me, I landed [pimples](#). I've used everything I can on them. But still they [bud](#) and grow and [burst](#). Just when you don't want them to. It's not fair.

Anyway, today I have the chance [to even things up](#). Boffin is bringing along his latest invention – [a lie detector](#). Sandra Morris is the victim. She agreed to try it out because everyone knows that she would never tell [a lie](#). What she doesn't know is that Boffin and I are going to ask her some very embarrassing [questions](#).

Boffin is [a brain](#). His inventions always work. He is smarter than the teachers. Everyone knows that. And now he has brought along his latest effort. A [lie detector](#).

He tapes two wires to Sandra's arm. 'It doesn't hurt,' 20 he says. 'But it is deadly accurate.'

He switches on the machine and a little needle [swings](#) into the middle of the [dial](#). 'Here's a trial question,' he says. 'Are you a girl?'

Sandra nods.

'You have to say yes or no,' he says.

'Yes,' replies Sandra. The needle swings over to TRUTH. Maybe this thing really works. Boffin gives [a big grin](#).

"This time tell a lie." says Boffin. 'Are you a girl?' he asks again.

Sandra smiles with that lovely smile of hers. 'No,' she says. A little laugh goes up but then all the kids in the room [gasp](#). The needle points to LIE. This lie detector is a terrific invention!

'OK,' says Boffin. 'You only have seven questions, David. The batteries will [go flat](#) after another seven questions.' He sits down behind his machine and [twiddles](#) the knobs.

This is going to be fun. I am going to find out a little bit about Sandra Morris and Ben Fox. It's going to be very interesting. Very interesting indeed.

I ask my first question. 'Have you ever kissed Ben Fox?'

Sandra [goes red](#). Ben Fox goes red. I have got them this time. I am sure they have something going between them. I will expose them.

'No,' says Sandra. Everyone cranes their neck to see what the lie detector says. The needle points to TRUTH.

This is not what I expected. And I only have six questions left. I can't let her off the hook. I am going to expose them both.

'Have you ever held his hand?'

Again she says, 'No.' And the needle says TRUTH. I am starting to feel guilty. Why am I doing this?

I try another tack. 'Are you in love?' I ask.

A red flush starts to crawl up her neck. I am feeling really mean now. Fox is blushing like a sunset.

'Yes,' she says. The needle points to TRUTH.

I shouldn't have let the kids talk me into doing this. I decide to put Sandra and Ben out of their agony. I won't actually name him. I'll spare her that. 'Is he in this room?' I say.

She looks at the red Ben Fox. 'Yes,' she says. The needle points to TRUTH.

'Has he got blue eyes?' I ask.

'No,' she says.

'Brown?' I say.

"No,' she says again.

I don't know what to say next. I look at each kid in the class very carefully. Ben Fox has blue eyes. I was sure that she loved him.

This thing doesn't work," I say to Boffin. 'I can't see one kid who doesn't have either blue eyes or brown eyes.

'We can,' says Boffin. They are all looking at me.

I can feel my face turning red now. I wish I could sink through the floor but I get on with my last question. 'Is he an idiot?' I ask.

Sandra is very embarrassed. 'Yes,' she says in a voice that is softer than a whisper.

'And he has green eyes.'

Appendix E



Name: _____

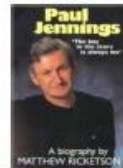
Date: _____

Quiz name: EX POSER

1. Paul Jennings is famous children's literature writer.

(A) True

(B) False



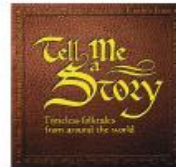
2. The story takes place at ...

(A) school

(B) university

(C) office

(D) library



3. The expression "to have green eyes" means ...

(A) to be silly

(B) to know nothing

(C) to be jealous

(D) to be angry



4. Sandra Morris and Ben Fox are ...

(A) friends

(B) classmates

(C) none

(D) girlfriend and boyfriend



5. The narrator is a very nice, rich boy.

(A) True

(B) False



6. Sandra Morris is ...

- A a quiet girl
- B an outgoing girl
- C a party girl



-
7. Boffin is a
- A very smart boy.
 - B good inventor.
 - C friend of the narrator.
 - D A, B and C



-
8. Sandra Morris is in love with ...
- A Boffin
 - B an unknown boy.
 - C nobody.
 - D the narrator.
 - E Ben Fox.



-
9. Erin (the boy from the video) was saying the truth all the time.
- A True
 - B False



-
10. Polygraph is the other name of a lie detector.
- A True
 - B False



-
11. Symbol of the fire and the sun, passion and creativity is ...
- A white
 - B blue
 - C black
 - D red



-
12. The word "pimple" means ...

- (A) peca
- (B) espinilla
- (C) punto negro



13. Snob is a person who...
- (A) thinks he or she is better than someone else.
 - (B) who loves everybody.
 - (C) who invents a lot of interesting things.



14. To let somebody off the hook means ...
- (A) to release somebody.
 - (B) to fall in love with somebody.
 - (C) to catch somebody.
 - (D) to have an argument.



15. When somebody flushes it means that he or she ...
- (A) gets burned.
 - (B) is going red through embarrassment.
 - (C) feels sick.
 - (D) feels very happy.



16. When you whisper it means you speak really loudly.
- (A) True
 - (B) False



17. If you give a big grin, you smile.
- (A) True
 - (B) False



18. The word "ruffian" means ...

- A esnob.
- B pijo.
- C matón.



19. The phrase "Boffin is a brain" means ...

- A Boffin has a big brain.
- B Boffin is smart.
- C Boffin makes silly mistakes.
- D Boffin is a good person.



20. The narrator received the answers he expected to get.

- A True
- B False



Appendix F

Cuestionario del alumno

Nos gustaría que respondieras a varias preguntas relacionadas con el aprendizaje de la lengua extranjera (inglés) y la lectura en lengua extranjera. No hay respuestas correctas ni incorrectas. Intenta no dejar ninguna pregunta sin contestar: son fáciles y tienes tiempo suficiente. Estamos interesados en tu opinión personal. Muchas gracias por tu ayuda.

1. ¿Te ha gustado leer el cuento Ex Poser en el formato digital? ¿Por qué si? ¿Por qué no?.....

.....

2. ¿Cómo prefieres leer cuentos en la clase de inglés: en papel o formato digital? ¿Por qué?

.....

.....

3. ¿Han sido útiles los enlaces en el texto digital? ¿Por qué?

.....

.....

4. ¿Te gustaría leer los cuentos cortos en este formato?

.....

.....

5. ¿Te gustaría hacer los exámenes en el formato de Socartive quiz? ¿Por qué si? ¿Por qué no?

.....

.....

6. ¿Te ha gustado la experiencia? ¿Por qué si? ¿Por qué no?

.....

.....