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**“APPLICATION OF KINESTHETIC AND VISUAL  
STRATEGIES IN ENGLISH READING COMPREHENSION SKILL  
DEVELOPMENT OF JUNIOR STUDENTS AT COLEGIO  
UNIVERSITARIO UTN, 2020-2021”**

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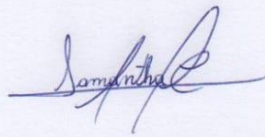
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## **DEDICATION**

The present undergraduate work is dedicated to my parents because they have been my support throughout the career and proposed goals. It is also dedicated to my grandparents in the heaven. Thanks to their advice, I am growing as a professional and a human being. Their effort and motivation guide me to get my dreams. Finally, it is dedicated to my sister because she is my inspiration to be better.

Thanks for supporting me every single day.

Samantha

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Finally, thanks to God for his blessings in all of this time.

## RESUMEN

El propósito principal de este trabajo de investigación es aplicar estrategias basadas en las inteligencias kinestésico y visual, que ayuden a los estudiantes a desarrollar la habilidad de comprensión lectora en inglés. Esta investigación se realizó con estudiantes de segundo bachillerato del Colegio Universitario UTN del Cantón Ibarra. Para este proceso se aplicaron estrategias metodológicas en función de la problemática relacionada con estrategias de habilidades de comprensión lectora para desarrollarla y mejorarla mediante la aplicación de algunas características. Para recoger toda la información se aplicaron entrevistas a la coordinadora y docente del área de inglés; por otro lado, se aplicó una encuesta dirigida a los estudiantes de segundo de bachillerato del Colegio Universitario UTN. Después de recopilar toda la información, las personas entrevistadas sugirieron la mayoría de las estrategias kinestésicas y visuales que fueron utilizadas en la guía de estrategias. Ello como parte del proceso de desarrollo en la habilidad de comprensión lectora en inglés; de la misma manera, los estudiantes encuestados recomendaron algunas actividades que sirvieron como base principal para el desarrollo de la guía.

En conclusión, la mayoría de las estrategias y actividades aplicadas en la guía fueron sugeridas y recomendadas por los entrevistados y encuestados, por lo que el resultado fue muy significativo. Como resultado, los estudiantes se sintieron más seguros durante las clases de comprensión lectora en inglés, lo que se evidenció a través de su participación durante la clase.

**Palabras clave:** comprensión, kinestésico, visual, estrategias, lectura, encuesta.



## ABSTRACT

The main purpose of this investigation is to apply kinesthetic and visual strategies which enhance to students to develop English reading comprehension skill. This undergraduate work was focused to second baccalaureate students from Colegio Universitario UTN from Ibarra canton. For this process, methodological strategies are applied depending on the problems related to reading comprehension skills strategies in order to develop and improve it by the application of some characteristics. To collect the data, it was necessary to apply interviews to the coordinator and teacher from the language area; on the other side, a survey was applied to second baccalaureate from Colegio Universitario UTN. After that, people interviewed suggested the majority of the strategies and activities based on kinesthetic and visual intelligences for the guide. It was as part of the English reading comprehension skill development. Besides students recommended some activities that served as principal base to the guide development.

In conclusion the majority of strategies and activities applied in the guide were suggested and recommended from the interviews and surveys, on that way, this investigation was significant. As a result, students felt more secure during the English reading comprehension skill, such as that was evidenced through their participation in the proposal class.

**Keywords:** comprehension, kinesthetic, visual, strategies, reading, surv

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## INTRODUCTION

In today's world, the English importance is not denied and ignored because this language is commonly considered as a language spoken universally. Based on that, the English language skills requires constant practice and patience, considering the time.

Most of the time the feeling that succeeds among students is the ability to achieve fluency or advanced levels over the English language. This kind of beliefs take students away from their interests from learning English. This is the reason why students decide to study English as an obligation and not as a necessity of life, considering that, they are not able to produce any skill or reading a correct sentence, even worse a sentence without grammatical errors.

Furthermore, to produce the language one of the best strategies taken by the teacher is reading; however, when we think about reading, we probably imagine ourselves seating on a comfortable place with a book in our hands. But, in real educative scenarios this skill is not as part as the students' likes because to some of them it turns boring or unacceptable. The principal cause of this is the lack of reading habits.

The act of reading, in fact, takes place into two reasons: for pleasure and to obtain information. This human activity expresses a social practice which is also culturally determined by its universal standards; and nowadays, literacy is fundamental to survive and to communicate with people.

The ability to read is seen as one of the aspects of language that facilitates speaking and writing. It requires a certain amount of practice and teaching, which involves a cognitive process to construct the meaning of what some people are reading. On the other side, there are some strategies to develop this skill that let the students enjoy their readings and reading comprehension in deep, which facilitates the performance during their tests or exams.



Some of the methodological strategies chosen by the teachers in a EFL classroom, to improve the students' readings, are probed. Although the same old way of teaching reading changes the students' expectation about the skill and the language. Also, it is important to mention that in order to get the students interest on reading the role of these strategies can be based on kinesthetic and visual intelligences. In some cases, the teacher's expectations about those strategies are not enough; and it is because of the student's differences change according to their intelligences in the classroom.

For some teachers, students feel more engaged and competent if the strategy applied is according to their abilities in a dynamic way to teach using body movements or visual aids. Gardner proposes two assumptions "To designate a deal school of the future; that is not all people have the same interests and abilities; not all of us learn in the same way, and nowadays no one person can learn everything there is learn" (Gardner, 2006, p. 50).

To include multiple intelligences in EFL classrooms takes place on the importance of collective rather than individual students' differences. In this context, the methodological strategies used by the teachers are not going to be the same to everybody, but the majority of activities that involve movements and visual aids are part of the student's preference to learn some content.

Assumptions of successful results in the learning process by the application of some strategies, it is considered as the biggest mistake in classrooms. This is the reason why this research view is to demonstrate through the application of kinesthetic and visual strategies that facilitates the English reading comprehension skill of junior students at Colegio Universitario UTN 2019-2020.

During some observations of English classes at Colegio Universitario UTN high school located in El Sagrario neighborhood from Ibarra's city; the teacher did not apply

some methodological strategies to teach reading. Also, this skill was the least used by the teacher. It was because of the lack of importance to student's individual differences rather than the student's collective differences at the moment to teach. Moreover, there was noticeable a variety presence of intelligences as kinesthetic and visual which will engage the students with the skill.

At this instance, kinesthetic and visual strategies based on multiple intelligences helps to get the students engaged. It tries to motivate the students' learning and it works in favor of reading comprehension, besides, as teachers it allows the capability to know the students' abilities. It is important to consider the improvement of strategies and activities to teach the different skills according to their production.

In conclusion, the objective of this investigation is to facilitate the teaching and learning process, in the reading comprehension skill, through the application of kinesthetic and visual strategies. It is because each learning style of individuals is considered, in order to let knowledge, keep longer and to avoid the reading traditional teaching.

### **Problem background**

In Ecuador, teaching English as a foreign language have been changing, in order to engage the students with the subject. English is not considered as a favorite subject because of the teacher's strategies used in teaching. According on that, it is important that teacher focuses in dynamic and innovative ways of teaching.

Nowadays, students' individual differences and inclusive education, demonstrates a significative knowledge; and teachers have been modifying their teaching. However, almost the majority of the class's observation, it was noticeable the traditional way of teaching.

Kinesthetic and visual intelligences are part of these strategies because it carried out almost all the student's individual differences. As Gardner propose that: "Multiple intelligences theory has renewed interest in learners' use of effective learning strategies and produced interesting results" ( Mirzaei, Domakani, & Najmeh , 2014). This methodology of teaching has been applied in some of the classrooms observed at practicum at UTN high school, demonstrating significate results by dynamic methods.

On the other side, in an EFL classroom context and following Howard Gardner's innovative theory of the multiple intelligences; the attempts to encourage teachers that students have different learning styles. Those ones can be covered through dynamic activities which are not only based on books but seek to develop children's creativity by using body movements and visual aids.

Based on that, the most controversial approach are the strategies chosen and being applied. The teaching strategy is a generalized plan for a lesson that includes structure, in structural objectives and an outline of planned tactics. Although explains that teaching tactics are the behavior of the teacher which he manifests in the class, involving the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses by extra activities and so on (Saputra, 2017, p. 3).

Furthermore, it is important to emphasize that these strategies carried out a mixture of activities, according to the language learning skills like speaking, listening, reading, and writing. In this research project it is going to be a specific skill in order to analyze it and adapted it with kinesthetic and visual intelligences strategies. Reading is justified as the last skill to be used in collaboration at school.

In order to look for information and obtain knowledge, to read books in English is mandatory and often used as the medium of instruction in higher education but, a real

comprehension is what really matters. Reading is vital like skill, which ensures a child's success in school and even throughout his life (Amin, 2019, p. 2).

This skill is part of the perceptive skills and effective to learn a language because the most communicative information is written in English, even the news or its use in educational and daily life. However, reading comprehension as well must be seen in a didactic and simultaneous way to develop a language, in order to be engaged with the subject and the topic what the teacher and students are talking about.

This perceptive skill turns boring and difficult to some students and that is the reason why specifically, kinesthetic, and visual strategies refer to the following definition: "An idea, practice or object that is perceived as new by an individual or other unit of adoption" ( Mirzaei, Domakani, & Najmeh , 2014). The present investigation is going to be based on these definitions in order to facilitate the learning and teaching process in EFL classrooms at Colegio Universitario UTN.

Through this investigation, it was possible to look for strategies focused on kinesthetic and visual intelligences to improve the English reading comprehension skill. Besides as long as the teacher is going to be learning about this new strategy, students are going to be evaluated to probe these strategies. Regardless of the definitions used to define innovation, scholars widely agree that innovation is actually coming in some others.

In spite of its progress and development, it is important to research more information about this topic because it is related with teaching in XXI. As teachers we could try to analyze this information and change our traditional way of teaching. Even when the authorities have a specific methodology as future teacher, we could adapt it to our best way using dynamic strategies to our students. Finally, we need to be focused on the learner needs; this is the reason why we need to search for new information and applied in class.

## **Justification**

English language is prevailing in the world because its relevance emphasizes in the communication through people. Today's education in Ecuador has been growing and through-it is implementing English as a foreign language in classrooms, in order to facilitates the student's professional life in a future. English teaching has been changing, nowadays, it has become in a lingua franca in politics, business but, especially in education. This is the reason why English is connected with current and common realities.

The beneficiaries of this project are direct and indirect because it improves the learning process in the educational English field from junior students at Colegio Universitario UTN high school. Although, the results, techniques, methods, and strategies applied during this investigation was shared with teachers through a guide and replied with the students as they go forward, carrying out knowledge. At the same way, all the community around this high school was involved in a positive way.

English as a foreign language is learned based on methods to develop in an entirety the four skills: listening, speaking, reading, and writing. However, some difficulties in any of these areas will create a problem. The following investigative project has to do with the development of the reading comprehension English skill; because the majority of science is expressed in this language, where the best books and articles are written in English.

In Ecuadorian high school's classrooms, there is an overage among 45 students per class, but being punctual and specific at Colegio Universitario UTN there are 35 senior students per class. It indicates that for teachers is easier to choose collective rather than individual activities at the moment to teach. During practicum observation in this high school, I could observe and probe this reality. Based on this learning process, for junior students, English results boring because the methods that the teacher applies in

classrooms does not implies their abilities. The principal reason is the approach to the same multiple intelligences focused on kinesthetic and visual, during the teaching of the English reading skill.

During the reading skill development, good readers are phonemically aware, and they understand the alphabetic principle, creating a relation among all of the skills, but basically it sets with individual differences in the process of learning. According to this, the most dynamic intelligences are viewed from the kinesthetic and visual perspective; it facilitates the teacher to get the students engaged according to their capacities and dynamics in the class.

The topic for this project has been chosen because it contributes greatly to the educational field, and also, through the use of kinesthetic and visual strategies to facilitate the English reading comprehension skill. Teachers and students will take advantage in EFL classrooms. This investigation project is feasible because during its process the researcher was in charge of paying the corresponding permits. On the other side, it is important to clarify that the participants from this project had enough online materials to work with new activities, in order to increase their English knowledge.

At the same way, the implementation of online activities based on student's multiple intelligences focused on kinesthetic and visual, growth in a bigger percentage their desires. In order to learn a new language and the most important part which is to make the English classes more dynamic and understandable.

## **Objectives**

### *General Objective*

- To demonstrate through the application of kinesthetic and visual strategies focused on short narratives that facilitates the English reading comprehension skill of junior students at Colegio Universitario UTN 2019-2020.

### *Specific objectives*

- To describe the effect of kinesthetic and visual strategies on the English reading comprehension skill through on short narratives in junior students at Colegio Universitario UTN.
- To design a guide with kinesthetic and visual strategies for junior students to facilitate their English reading comprehension skill.
- To apply kinesthetic and visual strategies to junior students at Colegio Universitario UTN to facilitate their English reading comprehension skill.

## **Content**

The present investigation is divided in four chapters:

Chapter I emphasizes on the theoretical basis which is considered as the support of this investigation. It incorporates definitions, different learning theories, and how the multiple intelligences, specifically the kinesthetic and visual impact positively in the reading comprehension process. Besides, the junior students ages go according to the activities taken from the Common European Framework of Reference. Finally, strategies focused on the student's individual differences and ages.

Chapter II presents the type of research, methodologies and instruments used; a general description of the population considered in this research project. Also, the data analysis description and the research questions.



Chapter III contains the analysis of results considering the instruments application. It is also important to mention that the analysis was described according to the figures with the most relevant results. Also, there is a part of discussion of these findings.

Chapter IV shows the kinesthetic and visual strategies guide which was designed to the teacher as well as to the students, including the activities and resources per each unit developed.

## CHAPTER I

### 1. Theoretical Framework

#### 1.1. Multiple Intelligences

Intelligence may be not defined, probably approximately described, but it cannot be full defined. Some researchers argue that intelligence is a general ability, whereas others make the statement that intelligence comprises specific skills. Psychologists assert that intelligence is genetic, or inherited, and others claim that it is largely influenced by the encircling environment.

Zaid, G., Mejía, E. & Dávila, R (2004) in their General Anthology article they say: Etymologically intelligence comes from the latin *intelligensia* which is the ability to understand, assimilate, detailed information, and use it properly. It is also the ability to process information and is directly linked to other mental functions such as perception, or ability to receive said information, in memory, and store it (p.12).

The researcher describes intelligence as the capacity to organize systematically thoughts and ideas, where it needs to be organized with the actions. Based on that, there are some types of intelligence that a human being has, but these complement each other in various daily tasks as well as education, professional and daily life.

However, multiple intelligences theory allowed the increase of possibilities to be considered as intelligent people. According to some postulates that Gardner affirms, it is the main reason of people have the eight intelligences, and its function in a certain case.

##### ***1.1.1. The Importance of Multiple Intelligences in English Teaching***

Sogutlu (2018) mentioned Garner's work about: *The Theory of Multiple Intelligences for the 21st Century* states that: "Thinking skills are a requirement to aspire to a quality education. To solve problems in all areas of life, thinking skills are needed"

(p. 8). It also considers that thinking skills play an important role to aspire to quality education and that they are necessary to solve problems in all situations and areas of life.

According to Sogutlu (2018) “It is the educators’ awareness of their learners’ profiles of intelligences that forms the foundations of the core educational implications of the multiple intelligences’ theory” (p. 5).

Such is that educators focused on personalized classes involves a teacher’s awareness of his/ her students’ intelligence profiles and therefore teaching with methods and techniques that bring the importance of learner’s capacity. Gardner identifies eight types of intelligences that have been identified, which are characterized by each student intelligence an approach:

**Table 1**

*Gardner’s multiple intelligences.*

<b>Multiple Intelligences</b>	<b>Description to the intelligence</b>
<b>Verbal-linguistics intelligence</b>	Referring to an individual’s ability to analyze information and use spoken or written words.
<b>Logical-mathematical intelligence</b>	Describing the ability to mentally visualize objects and spatial dimensions.
<b>Musical intelligence</b>	Describing the ability to master music as well as rhythms, tones, and beats.
<b>Naturalistic intelligence</b>	It refers to the ability to identify and separate among different types of plants and animals.
<b>Bodily-kinesthetic intelligence</b>	It refers to the ability to control physical motion.
<b>Interpersonal intelligence</b>	Reflecting an ability to recognize and understand other people’s moods, desires, feelings, and motivations.
<b>Intrapersonal intelligence</b>	Referring to the ability to understand one’s own emotions, ideas, motivations, and self-reflection
<b>Visual-spatial intelligence</b>	Requiring the ability to visualize objects from different perspectives and angles.

*Note.* Taken from: Brualdy, (1997). Multiple Intelligences: Gardner’s Theory.

This theory develops logic and consistence because it does not limit people's abilities, through this theory, people understand about which intelligence type is adequate according to different teaching styles and abilities. At the same time, the study of those theories facilitates the teaching and learning process.

On the other hand, every intelligence has an approach where it is important to realize at the moment to apply them in class. In this investigation work it is going to be focused on the bodily-kinesthetic and visual-spatial intelligences. It is because both intelligences are the less used in junior student's English teaching, but the most recommendable according to some authors Gardner and Piaget.

### ***1.1.2. Kinesthetic Intelligence***

Kinesthetic intelligence involves skillfully moving and controlling the body, where students get engaged. This intelligence often succeeds in hands-on activities rather than theoretical assignments or tasks. It means that it should include the majority of dynamic activities that involve doing relay-races or outdoor games.

Students used to enjoy it because this intelligence allows them to become in good communicators through body language and be taught by physical activity, acting out and role-plays. This kind of intelligence includes sense of timing, sense of direction and in regard to fine motor abilities it adds the ability to use hands and fingers to carryout movements and control of the classroom (Almeida & Mujica, 2016).

There are some activities to develop bodily kinesthetic intelligence: brain gym, body language, field trips, role plays, craftworks, etc. Those activities are going to be included during the application of the strategies being applied in this investigation, specifically in English reading comprehension.

In spite of this, the connection of this intelligence with reading and visual aids requires the implication of a second intelligence which is bodily-visual that facilitates

students learning and allows comprehension at the moment to develop the reading skill. In general, they may welcome opportunities to get up and move the body; at the same time students will be getting new knowledge.

The connection between this intelligence and reading is seen from a synthesizing perspective because mixing them allows the integration of different ideas into a coherent whole. Although, it is possible to communicate that integration to others, which can be characterized as a text comprehension. That is the reason why both intelligences were mixed during this investigation.

### ***1.1.3. Visual Intelligence***

The ability to visualize is an important gift which allows to see the world in all the perspectives especially in the teaching-learning field. Students can re-create an idea or think in some dimensions, more over they are able to modify a model previously to its physical construction by including movements.

At the same time, students have high potential in arts, handicrafts or any activity in which creativity is involved. They are good at decorating, designing or just thinking in new methods to learn the English content. According on that, teachers should consider involving this kind of activities in the lesson plans in order to innovate and focused on students' attention.

Gardner (2008) defines the visual intelligence as the ability of humans must perceive the visual world in an accurate way, make transformations and modifications over people perceptions. Based on that, visual and kinesthetic intelligences allow to extend different aspects of an individual's visual experience.

Students with strong visual a spatial intelligence have often a strong visual memory and they are artistic, which shows the strongest help in the reading skill. It is because memory is necessary to remember facts of a text, on the other side arts is the way

to demonstrate that a text was understood. Besides they integrate physical stimulus including kinesthesia in classrooms; specially in reading skill because of the main object which is the comprehension of a text.

In addition to these arguments and theories, the age of student's plays an important role during this investigation; because of that it is adequate to consider the cognitive development by Jean Piaget. The purpose of it is to clarify and specify the intelligences connected with the skill and the appropriate age for the students.

## **1.2.Cognitive Development in Junior Students**

As a distinct subfield of development cognitive development has about a 60-year history. In that way, a related area is focused on the study of learning in children, goes back to the beginnings of the field. However, according to some authors they believe that these ages imply a change seen as children and adults, which is important to consider and to analyze it before a lesson plan.

According to Anthony (2018) she mentions that children continue into adulthood, they develop logical thought, deductive reasoning abilities and improve memory. Based on that, teenagers are able to demonstrate abstract thinking. For example, they can understand and formulate values based on thinking or analyzing to only by feeling or experiencing.

During these early years, teenagers develop experiences and emotions invested to their appearance and actions to imaginary audiences. It means that role-plays fit perfectly on the activities, and it can be considered as part of a strategy. Moreover, it is important to analyze about the juniors' cognitive development focusing on the own author's theory.

### ***1.2.1. Cognitive development by Jean Piaget***

Jean Piaget's work on children's reasoning about subjects like space, time, causality, morality, and necessity (Almeida & Mujica, 2016). According to Piaget's

influential research the greatest interest was the biological influence, in how we come to know, in terms of learning.

On his investigation he was certainly sure that what distinguishes human beings from other animals is the ability to do abstract reasoning. Based on that Piaget became interested in how children think. Although he was interested in how an organism changes to an environment described as intelligence, where intelligences are part of its development.

Although, it is designated through mental organization called schemes which is representative of each age because he confirms that children thought differently. For that reason, it is important to select activities according to the students' ages, where the cognitive development will be considered before designing it.

### ***1.2.2. Concrete operational development***

Three particularly and commonly implemented pedagogical outcomes of the study of cognitive developmental theory have been the play-based nature of school. Learning experiences, the hand-on approach to language learning in grade school years, and problem-solving approach to high school.

This intelligence stage is demonstrated through the logical and systematic manipulation of symbols combined to specific objects. Operational thinking develops mental actions that cannot be reversible. It is important because is consider as the basement where students are going to create, they knowledge, it might not be for the whole students, but it can be an understandable language for some others.

Its perspective from English teaching and learning is viewed because this investigation work is focused on the ages from 11 to 12 years old oriented in the reading comprehension reading skill and the strategies are going to be developed according to the students' ages.



### **1.3. Reading Comprehension**

Reading comprehension is a fundamental skill that all individuals should have. A foundation of reading set in children's early years is essential to appropriate growth and development. Teachers should build the language based on the student's differences or focusing on the student's intelligences. Although using strategies which promote reading and interpreting forms of text (Barrot, 2016, p.10).

Reading comprehension is the bridge between the passive reader and the active reader, and with-it the crucial link to effective reading. This skill involves several different processes such as imagining what the words describe, understand the content of the book and be able to demonstrate through tests or role-plays that shows the understanding.

Apart from that is it important to mention strategies of evaluation where students feel comfortable answering it. At the same time, it is the role of teacher to look for new strategies and activities to evaluate when a text was read. On the other hand, student's expectation is to be able to answer questions but to get a real knowledge about it.

Considering that, a meaningful learning depends on teachers and students to make those processes different, avoiding the traditionalism. Reading comprehension requires from real understanding and good strategies according to the students' ages.

### **1.4. English Reading Comprehension Skill**

English reading comprehension skill make connections between the text and students' learning world. It is important to give students a bunch of opportunities to develop their reading skills both inside and outside the classroom as well as online. These opportunities will be presented as different strategies and activities in classes, provided by teachers, and in some cases it can be as part of a creation of something new.

Teachers should emphasize the importance of reading and English reading comprehension in school classrooms. Students in their early years of school, such as kindergarten until senior graders, it should be showed to reading through a variety of age-appropriate language activities. The method by which the teacher provides the activities is dependent to individual students and their learning styles.

Students can use the information they have been given to comprehend what they are reading. It is common that teachers promote reading in the classroom and provide students with many opportunities to engage in it so that they can develop their reading comprehension skills.

English reading comprehension can be a difficult task for young students, especially those students in kindergarten. In their first year of school, they are learning the components of the English language, how to read, and how to show on what they have read. One demanding task of reading comprehension that requires cognitive thinking is summarizing (Waugh, Neaum & Waugh, 2016).

#### ***1.4.1. Foundation of A2 English reading statements***

According to the council of Europe, this research is focused on the A2 reading statement that describes the student understanding by short narratives about everyday things dealing with topics which are recognizable if the text is written in a simple language.

Also, the theoretical statements that adopt those statement is to understand short, simple texts containing the highest frequency vocabulary, including a percentage of shared international vocabulary items; besides, students can read straightforward realistic texts on subjects related to his/her field and interest with a satisfactory level of comprehension (Council of Europe, 2017).

#### ***1.4.2. English reading skills strategies***

Reading comprehension is a fundamental skill that all individuals should have. A foundation of reading set in children's early years is fundamental to an appropriate growth and development. Teachers should construct the language based on the student's differences or focusing on the student's intelligences. Although using strategies which promote reading and decoding forms of text (Barrot, 2016, p.10).

On the other hand, reading comprehension skills make connections between the text and their world. It is important to give students a variety of opportunities to develop their reading skills both inside and outside the classroom.

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Students can use the information they have been given to comprehend what they are reading. It is common that teachers promote reading in the classroom and provide students with frequent opportunities to engage in it so that they can develop their reading comprehension skills.

Reading comprehension can be a difficult task for young students, especially those in kindergarten. In their first year of school, they are learning the components of the English language, how to read, and how to show on what they have read. One challenging task of reading comprehension that requires cognitive thinking is summarized (Waugh, Neaum & Waugh, 2016).

## 1.5.Strategies to Develop Reading Comprehension

According to Zare-ee1 (2014), “Reading comprehension is essential to academic learning areas, to professional success, and to lifelong learning.” The struggle to improve the quality of education provided to students relies on the necessity of teaching reading comprehension strategies. The comprehension of written text is now rooted in all content areas, which is assessed on the standardized test given to our students (Waheeb, 2018).

In order to provide growth opportunities in every subject matter, reading comprehension strategies must be taught to obtain the knowledge needed to satisfy the accountability standards, and there are some strategies, which are the root of the next and new strategies. Those one has demonstrating its effectiveness known as skimming and scanning.

✓ Skimming: Requires readers to read quickly in order to get an overview or the general idea of a section. Perhaps the two most useful reading strategies for learners as well as native speakers are skimming and scanning. In reading, the students combing for some particular piece of information in the text quickly and practice to think of clues move their eyes (DeLauney, 2019).

✓ Scanning: It is a strategy used to locate details-specific information that may be asked at the end of the assignment. Therefore, scanning is very useful for students to find specific information to get answers from questions in the assignment or exam and minimize their time to answer the questions in the text (Fauzi, 2018).

Merriam-Webster’s Online Dictionary (2018), defines strategy as the art of developing plans in the direction of a goal. The goal is for the students to get and use the knowledge they are presented with. In order for the knowledge in the text to be obtained, strategies must be taught for students to important parts of text.

Some readers used to have this skill, and others have to practice getting this skill. It is imperative for teachers to teach reading comprehension strategies, so this skill can be used in every subject specially in English learning. Over this view, metacognitive and cognitive strategies are essential to successfully get knowledge:

- ✓ Metacognition: Used to determined, planned, goal-directed, and future-oriented mental processing that can be used to accomplish cognitive tasks. “Self-regulation and preparation are the two components of metacognitive routine thinking; and students that have shown weaknesses in reading are lacking these skills (Zare-ee11, 2014).

When a student becomes metacognitive aware of their abilities, they are able to solve problems in a strategic way, which can be helpful in many aspects of life. In order to reading comprehension strategies, become metacognitive, the student must become aware of the strategy, their own strengths, and weaknesses, and how to include the strategy to solve a problem. But the most important think is to know how to recognize it and try to implement it then.

Any strategy used for reading comprehension should be carefully planned to teach metacognitive strategies so the student can consciously use the strategy by themselves in the future (Feldman, 2016). On the other side, the most useful strategy is the common teaching that involves teaching comprehension strategies of clarifying, questioning, and summarizing text.

- ✓ Reciprocal teaching can be applied to a whole group, or with partners. Collaborative learning is encouraged with reciprocal teaching by making peer interaction accessible for the greatest learning experience. The student becomes the teacher as they take turns communicating about the text.

The next study on Reciprocal teaching (Tarchi & Pinto, 2016) investigated “Reciprocal teaching and its effects to variety, communicative function, and interaction

sequence.” Researchers also questioned if reciprocal teaching should be “based on prior work on student collaboration skills to be effective.” In this stage the incidence of the visual and kinesthetic intelligence plays an important role in the teaching and learning process because of the situations of the learning environment and the application of new strategies in the classroom with students.

According to (Zare-ee1, 2014), “Reading comprehension is essential to academic learning areas, to professional success, and to permanent learning.” The tussle to improve the quality of education provided to students relies on the necessity of teaching reading comprehension strategies. The comprehension of written text is now introduced in all content areas, which is evaluated on the standardized test given to our students.

Such is that some strategies are going to be considered in order to mixed by proved rules and strategies with kinesthesia and visual exercises to get significate results over this investigation. Also, some strategies used in previous research are the complement to the possible result as the reading assessment which will carry out a successful development during the investigation.

### ***1.5.1. Reading Assessment Development***

Assessment is an essential component of education used to inform instruction (Wren, 2004). The first step in implementing good reading instruction is to determine student standard performance. Students enter the classroom with diverse backgrounds and skills in literacy.

Some students may come to the classroom carrying special needs which requires a review of basic skills in reading, while other students should have learned the content a teacher intends to teach or study. Due to these some student levels, it is necessary to design instruction of literacy to show the individual needs of each student. Individual needs can be determined by initial and constant reading assessments or works.

The information increased from appropriate assessment allows teachers to provide exceptional students with improved access to the general education curriculum. The following information is an overview of the purpose and benefits of early reading assessment, examples of data collection methods, and thoughts for selecting a measure for students (Wren, 2004).

Teachers might assess students, analyze student work models, look at students performing literacy tasks, or interview students on their reading skills. Teachers will be able to increase the most information by controlling all of these methods or strategies to collect data. The following information describes many types of assessments for different areas of early reading.

There are many types of reading comprehension assessments. One type involves a student reading a section that is at a suitable level for the student, and then having the student answer important questions about the text. A second type involves a student answering inferential questions about implied information in the text. A third type involves a student filling in missing words from a section.

On the other side, comprehension is what is being measured, language comprehension can be assessed in basically the same way reading comprehension is assessed. With language comprehension assessment, however, students should not be expected to read any text. Everything from the instructions to the comprehension questions should be presented verbally or performing by the students.

A child's understanding of the alphabetic principle can be assessed very early, even before the child can read or write simple words. The most direct approach is to ask the child to write words that will be determined even if the child cannot write the words precisely.

#### ***1.4.2 Short narratives in the English reading comprehension skill***

Reading materials can be got it from many sources, like storybooks, magazines, and the Internet. Although, they can be created by teachers in order to include student's needs, but it is important to recognize a basement to know where to start. This will be better if there are strategies according to it.

- ✓ Online Short Stories is one of the internet resources which needs to include pictures, sound, and quizzes if it is necessary.

Short Stories present some features that support students reading activity. It is a really used material that is taken from the Internet. It can be an advantage from learning media and resources.

- ✓ Pictures or animations help readers catch the meaning of sentences that appear by pages. Oral reading helps the students maintain their pronunciation.
- ✓ Reading exercises and games in the form of vocabulary and comprehension quizzes facilitate students to understand the content of the text (Ruhl, 2020).

So far, they can do self-correction. In addition, students can encourage their thinking while they are reading, however it is important to clarify that the necessity of evaluation does not demonstrate a meaningful learning.

Online short stories provide a good option for the schools that limit students with adequate English materials, but it has high accessibility from the Internet. The researcher decides to use these Internet resources rather than offline because of the appearances and accessibility. Such is that book creator presents all of these characteristics.

However, throughout narratives, students are going to be expected to be able to learn the language easier. They will be encouraged to understand the story



chronologically and they will have the opportunity to get back easily. On the other side, teachers can apply story structure or pictures in whilst or post-reading activities during or after online reading to help students indicate the parts of the story and make them related to each other.

Students understanding of narrative facilities setting, characters, plot, and theme-enhance them to create a coherent framework for understanding the text. At last, students will also encourage their comprehension of explicit and implicit elements of the story, and the basic structure used by the author in the text summarized or graphic representation (Waugh, Neaum & Waugh, 2016).

The information included supports the necessity for body language in the classroom and the reason for the topic developed by short readings, in order to apply and develop strategies that contribute to the learning and teaching of comprehensive reading. Thus, in view the sub-topics analyzed in the following chapters are significant to the main topic, we now go on to show how the diagnosis can be evidenced with data as the theoretical framework argues.

## CHAPTER II

### 2. DIAGNOSTIC

#### 2.1. Methodology

##### 2.1.1. *Mixed*

This research project was oriented to a mixed approach; where the explanations, definitions and examples were based on a qualitative and quantitative method. It will help me to accomplish the general objective which is, to demonstrate through the application of kinesthetic and visual strategies focused on short narratives that facilitates the English reading comprehension skill of junior students at Colegio Universitario UTN 2020-2021.

##### 2.1.2. *Qualitative*

Jackson (2016) says that: “Qualitative research is primarily concerned understanding human beings' experiences in a humanistic and interpretive approach” (p.2). This qualitative approach is going to direct me to describe suitable strategies focused on kinesthetic and visual intelligences to facilitate the English reading comprehension skill developed to junior students.

##### 2.1.3. *Quantitative*

On the other side, Oberi (2017) established that: “Quantitative research deals with quantifying and analyzing variables in order to get results” (p.5). This quantitative approach will guide the investigation to design a guide with kinesthetic and visual strategies according to junior students' individual differences to facilitate the English reading comprehension skill; based on variables that can change according to the students' age, learning process or learning differences.

#### **2.1.4. Descriptive**

The descriptive method, allows a characterization of the situations and events of how the research object is manifested can be developed, specifying the characteristics that define the problem. This method confirms what is indicated in the problem statement.

### **2.2. Research Techniques and Instruments**

#### **2.2.1. Interview**

This technique will be useful for gathering relevant information addressed to direct beneficiaries, authorities, teacher, and students of the institution. Using this tool, it will be characterized by the application of kinesthetic and visual strategies to facilitate the English reading comprehension skill of junior students at Colegio Universitario UTN 2020-2021. It will be possible through a conversation based on a questionnaire previously structured.

#### **2.2.2. Survey**

This technique will provide researchers with data from which the strategies will be designed. The collection of information will be carried out through a survey aimed at the direct beneficiaries, through the application of kinesthetic and visual strategies to facilitate the English reading comprehension skill of junior students at Colegio Universitario UTN 2020-2021.

### **2.3. Investigation Research Questions**

During this investigation work it is expected to find the answers to the following questions:

1. What are the kinesthetic and visual strategies that facilitate the English reading comprehension skill development?
2. What are the kinesthetic and visual strategies directed to junior students at Colegio Universitario UTN that facilitate the English reading comprehension skill development?

3. How feasible is a guide for teachers, including strategies based on the kinesthetic and visual intelligences to junior students at Colegio Universitario UTN that facilitates the English reading comprehension skill development?

#### **2.4.Participants**

This investigation plan is going to use technological sources because of the pandemic situation with approximately 93 junior students from UTN high school, one English teacher and the person who is going to oversee the investigation plan. According to the budget to develop the investigation plan, the investigator is going to be the only one who will be in charge of the materials like: online worksheets, computer, online books, and others to use in this process.

As a conclusion, the research student will cover all the expenses that the research requires including individual and group works with the students being observed.

#### **2.5.Procedure and data analysis**

During the investigation was necessary to use some technological devices as online pages. Also, the instruments that will be used are online because of the pandemic situation. The surveys and interviews were carried out by platforms like zoom, teams, or WhatsApp, depending on the participant and its context, in order to present some facilities of collaboration. On the other hand, to analyze the data was useful the application of the statistic software excels.

## CHAPTER III

### 3. RESULTS AND DISCUSSION

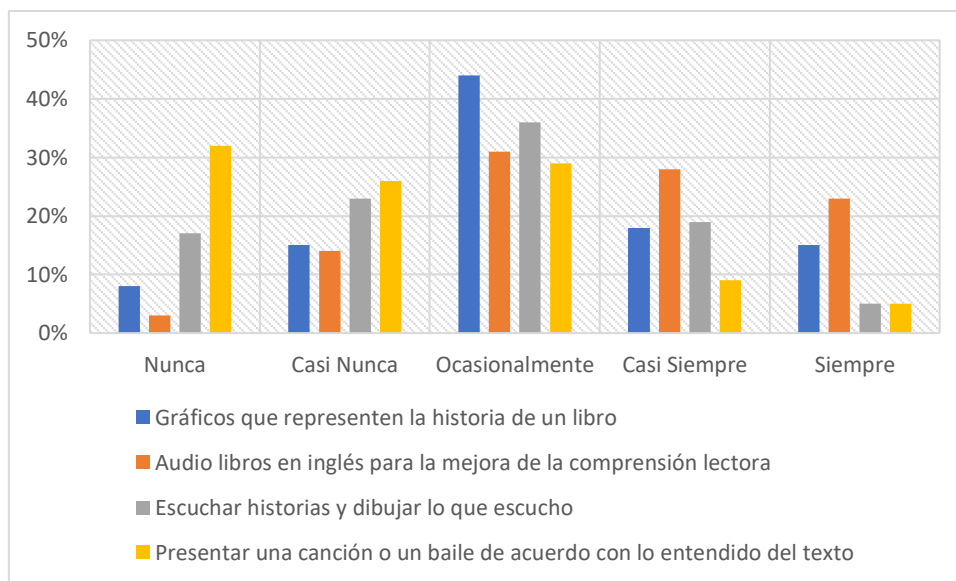
#### 3.1. Analysis of results

##### Students' survey

3.1.1. ¿Con qué frecuencia ha empleado las siguientes actividades de interacción kinestésico-visual dentro del aula de clases? Marque con una x en el número de frecuencia, según su respuesta.

**Figure 1**

*Activities from kinesthetic-visual interaction.*



*Note.* Taken from: Google forms results from April, (2021).

#### **Analysis**

The bar chart above illustrates the data collected after asking the frequency of some activities from kinesthetic and visual interaction. It shows that the majority of students considered that pictures and audio books are activities that are applied frequently to improve the reading comprehension. It means that visual strategies are presented in the chosen options by the students. On the other hand, some students said that they

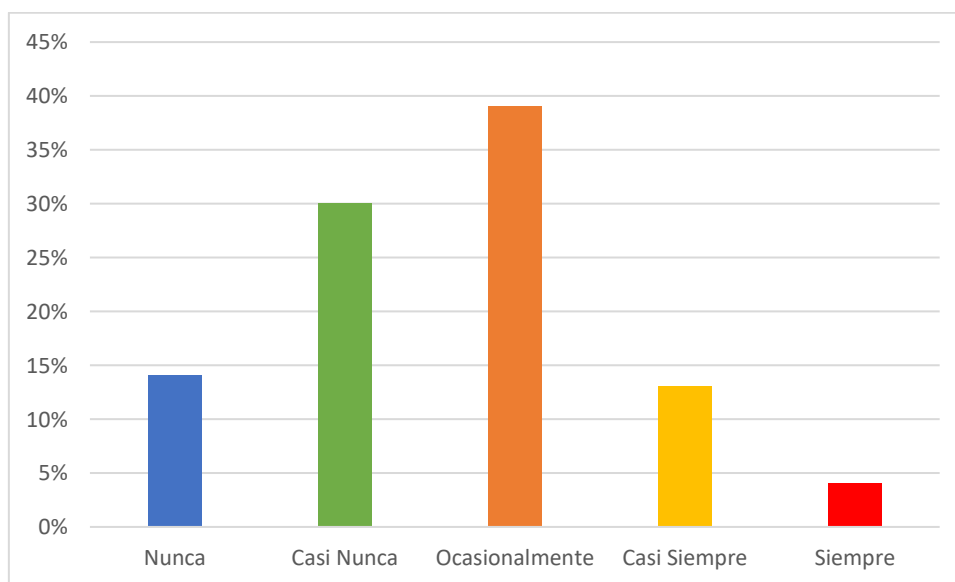
occasionally used to draw some pictures to understand better a story, which means that kinesthetic strategies could be a good option as part of the proposal. Also, according to Barrot (2016) using strategies which promote reading and decoding forms of text improve students understanding and interest on texts. However, the minority of students say that a performance like to sing or dance a song is not commonly used in an English class to develop the reading comprehension skill.

In conclusion, the kinesthetic-visual interaction activities have been usually applied in English classrooms, but students considered that the most useful tools are pictures and audio books that represent a story, in order to improve their English reading comprehension skill.

### 3.1.2. ¿Con qué frecuencia me gusta leer historias en inglés?

**Figure 2**

*Reading frequency.*



*Note.* Taken from: Google forms results from April, (2021).

### **Analysis**

The following chart shows the students reading frequency, where they said that occasionally do, however a minority of students said that they almost never read English

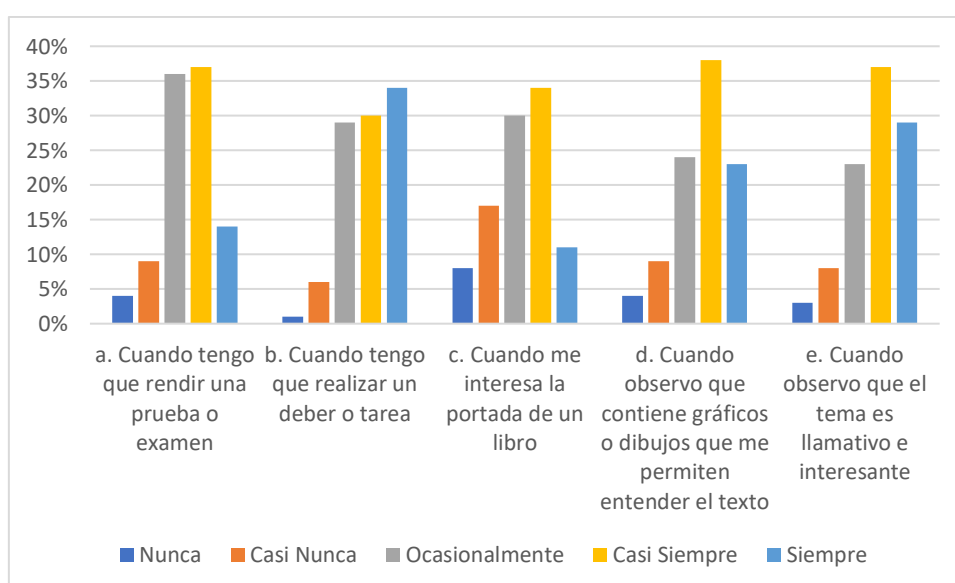
stories. This bar chart demonstrates clearly that the frequency is low, which means that they are not very interested to read. On the other side, the vast minority are interested in reading stories. Although the reading frequency range is not the required, but they are in the process of this skill development. There are many reasons to consider in the student's reading frequency, but the lack of interactive and new strategies can be considered as the biggest problem. On the other hand, considering the perspective of Ruhl (2020) the use of pictures, animation and oral readings allows students real comprehension and increase the vocabulary.

In conclusion, in spite of their frequency of reading, the majority of students are agreeing with reading stories to improve the English reading skill because of their progress in the subject, so it depends on the correct strategy depending on the student's age to change their frequency of reading.

### 3.1.3. ¿Bajo qué circunstancias leo libros en inglés?

**Figure 3**

*Frequency of reading book*



*Note.* Taken from: Google forms results from April, (2021).

### Analysis

According to the following bar chart, the majority of students say that they used to read more when they have to do a classwork in the English class, which means that for the students it is mandatory, also, the vast majority of students say that they used to read because the topic and the cover page of the book are interesting.

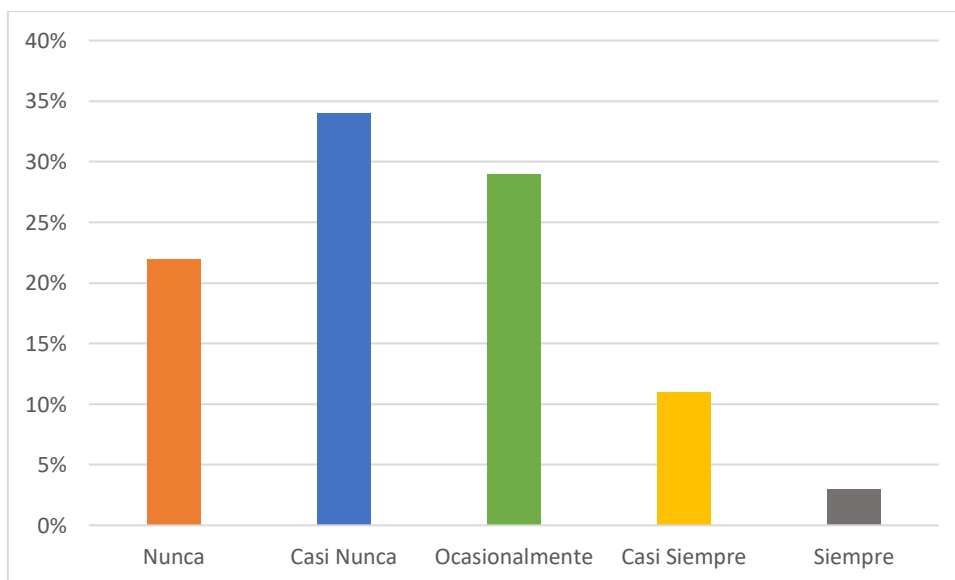
On the other side, some students consider that reading is more interesting when it has some pictures because it allows to understand the topic. The results are focused on visual and mandatory characteristics as a way to improve the English reading skill. Besides, HoFang (2008) pointed out that one of the primary factors with a direct influence on the reading process of language learners is the “type of text,” which refers to the discourse mode that tends to serve the linguistic and communicative purposes.

In conclusion, the questions allow the visual strategies as an important factor to be considered now of the strategies application in terms of linguistic and communicative readings appropriate to the student’s ages.

### 3.1.4. ¿Con que frecuencia he realizado dibujos mientras leo para entender mejor una historia en inglés?

**Figure 4**

*Drafts for reading.*





*Note.* Taken from: Google forms results from April, (2021).

### **Analysis**

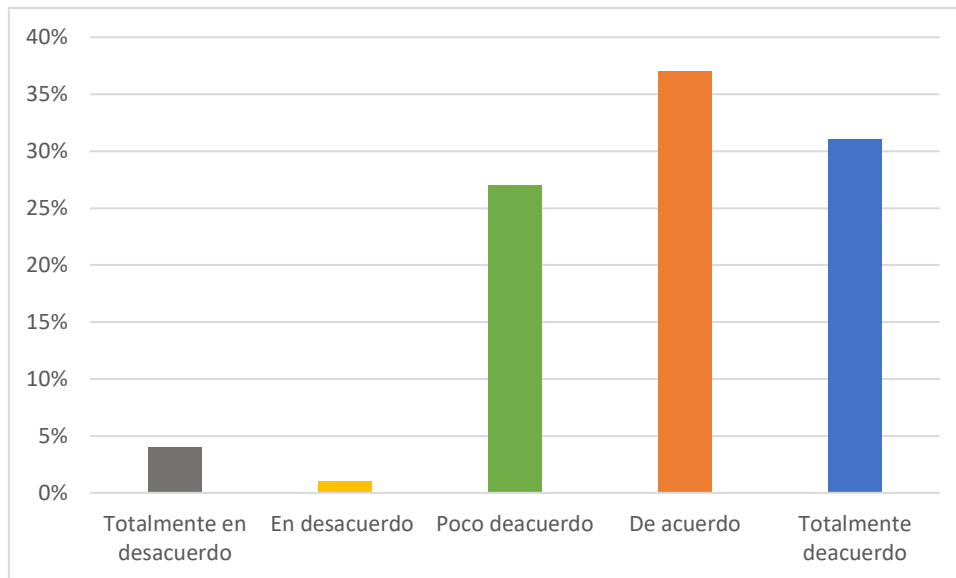
According to the bar chart, students almost never used drafts for improving the English reading skill. However, some students said that they occasionally use pictures of drawing as a feasible method to understand the meaning of some words. Also, there are students that almost always tried to use drawing to understand the meaning of some words and in some cases the meaning a whole text. In spite of this, the kinesthetic strategy can be considered as part of improving reading comprehension for some students. Besides, students will also encourage their comprehension of explicit and implicit elements of the story (Waugh, Neaum & Waugh, 2016).

In conclusion, the vast majority of students said that they do not use drafts, however the other students said that they use some drawings or pictures to understand the meaning of new words, and at the same time mixing visual and kinesthetic strategies that help to develop it.

#### **3.1.5. ¿Facilitaría la comprensión de un texto en inglés, si la docente utiliza materiales como pintura, plastilina o gráficos que expliquen la palabra u objeto?**

### **Figure 5**

*Materials for reading comprehension.*



*Note.* Taken from: Google forms results from April, (2021).

### **Analysis**

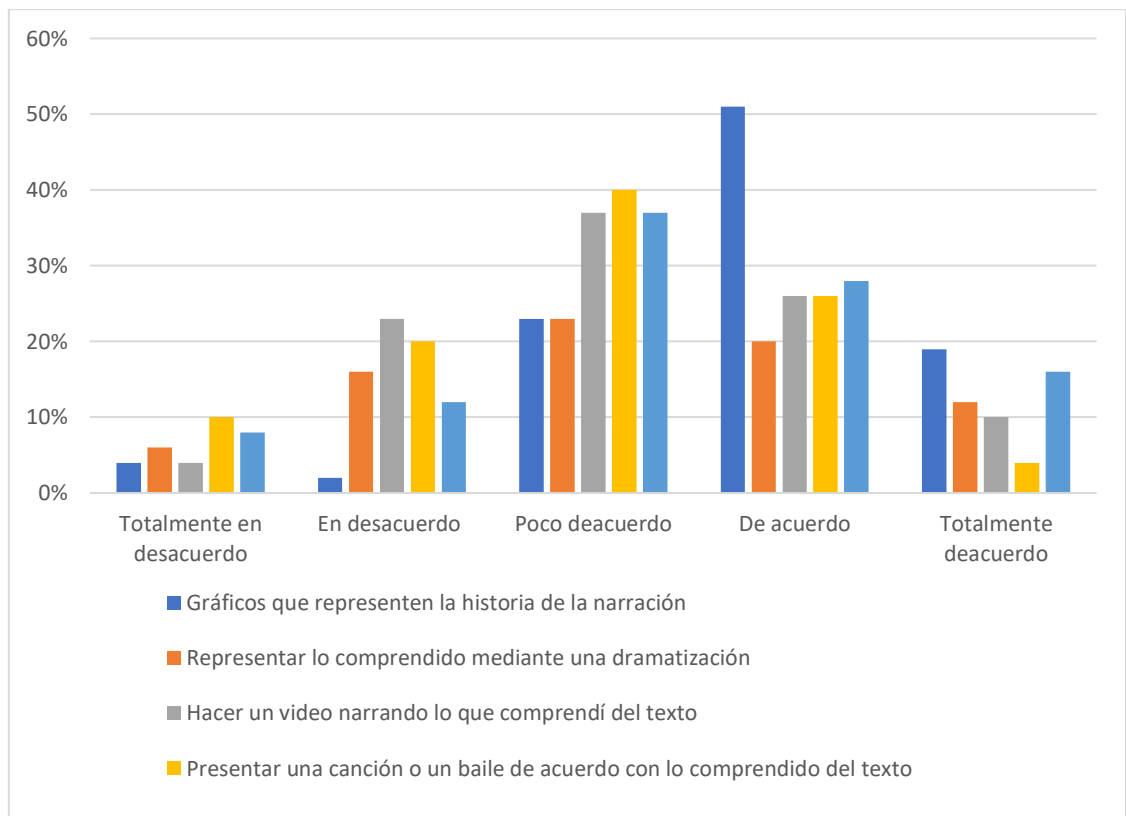
In this bar chart, shows that the majority of students were almost agree with the use of materials such as colors, clay, and pictures to represent a misunderstood part of reading. Also, some students said that the use of these materials is really helpful at the moment to clarify new words or reading. Besides, some of them were totally agree with the use of materials as part of the kinesthetic process. On the other hand, the vast majority of students said that the use of those materials is not helpful at all because of their ages.

In conclusion, the vast majority of students say that the use of these materials is really helpful in the English reading process because it represents as visual intelligence and at the moment of the reading development it is so feasible, and also it can increase the flexibility of this process by using the kinesthetic intelligence as a strategy during the learning process.

**3.1.6. Cuando escucho la narración de una historia y tengo que dar un resumen, ¿Prefiero utilizar mi creatividad y recrear la historia utilizando materiales, tales como?**

**Figure 6**

*Kinesthetic activities.*



*Note.* Taken from: Google forms results from April, (2021).

### **Analysis**

According to the information above, the use of kinesthetic activities was described as a good strategy to develop reading specially focusing on kinesthetic and visual intelligences. In this bar chart shows that a half of students were agree with drawings because it is made by the students to understand in a better way some reading parts. Also, some students said that the strategy about singing a song is very useful to memorize a story because of the new vocabulary.

Besides, they were agreeing about creating a dance to represent a story and develop kinesthetic intelligences in groups. However, less than a half of students were really agree with the use of roleplays in group work to understand and to represent a story or reading.

In conclusion, the results presented helped to the researcher to demonstrate that the use of some strategies applied by the use of kinesthetic and visual strategies helped to students to understand in a better way some new vocabulary and some long reading texts, this is to develop a good reading comprehension.

## **CHAPTER IV**

### **4. PROPOSAL DESIGN**

#### **4.1.Introduction**

The aim of this proposal is to identify kinesthetic and visual strategies previously suggested by the students, based on multiple intelligences in a class. Moreover, it is necessary to get the students more engaged with the class because it tries to motivate the students learning. It works in favor of reading comprehension, besides, as teachers it allows the capability to know the students' abilities.

It is important to consider the change of strategies to teach the different skills according to their production, and also because during the survey's results students show that there is a lack of activities that focuses on their individual intelligences. Therefore, this proposal is created for being applied by teachers as a probed option by getting the students connected with the class.

#### **4.2.Proposal Name**

GUIDE ABOUT KINESTHETIC AND VISUAL STRATEGIES TO THE ENGLISH READING COMPREHENSION SKILL DEVELOPMENT OF JUNIOR STUDENTS.

#### **4.3.Presentation**

The guide's structure is created in a systematic way, where teacher can base their classes on. Also, all the activities described are going to be based on the kinesthetic and

visual strategy because it was the student's suggestion, in order to focus on all the students' individual differences.

The content is going to be described on student's each intelligence, however the main objective is to distinguish the kinesthetic and visual. This guide will have many activities suggested by students and teachers' experiences. This guide will have significant content according to the students and teacher's needs, implementing new strategies.

#### 4.4. Guide General Characteristics

**Table 2**

*Guide General characteristics.*

Level	High school students/CEFR level B1
<b>Aims</b>	<ul style="list-style-type: none"> <li>- To apply online activities based on kinesthetic and visual strategies.</li> <li>- To engage the students with readings about interesting topics according to their ages.</li> <li>- To improve the reading comprehension of students through activities that activates their understanding.</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>➤ 6 hours</li> </ul>
<b>Can do statements:</b>	<ul style="list-style-type: none"> <li>➤ Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li> <li>➤ Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</li> </ul>

- 
- Can scan longer texts to locate desired information, and gather information from different parts of a text, or different texts to fulfill a specific task.
  - Can find and understand relevant information in everyday material, such as letters, brochures, and short official documents.
  - Can identify the main conclusions in clearly signaled argumentative texts.
  - Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.

#### **Resources**

- Pictures or flashcards
  - Computer
  - Book creator
  - Nearpod
  - Pixton
  - Cellphone
  - Internet access

---

Author. Samantha Cupuerán

#### **4.5. Guide units**

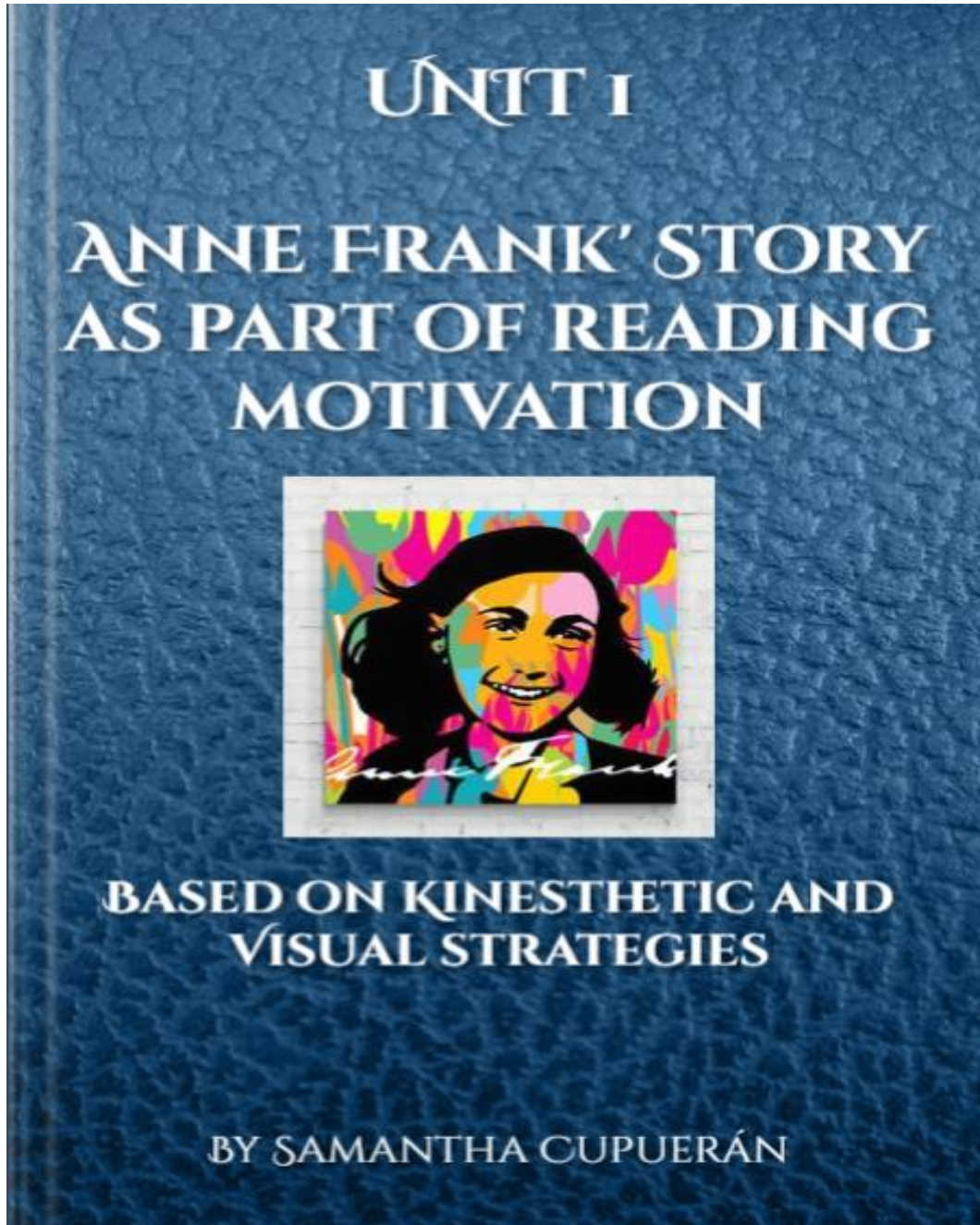
The content of this guide was completely design through online platforms such as Nearpod and book creator. It is important to mention the last one as the most useful tool of this proposal because it is where the units were developed, including visual and kinesthetic activities.

This guide is divided in strategies to the teacher, necessary resources required for the activities, and activities for the students. However, in this chapter is going to be

showed the strategies in general and covers of the activities. For that reason, it is necessary to review the original content on book creator.

**Figure 7**

*Cover, Unit 1.*



*Note.* Retrieved from:

<https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/.bC8AcJIURkSCiX9SjUp>



### ❖ Week 1 (1 hour)

❖ **Topic:** Real People, Real Stories (past tense).

❖ **Unit Objective:** Gathering specific information of pictures and readings in L2 about Anne Frank.

#### ❖ **Content**

- Visual strategies presented by pictures that introduce the topic and students get the main idea about it (pre-reading activities).
- Kinesthetic strategies presented by activities like drawings during the reading activities (while-reading).
- Kinesthetic and visual strategies mixed, represented by activities such as role plays or videos that summarize the whole information and requires the student's interest in the readings (after-reading)

#### ❖ **Online material required:**

- Book creator link
- Nearpod link

#### **WARM UP**

##### *Charades*

- Teacher will show to students some pictures about famous people. Students should read some characteristics and imitate, in order to one student guesses the name of this person.

#### **PRE-READING ACTIVITIES**

- Teacher asks for famous and important people that students know from the past. Also, teacher asks for her or his contributions to the present.
- Teacher shows in book creator some pictures of Anne Frank and asks about her life.
- Teacher starts to ask to students about information about the holocaust.

Resource:

Book

creator:

[https://app.bookcreator.com/library/-](https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE)

[MNUgLLbbnTzNE2uocWE](https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE)

### **WHILE-READING ACTIVITIES**

- Teacher shows a reading about Anne's Frank as part of a summarized story divided in three parts (beginning of her life, during her life, after her life).
- Teacher shows in each part of the story some pictures that describes the readings, in order to improve students understanding.
- Teacher explains to students that they will underline unknown words in order to look for the meaning and at the end of the class, students who explains the word with a picture that they draw will win an extra point.

Resource: Book creator: <https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE>

### **POST-READING ACTIVITIES**

- Teacher asks to students some questions according to the reading part and ask for opinions.
- Teacher asks for groups of three students to prepare a short roleplay that describes the life of Ana Frank.
- Students will have to read again the story to understand and present the classwork.
- Nearpod as a tool to demonstrate the draft of the students in order to show new vocabulary.

Resource:

Nearpod: <https://share.nearpod.com/tTWTHxafBgb>

### **EVALUATION**

- Teacher will check the reading comprehension by a pop quiz
- Five questions in Nearpod to check students' understanding.

Resource:

Nearpod: <https://share.nearpod.com/tTWTHxafBgb>

## Resources of the Unit 1

Figure 8. Cover of the resources, Unit 1



Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bc8AcJIURkSCiX9SjUpjaA>

Figura 9.

Brief story represented in pictures.



Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bc8AcJIURkSCiX9SjUpjaA>

**Figura 10.**

*Reading 1 Unit 1.*

**SHORT BIOGRAPHY**  
*Beginning of her life*

Anne Frank was born Annelies Marie Frank in Frankfurt, Germany, on June 12, 1929, to Edith Hollander Frank (1900-45) and Otto Frank (1889-1980), a prosperous businessman. Less than four years later, in January 1933, Adolf Hitler became chancellor of Germany and he and his Nazi government instituted a series of measures aimed at persecuting Germany's Jewish citizens.

Don't forget to get your new vocabulary !!

*Note.* Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bC8AcJIURkSCiX9SjUpjaA>

**Figura 11.**

*Reading 2, Unit 1.*

**Story**  
*During her life*

Margot Frank received a letter ordering her to report to a work camp in Germany in July 1942. Anne Frank's family went into hiding in an attic apartment behind Otto Frank's business. So, eight people lived in the small apartment and they stayed there during 25 months. Also, when she was 13 years old, she received a diary where she used to write her feelings about the situation that she was living with her family.

Don't forget to get your new vocabulary !!

*Note.* Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bC8AcJIURkSCiX9SjUpjaA>



**Figure 12.**

*Reading 3, Unit 1.*

**STORY**  
*After her life*

On August 4, 1944, after 25 months in hiding, Anne Frank and the seven others in the Secret Annex were discovered by the German secret state police, who had learned about the hiding place from an anonymous person. After their arrest, they were sent to a holding camp in the northern Netherlands. Anne Frank and her sister were spared immediate death in the Auschwitz gas chambers. However, his father was the only alive.

After his daughter's writings were returned to him, Otto Frank helped compile them into a manuscript that was published. The book, which went on to sell millions of copies around the world. It represents the indestructible nature of the human spirit.

Time to organize your ideas and vocabulary!

*Note.*

Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bC8AcJIURkSCiX9SjUpjaA>

**Figure 13.**

*Student's Activities, Unit 1.*

**UNIT 1**

**STUDENT'S ACTIVITIES**

Real Stories  
"Anne Frank"

*By Samantha Cupuerán*

*Note.* Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bC8AcJIURkSCiX9SjUpjaA>

**Figure 14.**

Warm up Unit 1.

**WARM UP**

1. LOOK AT THE PICTURES.  
2. GIVE SOME CHARACTERISTICS ABOUT THAT PEOPLE.  
3. WHEN YOU COMPLETE AT LEAST TWO CHARACTERISTICS, YOU SHOULD SAY THE NAME OF THE PERSON.

NOTE: YOU CAN SEARCH ON GOOGLE FOR THE NAMES OF THESE PEOPLE.

LET'S PLAY! YOU CAN DO IT!

*H. Teachers*

The worksheet features a large image of a woman with short brown hair, wearing a dark blazer over a white shirt, set against a teal background. A speaker icon is located in the top right corner. The background of the worksheet is decorated with vertical lines in teal, yellow, and pink.

Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bC8AcJIURkSCiX9SjUpjaA>

**Figure 15**

Warm up pictures Unit 1.

**WHO ARE THEY?**

1°  
2°  
3°  
4°

The worksheet features four numbered images of famous people: 1° Mother Teresa, 2° a young girl (likely Anne Frank), 3° Steve Jobs, and 4° Mark Zuckerberg. A speaker icon is located in the top right corner. The background is teal with vertical lines in yellow, pink, and white.

Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bC8AcJIURkSCiX9SjUpjaA>

Figure 16.

Activities description Unit 1

**ACTIVITIES**




**PRE-READING** 

- LOOK AT SOME PICTURES OF ANA FRANK.
- ASK SOME QUESTIONS ABOUT HER LIFE.
- LISTEN TO THE TEACHER ABOUT NEW INFORMATION.

**WHILE-READING** 

- TAKE TURNS TO READ A SUMMARIZED STORY OF ANNE FRANK DIVIDED IN THREE PARTS.
- TAKE NOTES ABOUT NEW VOCABULARY AND IMPORTANT IDEAS.
- IN YOUR NOTEBOOK, DRAW SOME REPRESENTATIVE OBJECTS ACCORDING TO THE READINGS.


**POST-READING** 

- SHARE WITH THE CLASS YOUR DRAWINGS AND DESCRIBE ITS MEANING.
- WRITE ON NEARPOD THE NEW WORDS YOU GOT IT.
- REPRESENT YOUR NEW WORDS BY DRAWINGS, YOU ARE GOING TO USE A PENCIL OF NEARPOD IN ORDER TO DRAW.


Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bC8AcJIURkSCiX9SjUpjaA>


Figure 17.

Evaluation Unit 1

**EVALUATION** 

- ANSWER 5 QUESTIONS ACCORDING TO THE READING PART.
- READ THE QUESTIONS CAREFULLY AND ANSWER.
- YOU WILL HAVE 5 MINUTES TO COMPLETE.
- LINK OF THE LESSON:  
[HTTPS://SHARE.NEARPOD.COM/TTWTHXAFBGB](https://share.nearpod.com/ttWthXAFBGB)



**FINAL ACTIVITY** 

- PREPARE A SHORT ROLEPLAY THAT DESCRIBES THE LIFE OF ANA FRANK.
- YOU CAN TAKE A SHORT PARAGRAPH TO CREATE AN SCENE AND ACT IT.
- RECORD A VIDEO ABOUT IT AND SEND IT TO THE TEACHER.

**YOU CAN DO YOUR BEST!**

Note. Retrieved form: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bC8AcJIURkSCiX9SjUpjaA>

**Figure 18.**

*Video as a summary Unit 1.*

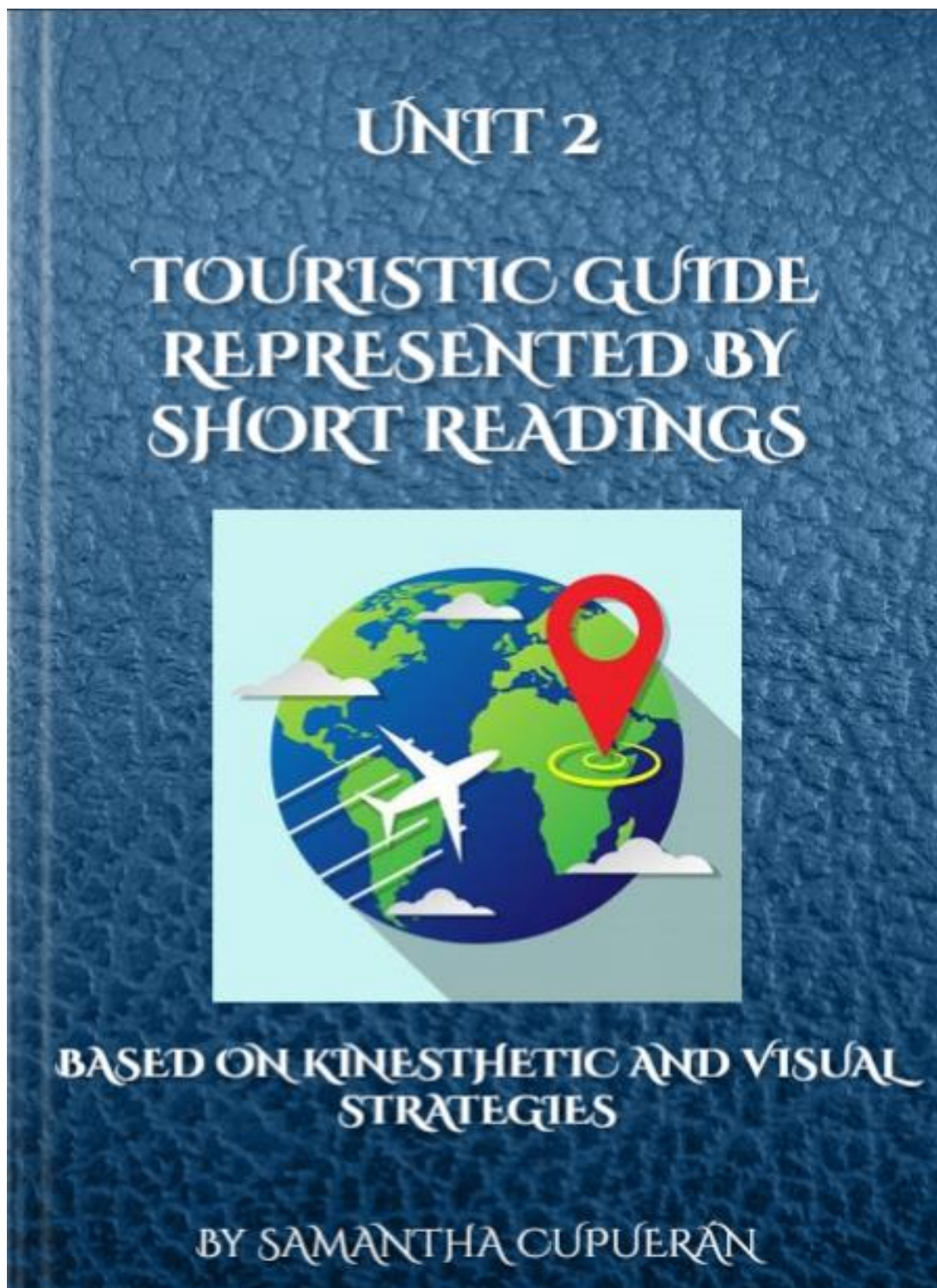


*Note.* Retrieved from:  
<https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/bC8AcJIURkSCiX9SjUpjaA>



**Figure 19.**

*Cover, Unit 2.*



*Note.* Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

❖ **Week 2 (1 hour)**

❖ **Topic:** Touristic Guide presented by short readings

❖ **Unit Objective:** Describing touristic places, involving kinesthetic and visual activities.

❖ **Content**

- Visual strategies presented by pictures that introduce the topic and students get the main idea about it (pre-reading activities).
- Kinesthetic strategies presented by activities like drawings during the reading activities (while-reading).
- Kinesthetic and visual strategies mixed, represented by activities such as role plays or videos that summarize the whole information and requires the student's interest in the readings (after-reading)

❖ **Online material required:**

- Book creator link

**WARM UP**

*Bingo*

- Teacher shows a list of necessary things to travel.
- Students will choose three objects of the list.
- Teacher gives some numbers and students will cross out the thing.

**PRE-READING ACTIVITIES**

- Teacher asks for famous and touristic places students know in the world.
- Teacher will ask about some characteristics, the weather, the price, and others.
- Students will answer some questions in order to get an idea of the topic.
- Teacher will explain to students that they have to choose one of the following places because later they will have to convince to their classmates to travel.

Resource: Book creator: <https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1>

### **WHILE-READING ACTIVITIES**

- Teacher shows to students' short readings about famous places in the world.
- Teacher asks some students to read the information presented.
- Students should take notes about new vocabulary and important facts.
- Later, teacher will give to students 5 minutes to read again and take notes.

Resource:

Book creator: [https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw/TQBMuE\\_rTh-xgkb-PwBeVQ](https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw/TQBMuE_rTh-xgkb-PwBeVQ)

### **POST-READING ACTIVITIES**

- Teacher will divide the class in pairs.
- Students will organize their ideas in order to convince to the class to travel to the place that they chose.
- Finally, students will present in front of the class the convincing ideas by using mimic.
- Students will use the resources that they need (pictures, gifts, videos, clothes, objects)
- The winners will be exonerated from the homework.

Resource:

Book creator: [https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw/TQBMuE\\_rTh-xgkb-PwBeVQ](https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw/TQBMuE_rTh-xgkb-PwBeVQ)

### **EVALUATION**

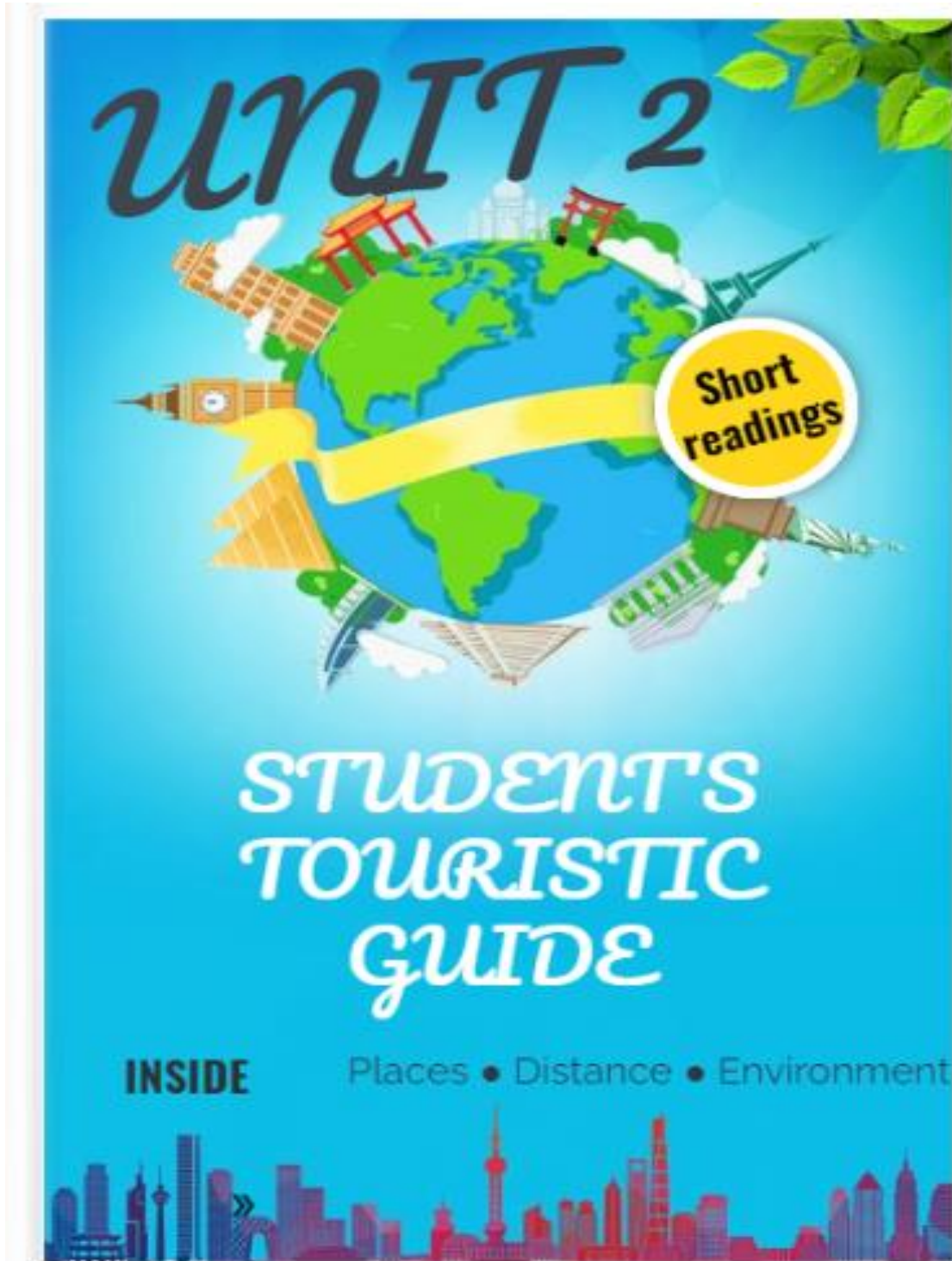
- Teacher explains the instructions.
- Students will have to choose a place and look for pictures in order to create a collage.
- Once students finish this activity, they are going to present the place that they choose by describing or reading their notes.

Note: In case of been necessary, they will record a video and send it to the teacher, in order to present the activity.

## Resources of the Unit 2

**Figure 20.**

*Cover of the resources, Unit 2*



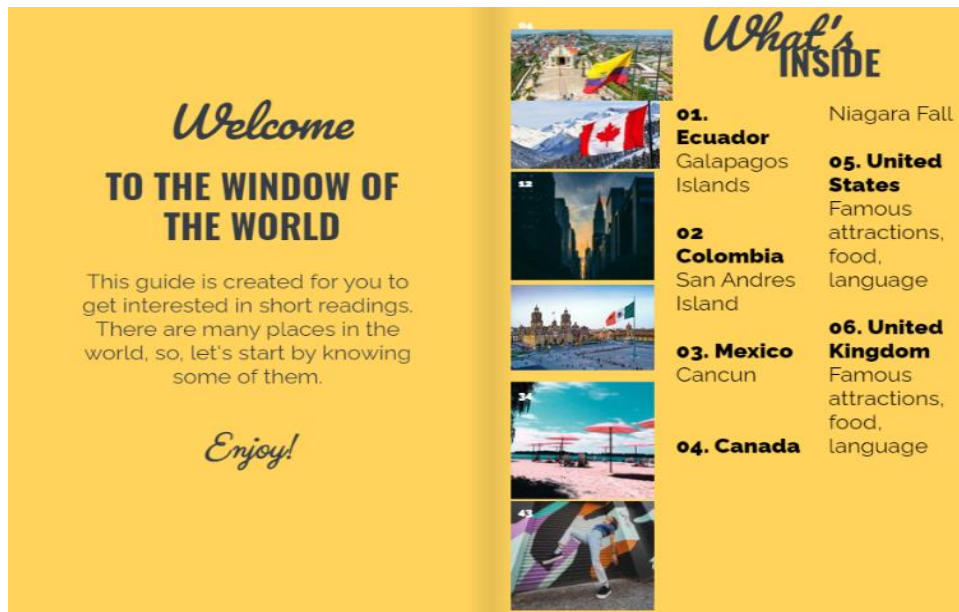
**Note.** Retrieved from:

<https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>



Figure 21.

Index of the content, Unit 2.



Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 22.

Reading 1, Unit 2.

# Ecuador

## GALÁPAGOS ISLANDS

**Exceptional opportunity for wildlife viewing.**

It has 13 large islands, six smaller islands, and 42 islets around the whole view. The main attraction here are its many bird species, of which 28 are unique to the islands, including the Galápagos penguin, flightless cormorant, and waved albatross, and the 13 species of Darwin's famous finches.

You should have time limitations, you will need to build a selective itinerary. Wildlife-watchers will want to venture to the small town of Puerto Ayora on Santa Cruz Island to tour

the Charles Darwin Station before continuing southwest to catch a glimpse of critters basking in the sun along Santa Cruz's Tortuga Bay.

Intrepid hikers will take pleasure in exploring Sierra Negra, Isabela Island's active volcano, while aquatic enthusiasts will enjoy sharing the waters with exuberant tropical fish during a snorkeling or diving excursion.

Whatever pursuits pique your interest, just be sure to make time for exploring the Galápagos' unspoiled landscapes and interacting with its magnificent animals.

Find out more at: <https://www.planetware.com/tourist-attractions/ecuador-ecu.htm>

Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 23.

Reading 2, Unit 2.



### SAN ANDRES ISLAND

**In this tiny paradise English, Spanish, pirate and buccaneer influences blended with the afro-descendent communities to give rise to a broad and wealthy culture.**

Nestled between the most gorgeous beaches on the island you'll find Spratt Bright, located in the shopping district. It is boarded by some restaurants, hotels, bars and shops. This 2-kilometer-plus stretch invites you to relax and catch up some rays or sign yourself up for a spot of watersports, such as kitesurfing or jet skiing.

Sheltered by a barrier reef, its serene, crystal-clear waters make it an ideal choice for spending a peaceful day with the little ones in the family. And you can even wade out through its shallow waters to visit Rocky Cay, a stony outcrop about 200 meters from the shore that is surrounded by rich underwater life.

Another very interesting visit is the Botanic Gardens, an 8-hectare space in the center of the island where the air is fresh and pure. There you can view vegetation that dates back to the dinosaur era and a host of other native plants.

its white sands set against the deep green of its palm trees, a perfect place to sit in the cool shade and taste the exquisite fried sea bream with plantain and sip a yummy cocktail, like the traditional cocoloco. The beaches are perfect for a blissful stroll around the entire circumference of the island, in some areas, exotic coral formations jut out to create delightful waterholes.

Tickle your taste buds with the typical dishes of the islands, such as seafood, fresh fish and local specialties like plantain cake and crab pasties. And, as evening falls, get ready to enjoy the San Andres nightlife, full of fun and tropical rhythms at world-class discos and clubs.

Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 24.

Reading 3, Unit 2.



### CANCUN

**Boasting a handful of natural marvels, an abundance of world-class entertainment, too many postcard-worthy beaches to count, and year-round summer rays, Cancun is truly a traveler's paradise.**

Mexico is abundant with cenotes (naturally-formed swimming holes). However, arguably none is more renowned or stunning than the perfectly-circular Ik Kil.

For a wildlife experience unlike anything else, look no further than the Croco Cun Zoo - a crocodile farm turned animal shelter which sits about a 25-minute drive from Cancun's Hotel Zone.

With some of the world's most diverse and beautiful reefs, Cancun is heaven on Earth for

snorkelers and divers. You'll marvel at the underwater vistas of tropical fish, coral reefs, and famous shipwrecks. Bring the underwater camera because, if you're lucky, you might snap a selfie with a giant sea turtle!

The day-long activity includes an open bar, so you'll be making friends and memories in no time! It's one of the most unforgettable things to do.

Cancun might be renowned for its beaches, but its mangroves and jungles are equally impressive. Combining a high-octane speedboat tour with relaxing swimming and snorkeling opportunities, a Cancun jetboat experience is guaranteed to delight.

Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>



Figure 25.

Reading 4, Unit 2.

# Canada

## NIAGARA FALLS

**It's not hard to understand why many consider Niagara Falls a top natural wonder of the world. Or why it has been the location of some incredible (and now illegal) daredevil antics over the years.**

The second you see the mammoth Niagara River rumbling toward a 188-foot waterfall at about 20 to 30 (and up to 68) mph, your mouth will drop. The speed at which the river falls creates a misty fog and an unmistakable roar heard from miles away. From the top, crowds flock to the railings to feel the mist on their faces. As you follow the water's path downward, boats, platforms and observation decks support colorful poncho-clad visitors.

Over the years, Niagara has gone from classic honeymoon spot to cheesy honeymoon spot and, now, it's an odd mix of the two. In addition to the stunning waterfalls, there is a large concentration of quickie wedding chapels and hotels backlit in blaring neon.

But strolling through the ice wine vineyards of the nearby Inniskilling Winery is truly romantic, as is enjoying the lush landscape at the Niagara Parks Botanical Gardens. So hop in the two-seater with your special someone or pack your family in the minivan and take a spectacular trip to the majestic Niagara Falls.

Find out more at: [https://travel.usnews.com/Niagara\\_Falls\\_Canada/](https://travel.usnews.com/Niagara_Falls_Canada/)



Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 26.

Reading 5, Unit 2.

# United States

## MIAMI BEACH

**Miami Beach is a mix of quiet neighborhoods, lively entertainment-focused areas, and long stretches of soft-sand beaches.**

For visitors, South Beach and the Art Deco Historic District, with pastel buildings from the 1930s and early 1940s sporting classic neon signs, is one of the main highlights. An expensive tourist district, this area features numerous beachfront restaurants, shops, hotels, and plenty of sunbathing opportunities.

The most popular street in this area is Ocean Drive, a section of road located along the oceanfront and home to some beautiful Art Deco buildings. One block inland, running parallel with Ocean Drive, is Collins Avenue. Collins Avenue is actually State Road A1A and is the main oceanfront street in Miami Beach, joining numerous neighborhoods.

It's a place to see and be seen, but also a place to swim and enjoy the shallow waters, escape the heat, and soak up the sun. A paved walk lines the beach, and in behind is Ocean Drive, where motorists cruise slowly by and take in the sights.

Everglades National Park, just a short drive from Miami, protects one of Florida's most unique natural features. These swamplands, covering about 15 million acres, are home to alligators, crocodiles, snakes, and birds. This whole area is essentially a shallow river flowing out to the ocean.

Find out more at: <https://www.planetware.com/tourist-attractions-/miami-beach-miami.htm>



Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 27.

Reading 6, Unit 2.

## United Kingdom

### LONDON EYE

London is one of the world's top tourist destinations, attracting upward of 20 million visitors each year from around the world. Britain's capital city is a vibrant arts and entertainment center.

Built to mark London's millennium celebrations in 2000, the London Eye (officially the Coca-Cola London Eye) is Europe's largest observation wheel.

Its individual glass capsules offer the most spectacular views of the city as you embark on a circular tour rising 443 feet above the Thames. The journey lasts close to 30 minutes, often quicker than the time spent lining up for your turn. If you can, reserve your time in

advance.

The best option is to skip the line completely with a London Eye is the Line Ticket. This advance ticket allows you to take a flight at any time on the day you plan to visit. If you can afford it, rent one of the private capsules and share the experience with friends and family!

Another fun way to view London from above is aboard the Emirates Air Line, a cable car system that crosses the Thames between Greenwich and the Royal Victoria Dock. The journey travels 1km and lasts 10-minutes, long enough to enjoy spectacular views and grab a few memoranbe selfies.



Find out more at: <https://www.planetware.com/tourist-attractions-/london-eye-1-10n.htm>

Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 28.

Student's Activities, Unit 2.



Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>



Figure 29.

Warm up, Unit 2.

# WARM UP



**BINGO**

- LOOK AT A LIST OF NECESSARY THINGS TO TRAVEL.
- CHOOSE THREE OBJECTS OF THE LIST.
- TEACHER GIVES SOME NUMBERS AND STUDENTS WILL CROSS OUT THE THING LOCATED IN THE NUMBER.
- WHEN YOU COMPLETE THE WHOLE WORDS OF YOUR LISTS, YOU HAVE TO SAY "BINGO" AND YOU WILL BE THE WINNER.



LET'S PLAY! YOU CAN DO IT!

*H. Teacher*

Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 30.

Bingo activity.

## LIST OF WORDS FROM THE "BINGO"


### Travel vocabulary


 travel	 airport	 arrival	 baggage	 baggage claim	 book a flight
 ticket	 check-in	 credit card	 customs	 flight	 hostess
 hotel	 take off	 land	 lounge	 map	 metal detector
 passport	 visa	 compass	 plane	 caravan	 cruise
 route	 tour	 safari	 taxi	 passenger	

Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 31.

Activities, Unit 2.

**ACTIVITIES** 



**PRE-READING**

- THINK ABOUT TOURISTIC PLACES IN THE WORLD AND SHARE WITH THE CLASS.
- ANSWER SOME QUESTIONS THAT THE TEACHER ASKS.
- CHOOSE ONE OF THE FOLLOWING PLACES THAT THE TEACHER SHOWS.
- READ SHORT INFORMATION OF THE PLACES.
- CONVINCE TO YOUR CLASSMATES TO TRAVEL.

**WHILE-READING**

- READ ONE BY ONE THE INFORMATION PRESENTED BY THE TEACHER ALOUD.
- YOU SHOULD TAKE NOTES ABOUT NEW VOCABULARY AND IMPORTANT FACTS.
- READ AGAIN AND TAKE NOTES DURING 5 MINUTES.

**POST-READING**


- WORK IN PAIRS.
- ORGANIZE YOUR IDEAS.
- PRESENT IN FRONT OF THE CLASS YOUR CONVINCING IDEAS.
- USE MIMIC.
- YOU CAN USE THE RESOURCES THAT YOU NEED (PICTURES, GIFTS, VIDEOS, CLOTHES, OBJECTS).

Note. Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 32.

Evaluation.

Note.

**EVALUATION** 

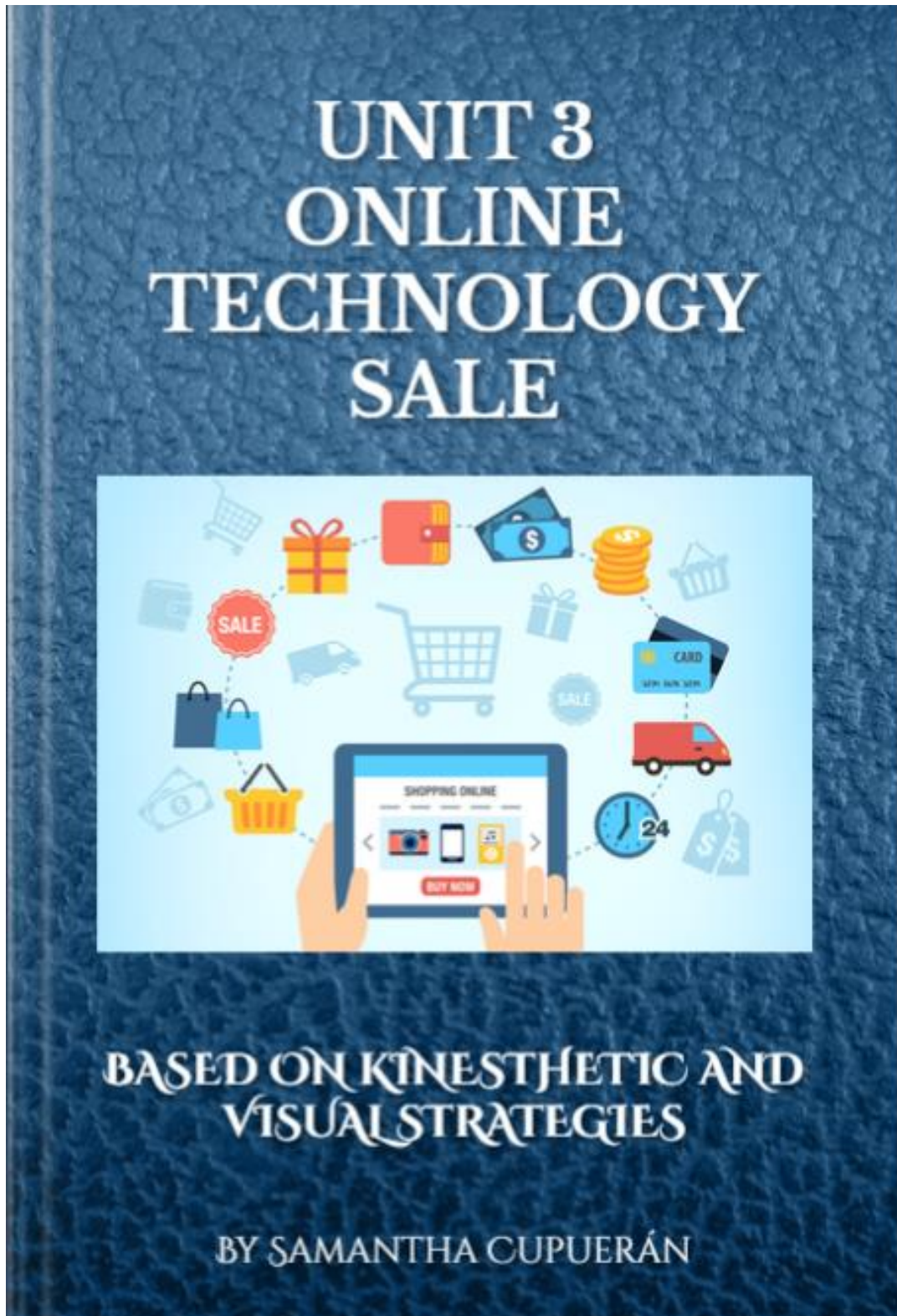
- LISTEN TO THE TEACHERS' INSTRUCTIONS.
- CHOOSE A PLACE AND LOOK FOR PICTURES.
- CREATE A COLLAGE WITH YOUR PICTURES.
- ONCE YOU HAVE FINISHED THIS ACTIVITY, YOU ARE GOING TO PRESENT THE PLACE THAT YOU CHOOSE BY DESCRIBING OR READING YOUR NOTES.

**NOTE:** IN CASE OF BEEN NECESSARY, YOU WILL RECORD A VIDEO AND SEND IT TO THE TEACHER, IN ORDER TO PRESENT THE ACTIVITY AND BECAUSE OF THE LIMITED TIME.

Retrieved from: <https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/BdhifzHhTgW1EJukqNTgCw>

Figure 33.

Cover, Unit 3.



Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW\\_Svw](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW_Svw)

### ❖ Week 3 (1 hour)

❖ **Topic:** Online Technology Sale

❖ **Unit Objective:** To represent orally and visually the readings chosen.

❖ **Content**

- Visual strategies presented by pictures that introduce the topic and students get the main idea about it (pre-reading activities).
- Kinesthetic strategies presented by activities like drawings during the reading activities (while-reading).
- Kinesthetic and visual strategies mixed, represented by activities such as role plays or videos that summarize the whole information and requires the student's interest in the readings (after-reading)

❖ **Online material required:**

- Book creator link

#### **WARM UP**

##### *Simon Says*

- Teacher asks to students for 6 technological tools.
- Students will stand up and look for the things, one by one.
- Teacher will receive the objects from the first 5 students.
- Students that complete the 8 objects on time will be the winners of the

#### **PRE-READING ACTIVITIES**

- Teacher shows some pictures about technological tools.
- Students look at the pictures and to recognize the names of these tools.
- Teacher shows new vocabulary according to technology in order to get familiarize with it.

Resource:

Book creator: <https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/Wjwld6MkTlWwyJybYQCUqw/TXkUITyMS92789x1bI5ciQ>

#### **WHILE-READING ACTIVITIES**

- Students will take turns to read some important information about some technological objects.
  - Once they finish, they will say the name of another classmate to continue reading.
  - Students are going to be attentive at the moment to listen their names.
  - Teacher shows pictures per each reading in order to visualize the content which they are reading

Students should take notes and get their new vocabulary.

Resource:

Book creator: <https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/Wjwld6MkTIWwyJybYQCUqw/TXkUITyMS92789x1bI5ciQ>

### **POST-READING ACTIVITIES**

- Students will organize their ideas and vocabulary.
- Teacher asks to students about their notes or important information they got it from the readings.
- Teacher asks for their new words.
- Students will choose one object of the readings and they are going to improve it, in terms of characteristics and impact.
- Students will be able to draw the improvements that they created.
- Students can use different materials to complete this activity, such as boxes, plastic, and others.

Resource:

Book creator: <https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/Wjwld6MkTIWwyJybYQCUqw/TXkUITyMS92789x1bI5ciQ>

### **EVALUATION**

- Student are going to create a short tv commercial, in order to show their creations and to convince people to buy it.
- Teacher will be grading the creativity and the mimic that students use during the whole presentation or tv commercial.

Note: To complete with this activity, students will have to read the information again.



**Resources of the Unit 3**

**Figure 34.**

*Cover, Unit 3.*



*Note.* Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW\\_Svw](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW_Svw)

**Figure 35.**

*Reading 1, Unit 3.*

# Play Station 5 console

Experience blazing speed with a blazing-fast SSD, a deeper dive with support for haptic feedback, adaptive triggers, and 3D audio, plus a whole new generation of PlayStation® games.

**Price:**  
**\$1,050**

## Features

- Enjoy faster and smoother frame rates in specific PS4 and PS VR games.
- The PS5 console offers game distributors the ability to allow gamers to upgrade the disc and digital versions of their PS4 games to digital PS5 games.



*Note.* Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW\\_Svw](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW_Svw)

**Figure 36.**

*Reading 2, Unit 3.*

**iPhone 12**

The iPhone 12 and iPhone 12 mini are part of Apple's latest generation of smartphones, offering OLED displays, 5G connectivity, the A14 chip for better performance, improved cameras, and MagSafe, all in a new, squared-off design.

The iPhone 12 and iPhone 12 mini are Apple's mainstream flagship iPhones for 2020. The phones have identical features, including support for faster 5G cellular networks, OLED displays, improved cameras.

**Price:**  
**\$1,050**

**Features**

- New design
- 6.1 and 5.4-inch sizes
- 5G support
- OLED displays with Ceramic Shield
- Dual-lens camera
- A14 chip
- \$699/\$799 starting price

*Note.* Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW\\_Svw](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW_Svw)



**Figure 37.**

*Reading 3, Unit 3.*

# VIRTUAL REALITY GLASSES

Price: \$300

Turn your Android or iOS mobile into your private movie theater and the gateway to the world of Virtual Reality and 3D. Open the application or movie and place your mobile inside the vrbox glasses to enjoy a unique experience.

### Features

- Screen between 3.5" and 6".
- Large visor for your maximum comfort.
- Distance from objects.
- Good ventilation and comfortable for prolonged use.



The image shows the VR BOX Virtual Reality Glasses, which are black and white. A red arrow points to the front of the device. Below the main image are two smaller images: one showing the front view of the glasses and another showing the white remote control with various buttons and a joystick. To the right of the remote are icons for different applications: a game controller, a movie icon, a music icon, and an app icon.

Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW\\_Svw](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW_Svw)

**Figure 38.**

*Reading 4, Unit 3.*

# Smart Watch

Price: \$250

Apple Watch Series 6, Apple Watch SE, and Apple Watch Series 3 have a water resistance rating of 50 meters under ISO 22810: 2010.

This means that they can be used for shallow water activities, such as swimming in a pool or in the sea. However, they should not be used for diving, waterskiing, or other activities that involve high-speed water or deep submersion.

### Ingredients

- Caja de 44 mm o 40 mm
- Pantalla Retina siempre activa
- GPS + Celular
- App Oxígeno en Sangre2
- Notificaciones de frecuencia cardiaca alta o baja
- Resistente al agua hasta 50 metros



*Note.* Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW\\_Svw](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW_Svw)

Figure 39.

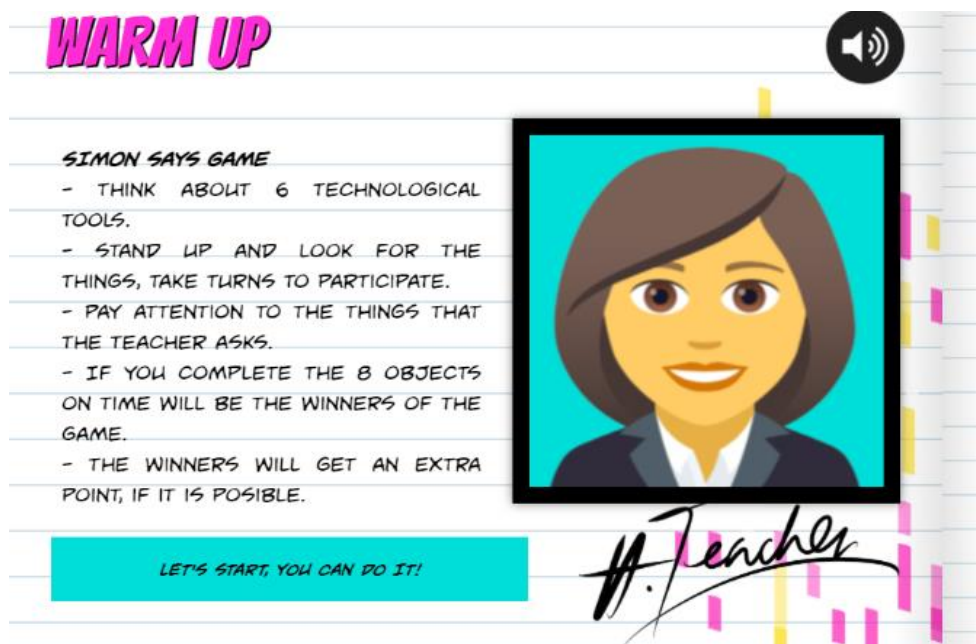
Student's Activities, Unit 3.



Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW\\_Svw](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW_Svw)

Figure 40.

Warm up, Unit 3.



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**Figure 41.**

*Activities, Unit 3.*

**ACTIVITIES**

**PRE-READING**

- LOOK AT SOME PICTURES ABOUT TECHNOLOGICAL TOOLS.
- RECOGNIZE THE NAMES OF THE TOOLS.
- LOOK AT THE NEW VOCABULARY ACCORDING TO TECHNOLOGY IN ORDER TO GET FAMILIARIZE WITH IT.

**WHILE-READING**

- TAKE TURNS TO READ SOME IMPORTANT INFORMATION.
- YOU WILL SAY THE NAME OF ANOTHER CLASSMATE TO CONTINUE READING.
- LOOK AT THE PICTURES TO VISUALIZE THE CONTENT WHICH YOU ARE READING
- YOU WILL TAKE NOTES AND GET YOUR NEW VOCABULARY.

**POST-READING**

- ORGANIZE YOUR IDEAS AND VOCABULARY.
- SHARE YOUR NEW WORDS.
- CHOOSE ONE OBJECT OF THE READINGS AND IMPROVE IT.
- DRAW THE IMPROVEMENTS THAT YOU HAVE CREATED.
- USE DIFFERENT MATERIALS TO COMPLETE THIS ACTIVITY.

*Note.* Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW\\_Svw](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW_Svw)

**Figure 42.**

*Evaluation, Unit 3.*

**EVALUATION**

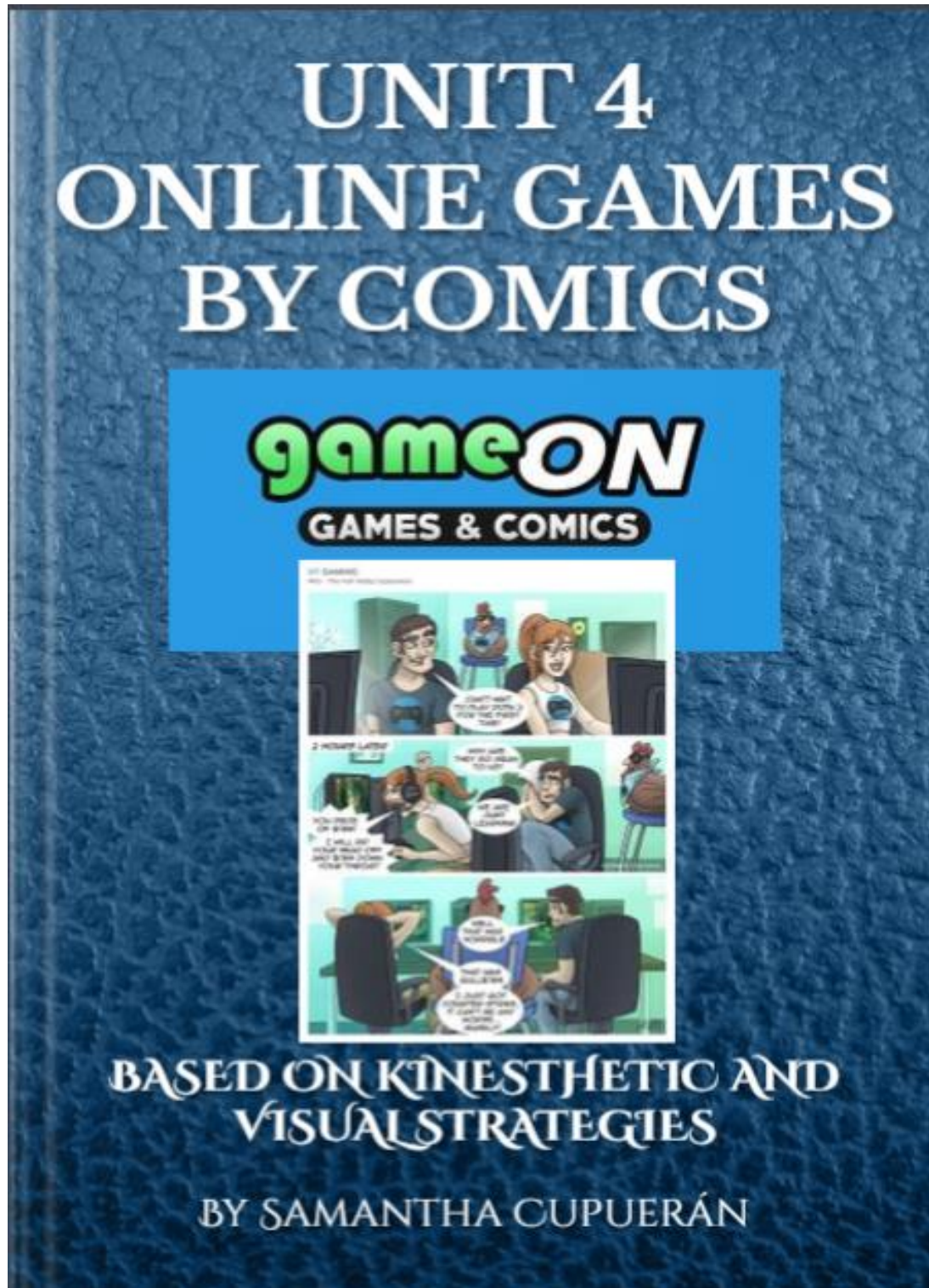
- Create a short tv commercial, in order to show their creations and to convince people to buy it.
- Teacher will be grading the creativity and the mimic that students use during the whole presentation or tv commercial.

**Note:** To complete with this activity, you will have to read the information again

*Note.* Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW\\_Svw](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/DjqgzvZoQ32ZjSmBpW_Svw)

Figure 43.

Cover, Unit 4.



Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)

#### ❖ Week 4 (1 hour)

❖ **Topic:** Online Games by Comics

❖ **Unit Objective:** To create a comic by using the skimming and scanning as strategy to the final product.

❖ **Content**

- Visual strategies presented by pictures that introduce the topic and students get the main idea about it (pre-reading activities).
- Kinesthetic strategies presented by activities like drawings during the reading activities (while-reading).
- Kinesthetic and visual strategies mixed, represented by activities such as role plays or videos that summarize the whole information and requires the student's interest in the readings (after-reading)

❖ **Online material required:**

- Book creator link

#### **WARM UP**

##### *Hang man*

- Teacher shows to students the names of 4 games for 10 seconds.
- Students will memorize the names and be ready to participate by guessing words.
- Teacher explains the dynamic and starts showing the hang man and de spaces to complete with the words.
- Students will participate by taking turns.

#### **PRE-READING ACTIVITIES**

- Teacher asks to students about their favorite games and a few characteristics.
- Teacher asks to students about the time they spend playing and how useful is to play it.
- Teacher shows a short video about the online games to introduce the topic.

Resource:

Book creator: [https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/MNXpIDVeRtuDqMEOUi\\_ckQ/1CmbgM4WQluur2cqldqnVQ](https://app.bookcreator.com/library/-MNUgLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/MNXpIDVeRtuDqMEOUi_ckQ/1CmbgM4WQluur2cqldqnVQ)

### **WHILE-READING ACTIVITIES**

- Teacher will provide students the comics from the online games.
- Students will have 5 minutes to read this information and to understand the main idea of the comics.
- After the 5 minutes, teacher will ask to students about the information that they read.
- It will be necessary to read with the students before start to ask them about the information.
- Students will give a comment or reflection about the usage of online games.

Resource:

Book creator: [https://app.bookcreator.com/library/-MNuGLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/MNXpIDVeRtuDqMEOUi\\_ckQ/1CmbgM4WQluur2cqlDqnVQ](https://app.bookcreator.com/library/-MNuGLLbbnTzNE2uocWE/Nj7QekfrUIS7gmL9dl6EyaCmxz33/MNXpIDVeRtuDqMEOUi_ckQ/1CmbgM4WQluur2cqlDqnVQ)

### **POST-READING ACTIVITIES**

- Students will choose one of the online games described in the comic.
- Students will explain to the class how to play it, and how many times do they spend playing.
- Teacher will ask about games' addiction and what do they think about it.
- These questions are going to be asked for volunteers because of the limited time of the class.

### **EVALUATION**

- Students will create a comic about your best or wrong experience playing one of these games.
  - Teacher will explain to students the materials or apps that they will use.
- Note:** Students will present it as a homework or evaluation.



**Figure 44.**

Cover, Unit 4.



Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)

**Figure 45.**

Comic 1, Unit 4



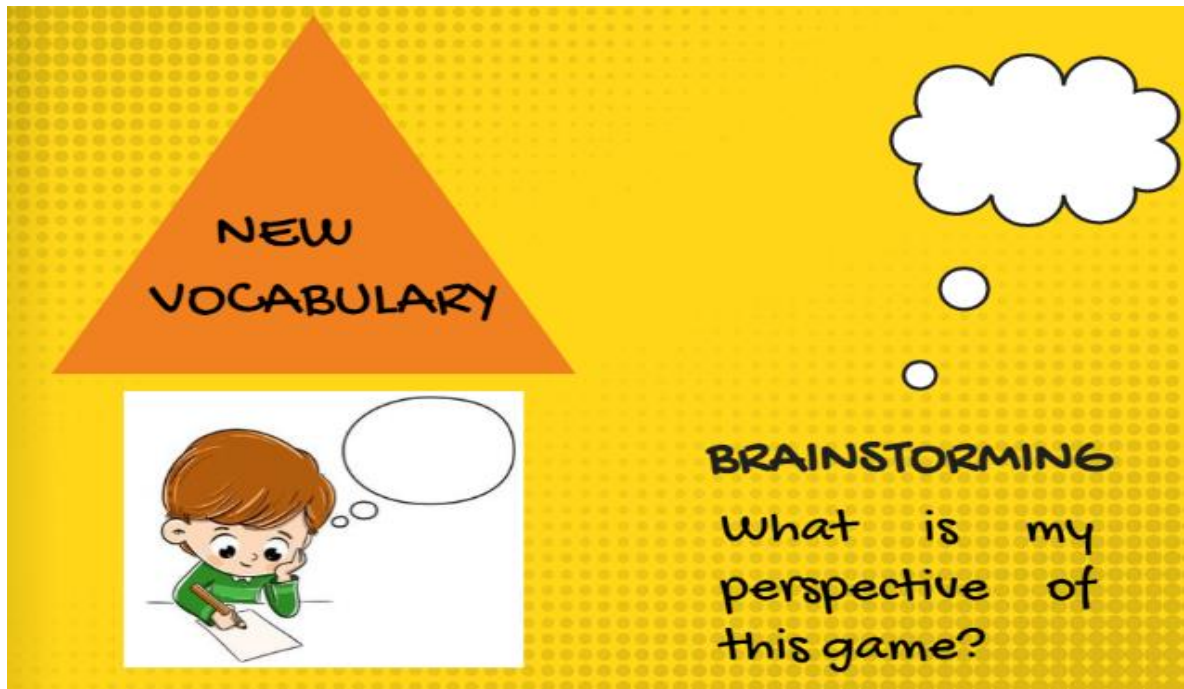
Note.

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**Figure 46.**

*Reading comprehension activities, Unit 4*



*Note.* Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)

**Figure 47.**

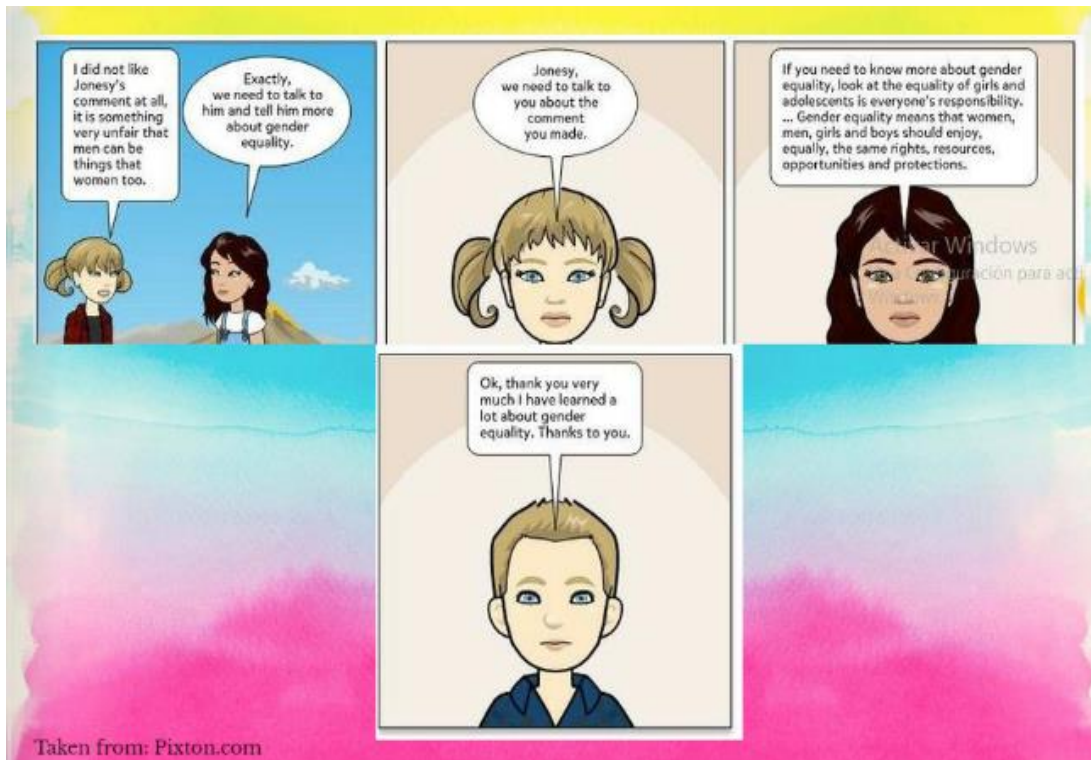
*Comic 2, Part 1, Unit 4*



*Note.* Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)

**Figure 48.**

*Comic 2, Part 2, Unit 4*



Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)

**Figure 49.**

*Reading comprehension activities, Unit 4.*



Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)



Figure 50.

Comic 3, Unit 4



Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)

Figure 51.

Reading Comprehension activities, Unit 4 .



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Figure 52.

Warm up, Unit 4

**WARM UP**



**HANG MAN**

- LOOK AT THE NAMES DESCRIBED.
- MEMORIZE THE NAMES AND BE READY TO PARTICIPATE BY GUESSING WORDS.
- STARTS SHOWING THE HANG MAN AND DE SPACES TO COMPLETE WITH THE WORDS.
- PARTICIPATE BY TAKING TURNS.
- THE WINNER WILL BE THE PERSON WHO SAYS THE COMPLETE NAME OF THE GAME.



LET'S START, YOU CAN DO IT!



Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)

Figure 53.

Activities, Unit 4

**ACTIVITIES**



**PRE-READING**

- SAY ABOUT FAVORITE GAMES AND A FEW CHARACTERISTICS.
- TEACHER ASKS TO STUDENTS ABOUT THE TIME THEY SPEND PLAYING AND HOW USEFUL IS TO PLAY IT.
- LOOK AT A SHORT VIDEO.

**WHILE-READING**

- STUDENTS WILL HAVE 5 MINUTES TO READ THIS INFORMATION AND TO UNDERSTAND THE MAIN IDEA OF THE COMICS.
- AFTER THE 5 MINUTES, TEACHER WILL ASK TO STUDENTS ABOUT THE INFORMATION.
- IT WILL BE NECESSARY TO READ WITH THE STUDENTS BEFORE START TO ASK THEM ABOUT THE INFORMATION.
- STUDENTS WILL GIVE A COMMENT OR REFLECTION ABOUT THE USAGE OF ONLINE GAMES.


**POST-READING**

- CHOOSE ONE OF THE ONLINE GAMES DESCRIBED IN THE COMIC.
- EXPLAINS TO THE CLASS HOW TO PLAY IT, AND HOW MANY TIME DO THEY SPEND PLAYING.
- TEACHER WILL ASK ABOUT GAMES' ADDICTION AND WHAT DO THEY THINK ABOUT IT.

Note. Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)

**Figure 54.**

*Evaluation, Unit 4*

**EVALUATION** 

- STUDENTS WILL CREATE A COMIC ABOUT YOUR BEST OR WRONG EXPERIENCE PLAYING ONE OF THESE GAMES.
- TEACHER WILL EXPLAIN TO STUDENTS THE MATERIALS OR APPS THAT THEY WILL USE.

**NOTE:** STUDENTS WILL PRESENT IT AS A HOMEWORK OR EVALUATION.

*Note.* Retrieved from: [https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP\\_TmC85coPQNwY\\_w](https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/dGZOQHP_TmC85coPQNwY_w)

**4.6.Impacts**

**4.6.1. Linguistic Impact**

**Table 3.**

*Linguistic impact indicators.*

Impacts Level	-3	-2	-1	1	2	3
<b>Indicators</b>						
<b>a.</b> Gathering specific information of readings in L2 about Anne Frank’s story.						x
<b>b.</b> Using pictures to describe places.						x
<b>c.</b> Characterizing technological gadgets.						x
<b>d.</b> Identifying the main idea of a comic about online videogames.						x
<b>e.</b> Showing the main idea of the readings in L2 by pictures and gestures.						x
<b>TOTAL</b>						15

Author: Samantha Cupuerán

Σ15

Linguistic impact level:  $\frac{15}{5} = 3/3$

## **Linguistic impact level: High positive impact**

### **Analysis**

According to the results, it is possible to determine that all the items have a high positive impact.

- a) Regarding gathering specific information of readings in L2 about Anne franks' story, it was possible to observe a high positive impact because the topic was chosen according to their ages and the information was short and understandable.
- b) Using pictures to describe places, was an indicator chosen by the students in the survey, also, during the proposal socialization it had a high positive impact.
- c) According to characterizing technological gadgets, it was possible to observe that first students understand the readings and after that they were characterizing it by using their own words, showing a high positive impact.
- d) A high positive impact is evident because identifying the main idea of a comic about online videogames results an interesting topic for students according to their experiences playing these games. However, it needs an introduction to the topic, in order to ask to students their experiences.
- e) Finally, it was demonstrating a high positive impact when describing the main idea of the reading in L2 by pictures and actions, it was evidenced in the students' participation in the after-reading activities.

#### 4.6.2. Academic Impact

**Table 4.**

*Academic impact indicators*

<b>Impacts Level</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Indicators</b>						
<b>a.</b> Getting familiar with the role-paying basic preparation.					x	
<b>b.</b> Showing new words understanding by drawings.						x
<b>c.</b> Improving interaction and how students share ideas.						x
<b>d.</b> Getting familiar with basic aspects of comics about online videogames.						x
<b>e.</b> Changing the student's evaluation of reading comprehension by interactive activities.						x
<b>TOTAL</b>						14

Author: Samantha Cupuerán

Σ14

$$\text{Academic impact level: } \frac{14}{5} = 2,8/3$$

**Academic impact level:** Medium positive impact

#### **Analysis**

Based on the results, it was evidenced that almost all the indicators are located in the highest level of impact, also, an indicator shows a medium positive impact.

- a. According to a medium positive impact in getting familiar with the role-playing basic preparation is necessary to require more time for explanation, some visual examples and to implement extra materials to develop a complete preparation.
- b. Regarding showing new words understanding by drawings, it was possible to observe that students enjoy this activity because it allows developing creative skills by representing in a paper or in an online board.



- c. Improving interaction and how students share ideas was proven based on the while-reading activities because students are expecting their turns to read, and after that they should get their own ideas of the readings.
- d. According to the student's online reality, it was necessary to implement a topic which includes interesting and innovative activities, for that reason getting familiar with basic aspects of comics about online videogames has a high positive impact thinking on students.
- e. One of the most important student's answers in the survey was changing the student's evaluation of reading comprehension by interactive activities, in this way, they could be more creative by demonstrating their reading comprehension by different activities, which finally shows a high positive impact.

#### 4.6.3. Kinesthetic Impact

**Table 5.**

*Kinesthetic impact indicators*

Indicators	Impacts Level					
	-3	-2	-1	1	2	3
a. Drawings to encourage creativity.						x
b. Promoting the use of role-plays by using the body language.						x
c. Creating presentations including body expressions.						x
d. Sharing creative ideas by doing reading comprehension activities.						x
e. Improving evaluation tools for interactive presentations.						x
<b>TOTAL</b>						15

Author: Samantha Cupuerán

Σ15

$$\text{Kinesthetic impact level: } \frac{15}{5} = 3/3$$

**Kinesthetic impact level: High positive impact**

**Analysis**

Emphasizing to the results it was demonstrated that the whole kinesthetic indicators reached a high positive impact according to the students' responses.

- a. A high positive impact is visible that drawing encourage creativity because this guide will let students developing creativity, as well as, focusing on reading comprehension activities.
- b. Promoting the use of role-plays by using the body reflects a high positive impact in readings because it requires of understanding before the preparation of the activity.
- c. According to creating presentations including body expressions, in the unit two were students need to simulate a commercial by using mimic, students will develop this art of expressing themselves, based on that it will considered to have a high positive impact.
- d. About sharing creative ideas by doing reading comprehension activities, it is possible to expect a high positive impact, in order to implies interactive activities where students will share their creative ideas with the class as much as they can.
- e. Improving evaluation tools for interactive presentations is reality described in the student's answers of the survey applied, where they cannot feel nervous, but getting a significative reading comprehension demonstrating it in interactive presentations or activities.

#### 4.6.4. Visual Impact

**Table 6.**

*Visual impact indicators.*

<b>Impacts Level</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Indicators</b>						
<b>a.</b> Visualizing the readings through representative pictures						x
<b>b.</b> Improving reading comprehension by pictures and videos						x
<b>c.</b> Using body language in roleplays						x
<b>d.</b> Promoting the use of colors and elements in comics						x
<b>e.</b> Encouraging reading comprehension activities by visual and online platforms						x
<b>TOTAL</b>						15

Author: Samantha Cupuerán

Σ15

$$\text{Visual impact level: } \frac{15}{5} = 3/3$$

**Visual impact level:** High positive impact

#### **Analysis**

According to the guide, the visual impact indicators will get a high positive impact because of the strategies and activities which were focused on.

- a. Visualizing the readings through representative pictures reflect a high positive impact because this guide is focused on reading comprehension by adding visual material.
- b. In terms of improving the reading comprehension by pictures and videos had a high positive impact according to the activities described in the units.
- c. In addition, using body languages in roleplays is an activity that shows a high positive impact, because it is important to get involve in the activities, trying to use the necessary tools to make it understand.

- d. Promoting the use of colors and objects in comics allows to students the ability to develop new ways of reading comprehension by recognizing some elements, demonstrating a high positive impact.
- e. Finally, encouraging reading comprehension activities by visual and online platforms it is possible to expect a high positive impact because this guide will let students to apply their knowledge in the web, and at the same time developing visual intelligence, affronting the reality of online education nowadays.

## CHAPTER V

### 5.1.CONCLUSIONS

- Students' individual differences allowed to develop the guide, based on Gardner's development about which intelligence type is adequate according to different teaching styles and abilities.
- Simple texts containing the highest frequency of vocabulary and student's interest, play and important role because according to the European Common Framework, it guarantees a satisfactory level of reading comprehension.
- Topics according to the student's ages is the most important factor to consider at the moment to plan the activities.
- According to the results, reading comprehension is one of the less used skills in the English lesson by the students.
- Pre, while and after reading activities provided to junior students a general view about the readings, besides, it is possible to evaluate the comprehension using the roleplaying.
- Kinesthetic strategies promote the use of dynamic reading activities instead of theoretical assignments.
- The visual representation strategy allowed students to improve reading comprehension skill through online drawings of new vocabulary.
- Students prefer to develop interactive presentations or roleplaying instead of taking the traditional evaluation.
- The application of kinesthetic and visual strategies showed a high positive impact because students demonstrated comprehension of reading activities.

## 5.2.RECOMMENDATIONS

- To look for the symbolic reasoning to get students connected with the class, and also stay innovated at the moment of learning new vocabulary.
- It is advisable to identify the most common multiple intelligence in students and then try to focus on the chosen, in this case de visual and kinesthetic intelligences.
- To maximize the student's engagement in the class and significate learning in reading comprehension is recommended to implement activities according to their intelligences and ages by a collaborative learning.
- It is useful to use strategies that promote interaction, in this way students will get interested and connected in the class.
- To apply the students' selected activities is recommended because they are supporting their own learning and it helps the teacher to get student's attention.
- It is important to consider the students' individual differences in order to get significative and usual strategies at the moment of teaching.
- To include visual support as pictures, videos, or comics in order to change the activities of reading frequently.
- To interact with the students and allows them to choose a type of evaluation as roleplays.
- To implement kinesthetic and visual strategies and ask them for interesting topics which can be taken for the next lesson to promote reading comprehension.

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# Annexes



## Annex 1. Acceptance of the thesis project application.



Dra. Diana Flores

Jue 11/02/2021 17:16

Para: CUPUERAN QUIMBIULCO SAMANTHA LIZETH

Ibarra, 11 de febrero de 2021



Srta.  
Samantha Cupuerán

Presente:

Me permito informar que tiene la autorización para realizar su trabajo de tesis en el Colegio Universitario UTN, solicito se ponga en contacto con la Msc. Sandra Chamorro docente de Inglés de los 2dos. Años para coordinar actividades.

Atentamente:

Dra. Diana Flores B.  
RECTORA



Responder | Reenviar



CUPUERAN QUIMBIULCO SAMANTHA LIZETH

Buenos días Dra. Diana Flores Esperando se encuentre muy bien, el motivo de mi correo es con el fin de que usted me solicite muy comedidamente rea...

Lun 08/02/2021 8:27

## Annex 2. Survey applied to the students

### UNIVERSIDAD TECNICA DEL NORTE

### FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

Application of Kinesthetic and Visual Strategies in English Reading Comprehension Skill Development of Junior Students at Colegio Universitario UTN 2020-2021.

Estimado/a:

**Objetivo:** La presente encuesta tiene como propósito recabar información sobre la aplicación de estrategias kinestésicas y visuales para el desarrollo de las habilidades de comprensión lectora en el idioma inglés, en los estudiantes de 2do de Bachillerato del Colegio Universitario UTN.

## CUESTIONARIO ESTUDIANTES

1. ¿Con qué frecuencia ha empleado las siguientes actividades de interacción kinestésico-visual dentro del aula? Marque con una x en el número de frecuencia, según su respuesta

1	2	3	4	5
Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre

Actividades	1	2	3	4	5
Gráficos que represente la historia de un libro					
Audio libros en inglés para la mejora de la comprensión lectora					
Escuchar historias y dibujar lo que escuchan					
Presentar una canción o un baile de acuerdo con lo entendido del texto					

2. ¿Con qué frecuencia me gusta leer historias en inglés?

1	2	3	4	5
Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre

3. ¿Bajo qué circunstancias leo libros en inglés?






1	2	3	4	5
Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre

Circunstancias/Razones	1	2	3	4	5
a. Cuando tengo que rendir una prueba o examen					
b. Cuando tengo que realizar un deber o tarea					
c. Cuando me interesa la portada de un libro					
d. Porque me gusta leer y aprender más					
e. Porque me gusta aprender palabras nuevas en inglés mientras leo.					

4. ¿Con que frecuencia he realizado dibujos mientras leo para entender mejor una historia en inglés?

1	2	3	4	5
Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre

5. ¿Facilitaría la comprensión de un texto en inglés, si la docente utiliza materiales como pintura, plastilina o gráficos que expliquen la palabra u objeto?

Totalmente en desacuerdo	En desacuerdo	Poco de acuerdo	De acuerdo	Totalmente de acuerdo
				

6. Cuando escucho la narración de una historia y tengo que dar un resumen, ¿Prefiero utilizar mi creatividad y recrear la historia utilizando materiales, tales como?

Actividades	1	2	3	4	5
Gráficos que represente la historia de un libro					
Audio libros en inglés para la mejora de la comprensión lectora					
Escuchar historias y dibujar lo que escuchan					
Presentar una canción o un baile de acuerdo con lo entendido del texto					

¡Muchas gracias por su valiosa colaboración y tiempo!

**Annex 3. Interview was not applied to the vice-principal.**

**Note: The following interview was not applied because of the lack of time that the vice-principal presented**

**UNIVERSIDAD TECNICA DEL NORTE**

**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**

# The Application of Kinesthetic and Visual Strategies in English Reading Comprehension Skill Development of Junior Students at Colegio Universitario UTN 2020-2021.

Estimado/a:

**Objetivo:** La presente encuesta tiene como propósito recabar información sobre la falta de estrategias y actividades kinestésicas y visuales en las habilidades de comprensión lectora del idioma inglés en estudiantes de 2do de Bachillerato del Colegio Universitario UTN; con el fin de identificar las diferentes causas, consecuencias y posibles soluciones para mejorar el proceso de enseñanza aprendizaje de la lengua extranjera.

## ENTREVISTA VICERRECTOR

1. ¿Cuáles son las mayores dificultades que se han evidenciado en las estrategias de lectura de lengua extranjera en el aula?

.....  
.....  
.....  
.....

2. ¿Qué estrategias enfocadas a la comprensión lectora se han implementado desde el vicerrectorado para el mejoramiento de dicha destreza en el área de lengua extranjera?

.....  
.....  
.....  
.....

3. ¿Se han implementado previamente procesos de interacción kinestésica-visual en el aula con los estudiantes de segundo de bachillerato, para mejorar la comprensión lectora de lengua extranjera?

.....  
.....  
.....  
.....

4. ¿Cuáles beneficios conoce o aspira usted a obtener de la implementación de actividades de interacción kinestésica-visual en el aula de lengua extranjera, para mejorar la comprensión lectora de los estudiantes de segundo de bachillerato?

.....  
.....  
.....  
.....

5. ¿Qué características considera usted que deben contener las actividades basadas en la interacción múltiples kinestésica-visual, para mejorar la comprensión lectora en la clase de lengua extranjera de segundo de bachillerato?

.....  
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.....  
.....

¡Muchas gracias por su valiosa colaboración y tiempo!

**Annex 4. Interview applied to the coordinator**

**UNIVERSIDAD TECNICA DEL NORTE**

**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**

The Application of Kinesthetic and Visual Strategies in English Reading Comprehension Skill Development of Junior Students at Colegio Universitario UTN 2020-2021.

Estimado/a:

**Objetivo:** La presente encuesta tiene como propósito recabar información sobre la falta de estrategias kinestésicas y visuales en las habilidades de comprensión lectora en el idioma inglés en estudiantes de 2do de Bachillerato del Colegio Universitario UTN; con el fin de identificar las diferentes causas, consecuencias y posibles soluciones para mejorar el proceso de enseñanza aprendizaje de la lengua extranjera.

**ENTREVISTA COORDINADOR**

1. ¿Cuáles son las mayores dificultades que se han evidenciado en las estrategias de lectura de lengua extranjera en el aula?

.....  
.....  
.....  
.....

2. ¿Qué estrategias enfocadas a la comprensión lectora se han implementado desde el vicerrectorado para el mejoramiento de dicha destreza en el área de lengua extranjera?

.....  
.....  
.....  
.....

3. ¿Se han implementado previamente procesos de interacción kinestésica-visual en el aula con los estudiantes de segundo de bachillerato, para mejorar la comprensión lectora de lengua extranjera?

.....  
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.....  
.....

4. ¿Cuáles beneficios conoce o aspira usted a obtener de la implementación de actividades de interacción kinestésica-visual en el aula de lengua extranjera, para mejorar la comprensión lectora de los estudiantes de segundo de bachillerato?

.....  
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.....

5. ¿Qué características considera usted que deben contener las actividades basadas en la interacción múltiples kinestésica-visual, para mejorar la comprensión lectora en la clase de lengua extranjera de segundo de bachillerato?

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6. ¿Conoce usted acerca de estrategias basadas en la interacción kinestésica-visual, que promuevan a los estudiantes al desarrollo de la comprensión lectora en el área de lengua extranjera?

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¡Muchas gracias por su valiosa colaboración y tiempo!

**Annex 5. Interview applied to the teacher**

**UNIVERSIDAD TECNICA DEL NORTE**

**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**

The Application of Kinesthetic and Visual Strategies in English Reading Comprehension Skill Development of Junior Students at Colegio Universitario UTN 2020-2021.

Estimado/a:

**Objetivo:** La presente encuesta tiene como propósito recabar información sobre la falta de estrategias kinestésicas y visuales en las habilidades de comprensión lectora en el idioma ingles en estudiantes de 2do de Bachillerato del Colegio Universitario UTN; con el fin de identificar las diferentes causas, consecuencias y posibles soluciones para mejorar el proceso de enseñanza aprendizaje de la lengua extranjera.

**ENTREVISTA DOCENTES**

- 1. ¿Cuáles son las mayores dificultades que se han evidenciado en las estrategias de lectura de lengua extranjera en el aula?

.....  
.....  
.....  
.....

- 2. ¿Qué estrategias enfocadas a la comprensión lectora se han implementado desde el vicerrectorado para el mejoramiento de dicha destreza en el área de lengua extranjera?

.....  
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.....

- 3. ¿Se han implementado previamente procesos de interacción kinestésica-visual en el aula con los estudiantes de segundo de bachillerato, para mejorar la comprensión lectora de lengua extranjera?

.....  
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- 4. ¿Cuáles beneficios conoce o aspira usted a obtener de la implementación de actividades de interacción kinestésica-visual en el aula de lengua extranjera, para mejorar la comprensión lectora de los estudiantes de segundo de bachillerato?

.....  
.....  
.....  
.....

- 5. ¿Qué características considera usted que deben contener las actividades basadas en la interacción múltiples kinestésica-visual, para mejorar la comprensión lectora en la clase de lengua extranjera de segundo de bachillerato?

.....  
.....  
.....  
.....

- 6. ¿Conoce usted acerca de estrategias basadas en la interacción kinestésica-visual, que promuevan a los estudiantes al desarrollo de la comprensión lectora en el área de lengua extranjera?

.....  
.....

- .....  
.....
7. ¿Cuáles son las actividades que se han implementado basadas en la interacción kinestésica-visual, que promuevan a los estudiantes al desarrollo de la comprensión lectora en el área de lengua extranjera?

.....  
.....  
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¡Muchas gracias por su valiosa colaboración y tiempo!

**Annex 6. Lesson plan of the proposal application**



## Proposal – Unit 1

### Lesson Plan

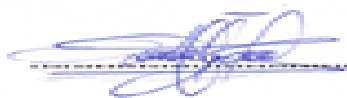
**Unit N° 1:** Kinesthetic and visual strategies associated with reading comprehension activities.

<b>Unit:</b> 1	<b>Class:</b> 2° “ A”	<b>Time:</b> 40 minutes
<b>Date:</b> 26/5/21	<b>Teacher:</b> MSc. Sandra Chamorro  <b>Teacher-Student:</b> Samantha Lizeth Cupuerán Quimbiulco	<b>Resources:</b> <ul style="list-style-type: none"> <li>- Pictures or flashcards</li> <li>- Computer</li> <li>- Book creator</li> <li>- Nearpod</li> <li>- Cellphone</li> <li>- Internet access</li> </ul>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>- To apply online activities based on kinesthetic and visual strategies.</li> <li>- To engage the students with readings about important people.</li> <li>- To improve the reading comprehension in students focused on Ana Frank’s biography by applying kinesthetic and visual strategies.</li> </ul>		

	<b>Time</b>	<b>Activities</b>
<b>Warm up</b>	5 min	<b>Charades:</b> <ul style="list-style-type: none"> <li>- Teacher shows to students some pictures and students will guess the character by doing gestures or movements that represents the person in the picture.</li> </ul>
<b>Pre-reading activities</b>	5 min	<ul style="list-style-type: none"> <li>- Teacher student will ask to students some questions about famous people they found in the previous activity.</li> <li>- Teacher students will share information about her or his contributions to the present.</li> <li>- Teacher students will show some pictures of Anne Frank to students.</li> </ul>

		<ul style="list-style-type: none"> <li>- Teacher students will share general information about the holocaust and its relation with Anne Frank.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>- Book creator:</li> </ul> <p><a href="https://app.bookcreator.com/library/-MNuGLLbbnTzNE2uocWE">https://app.bookcreator.com/library/-MNuGLLbbnTzNE2uocWE</a></p>
<b>While-reading activities</b>	10 min	<ul style="list-style-type: none"> <li>- Teacher student will present some readings about Anne Frank divided in three parts (beginning of her life, during her life, after her life).</li> <li>- Teacher student will show the story represented with pictures too.</li> <li>- After each part students will do some drawings and show in front of the camera, in order to check their understanding or reading comprehension.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>- Book creator:</li> </ul> <p><a href="https://app.bookcreator.com/library/-MNuGLLbbnTzNE2uocWE">https://app.bookcreator.com/library/-MNuGLLbbnTzNE2uocWE</a></p>
<b>Post-reading activities</b>	7 min	<ul style="list-style-type: none"> <li>- Teacher student will show a short video in order to summarize the whole story by this visual resource.</li> <li>- Teacher student will read one part of the reading and one group of students will prepare a short roleplay that describes it, in order to promote class participation and reading comprehension by this kinesthetic activity.</li> </ul>
<b>Evaluation</b>	5 min	<ul style="list-style-type: none"> <li>- Students will show new vocabulary they found by doing drawings on nearpod.</li> </ul>

		- Students will answer five questions according to the reading part by using nearpod as a tool.
<b>Final activity</b>	3 min	- Students will answer a briefly survey in order to grade the resources used.



MSc. Sandra Chamorro  
**Docente de inglés**



Samantha Cupuerán  
**Teacher-student**

## Annex 7. Rubric evaluation of the proposal socialization

### Application of the proposal - Unit 1

Taken from Kinesthetic and visual strategies in English reading comprehension skill development of junior students.

Teacher in charge: MSc. Sandra Chamorro

Student teacher: Samantha Lizeth Cupuerán Quimbiulco

Unit: 1

Date: May 27<sup>th</sup>, 2021

### RUBRIC OF EVALUATION

#### A) LESSON PLAN

Lesson Components	1 Regular Outstanding	2 Short Outstanding	3 Basic Outstanding	4 Outstanding	Score
Objectives	Objectives provide an incomplete sense of what students will know and be able to do as a result of the lesson.	Objectives provide a short sense of what students will know and be able to do as a result of the lesson.	Objectives provide a sense of what students will know and be able to do as a result of the lesson.	Objectives provide a clear sense of what students will achieve as a result of the lesson.	4
Lesson stages and activities within each one	The activities described in each stage of the lesson are not interconnected, and they are not likely to help students achieve the learning objective	The activities described in each stage of the lesson are not interconnected, however, they are likely to help students achieve the learning objective	The activities described in each stage of the lesson are interconnected and they are likely to help students achieve the learning objective	The activities described in each stage of the lesson are well articulated and they are likely to help students achieve the learning objective	4
Resources and materials	The resources are not likely to enhance learning.	The resources are likely to promote learning.	The resources are likely to enhance learning.	The resources are likely to enhance learning significantly.	4


Evidence of learning	Ideas on evidence of learning on an ongoing basis are not clear.	Ideas on evidence of learning on an ongoing basis are clear.	Ideas on evidence of learning on an ongoing basis are clear.	Ideas on evidence of learning on an ongoing basis are clearly articulated.	4
		<b>SUBTOTAL</b>			16

### B) PROCEDURAL INSTRUCTION

ITEM	Skills and competences	Emerging 2	Proficient 3	Accomplished 4
1	Employs a variety of online materials throughout the lesson for language learning, including visual and kinesthetic materials.			4
2	Makes adjustment to the lesson plan to meet student needs, interest, and motivation.			4
3	Demonstrates confidence and poise when managing the classroom environment.			4
4	Develops and maintains motivation, accepting the classroom environment.			4
5	Interacts with the students using respectful vocabulary.			4
6	Answers the students' questions in a clear and concise way.			4
7	Meets the time established for the lesson.			4
8	Shows proficiency in the target language and a correct use of technology.			4
<b>SUBTOTAL</b>				32

<b>LESSON PLAN</b>	16/16	
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<b>PROCEDURAL INSTRUCTION</b>	32/32		
<b>TOTAL</b>	48 /48	<b>AVERAGE</b>	10/10



MSc. Sandra Chamorro

**Annex 8. Proposal socialization rubric by the students**

**UNIVERSIDAD TÉCNICA DEL NORTE**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS**

**Kinesthetic and Visual Strategies in English Reading Comprehension Skill Development of Junior Students at Colegio Universitario UTN, 2020-2021.**

**Objetivo:** Aplicación de estrategias kinestésicas y visuales, a partir de la socialización de una unidad tomada de la propuesta, para el mejoramiento de las habilidades de comprensión lectora en el inglés como lengua extranjera.

**Fecha de aplicación:** 27 de mayo de 2021

**Unidad Educativa:** Colegio Universitario “UTN”

**Encuesta dirigida a:** Estudiantes del 2do Año de Bachillerato “A”

Marque con una “x” en el casillero que considere correcto. Considere 1 como “muy malo” y 5 como “muy bueno”.

¿Cómo fueron para usted los siguientes aspectos de la clase?

<b>ES</b>	<b>Muy malo</b>	<b>No tan malo</b>	<b>Normal</b>	<b>Bueno</b>	<b>Muy Bueno</b>
<b>PREGUNTA</b>					
¿Cómo considera usted el tema de la lectura, vocabulario y gramática utilizada?					
¿Cómo considera usted el acompañamiento docente durante la lectura para comprender mejor el tema y el vocabulario nuevo?					
¿Cómo considera usted el ambiente desarrollado durante la clase?					

¿Considera usted que los diferentes recursos tecnológicos lograron promover una mejor motivación, interés y participación hacia las diferentes actividades de comprensión lectora?					
¿Cómo considera usted este tipo de actividades para el refuerzo de sus habilidades de comprensión lectora en el idioma inglés?					

### Annex 9. Proposal socialization evaluation by the students

#### 1. ¿Cómo como considera usted los siguientes aspectos de la clase?

[Más detalles](#)

■ Muy malo
 ■ Malo
 ■ Normal
 ■ Bueno
 ■ Muy bueno



### Annex 10. Link of the video about the proposal socialization

[https://utneduec.sharepoint.com/sites/Propuesta993/Documentos%20compartidos/General/Recordings/Reuni%C3%B3n%20en%20\\_General\\_-20210527\\_072739-Grabaci%C3%B3n%20de%20la%20reuni%C3%B3n.mp4?web=1](https://utneduec.sharepoint.com/sites/Propuesta993/Documentos%20compartidos/General/Recordings/Reuni%C3%B3n%20en%20_General_-20210527_072739-Grabaci%C3%B3n%20de%20la%20reuni%C3%B3n.mp4?web=1)

### Annex 11. Link of the complete proposal on Book Creator

<https://read.bookcreator.com/Nj7QekfrUIS7gmL9dl6EyaCmxz33/u6kjBBb1ScKX6oaIm3Bp9A>