Using **QR Codes** to Teach Reading Comprehension among Year 4 Pupils

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Objectives:

- To explore the potential of QR Codes in teaching reading comprehension.
- To motivate the pupils by deviating from the norm in teaching reading comprehension.
- To motivate the pupils by assisting learning by overcoming the vocabulary barrier.

Figure 1: An example of a self-generated QR Code.

Problems:

1) The pupils are severely lacking in vocabulary thus making reading comprehension a daunting task.
2) The pupils are unable to find information in the text without heavy guidance from the teacher. This will hinder a lot of learning progress in a classroom with a lot of pupils,
3) The two problems stated above contributed to the state of learned helplessness from the pupils, making them uninterested during the reading comprehension exercise.

Experts' views on reading comprehension:

Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Reading comprehension is a **complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text** (van den Broek & Espin, 2012). Woolley (2010) states that reading is a necessary skill to be mastered by any language learner should they want to be proficient in the language.

Experts' views on QR Codes and mobile learning:

Abernathy (2001) defines mobile learning as a **new concept and tool in the pedagogical arsenal to assist students and teachers as they navigate the options available in the ever expanding distance learning world**. Attewell (2003) views M-learners as being able to view content and/or lessons in small, manageable formats that can be utilized when laptop or fixed station computers are unavailable. M-Learning usage is **currently on the rise and is being used in a variety of educational, governmental and industrial settings**. Research has been conducted all over the world but only a small portion of the studies addressed the use of QR codes in education (Law & So, 2010). Nevertheless, the relevance of QR codes in education is undeniable. QR codes are **versatile and they support learning in different context**. These contexts can include any environment and learning and materials could consist of videos, texts, pictures and more (Rikala & Kankaanranta, 2012).

Advantages of using QR Codes:

1) Extremely easy to create.
2) Versatility in providing learning assistance.
3) Extremely low-cost.
4) Good accessibility.
5) Huge potential for future development.

Figure 2: Application of QR Codes in the Classroom.

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