



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

TITLE OF PAPER

**THE ATTITUDE TOWARDS THE USE OF THE DIGITAL
PLATFORM “READING OCEANS” AND LEXICON
DEVELOPMENT AMONG PRE-TEEN EFL LEVEL 06 COURSE
STUDENTS AT COPEI LANGUAGE SCHOOL – YEAR 2019**

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CERTIFICATION

We certify that this research project was presented **Antonio Tomás Balladares Flores** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

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I, Antonio Tomás Balladares Flores,

HEREBY DECLARE THAT:

The Senior Project: Students' attitude towards the use of the digital platform "Reading Oceans" and their lexicon development among pre-teens of EFL course at COPEI Language School.

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ABSTRACT

Students at Copei language school perform their reading practice through the use of a digital platform called “Reading Oceans”; for complementing their EFL language learning process. Authorities found out that students were struggling in the completion of their assigned tasks on the Reading Oceans Digital Platform (RODP). The present research examined the relationship between the students’ attitude towards the use of the digital platform “Reading Oceans” and their lexicon development among pre-teens of EFL course at COPEI language school. The age range of the students who were part of the study was 9-13 years old. A correlational design was selected to complete this study, and, a quantitative focus was also used. A negative association was found between students’ lexicon development and their performance on the Reading Oceans Platform. The study has found that students who present a deficient performance in the RODP tasks completion could be negatively influenced in their EFL language learning process, since their vocabulary inventory has not been increased.

Key words: Attitude, extensive reading, lexicon development, digital platform, pre-teens, reading strategies

INTRODUCTION

This research is going to be of use for ELT schools when implementing an extensive reading program and when taking into account the possible struggles that students may encounter within its completion. This study discusses the association between the students' attitude towards the extensive reading program "Reading Oceans Digital Platform" and the outcomes the learners could receive in their lexicon development, reading comprehension level, and the integral use of the four macro skills (Listening, speaking, reading and writing) in EFL. This research also examines the types of motivation that pushes students forward to continue performing their reading activities in the independent reading program.

Reading is an essential element in a student' academic life. It allows pupils to be an active part of a society, only if the skill is practiced and mastered. (Bulut, 2015). According to Guthrie & Wigfield (2000), the attitude and motivation learners present towards reading influences to a great extend their reading attainment. Nonetheless, students who show a lack of motivation and hold negative attitudes towards reading tend to become non-effective readers; increasing their difficulties not just in their academic achievement, but in their literacy and life skills as well. The amount of extensive reading practice performed by students is a great predictor of the students' vocabulary inventory size, level of reading comprehension, and reading speed. (Krashen, 2004).

PROBLEM STATEMENT

The subject of this research is COPOL English Institute – (COPEI). COPEI is an English Language School located in Guayaquil and it is part of The Polytechnic School. It offers English teaching services to the public. The users of the institution are children from 7 years old, adolescents and adults. It was founded in 1996 by the FUNDAEM group (Fundación de Ayuda a la Educación). This institution offers English as Foreign Language (EFL) classes in several shifts which are morning, afternoon, evening, every day, and weekends. It holds approximately 400 students.

Classes are given with text books for EFL instruction. The students work with several resources such as: CDs, flashcards, posters and a digital platform. In some classes, the teachers work with power point presentations, videos, and e-books. Additionally, the students should work with a digital reading platform material called “Reading Oceans – Empreser”. The aim is to help students to become more familiar with English through the use of e-books and animated stories, reading comprehension activities, vocabulary exercises and writing practice.

The academic department informed the teaching staff that most of the students are not completing the activities requested in the reading digital platform, such as reading comprehension, vocabulary games; before, during and after reading tasks; videos to watch, and quizzes. These complementary activities are necessary to support the lessons and to complete the student learning program.

The lack of activities completion in the platform influences the use of the target language in a negative way, on behalf of the students. Therefore, students’ vocabulary is not enlarged, this makes speaking and writing skills stay poor. This is noticed when students cannot answer reading comprehension questions properly or when they cannot work simple exercises on their own. Moreover, this is seen when students are requested to carry out and hand in platform activities as homework and they fail to accomplish the assignments.

This action leaves gaps in the students' language learning process, which not only leads to poor reading comprehension skills or expansion on their lexicon inventory, but also to a major difficulty in integrating the four macro skills (Listening, speaking, reading, and writing) to produce language and achieve communicative competence. In addition, the improvement of reading skills has an impact on the development of speaking skills. For instance, students who create a habit for reading, obtain larger speaking vocabulary knowledge. According to (Bright and McGregor, 1970), students who do less reading practice, will have less language learning. Therefore, the action of nurturing the language acquisition through reading allows the improvement of speaking skills.

JUSTIFICATION

At COPEI Reading Oceans is an extensive graded reading program for English language students. Its aim is to help students to become more familiar with English through the use of e-books and animated stories, reading comprehension activities, vocabulary exercises and writing practice.

It is important to conduct this research to establish the reasons why pre-teens students from an English Language School are struggling to complete the assigned work in the "Reading Oceans" Platform. This study is an attempt to address the issue of students' attitude towards reading in the Reading Oceans platform.

This study is going to help teachers understand the reasons why students behave this way. Teachers can take decisions on classroom management for helping students accomplish required assignments. An increment in their reading comprehension skill and an expansion of their receptive vocabulary and grammar knowledge could be expected, through this study.

For the institution, the following research will also assist teachers in finding a balance between students' completion of Reading Oceans' tasks and the background knowledge the students need to sharp.

Research Question

To what extend does the students' attitude affect their vocabulary acquisition?

Which is the reason why students refuse to use the digital platform "Reading Oceans"?

General Objective

To determine the relationship between the attitude towards the use of the digital platform "Reading Oceans" and lexicon development among pre-teen EFL level 06 course students at COPEI language school.

Specific objectives

- To establish the students' lexicon level among pre-teens of EFL course at COPEI Language School.
- To determine the influence of the digital platform for the enhancement of lexicon density.
- To identify the elements that affect the students' attitude towards the use of the digital platform "Reading oceans".

THEORETICAL FRAMEWORK

1.1 Lexicon in EFL

As indicated in the (British Council, 2019), the term Lexicon is used to describe the knowledge the student has about the words of a language. Lexicon is the vocabulary inventory individuals have over a language. It is an essential part of a language; without it, individuals would not be able to transmit anything (Wilkins, 1972). The importance of vocabulary acquisition in English as a Foreign Language has been recognized by several researchers. It has been shown in previous studies that students who have a limited lexicon knowledge struggle when practicing the receptive and productive skills. (Nation & Hu, 2000). This is why the lexicon acquisition depicts a major function in all language skills. (i.e.: Listening, Speaking, Reading, and Writing).

Upholding the relevance of lexicon acquisition, (Schmitt, 2000) indicates that vocabulary knowledge is a key to be competent when learning a language and communicating. A reciprocal connection has been described by (Nation I. , Learning vocabulary in another language, 2001) between the lexicon inventory individuals have and their language practice. The vocabulary knowledge enlarges the language usage progress, resulting in an increase in the vocabulary baggage. Furthermore, (Liddicoat & Scarino, 2013) also add that lexicon is a vehicle of cultural knowledge of a society. Thus, if lexicon is used in an incorrect way or if there is a lack of understanding from it, disruptions in communication can be expected as consequences.

1.2 Breadth and Depth of Vocabulary Knowledge

As Nation indicates “words are not isolated units of language, but fit into many interlocking systems and levels” (Nation I. , 2001, p. 23), the definition of vocabulary knowledge is not only limited to the amount of words that pupils have, but the quality of information they have about those words. Breadth of vocabulary is regarded as the lexicon inventory every individual has. (Nation I. , 2001). According to researcher Qian (2002) the vocabulary size a person has

is known as breadth of vocabulary. It is often referred to as the number of words a person employs when vocabulary skills are being tested or involved in other competences. Nevertheless, this amount of known word knowledge does not assure the accurate usage when writing or speaking. Some scholars, for instance, Nation (1993) and Stæhr (2008) uphold that vocabulary knowledge sustain an essential role in the development of EFL students' academic competence when learning English.

On the other hand, the comprehension capacity of a variety of features in a word is regarded as depth of vocabulary. (Qian, 1999). An early definition was given by Richards (1976) stating that the action of understanding a word involves the recognition of derivations and basic forms, limitations of usage, and relationship with other words. Furthermore, Nation I. (1990) contributed to the definition by adding the concepts of form, position, function and meaning as the elements of vocabulary knowledge together with productive and receptive knowledge. Contemporary authors as Proctor, Silverman, Haring, & Montecillo (2012) state that to understand the vocabulary depth, individuals ought to be aware of aspects such as: phonological (the way the word sounds), semantic (meaning and relationship of words), syntactic (the grammatical usage) and morphological (forms of words) aspects in a particular word.

1.3 What is lexicon density?

Lexicon Density indicates the amount of words students have in their mental vocabulary. Nagy (1988) states that lexicon is a major basis to learners' reading comprehension process and that teaching vocabulary ought to be essential in the educational field. As vocabulary is not learnt by its own, it is vital to give students the means to use vocabulary knowledge in a communicative way. Based on Nation I. (1990) point of view, to perform effectively in English language, every student ought to know at least 2,000 or 3,000 words. For instance, for students who have a lack of knowledge about high frequency words (words that are most commonly used in English Language), it will be hard to read complex texts.

In previous studies, Laufer (1997) pointed out that 3,000-word level was the threshold vocabulary amount required for reading comprehension. It was also indicated that the students whose vocabulary level was deficient (below the 3,000 words) had an unsatisfactory performance on the reading evaluation. Their academic achievement was not taken into account. Additionally, some scholars Nation P. (2005) indicate that the vocabulary inventory minimum requirements to perform well in English is 3,000 words level. Nevertheless, other researchers as Schmitt (2000) think that it is pivotal to have a substantial knowledge about 5,000 words for students who expect to perform better in English.

1.4 Motivation and Attitude

1.4.1 Definition of motivation

“Motivation is usually defined as an internal state that arouses, directs, and maintains behavior.” (Woolfolk, 2018, p. 376). Motivation is commonly classified in two branches: Intrinsic and extrinsic motivation.

According to Woolfolk, “Intrinsic motivation is the one that is associated with activities that are their own reward.” (Woolfolk, 2018, p. 377). It means to look for and reach goals or challenges as we nurture our own personal interests and sharpen our abilities. In other words, intrinsic motivation does not require external reasons to pursue a task due to the activity itself contains enough satisfaction and compensation for individuals.

On the other hand, the afore mentioned author states that extrinsic motivation demands an external factor that works as the motor to pursue an objective. This means that we actually would not care about the activity as one, but the benefit that lies behind such as gaining a grade, eluding punishment, pleasing parents or teachers, etc. Furthermore, researcher Arnold (2000) suggests that extrinsic motivation is the students’ need to obtain a benefit or avoid punishment when engaged in classroom activities. Harmer (1991) indicates that extrinsic motivation may leave adverse effects in students. For instance, when students are given assignments to complete and reach a grade, motivated students may not have issues in fulfilling the task, but unmotivated

students might. These unmotivated learners may not learn by using their best potential but by avoiding punishment or concerning about grading scores. If the rewards or penalties are not presented when giving a task, the learners might not be involved with ease and eagerness in the task completion.

1.4.2 Other types of motivation

According to the afore mentioned researcher indicates there are other types of motivation such as instrumental and Integrative motivation are categorized under the extrinsic motivation branch.

Gardner & Lambert (1972) refers to instrumental motivation as the need to acquire a language for practical purposes such as being able to apply for a job, getting a promotion in a job, fulfilling or reading academic materials. On the other hand, Gardner & Lambert (1959) describe integrative motivation as the act of learning a language for personal and cultural development to be part of a language community. Students who choose to connect with a native language community have a greater desire to learn the language. Moreover, researcher Saville-Troike (2005) points out that students who have integrative motivation are concerned in learning the language community culture. As a consequence, these students present more success than learners who have instrumental motivation since integrative pupil motivation is stronger than the instrumental student motivation.

1.4.3 Reading Motivation

Guthrie & Wigfield (2000) define reading motivation as the amount of will each individual has towards reading. In other words, it is the influence that leads students to reach their reading attainment. For instance, students who read for pleasure and use reading as a support comprehension tool are strong motivated readers. Nevertheless, pupils who are reluctant to reading present a lack of motivation and are prone to become non-effective readers. From Pachtman & Wilson (2006) perspective, offering students a choice to select their reading materials is crucial to keep students' motivation alive. In this way, readers' desire may increase if they are allowed to opt for what they are

interested in, as well as readers reinforce their outlook towards reading as a pleasure activity.

1.4.4 Attitude

According to Smith (1971), attitude is a group of beliefs towards a target, this is a particular situation or entity in which people are inclined to respond in a preferential way. According to the aforementioned author, attitudes can be learnt as well as unlearned by individuals. An example to illustrate this point is the action of liking a foreign language that might be learnt. Learners do not come predisposed to like or dislike the process of learning a foreign language. The student s' attitude towards the language learning process may be influenced if they have a neutral or positive attitude and reflect personality traits concerning broad-mindedness and eagerness to learn.

Attitude is also referred as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. (Eagly & Chaiken, 1993, p. 1). Otherwise stated, attitude involves the process of decision-making regarding agreement or disagreement towards a stimulus situation, object or person. According to the previous mentioned authors, attitude may also vary in two ways such as valence and strength. Valence (or direction) points that individuals can possess positive, negative and neutral attitudes towards certain stimulus. Nevertheless, strength refers to the intensity (weak or strong) individuals have about the same stimulus.

1.4.5 Attitude towards reading: Reluctance

As stated in the Cambridge English Dictionary, the term reluctancy is defined as the unwillingness or hesitation to do something and effectuate it with tardiness. According to (Sanacore, 2008) the reluctant learner can be described as the situation in which a student refuses to participate in classroom tasks, regardless the power the student owns to be academically outstanding.

Reluctant students choose not to be active contributors to class, do not fulfill classroom assignments, and opt for staying inside their comfort zone. (Protheroe, 2004). Furthermore, students' motivation plays a big role in this

issue. The student's motivation to learn is equivalent to the student's reluctance attitude to learn. Their willingness to learn decreases if the students have a negative perception about themselves and constantly gets non constructive comments on their school performance from the teachers. (Sanacore, 2008)

As reported by (Landsman, 2008) in the same place where there is a student with a reluctant attitude towards learning, there is a reluctant teacher towards students who have a lack of eagerness to excel in class.

1.4.6 Motivation: Characteristics of Reluctant Readers

As stated by Beers K. (1996), reluctant readers can be classified into three categories such as dormant, uncommitted and unmotivated. Dormant readers can be described as the students who actually appreciate the act of reading but neither have the time nor make room for themselves to read. According to (Beers K. , 1988), dormant readers have reading habits similar to the ravenous readers, without including making time to read and reading often. These readers enjoy the activity, harvest an aesthetical stance to reading (focus on the experiences that the texts offer, making real connections with the text); instead of applying efferent approaches (reading with the purpose of getting information, making a cognitive connection with the text).

Uncommitted readers are individuals whose deficient appreciation for reading is likely to increase in the future. These readers do not find pleasure when reading and acknowledge reading just as a useful skill. Moreover, uncommitted readers do not get along with being labeled as "readers" and have not adapted a negative view towards people who enjoys reading.

Finally, unmotivated readers are students who find reading as an unpleasant activity and might not be willing to change their outlook to reading in the future. This kind of readers lack all the characteristics that the avid readers own. Their negative perspective towards reading is not likely to change in the future. They are also unable to approach aesthetically to reading text and they tend to gather with other students who have their same traits. All of these mentioned traits make the unmotivated readers as the most difficult group to approach.

1.5 Approaches to reading motivation

According to Edmunds & Bauserman (2006), motivation represents an eminent role regarding the students' reading skills development, learning acquisition, and use of knowledge. It has been shown by previous research that students who receive more motivation read to a greater extent, and learners who read more find themselves better prepared to assimilate literature than other pupils. Teachers who care about their students' reading progress, periodically find ways to intrinsically enroll and motivate students by expanding their curiosity, understanding and problem-solving skills.

Moreover, motivation in reading goes further than just impacting learners' reading skills development. Motivation influences the breadth of vocabulary (lexicon inventory size) of pupils. It also has an effect in the students' choice of reading material, their intensity of engagement in reading, and in their reading competence level (Pitcher, 2007).

Students opt for different ways to select books that are engaging for them and fulfill their needs and preferences. However, without proper motivation this action becomes hard to perform and consequently the reading process turns into an unattainable goal. For this reason, there are many research-proven approaches that can be implemented to motivate learners to read such as student engagement, student' choice, feedback, self-efficacy, environmental considerations and rewards.

1.5.1 Student engagement

As indicated by Ivey (2001, p. 64), students need meaningful periods of time to be actively engaged with reading. Allowing students to get involved and nurtured through reading in school permits several advantages as obtaining the motivation to read for pleasure, reading for personal purpose and reading material relevant for students' lives.

Conrad & Donaldson (2004) stated that engaged reading is a cooperative way of learning between the student, peers and the teacher when constructing knowledge in a variety of tasks to achieve engaged learning. Engaged

learning is reached when students are immersed in relevant, authentic and interactive language activities which promotes cognitive process such as problem solving, creating, evaluating, and decision process making. Thus, pupils' motivation and engagement in reading will be improved if the teacher provides opportunities to collaborate with peers, allows students the use of interesting texts; creates real world connections with the reading text and students' lives, and support learners to be responsible for their own learning from their reading texts.

Additionally, Guthrie & Knowles (2001) emphasize that during the reading process, there is a unification of different cognitive strategies, motivational outcomes and obtained knowledge that allow students to be motivated to read for pleasure and simultaneously apply reading strategies to improve the reading comprehension process.

1.5.2 Students' choice

When students are given opportunities to opt for what they wish to read their motivation to read is increased. Learners are able to select the topics they are actually interested in. (Beers G. , 1996) According to scholar Lewis (2001) when teachers offers students a choice to read what they want; learners may express their inner voices and reflect their identities. Turner (1995) indicates that choice is a relevant part of motivation in reading. The lack of opportunities to let pupils choose preferred reading texts leads students to take different decisions as: reading a material that is not from their interest, acquiring their preferred material by themselves or abandoning the reading process in classroom.

1.5.3 Feedback

According to Evertston & Emmer (2009), teachers ought to deliver feedback to students immediately. In this way, pupils are able to realize and correct their mistakes in their learning process. Feedback is defined as the information given by a teacher, parent, or peer about students' performance on assessment or assignments to enhance classroom language learning. Feedback is also defined as "the information with which a learner can confirm,

overwrite, and restructure information in memory; whether the information is meta-cognitive, or cognitive-tactics and strategies". (Winne & Butler, 1994, p. 5740).

1.5.4 Self-efficacy

In Bandura's self-efficacy theory, self-efficacy is defined as "beliefs in one's capability to organize and execute the courses of action required to produce given attainments": (Bandura, 1997, p. 3). The aforementioned author also claims that self-efficacy is the most powerful agent prognosticator in achievement and behavior and decision-making process. Self-efficacy is also described by Bernhardt (1997) as the students' behavior and beliefs about their capabilities to fulfill tasks while Pajares (1996) indicates that it is a representation of the students' perspective they have about themselves on their academic performance. Based on Bandura Social cognitive theory (Bandura, 1986), as goals indicate the requirements for personal success, learners present an increase in their cognitive (skills which engages conscious intellectual effort such as reasoning, thinking, remembering) and non-cognitive (skills that are related to motivation, interpersonal interaction, and attitudes) reactions to surpass their goals. Scholars as Bandura & Cervone (1983) also state that self-efficacy affects in a significant way the level of challenge learners have towards their goals, involving the power, effort, and the resilience they apply when facing difficulties to reach the target.

When teachers provide students opportunities to build a sense of success in after accomplishing a task, students' self-efficacy increases. This permit the students to be more motivated to learn and explore in further reading experiences. Alvermann (2002). Additionally, one way to promote self-efficacy in classroom is to equip classroom libraries with materials in which students are interested in. Furthermore, Pearson & Gallagher (1983) suggest the use of the Gradual release model of instruction, in which the teacher progressively guides students to become independent and responsible for their own learning practice, and builds a sense of successfulness through the completion of their learning process.

1.5.5 Reading environment

When we have the idea of going to a library, restaurant, stadium, or classroom, expectations about the way we might find these places' surroundings are created. If the place's atmosphere does not meet nor surpass the idea or expectation that has been made up in our mind, the level of our experience satisfaction might be influenced negatively. As it has been shown in previous research, the environment arrangement plays a major role in students' learning experience, allowing them to feel secure and read, write and learn efficiently. (Stewart & Evans, 1997).

According to Cole (2002), exposing students with an atmosphere of print literacy materials such as books famous quotes, charts, poems, useful vocabulary words, interactive wall murals, and other varieties of print resources motivates them to explore and read by themselves. This print rich surrounding ought to be meaningful, interactive and relevant to support the students' English language learning. Moreover, this literacy environment should be constantly maintained and updated by teachers to boost the students' curiosity and attention and establish a proper literacy learning climate. (Peregoy & Boyle, 2004). As stated by, positives foundations for literacy can be adopted and enhanced by taking into account the students' voice, needs, preferences and beliefs.

Constructing a literacy atmosphere involves classroom organization, specifically, classroom physical arrangement, which ought to be set to improve student learning and minimize distractions. According to Weinstein (1992), the classroom physical arrangement may influence the students and teacher's behavior and effectively structured classroom arrangements improve the students 'behavior and learning outcomes.

1.5.6 Rewards and motivation

Regarding students' motivation, Troy (1982) stated that in motivation there are different terms such as intrinsic and extrinsic motivation, which drives learners to attain a variety of goals in learning. Intrinsic motivation promotes students' learning by their own internal reasons whereas extrinsic motivation requires an

external stimulus in students to achieve learning. In other words, the students' interests and ambitions are considered to be intrinsic ways of motivation, however; rewards and scores are thought to be extrinsic examples of motivation.

Researchers as Flora (2004) claims that rewards develop an efficient strategy to make learners reflect and enhance their behavior and actions. In addition, scholars as Brophy (2004) also states that if incentives are used effectively, they can promote an efficient learning environment with highly motivated students ready to achieve learning goals.

1.6 Extensive reading

When the reading material flourishes in schools, students' attention and interest is captured and guided into reading. Thus, they have the basis to enhance their reading development. (Catapano, 2009) According to (Stanovich & West, 1989) a meaningful relationship has been found between the amount of reading for enjoyment students carry and the students' ability in spelling. Moreover, Krashen (2004), added that the sum of reading for pleasure the students accomplish is the utmost prognosticator of their lexicon, reading speed, and reading comprehension. The aim of extensive reading is getting students to actually read and enjoy it. Extensive reading, also called independent reading, involves reading a large number of books for pleasure. (Day & Bamford, Extensive reading in the second language classroom., 1998). According to (Williams, 1986) Top ten principles for teaching reading, these reading texts topics ought to be as diverse as possible for students to be engaged to read. The reading resources to be offered should vary from non-fiction or fiction books, magazines, and newspapers.

Another foundation for teaching reading from Williams, is that students should have freedom when selecting what they desire to read. This grants students with the independence to decide the texts they enjoy and understand and also allows students to stop reading at any time they find a reading material uninteresting or too difficult. According to Krashen (2004), the effectiveness of

the students' freedom of choice of extensive reading material is strongly reliable.

As stated by Nuttall (1996) "reading is caught, not taught". The teacher becomes an example for students to follow. Teachers have more than an authority position to fill in the classroom. They have the power to influence their students.

1.6.1 Benefits of extensive reading

The benefits of extensive reading can be demonstrated by several different studies.

Based on the point of view of Tanaka & Stapleton (2007), the quantity of material the students read is directly related with their reading ability progress.

Extensive reading advantages do not only influence the learners' reading skill, but affects the students' motivation, since extensive reading boosts students' autonomy (Deci & Ryan, 1985) .

As maintained by Day & Bamford (1998), substantial numbers of extensive elementary reading material depict a pivotal role when obtaining reading fluency. For instance, easy reading content allows the students disengagement from word-by-word reading process.

It motivates learners to get the broad meaning of the text they read, instead of focusing on words or details they cannot comprehend.

When students find the same set of words and letters repeatedly, they are able to develop an enlarged sight vocabulary (words that are identified immediately without using decoding tactics) which helps them to obtain speed, accuracy, confidence, and comprehension in their reading process.

Nation (1997) indicates that extensive reading reinforces the students' second language acquisition competence. This researcher addresses reading as an ability to develop individually, therefore pupils of varied proficiencies are able to make progress at their own speed. He also states that extensive reading

has a major role on cultivating the student's reading interest. This occurs because reading facilitates individuals to opt for reading material they are actually interested in.

As indicated by Saragi, Nation, & Meister (1978) extensive reading boosts the vocabulary expansion by comprehending the meaning of the words in context. Saragi also emphasizes that extensive reading is essential to acquire a functional level of vocabulary inventory in context. This action cannot be complete by students only consulting dictionaries or practicing classroom activities because of the lack of amplitude in context these two options provide.

1.7 Extensive Reading Program: Reading Oceans

The Reading Oceans Digital Platform is an extensive reading program for English learners. In the digital platform, young learners (children, pre-teens, and teens) are able to practice their English skills. This reading program is recommended for students from all levels, from beginners to advanced learners. Children can listen to nursery rhymes and English songs. They may also learn letters, sounds, and words through the Phonics program. Pre-teens and teens are able to read English fiction, non-fiction and classic storybooks. As Reading Oceans is a leveled reading program, learners read at the correct level for their reading abilities. To provide students an estimate reading level, level tests are taken before reading. Reading Oceans features over 600 E-readers which are divided into 25 levels. These readers have a variety of topics, and were designed and written to help learners enjoy reading English. As pupils make progress, the storybook gets longer. E-books and animated stories are provided to learners as well as several tasks such as vocabulary exercises, reading comprehension activities, writing practice and e-readers audio recordings. These tasks are completed through the digital platform. When tasks and books are completed, participation shells are given. Participation shells represent the students' scores which are accumulated through monthly readings and activities performed on the Reading Oceans Digital Platform. Among the features that this platform owns there are graded reading books, level tests, high quality listening recordings, learning exercises, participation shells and learners' report activity records.

1.8 Definition of pre-teens

According to Aitchison, (1997) there are several life stages along the students' lives such as being children, pre-teens, teens, and adults. All of those life phases carry distinguished psychological, physical and cognitive changes. Consequently, each period of students' lives requires different teaching methodology, approaches, designed materials, and learning environmental conditions to facilitate the students learning process. Pre-teens is a term that categorizes students who are in their life stage transition from children to being a teen. (Ellis, 2014). Pre-teens are also called a "tween" or preadolescent. A tween is a child whose age range goes from 9 to 13 years old. They are no longer considered as young children, but they are not teenagers, yet. As indicated by (Johnstone, 2002), when students learn a foreign language since their early life stages, they have plenty of benefits in their educational development. For instance, they are able to acquire the language with major ease, adapt the multicultural identity that the target language offers and possess more time to learn and practice the foreign language.

1.9 Reading & culture

Researchers Valeev & Baranova (2013); Sagitova (2014) claim that reading is essential for intellectual and emotional human development due to the long-lasting learning and reading skills acquired. Wawire (2007) states that reading is the key to be fully prepared to participate in society. For instance, the lack of reading impedes the involvement of individuals in their socialization and acknowledgment of their cultural heritage. Hence, reading ought to be encouraged into society.

Furthermore, in previous research, scholars as Rosenberg (2000) affirms that to get lifelong benefits of education, students should practice reading extensively. If learners habituate themselves to read only when needed, for instance, reading for examinations, their literacy and life skills might be endangered and become deficient. The lack of reading repeatedly may lead students to have difficulties in developing skills such as organizing, analyzing, evaluating, and processing information. Moreover, a great number of

individuals who do not practice extensive reading might represent a huge problem for a nation; therefore, it could start a segregation from citizens who have access to instruction against others who may not increase. In other words, learners should reinforce their acquired knowledge in classrooms through acquiring a reading culture for enhancing their life quality.

In addition, there is evidence supporting that reading represents a great influence in language English achievement, educational growth, socialization, general culture, and community engagement. (Cunningham & Stanovich, 1998). The aforementioned author explains that reading depicts a source for students to enhance their cognitive skills when expanding lexicon inventory and constructing general knowledge. Research indicates that students whose reading attitude is negative and quantity of reading materials is deficient, might not receive the benefits to learn; removing their opportunities and capabilities to function properly in the society. Consequently, school teachers, authorities, and parents ought to influence and motivate positively students' literacy habits in their different life environments.

1.10 Reading genres

Researchers Clark & Foster (2005), conducted a research in United Kingdom, which consisted of gathering evidence about reading preferences and behaviors from 8,000 children and young learners from different schools. The aim of this research was to learn what kind of texts do students read and the reasons they choose to read or vice versa, support and promote wider reading abilities. As general results, the evidence revealed that children and young learners enjoyed reading and self-rated as proficient readers. Among the reading genres choices students preferred the most, adventure, comedy, horror, and fantasy were the top options; whereas romantic relationships and poetry were the least chosen when reading. Additionally, a majority of the students presented a positive attitude towards reading, indicating their agreement with utterances such as reading is important; and showing disagreement towards statements as reading is hard and boring.

LITERATURE REVIEW

2.1 Strategies for reluctant readers

According to Bulut (2015) reading is a vital element that allows individuals to socialize, adapt and polish their lives. Even though reading appears to be a basic skill to develop, it is not easy to acquire and practice; therefore, learning might not occur if real understanding is not achieved. Davis (2014) adds that to be a functional part of society, reading ought to be practiced and mastered.

There are several challenges that individuals without the power of reading have to face, from filling out a job application form, read and reply text messages and emails, reading and interpreting street signals, to studying for examinations and completing school work. According to the aforementioned author, without mastering the reading capability, job performance might not be reached successfully. Leipzig (2015) claims that, from the moment in which difficulties arises when developing the reading skills, learners may find numerous barriers to continue reading with comprehension, motivation, vocabulary, phonemic awareness in sounds and letters, and fluency. Nevertheless, there are several effective strategies to help learners to become developing and avid readers.

2.2 Observation

Based on Reading Instruction Resources (2012), observation can be used by teachers to identify the way the students' approach to a reading opportunity. Observation facilitates teachers to know what kind of written matter students may enjoy. In this way, teachers are ready to prepare a guidance plan to help students choose the books that are most appropriate and enjoyable for them. (Hilden & Jones, 2012). Observation also permits teachers to take actions when detecting the moment and the way a student stops or abandons a reading task. In addition, observing students' increase the teachers'

opportunities at recognizing the reading strategies that students use as well as certain aspects the students might have conflict with such as phonological awareness, lexicon, or reading comprehension. Additionally, observing the students who have eagerness to take part and discuss about the reading activity is a way to find out and create ideas to engage the reluctant readers. (Reading Instruction Resources, 2012)

2.3 Use of reading journals

David (2011) states that all readers, including the reluctant, will find the way to read by giving them and appropriate book when needed. Consequently, using reading journals offers the students an opportunity to take control and a sense of belonging with the material. By reading journals, students might connect, express and reflect deeply through making questions and predictions about what they are reading.

2.4 Cultivating a positive attitude towards reading

Teachers can cultivate a positive reading attitude by providing interaction between students through discussions about the books they read. The strategy of modeling a positive attitude towards reading allow students to have a global vision on others students' interaction and helps to open the way for reluctant readers to change their vision towards reading. Activities such as predictions, discussions and creative writing about the resources used enable students to be more engaged and eager to continue reading (Brinda, 2011).

2.5 Reading and role-play

As stated by Clementi (2010), a process that requires creativity, fun and motivation is connecting reading and role-play. Teachers provide the means to the students through reading and students transform the reading content into a role-play, in which students can enhance their oral reading and fluency skills. Clementi also indicates that fluency builds more confidence and generates stronger reading skills in learners, as well as provides motivation to a reluctant student to continue reading.

2.6 Establishing reading attitude inventories

According to Hilden & Jones (2012), reading attitudes inventories are instruments to measure the readers' interests and attitudes. Hence, teachers are able to have a better comprehension on the reasons why students become reluctant and what motivates these students to read. These inventories ought to be used regularly since the readers' interests may vary through time. To have a reinforced point of view, teachers might find useful to compare the reading attitude inventories to take accurate decisions on reading strategies.

2.7 Reading aloud in classroom

Reading aloud transforms the classroom into an interactive learning environment where students are able to form discussion questions about the content being read. (Erickson, 1996). As explained by (Ganske, Monroe, & Stickland, 2003), teachers whose efficient work prevails in class make an emphasis on reading aloud exercises to obtain students reading comprehension. Reading aloud promotes students focus on interacting with literature and arises a way to visualize, self-question, and react in engaged readers. (Himmele & Himmele, 2012), when teachers provide students effective read aloud time, students are exposed to academic language to comprehend information texts. Furthermore, teachers are able to supply students with instruction in vocabulary, reading comprehension and English pronunciation by modelling reading aloud into conversational and interactive reading aloud.

2.8 Limitations of reading stages

Researchers as de los Ríos (2018); Kinloch, Burkhard, & Penn (2017), indicate that reading comprehension is not only based on the amount of students' lexicon inventory construction in a sentence or the learners' knowledge of specific vocabulary words, but the way in terms of motivation, interest and engagement that each individual is introduced and shaped through literacy. For instance, pupils that have been assigned a label of "non-successful students" in standardized school perspectives, have been proven to be engaged in high-literacy practices out from school. Another scholar as Brooks

(2016), claims that restricting learners from reading texts based on its level overlooks that other factors as giving a specific level to learners might not reflect the overall amount of their reading abilities.

2.9 Considering students` opinions and preferences

As based on researchers Asher & Womack (2016); Everett (2018); Frankel & Murphy (2018) point of view, it is important for teachers to get to know their students to recognize and value them as unique and versatile human beings as well as to have a depiction on their social universes for literacy pedagogical practices. As some students may have trouble in the quest of finding a book that matches their interest and identities on their own, it is a priority for educators to gather learners' preferences and experiences with books to provide accurate and meaningful choices to students. According to Scieurba (2014), teachers ought to be involved in dialogues with students to find out what kind of texts readers would like to try and the reasons why pupils are interested in those texts. Some of the questions that the aforementioned researcher used to find out students' interests are the following:

- Is there anything about this book that reminds you of your own life?
- Do the characters from this book talk like people you know?
- Does this book teach you something new?
- Do you think it is important for you to read this kind of books? (p.315)

2.10 Breaking down complex information

As reading might be a complex skill to decompose for several learners, educators ought to add strategies to take into account complexity and facilitate the reading skill learning into small chunks or units. According to Cheek & Ortlieb (2013), one way to deal with complexity is to simplify a complex process into small segments, allow students to be familiarized with it and reach a certain level of ability, after that, a compilation of its components parts ought to be prepared to be taught as an overall routine. Moreover, the teacher ought to practice scaffolding to students to facilitate them the activity or ability

completion since scaffolding offers learners to participate in authentic activities prior acquiring individual mastery on the task. (Cheek & Ortlieb, 2013)

2.11 Providing engaging reading instruction

According to Robertson, Dougherty, Ford-Connors, & Paratore (2014), teachers should reconsider the way instructions are formulated to help students improve literacy achievement. A balance between motivation and engagement, cognitive challenge and Instruction intensity should be considered when constructing instructions. As stated by the researchers Robertson, Dougherty, Ford-Connors, & Paratore (2014), instructions that are built upon motivation and engagement take into consideration 4 main elements such as students' interests and preferences, learners' knowledge goals, clear and coherent context and encouragement in collaborative practices. This kind of instruction is related to reading achievement.

Additionally, it has been affirmed by research that instruction delivered with intensity influences positively to students with poor attitudes towards reading. These instructions ought to be focused on students' specific needs, clear and explicit explanations, and a suitable pace for students to learn. (Robertson, Dougherty, Ford-Connors, & Paratore , 2014). Furthermore, to strengthen the students' attitude towards reading, teachers should prepare cognitive challenges on students' capabilities and level of comprehension. Reading aloud, role-play activities, reading poems are activities that teachers might use for promoting challenge and ought to be used with teachers' instruction and guidance (Lewis & Feng, 2014).

2.12 Providing differentiated instruction

Researchers Cheek & Ortlieb (2013) state that to help students achieve a better reading ability, educators ought to teach differentiate instruction, re-teach some areas of the reading skill, and adapting texts for better students' comprehension. According to the previous mentioned authors, differentiate instruction is determined as distributing content to students which match with their actual level of reading comprehension. Researchers state that this step is prominent for providing students a reading text, due to the possible negative

results if differentiated instruction is not considered in the process. If teachers assign students an exceedingly difficulty book to read, the student will probably have conflict to fulfil the reading process; whereas, if educators provide texts very basic to read, the readers may find themselves in the merge to desert the reading process, blocking advancement in their reading skill (Cheek & Ortlieb, 2013).

In addition, the strategies of re-teaching and adapting texts can be used to help students polish their literacy skills when students have not completed to master their reading skills. Text ought to be adapted and to a level by shortening length and complexity of vocabulary and sentences, leaving a level in which the student is able to understand. According to McCormick & Segal (2016), dividing the texts into portions is another way to help readers. Breaking down the texts into small passages allows a better visualization from the paragraph layout design, hence, students are not likely to find the text as discouraging to keep reading. The previous mentioned researchers also advice to provide small sections for questions in each segment for providing students a better focus and reading comprehension.

METHODOLOGY

This research study seeks to determine the relationship between the students' attitude towards the use of the digital platform "Reading Oceans" and their lexicon development among pre-teens of EFL course at COPEI Language School. In order to observe the problem closely, the students' lexicon level is going to be established. In addition, the influence of the digital platform for its enhancement, and the students' attitude towards its use, will be also studied.

The correlational research design has been chosen for this work. According to Lodico, Spaulding, & Voegtle (2006), the Correlational research is

...a quantitative method designed to show the relationships between two or more variables. Correlational research is similar to descriptive survey in that it is non experimental, consisting of only one group of individuals (for example: fifth-grade students) and two or more variables that are not manipulated or controlled by the researcher (for instance: reading scores and IQ). The variables are examined to determine if they are related and, if so, an establishment of the direction and magnitude of that relationship will be studied. Simple correlational research does not seek to show causality (that one variable is causing a change to occur in another). (p. 14)

Correlational research has as a fundamental objective to prove the existence of a relationship among the variables of the research. Predictions which are made from the relationships could be found, but utterances of causality cannot.

The approach in this research has a quantitative focus. According to Kowalczyk (2016), the quantitative approach involves gathering and analyzing numerical data to make explanations about findings and predict outcomes. A quantitative focus might be used in studies where researchers prefer to study in what way does one variable influence another; starting with the creation of a hypothesis, collecting data to support or contradict it, and generating

conclusions with numerical data to describe relationships or predict influences on specific situations. (Creswell, 2003)

This approach was chosen for two reasons. First, the concepts encompassed by what a quantitative approach is, allows the numerical data collection and determination of the students' vocabulary inventory size. Second, the influence of using the Reading Ocean platform for improving learners' lexicon can be described. Finally, through the use of a quantitative focus, the elements that influence the pupils' attitudes towards the digital Reading Platform can be discovered.

3.1 Population and sample

The population of this research are the students from COPOL (Spellman). The sample selected are fourteen Pre-teens students. All of the participants are part of the Pre-teens level 6 English course. Regarding the participants' gender for this study, there are 5 female and 9 male students. The learners' ages range varies from 9 to 13 years old. Additionally, the students' native language is Spanish, whereas English is their Foreign Language. The overall amount of the population in this study is 400 students, among children and adults.

3.2 Data gathering instruments

Since this study employs a quantitative approach, three tests will be administered to the students in order to establish the lexicon inventory upon reading books from the Digital Platform. The objective of the vocabulary size test is to examine the semantic component of vocabulary taken from the book on the Reading Oceans Platform. The vocabulary size test consists of 30 items to answer, all of them are based upon the content covered in the 2 books of the Reading Oceans Platform: "The Town Mouse and the Country Mouse"; and "Lost in the Tower of London". These books are part of the English Language institution planning course.

The vocabulary size test is an adaptation from the vocabulary level test developed by Nation (1983), which was built to evaluate L2 students'

vocabulary inventory size. Read (1998) checked the accuracy of the tests at the beginning. After that, Schmitt, Schmitt, & Clapham (2001) made various minor changes to present validation and improve reliability of the tests. The vocabulary level test, at first consisted of 18 items; later, it was extended to 30 items for the previous mentioned reasons. Furthermore, the vocabulary size tests are divided into 5 frequency word levels, which are the following: 2.000, 3.000, 5.000, and 10.000 frequency words level. Based on Nation (1990) point of view, each level is the depiction of a particular lexicon learning objective.

The vocabulary size test will be applied to gather the lexicon inventory of the students' course. It is necessary to mention that the 2.000 frequency word level test was chosen because it is the most appropriate for the purpose of this research.

The second instrument is a survey on reading opinions. According to Trespalacios, Vásquez y Bello (2005), survey opinions are essential and practical strategies to gather different individuals' points of view. This instrument holds structured questions with a Likert scale for exploring preferences they have towards the Reading Oceans Digital Platform. For this research, the survey contains 4 closed-ended questions and 1 open question. The survey's purpose is to study the students' opinions about the Reading Oceans Digital Platform. This survey is made specifically for pre-teens with easy-to-read questions and a graphic Likert rating scale (Strongly agree, agree, neutral, disagree); each section is accompanied with various colored rating icons (very happy, happy, neutral, and sad face) for giving answers to questions. The questions which were included in the reading opinion survey were validated by two scholars from the Catholic University of Santiago de Guayaquil, Mgs. Ximena Jarrín and, Mgs. Sandra Veloz from ICAIM Institute (Instituto de Cultura, Arte, Idiomas y multimedia).

Finally, one oral test will be conducted, which contains 4 structured questions of vocabulary meaning. It will be taken to examine the semantic component of vocabulary learnt from the books read in the platform.

This is an example:

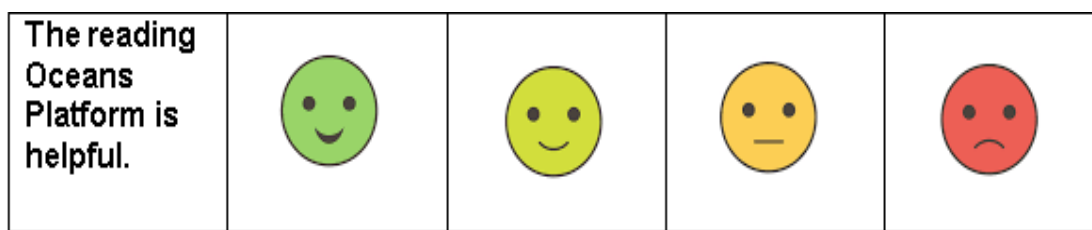


Figure 1 Likert rating scale with colored rating icons. Chart created by the author.

The survey is composed of the following questions:

- Do you think the reading Oceans Platform is helpful?
- Do you think the reading Oceans Platform is difficult for you?
- Do you think the reading Oceans Platform is interesting for you?
- Do you like the book titles in the reading platform?
- Which reading genres do you prefer to read?

3.3 Report of students' activity on the Reading Oceans Digital Platform

The RODP is an extensive reading program for English learners. Young learners (children, pre-teens, and teens) are able to practice their English skills in the platform. E-books and animated stories are provided to learners as well as several tasks such as vocabulary exercises, reading comprehension activities, writing practice and e-readers audio recordings. Among the features that this platform owns there are graded reading books, level tests, high quality listening recordings, learning exercises, and learners' report activity records. The RODP allows teachers to monitor students' activity by recording information such as log-in data, books and activities completed, time spent on the platform, and insignias achieved for completing e-readers. This information can be downloaded monthly and observed in PDF files by any electronic device.

This is an example taken from January' report:

CICLO	HORARIO	NIVEL	ALUMNO	CODIGO	Login	Books	Time	Shells
94	Sabados 08H20 - 12H50	P06002	AMAGUAÑA YANQUI GEAMCARLOS ISRAEL	720519	0	0	0	0
94	Sabados 08H20 - 12H50	P06002	BARRERA FLOR JORGE NICOLAS	890145	3	1	1844	408
94	Sabados 08H20 - 12H50	P06002	CORNEJO LEDERGERBER ALEX DAVID	890088	0	0	0	0
94	Sabados 08H20 - 12H50	P06002	CRUZ CASTRO AITANA	870120	0	0	0	0
94	Sabados 08H20 - 12H50	P06002	DAVALOS HIDALGO ROSA ELENA	800218	11	1	1539	408
94	Sabados 08H20 - 12H50	P06002	DONOSO LOPEZ LUIS ALEXIS	830155	0	0	0	0
94	Sabados 08H20 - 12H50	P06002	GARCIA MARTILLO EDWIN RAFAEL	910094				
94	Sabados 08H20 - 12H50	P06002	GRANADOS VARGAS CAMILA DARLESKA	760002	0	0	610	0
94	Sabados 08H20 - 12H50	P06002	MARCILLO MORAN VERONICA ANGELINES	18155				
94	Sabados 08H20 - 12H50	P06002	NEIRA CONSTANTINE JORGE FRANCISCO	820183	0	0	0	0
94	Sabados 08H20 - 12H50	P06002	ORRALA TORRES GARY DANIEL	880162				
94	Sabados 08H20 - 12H50	P06002	SOLEDISPA FEREZ ANALIA TAIS	820659	1	0	0	0
94	Sabados 08H20 - 12H50	P06002	VELASQUEZ ZAMBRANO AMIR NAHIN	830130				
94	Sabados 08H20 - 12H50	P06002	VILLAMAR LOPEZ ARTURO IVAN	780425	0	0	0	0

Figure 2. January Students' activity report. Chart taken from Reading Oceans Digital Platform.

3.4 Protocol

For this study, all of the ethic procedures and requirements will be followed. First, COPOL English Institute – (COPEI) director will be asked for approval of the research. This approval will be considered and granted via email before the beginning of the research. All of the students will be asked in advance to be involved in the study, as well as all of the students may agree to be part of the research. It will be necessary to indicate the students that these examinations will not affect their academic performance and grades in the course. The vocabulary size test and opinion survey will be done in paper-pencil printed sheets; meanwhile, the oral tests will be asked one to one. Instructions will be explained clearly before administering the tests to all of the students, as well as timing will be considered and controlled.

Finally, the “Students' activity report” is going to be analyzed to gather the students' frequency of use and activities completed. This information will be useful for contrasting the survey results versus the activities actually performed by the pupils.

DATA ANALYSIS

This chapter of the study aims to present the gathered results and analysis of the information in the form of quantitative and qualitative data. It details the statistical analysis from the students' scores to find answers for the following research questions: establish the students' lexicon level and determine the influence of the digital platform for the enhancement of lexicon density. Moreover, it also aims to identify the elements that affect the students' attitude towards the use of the digital platform "Reading oceans".

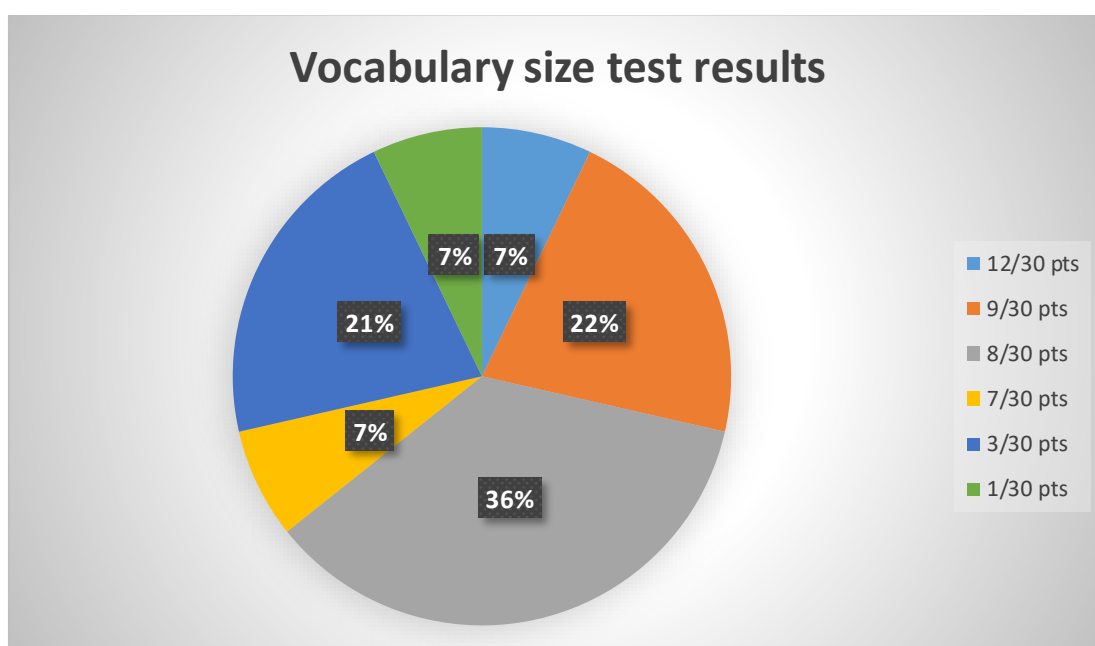


Figure 3 Vocabulary Test Results. Chart created by the author.

This pie chart globalizes the scores achieved by the Pre-teens students in the vocabulary size tests. The tests were scored from 1 to 30 points. As it is shown in the table, the students' lexicon level was determined and all of the students obtained a low-ranking grade of lexicon inventory. None of the students achieved the total score of 30 points, establishing 12 points to be the maximum result achieved and 1-point score as the minimum grade. The results were unsatisfactory, proving the point that students could not reach the 2.000 high frequency words, which is a word level required to use English effectively.

Oral Questions results – Reading Oceans Level 6 vocabulary terms

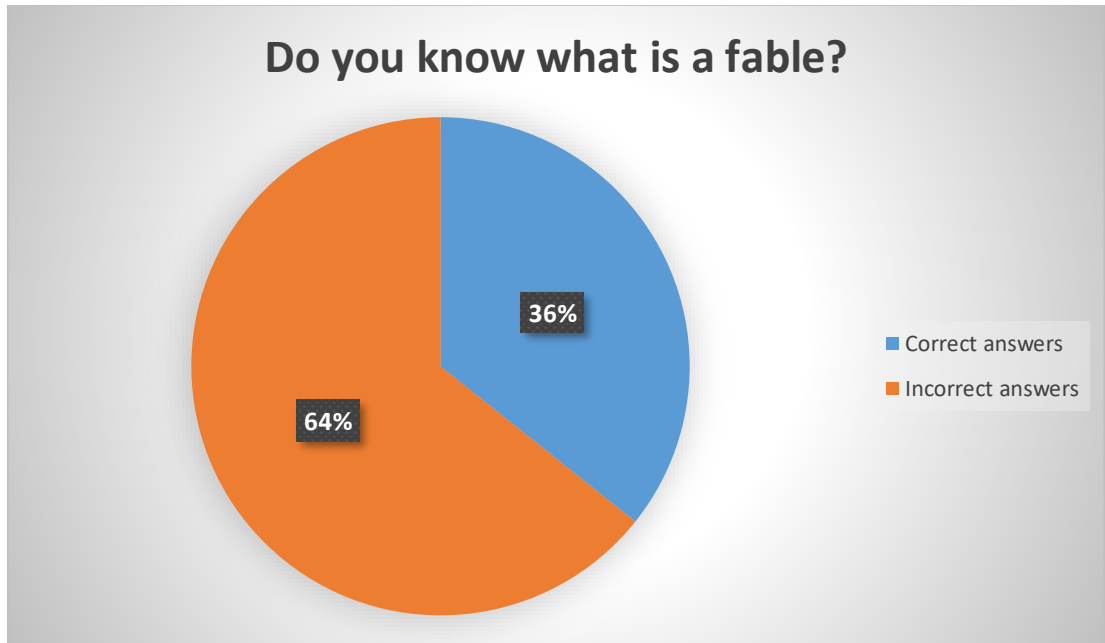


Figure 4 Oral Question 1. Chart created by the author.

This pie chart shows the results of the contestants who were asked for the meaning of the word “fable”, which was a key vocabulary word from the books read in the Reading Platform. As shown in the graph, the majority of the participants (sixty-four percent) could not give the meaning of the word correctly. On the other hand, nearly a third percentage of participants gave the correct answer to the meaning of the word. This may indicate that most of the learners may not have performed the sufficient reading and vocabulary practice.

From the "Town Mouse and the Country Mouse" book, what does the word "country" refer to?

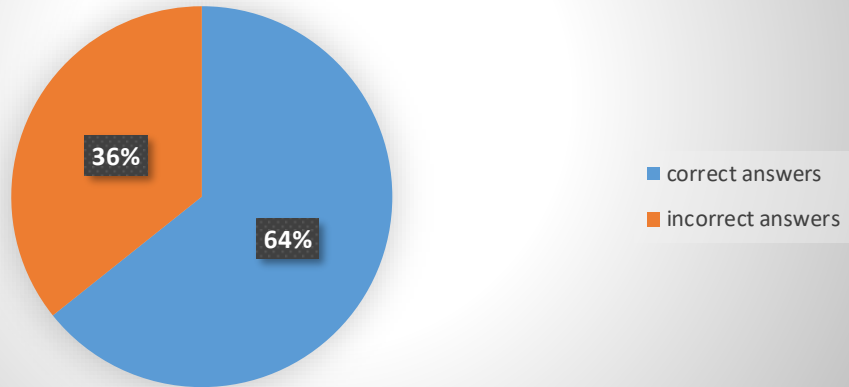


Figure 5 Oral Question 2. Chart created by the author.

In this depiction, the contestants were asked to give the meaning of the word "Country". As observed in this pie chart, more than a half of participants indicated to be familiar with the meaning of this word. Nevertheless, a small group of students (thirty-six) could not give the accurate meaning to this question.

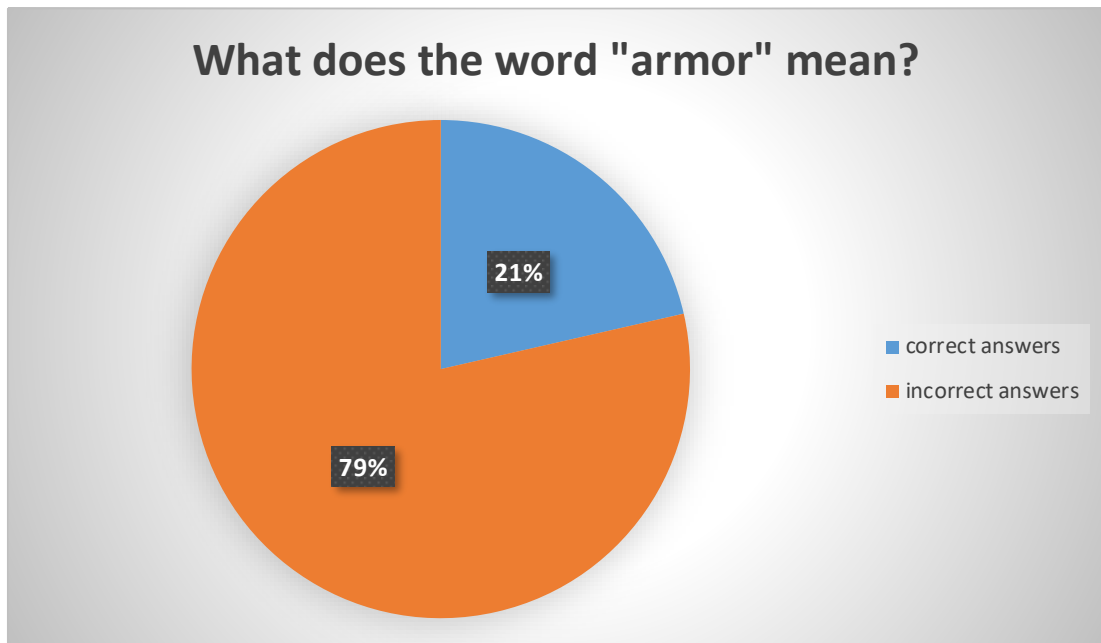


Figure 6 Oral Question 3. Chart created by the author.

In this pie chart, students' responses about the meaning of the word "armor" are shown. As it is observed, a large number of students could not answer correctly for the meaning of this word; showing that most of them are not familiarized with this term. However, a small minority (twenty-one percent) of students proportioned correct answers, claiming that not all of the students were not able to recognize this word from the vocabulary terms studied in the reading books.

From the book, "Lost in the Tower of London", what does the word "marvelous" mean?

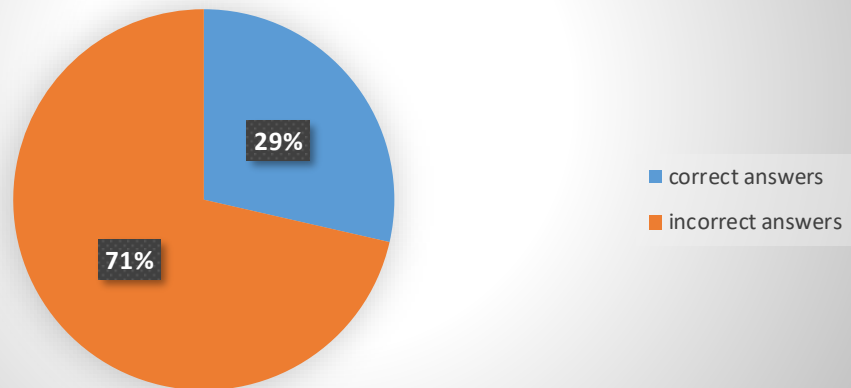


Figure 7 Oral Question 4. Chart created by the author.

In this picture, the contestants were asked about one vocabulary word ("marvelous") read in the book "Lost in the Tower of London"; which was a vocabulary key word from the aforementioned book. Most of the students (seventy-one percent) could not provide the correct meaning for the word. Meanwhile, nearly a third percentage of the learners could recognize and indicate the correct meaning for this vocabulary word.

Opinion Survey Results

In the pie charts below, each question result of the survey is presented.

Q#1: Do you think the Reading Oceans Platform is helpful?

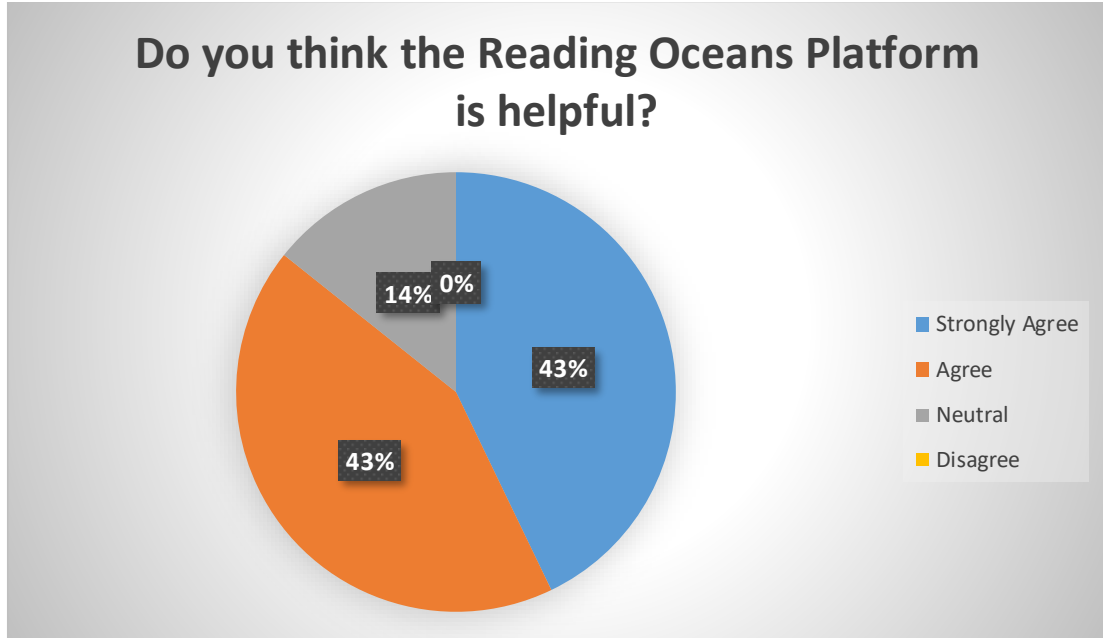


Figure 8 Survey Results Question 1. Chart created by the author.

This pie chart depicts the students' agreement and disagreement towards the usefulness of the reading platform. As it may be seen, there is a similarity of percentages (forty-three percent) between the students who opted for "strongly agree" and "agree" as answers. However, it is also shown that a neutral position from students towards this statement accounts for fourteen percent of students. These responses could reflect that most of students are aware of the support which the digital reading platform can offer them. Nevertheless, a small minority might not consider that the platform may bring benefits for their English language learning experience.

Q#2: Do you think the Reading Oceans Platform is difficult for you?

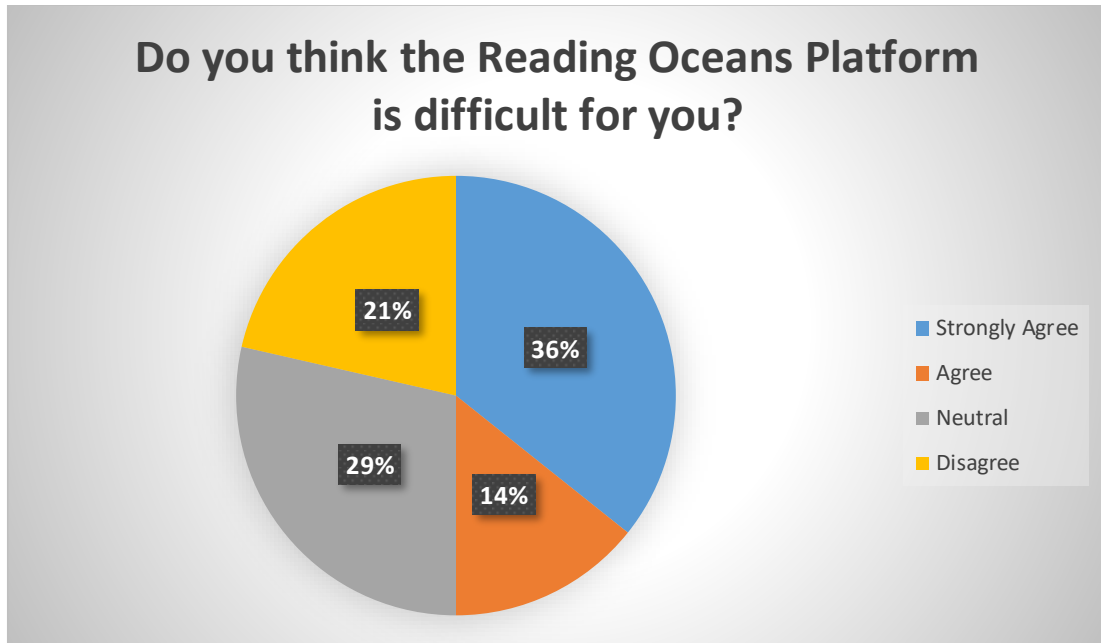


Figure 9 Survey Results Question 2. Chart created by the author.

This pie chart reflects the responses submitted regarding the difficultness the students perceive when using the Reading Oceans Digital Platform. The evidence of this pie chart reveals that the highest percentage of the pupils (thirty-six percent) considered “strongly agree” as an answer. Nearly a third of participants indicate that it is difficult for them to use the Digital Platform. Fourteen percent of the students also expressed agreement on facing adversity in the use of the Reading Platform. Nevertheless, almost a quarter of students (twenty-nine percent) reported their point of view with a “neutral” answer, showing that they are hesitant to participate and give their opinion. A small group of learners (twenty-one percent), presented their disagreement. This may indicate that a large number of students believe that using the RODP is a complicated activity to perform; which may cause the students adopt negative attitudes towards the use of the mentioned platform.

Q#3: Do you think the Reading Oceans Platform is interesting for you?

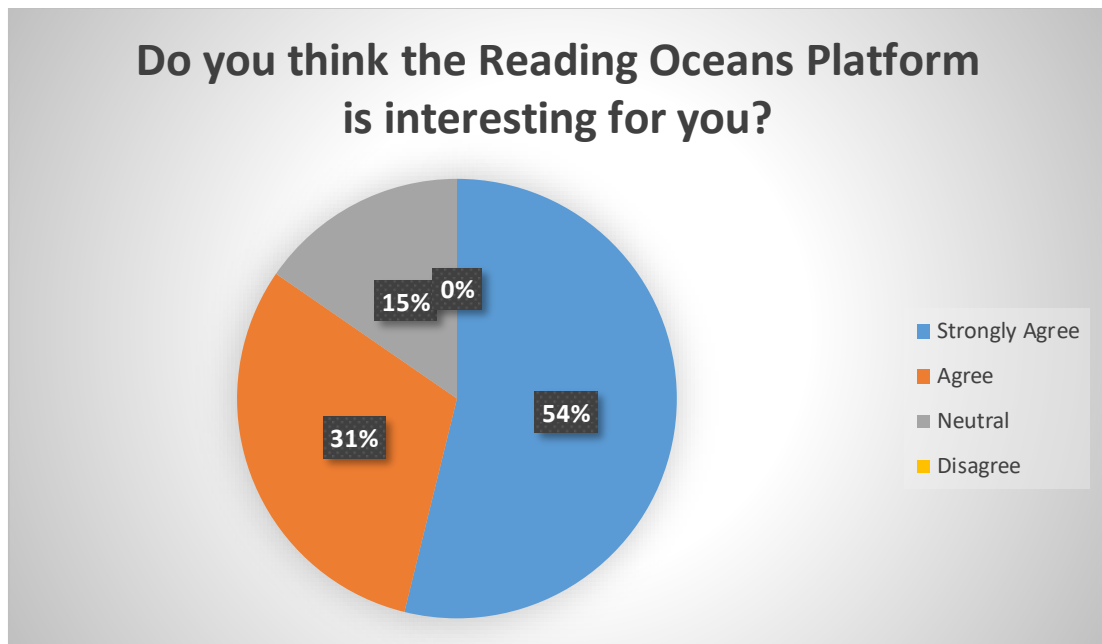


Figure 10 Survey Results Question 3. Chart created by the author.

The following pie chart represents the varied pre-teens responses in relation to the level of interest grasped by them in the use of the Reading Oceans Platform. More than half number of participants (fifty-four percent) have strongly agreed with the statement that the Digital platform is interesting for them. A third of the respondents also claimed that they agreed with the statement, setting a clear view which indicates that most of the learners might be curious to navigate through the Digital Platform. In spite of the previous answers, a small group of students (fifteen percent) argued that they could not take a position to decide whether they find the reading platform attractive or not. This may indicate that not all of the learners are content and eager to participate in the Reading Ocean Platform.

Q# 4: Do you like the book titles in the Reading Platform?

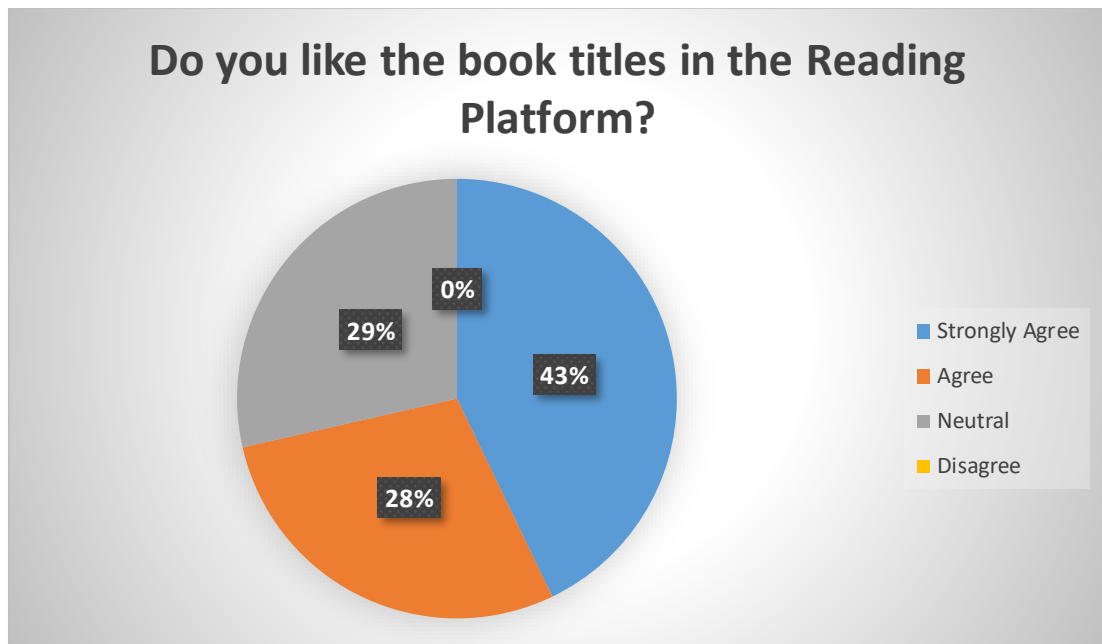


Figure 11 Survey Results Question 4. Chart created by the author.

In this pie chart, the students' ranges approval of the book titles in the Reading Platform are observed. A large number of learners declared with a "strongly agree" that they like the book titles found in the reading Oceans Platform. A second proportion of students reported that they also agreed with the statement. This may indicate that for most of the participants' outlook the books content were found as agreeable. However, nearly a third percent of the respondents indicated a neutral attitude in expressing their point of view about the book's titles found in the Digital Platform. There were not responses on disagreement towards the book themes, even though the neutral responses show a lack of decision to like or dislike the book topics.

Q# 5: Which reading genres do you prefer to read?

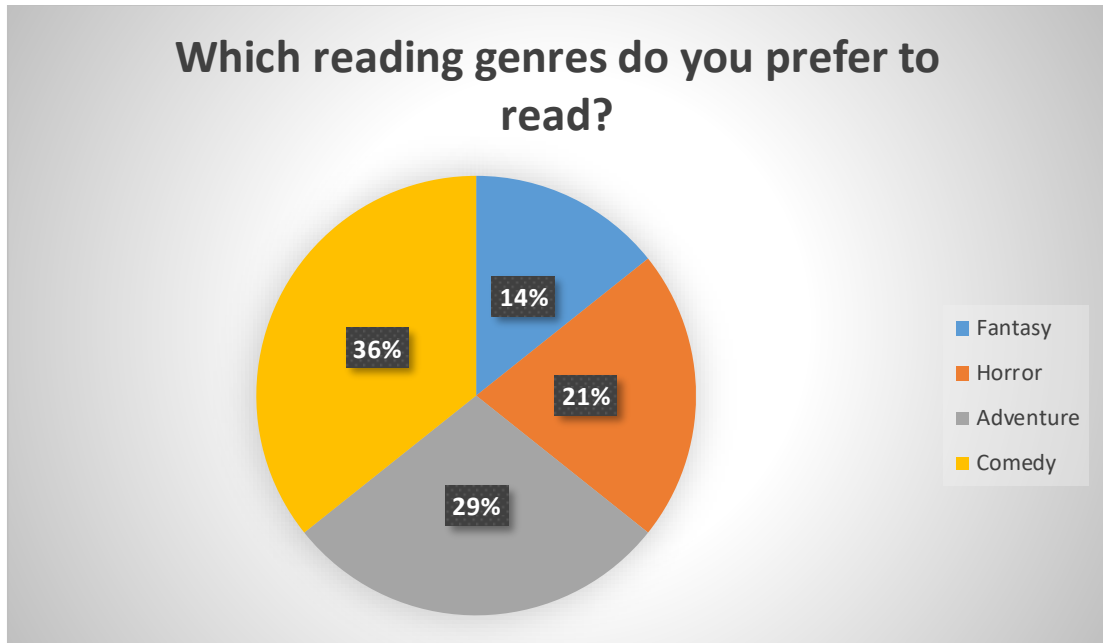


Figure 12 Survey Results Question 5. Chart created by the author.

This graph reflects the learners' reading preferences results. As observed in this pie chart, the majority of the students reported that their preferred reading genre is Comedy; as well as the second major percentage (twenty-nine percent) stated that they incline to read books about Adventure. Horror was selected by twenty-one percent of students as their favored reading preference. Only a small minority decided upon fantasy as their preferred reading genre. It is clear that comedy and adventure were found between the most frequently reading choices among students.

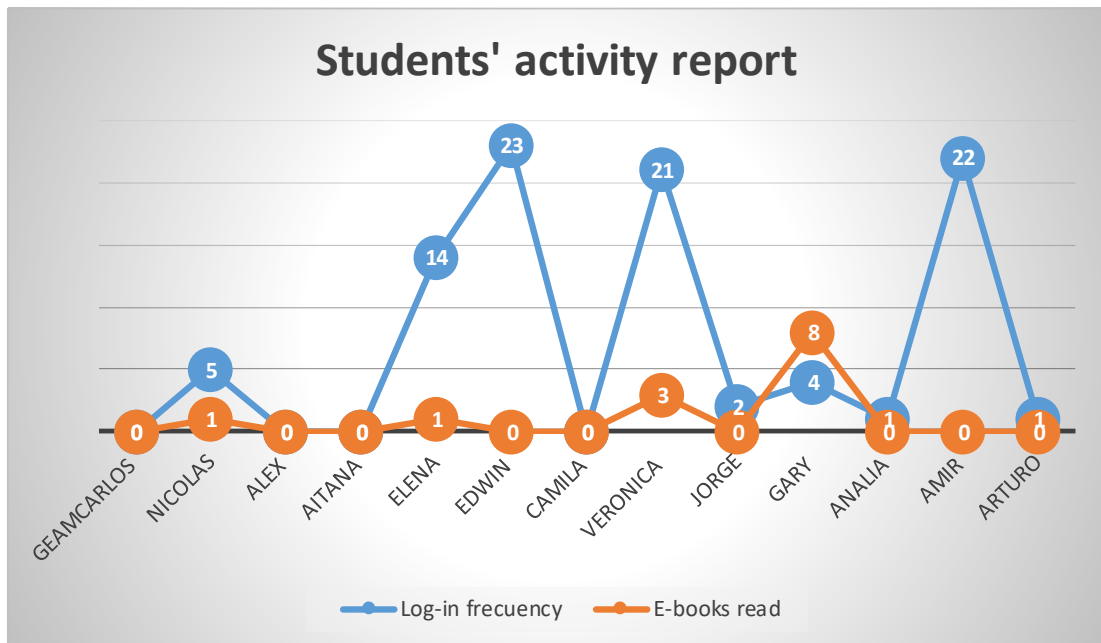


Figure 13. Line frequency graph of the students' activity report. Chart created by the author.

This line frequency graph indicates the students' frequency use of the RODP and e-readers completion report. As it is observed, the orange line represents the number of E-books read in the RODP; meanwhile, the blue line, depicts the total entries (log-in) every student has had during the pre-teens English course. As established in the course planning, every student must read 2 books. It is shown that the majority of students could not read the total amount of books designated. Nevertheless, a few students such as Nicolas, Elena and Gary could read 1 to 8 books. The students' log-in numbers are represented by the blue line. As may be seen, some students as Nicolas, Elena, Edwin, Veronica, Gary, and Amir could attempt a connection and entry to the platform. However, these connection entries would not be sufficient to achieve improvement because of the lack of e-readers completion students have.

CONCLUSIONS

The target of this chapter is to compile the research. This study investigated the relationship between the pre-teen students' attitudes towards the use of the digital platform "Reading Oceans" and their lexicon development. It determined the students' vocabulary size and the influence of the digital platform in the students' lexicon growth through the use of two tests. Furthermore, it also identified the features that affected the pupils' attitude when using the RODP by using a Likert survey scale with rating icons.

- The Vocabulary size test results indicated that the students obtained an unsatisfactory global score. This determined that participants present a low level of lexicon knowledge which could be caused due to an undeveloped lexicon vocabulary inventory.
- The insufficient time spent on reading may cause students weaken their reading comprehension skills and become less fluent in their reading.
- The research oral tests results revealed that most of the students were not able to give the meaning of vocabulary key words taken from each book's glossary read in the digital reading platform, demonstrating that students had not achieved sufficient reading and vocabulary practice.
- The performance deficiency in reading tasks completion, which are provided by the digital platform, may influence the students' language learning process in a negative way. Moreover, as the students' lexicon inventory size is not increased, a significant amount of improvement in their speaking and writing abilities could not exist, decreasing their opportunities to produce language and become communicatively competent.
- Most of the students believe the reading platform is beneficial for their English language learning process.

- A large number of pre-teen students consider that there is a degree of difficultness in the management of the Reading Oceans platform.
- A large number of learners notice a difficulty when handling the platform. This situation could be seen by the student as an obstacle which causes disruption and distress in the students learning process. Therefore, a negative attitude towards the RODP could be adopted by the students, affecting their lexicon development and reading learning process.
- Most of the respondents regard the reading platform as interesting for them. This finding may be incongruent with previous results (Vocabulary size test, oral tests) of this research since the students' deficit of reading practice on the digital platform leads to consider that they have not used the Reading Oceans Platform progressively; therefore, the way the students view the platform ought to be affected as well. This disagreement might be due to the fact that students could have opted to give a response without reflecting thoroughly; and evidence that supports this explanation can be verified in the Reading Oceans Platform activity reports.
- A considerable group of students found the reading books titles appealing to them. This may indicate that reading book titles may arise curiosity in some learners.
- Learners have varied preferences and interests inside and outside the digital platform. It can be concluded that students' preferred reading genre is comedy, followed by adventure. The categories horror and fantasy were the least chosen by the participants.
- Most of students were not able to complete the number of books read in the course, meanwhile, there was a small group that accomplished this assignment, showing that students are capable of reading and working with the RODP.

- Several students connected to the RODP several times without achieving the two books established according to planning. A few students with high log-in numbers were able to finish at least one book from the RODP.

RECOMMENDATIONS

After the findings there are several recommendations which authorities and teachers from the Copei English Language Institute may consider for further improvements.

- Teachers ought to focus on researching more vocabulary enhancement strategies for a deeper and wider increase in comprehension of written texts.
- There ought to be a creation and systematization of specific reading time to facilitate the cultivation of a literacy environment in the classroom. This practice should be included in the planning course and ought to be conducted as any other typical activity inside the classroom.
- Authorities and teachers may raise awareness in the importance on reading and task completion on the RODP. This may allow the increase of students' opportunities to achieve communication in the target language.
- It is suggested for teachers to take actions into transmitting students the benefits that the reading platform may provide to them through meaningful and attractive literacy instruction.
- Teachers could provide accurate and actual assistance to students about technical procedures difficulties or questions learners have in order to facilitate the students' navigation in the RODP.
- Authorities may take into account training and evaluating teachers' management and knowledge of the RODP to ensure an appropriate students' guidance and support.
- Students voice should be considered when implementing reading titles in an extensive reading program. Reading contents that are interesting

and relevant for pupils ought to be asked in advance through surveys or other data gathering instruments. In this way, the enjoyment and reading improvement will become real as well as the success of the reading program.

- It is recommended students' encouragement to progressively practice reading in the RODP through the duration of the English course, as a suggestion from teachers.
- Authorities and teachers could consider varied accurate follow up procedures to track periodically students' activity in the RODP and take corrections if needed, like screenshots of the completed work.

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APPENDIX

Oral Test Questions

1. Do you know what a fable is?
2. From the Town Mouse and the Country mouse book, what does the word “country” refer to?
3. From the story, what does the word “armor” refer to?
4. What does the word “marvelous” mean?

Answers:

1. Stories that teach a lesson
2. Small settlements outside large towns, farms, open spaces with trees, animals.
3. It refers to a strong covering that protects a person’s body.
4. It refers to something amazing, wonderful.

Vocabulary Size Test (VS)

Instructions

This is a vocabulary test. You have to choose the right word to go with each meaning. Write the number of the words next to the meaning.

*This is an adapted version from the two books, level 7 from **Reading Oceans Digital Platform** according to Copei planning.*

Example:

1 clock	
2 Mountain	_5_ the highest place or part
3 Wheel	_1_ device for measuring and showing time
4 Television	_3_ thing to make a car move
5 Top	
6 Brake	

Set 1

1 Essential	
2 cellphones	___ not likely to be harmed
3 Country	___ basic thing that you cannot live without
4 Pity	___ small settlements outside large towns
5 Safe	
6 Town	

Set 2

1 Park	
2 Set	___ a presentation of something in open view
3 Body guard	___ strong covering that protects a person
4 Friends	___ number of things of the same kind that belong together
5 Display	
6 Armor	

Set 3

1 Bravery	
2 Still	___ an unpleasant often strong emotion caused by danger
3 fright	___ the parts left over after other parts have been removed
4 Resident	___ devoid of or abstaining from motion
5 Patient	
6 remains	

Set 4

1 Field	
2 tip	___ place where an event is happening
3 Spot	___ an open land area free of woods and buildings
4 Nation	___ causing great wonder
5 Marvelous	
6 horror	

Set 5

1 Fable	
2 Truth	___ short story that conveys a moral.
3 Well-known	___ drinks and small amounts of food
4 Singer	___ often encountered or experienced; common
5 Refreshment	
6 Dinner	

Set 6

- 1 attend
- 2 Appear ___ be vigilant and take notice
- 3 Watch ___ to make a low sound, usually in anger
- 4 Growl ___ come into sight
- 5 Look out
- 6 Shout

Set 7

- 1 Set off
- 2 Tap ___ a sudden attempt to hold, get, or take something
- 3 Grab ___ to approach or get close gradually
- 4 Drive ___ to start going in a particular direction
- 5 Lead up
- 6 Convey

Set 8

- 1 Add
- 2 Compromise ___ to make something sure or certain
- 3 Involve ___ to put more numbers or amounts together
- 4 Assure ___ something will probably happen
- 5 Understand
- 6 Expect





















Set 9

- 1 Put up
- 2 Resist ___ to continue to a specific direction or point
- 3 Move forward ___ to stay in one place temporarily
- 4 Overlook ___ to examine something carefully
- 5 Hibernate
- 6 Look at

Set 10

- 1 Feast
- 2 Lunch ___ not even or smooth
- 3 Rough ___ a special meal with very good food or a large meal
- 4 Leave ___ the fact that you no longer have something
- 5 Soft
- 6 Loss

Opinion Survey about the Reading Oceans Digital Platform

Answer the question. Mark (X) your answer.				
	Strongly agree	Agree	Neutral	Disagree
Do you think the reading Oceans Platform is fantastic?				
Do you think the reading Oceans Platform is helpful?				
Do you think the reading Oceans Platform is difficult for you?				
Do you think the reading Oceans Platform is interesting for you?				
Do you like the book titles in the reading platform?				
Which reading genres do you prefer to read?	Horror Fantasy Comedy Adventure			

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Balladares Flores Antonio Tomás**, con C.C: # 0950112268 autor del trabajo de titulación **The attitude towards the use of the digital platform “Reading Oceans” and lexicon development among pre-teen EFL level 06 course students at Copei language school – year 2019**, previo a la obtención del título de **Bachelor Degree in English Language with a Minor in Educational Management**, en la Universidad Católica de Santiago de Guayaquil.

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RESUMEN/ABSTRACT (150-250 palabras): Students at Copei language school perform their reading practice through the use of a digital platform called “Reading Oceans”; for complementing their EFL language learning process. Authorities found out that students were struggling in the completion of their assigned tasks on the Reading Oceans Digital Platform (RODP). The present research examined the relationship between the students’ attitude towards the use of the digital platform “Reading Oceans” and their lexicon development among pre-teens of EFL course at COPEI language school. The age range of the students who were part of the study was 9-13 years old. A correlational design was selected to complete this study, and, a quantitative focus was also used. A negative association was found between students’ lexicon development and their performance on the Reading Oceans Platform. The study has found that students who present a deficient performance in the RODP tasks completion could be negatively influenced in their EFL language learning process, since their vocabulary inventory has not been increased.			
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