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"Use of picture books as a strategy to improve reading comprehension in sophomore students at Colegio Universitario"

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DEDICATORY

This undergraduate work is dedicated to my mother, the most important person in my life, who is my motivation day by day, who taught me to face challenges with courage, and above all, who is always by my side in the best and worst moments.

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ABSTRACT

The aim of this investigation was to improve the reading comprehension in English of sophomore students by using picture books. This research was conducted at Colegio Universitario in Ibarra during the academic period 2023-2024. In terms of methodology, this study was qualitative and quantitative due to the collection of data on the reading strategies used by English teachers and students' reading difficulties. Consequently, it was necessary to include different instruments to gather the required information. The interviews and the survey applied in this investigation showed the difficulties that sophomore students have when reading, such as identifying the organization of the text, making inferences, finding the main and secondary ideas, among others. In addition, the data collected revealed the positive impact of pictures in a text for its better comprehension, as well as students' preferences for certain activities and resources that were considered in the proposal. For this reason, the creation of a didactic guide that includes picture books as a resource to improve students' reading comprehension was carried out based on the gathered information.

Key words: improve, reading comprehension, strategies, reading difficulties, picture books.

RESUMEN

El propósito de esta investigación fue mejorar la comprensión lectora en inglés de estudiantes de primero de bachillerato mediante el uso de libros ilustrados. Esta investigación fue realizada en el Colegio Universitario en Ibarra durante el periodo académico 2023-2024. En cuanto a la metodología, este estudio fue cualitativo y cuantitativo debido a la recolección de datos sobre las estrategias de lectura utilizadas por los docentes de inglés y las dificultades de lectura de los estudiantes. En consecuencia, fue necesario incluir diferentes instrumentos para recolectar la información requerida. Las entrevistas y la encuesta aplicadas en esta investigación mostraron las dificultades que tienen los estudiantes de primero de bachillerato al leer, tales como identificar la organización del texto, hacer inferencias, encontrar las ideas principales y secundarias, entre otras. A demás, los datos recogidos revelaron el impacto positivo de las imágenes en un texto para su mejor comprensión, así como las preferencias de los estudiantes sobre ciertas actividades y recursos que fueron considerados en la propuesta. Por esta razón, se llevó a cabo la creación de una guía didáctica que incluya libros ilustrados como recurso para mejorar la comprensión lectora de los estudiantes a partir de la información recolectada.

Palabras claves: mejorar, comprensión lectora, estrategias, dificultades de lectura, libros ilustrados.

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INTRODUCTION

Globalization and the development of the world in different areas of knowledge such as education, technology, science, medicine, tourism, etc. have been closely associated with the improvement and expansion of the language, which in this case is English (Rao, 2021). Despite the different variations that English may have around the globe, it is currently accepted as a universal language by thousands of people due to its predominant role in the lives of the population (Rao, 2021). However, according to Guevara (2015), English learners often have problems acquiring the language because of different factors within the environment, even though it is necessary to know the language in order to achieve good communicative and linguistic competence. Therefore, language abilities are affected.

As previously mentioned, one of the skills that learners struggle with is reading, because of the complexity of the texts, lack of vocabulary, erroneous methodology, and poor reading comprehension. Yorio (1971) mentions that there are certain factors that make reading in a foreign language difficult, for instance, the reader's linguistic proficiency, unknown material, and the discipline that students have when they are learning. These aspects are just a few examples of the elements that intervene in reading and how important they are in achieving reading comprehension. Much of the responsibility thus falls on teachers to use tools, strategies, and resources to expand learning horizons with students by exploiting their skills and abilities to the full (Jaramillo et al., 2020).

In terms of reading materials, it is important to include authentic resources during the classes; by doing this, learners are exposed to authentic language, which will benefit them later on when they want to apply it in different contexts (Napitupulu, 2018). Picture books are an excellent alternative to improve students' reading comprehension attributable to their easy-to-follow storyline and structure and how the pictures support what the text is about by transmitting ideas and feelings regardless of the reader's age. Consequently, it is up to the reader to find the real meaning of the book, leaving aside what has been implied or stated beforehand (Tan, 2001).

Summing up, the growth of society and its progress go together with the development of the global language (English), which enhances effective international communication and has a significant impact on the lives of people around the world. Nevertheless, it is common that some students have problems with the different skills that currently involve learning this language, preventing them from developing the desired communicative skills. Even so, authentic materials, resources, and the appropriate methodologies applied during the classes make a significant difference in how students can improve their abilities in the language.

RESEARCH MOTIVATIONS

Motivating students to love and enjoy reading for pleasure, rather than as an obligation or qualification, is the primary goal of this study. During pre-professional practices, it was possible to notice how students struggle to understand the texts and how they feel frustrated to the point of becoming disinterested in learning English, justifying themselves by saying that English is useless in their lives. In addition, the material used by the teachers is sometimes not adequate to hold the students' attention; most of the time, the resources are not relevant to them. It is also challenging to satisfy every student's interest due to the large number of students in each class. Thus, during this research, it is possible to find examples of authentic materials that use real language to promote the participation in the classroom and at the same time learning in an interactive way that can produce meaningful knowledge for the learners.

PROBLEM DESCRIPTION

One of the abilities required to acquire any language, including English, is reading. Surprisingly, it is one of the skills in which students often have problems when it comes to develop related exercises with it, such as reading comprehension. There are few aspects to keep in mind, the most important one is that teachers tend to focus on traditional reading, where students have to center their attention on isolated words, grammar, or literally translation of the sentences in a tedious way, losing their attention while reading (Xue, 2019). Another factor is the type of books used during lessons, which are often opposite to the interests of the learners; consequently, they perceive reading as something boring instead of useful and interesting.

Despite this, Ecuador has another disadvantage related to reading. The Ecuadorian population does not have reading habits; according to some surveys conducted by the government, the number of books read per year is 1 complete book and 2 incomplete ones, which compared to other countries is extremely low (Telégrafo, 2023). Therefore, within the institutions, reading is a difficult skill to teach, even more so in a non-native language that they are not used to practice on a regular basis.

In this sense, English textbooks are a crucial component of the educational process. In Ecuador, most institutions use the Pedagogical Ministry Modules, and it is recurrent that teachers just follow the contents of the book even if the students are not up to the level of them, to "fulfill" the English competences. However, teachers have to understand their students' needs to furnish them with superior educational experiences in the classroom (*Why It's Important to Understand Students' Needs and Interests*, n.d.). In this way, the creation of meaningful knowledge with students can also be applied in real-life situations. If teachers know their students' learning capacities, interests, weaknesses, and strengths, it will be beneficial for them to succeed academically (McKinley, 2022).

Problem delimitation

This study is centered on the problems that students may present when reading, recognizing the possible factors that intervene and prejudicated them in the language acquisition related to teachers' methodologies, strategies and materials involved during the classes in order to enhance the reading skills through picture books of sophomore students within Colegio Universitario located in Ibarra.

Formulation of the problem

- What beneficial effects do picture books have on the development of reading comprehension?
- How can picture books be applied in the instruction and learning process of teaching English as a Foreign Language?

JUSTIFICATION

The process of learning a language requires constant practice to become perfected, where students are part of an environment that helps them to enhance their abilities and language skills (Andrade Molina et al., 2017). Therefore, teaching through resources that students enjoy will be beneficial strengthening class participation and motivation during the lessons. Surrounding learners with knowledge that is meaningful to them goes beyond memorization, it involves linking new and pre-existing concepts, creating a longer retention of them that can be applied in different situations (Vallori, 2014).

For that reason, using picture books in the classroom will be advantageous to improve students' reading skills such as fluency, phonological awareness, identifying the sequence of the story, interpreting the meaning of the words through the pictures, which will allow them to develop a wide range of vocabulary, and will also serve as inspiration for students to imagine, create and fall in love with reading (Balcazar, 2019). Over time, reading will become a habit for students, and they will take the initiative rather than feeling compelled to do so.

Overall, reading on a daily basis has several benefits, including stress reduction, gaining useful information from different areas of knowledge, improving memory, boosting communication skills, mental health welfare and even the ability to empathize (Law, 2021). Furthermore, students will be able to advance academically and later in their careers if their reading skills, particularly reading comprehension, are developed, as well as in their ability to write (Escar, 2022).

Rounding up, this research will provide didactic activities related with picture books that can be applied in the classrooms, it will be helpful to catch students' attention with the

purpose that they see reading as something useful and fun rather than a boring aspect of the lessons and at the same time the development of the reading comprehension which is occasionally thought to be challenging for students whose mother tongue is not English.

RESEARCH IMPACTS

This research project contains information and resources that can be useful for English teachers and students in improving reading proficiency through picture books as a teaching and learning strategy. This research has three distinct impacts: linguistic, affective and academic.

Linguistic impact

Sophomore students at Colegio Universitario will be able to improve their reading abilities, especially their reading comprehension, enhancing their skills with the purpose of reading picture books and understanding them without extra help, implementing different strategies to promote students' comprehension and empowering them with meaningful knowledge.

Affective impact

Sometimes students feel demotivated in learning English because they do not understand it, which leads to frustration. If they start to recognize little by little the meaning of some words by themselves and more complex texts, it will motivate them to continue learning and improving in their weak points of the language.

Academic impact

This research will propose the implementation of picture books during classes, as an alternative resource to conventional books. They will support students by improving their reading comprehension and learning abilities, which will enable them to progress through the they activities they have suggested on their own and eventually other activities that have the potential to increase their knowledge.

OBJECTIVES

General Objectives

Propose the use of picture books as a strategy to improve reading comprehension in sophomore students at Colegio Universitario.

Specific Objectives

- Identify the theoretical basis for the research by seeking relevant information from picture books as a strategy for reading comprehension.
- Analyzed the collected data about the strategies of EFL teachers in developing reading comprehension and students' reading skills.
- Design a didactic guide with some picture books for the development of reading comprehension in sophomore students at Colegio Universitario.

Overall, this research sought to include information related to the strategy of using picture books for enhancing sophomore students' reading comprehension. Based on this, the current undergraduate work contains four chapters: the first one contains the theoretical foundations related to the topic to be addressed; the second one involves all the aspects of the methodology and the instruments to be applied for the collection of essential data for the research; and likewise, in the next chapter, the analysis of the results and conclusions regarding chapter two will be shown. Finally, the last chapter, known as the proposal, will be carried out; in this case, it will be the creation of a didactic guide using some picture books to enhance reading comprehension in students.

CHAPTER I: THEORETICAL FRAMEWORK

Throughout this chapter, theoretical basis will be mentioned such as the bibliographic part, methods and approaches focused on reading, English skills, strategies and essential elements which serves as a support during the research work.

1.1. English as a Foreign Language (EFL)

Nowadays, English is taught and learned in many nations worldwide. Lyons (2021) states that one of the languages most commonly spoken around the globe is English, with 1.35 billion speakers, and most of them are not native speakers. As a result, non-native speakers who do not reside in a country where English is the official language frequently use the term EFL (English as a Foreign Language) in academic contexts (Nordquist, 2020). In those countries, English is considered a foreign language rather than a second language because learners do not need it outside the classroom to establish conversations or do daily life activities. However, English acquisition is important to break idiomatic barriers among the countries, gain access to greater informatics sources in education, and improve the quality of life for the population.

1.2. English as a Foreign Language in Ecuador

The English curriculum, according to the Ministry of Education (2016), takes into consideration Ecuador as a multicultural country where not all the learners have Spanish as their first language. For that reason, the curriculum's content facilitates the inclusion of the learners regarding their mother tongue to promote English acquisition effectively. In addition, the English modules are based on developing the four language skills to foster communication and interaction between teachers and students in real-life situations for meaningful learning, as well as on the use of different content from other disciplines known as Content and Language Integrated Learning to enhance critical thinking within the established contents.

Another aspect that is important to mention is the learner-centered as an approach in which students can construct their own knowledge through significant learning activities supported by the teachers, whose responsibility is to create an appropriate learning environment for the learners to achieve the proposed educational outcomes (Schreurs & Dumbraveanu, 2014). In other words, students are actively involved in their learning experience and teachers have to ensure that all the learners participate in classes and adapt the content according to their needs (Ministry of Education, 2016).

One of the goals set for students is to reach certain levels of proficiency in accordance with their school grades. For example, sophomore students have to be Level A2.2, which is regarded as the basic language user capable of handling basic terms, characteristics of its

surroundings and immediate areas of need (Ministry of Education, 2016). In accordance to the Common European Framework of Reference for Languages, their English proficiency should be B1 when they graduate from high school (Ministry of Education, 2016). Students with level B1 will be able to communicate with native speakers on common topics with coherence and fluency; additionally, they are able to produce brief texts on subjects they are interested in and are familiar with, as well as comprehend the main ideas of standard texts (*B1 English Level | British Council*, n.d.).

The following scheme shows the levels established for the Ministry of Education that students are expected to achieve according to their years of schooling, from a pre-basic user to an autonomous user of the language.

Figure 1

English Language Standards in Ecuador
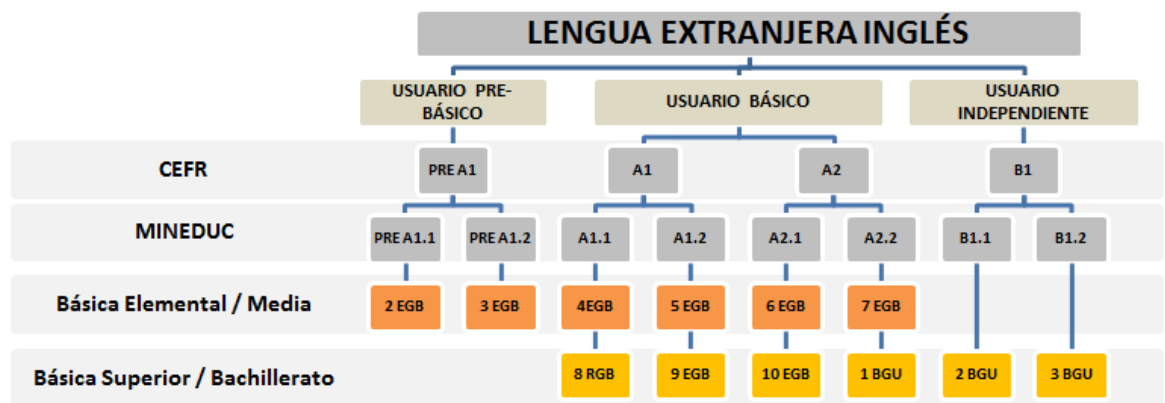
Taken from: Ministry of Education

1.3. Common European Framework of Reference for Languages (CEFR)

The complexity of the skills needed by language learners in relation to proficiency levels is determined by the Common European Framework. Its purpose is to give recognition to the capacities and potentialities developed to be part of a bilingual or multilingual community. Nevertheless, when considering the development of a language program or curriculum based on the CEFR, the goal is to use the language for effective communication, to develop students' personalities and to have a strong sense of identity in their culture (Council of Europe, 2001).

In order to have a reference and an idea of the CEFR proficiency levels, the following table will represent in a general way the expected performance according to each level, from basic user (A1-A2) to proficient user (C1-C2):

Table 1

CEFR Global Scale

Proficient User	C2	Can easily understand almost anything that is read or heard. Able to compile information from various written and spoken sources, reconstructing arguments, and narratives into a logical presentation. The user possesses the ability to communicate clearly, fluently, and spontaneously while distinguish between less obvious nuances of meaning even in more complicated circumstances.
	C1	Can identify implicit meaning in a variety of challenging, lengthy texts. The user can communicate clearly and naturally without having to make conscious effort to find the right words. Can use the language effectively and flexibly for social, academic, and professional goals. Can write texts on complicated subjects that are precise, organized and well-structured, demonstrating a mastery of cohesive devices, connectors, and organizational patterns.
Independent User	B2	Can comprehend the primary concepts of complex texts on concrete and abstract topics, including technical discussions in his or her area of specialization. Can interact with fluency and spontaneity, allowing for regular interactions with native speakers without strain on either party. Can write clear, detailed text on a variety of topics, as well as explain a point of view on a current issue, including the benefits and drawbacks of different options.
	B1	The user understands the primary points of clear standard input on familiar topics encountered on a regular basis at work, school or in leisure. Can handle the majority of situations that may arise while traveling in a language-rich environment. Can write simple connected text about topics that are familiar or of personal interest. The user can describe personal experiences, dreams, hopes, and ambitions, as well as providing brief explanations for opinions and plans.

	A2	The user can comprehend sentences and commonly used phrases related to everyday situations, like giving basic information about himself/herself and his/her family, discussing shopping, talking about places of interest, and discussing occupations. Can engage in simple and familiar tasks that involve straightforward exchanges of information. Additionally, they are able to describe aspects of his/her background, immediate surroundings, and relevant topics to the immediate needs using simple language.
Basic User	A1	Can grasp and employ familiar everyday expressions and very basic phrases aimed at fulfilling specific needs. User can introduce herself/himself and others, and can inquire about personal details such as residences, acquaintances, and possessions. In interactions, the individual can communicate in a simple manner, provided the other person speaks slowly and clearly and is willing to provide assistance.

Note. From: (Council of Europe, 2001, p. 24). Adapted by Nicole León.

1.4. Language skills

Listening, speaking, reading, and writing are four language skills that are essential for mastering a new language. Additionally, EFL teachers must ensure that students can learn these skills effectively, where they will develop the acquisition of communicative competences over time (Manaj, 2015). It has to be a process in which the teacher guides the students and provides the appropriate resources to foster progress in learning. Likewise, Manaj (2015) mentions that "the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively" (p. 29).

1.4.1. Productive skills

Productive skills are seen as the active components of the language, enabling learners to independently convey information through both written and spoken forms (Golkova & Hubackova, 2014). This means that students produce the language based on what they know. In this sense, teachers can assess learners' proficiency levels and track their progress,

because these skills are considered the basis of communication, where the learners demonstrates how they can convey their ideas in a real context (Bakhodirova, 2023).

- **Writing**

As stated by Tangpermpoon (2008) writing presents a significant challenge for many students because it requires them to manage a variety of elements such as vocabulary, grammar structures, and cohesion and coherence in order to effectively convey their ideas or thoughts to their potential readers (p. 1). This is skill is also essential in other contexts, not only in education, for that reason the main purpose is for learners to be able to produce effective writing with understandable language rather than an ineffective writing that can be misunderstood or misinterpreted by readers (Sunokpera, 2021).

- **Speaking**

According to Rao (2019) speaking skills constitute an important part of the language, establishing that communication is vital among individuals in a society; therefore, teachers should help in the improvement of this skill that could be focused on real contexts, not only memorization of dialogues where students learn artificial knowledge that, when applied in daily life, will not help them. Hence, if educators focus on useful strategies and methodologies for teaching speaking, it will be beneficial to students' learning because it will help them in the future to get better job opportunities or to achieve their personal goals (pp. 8-9).

1.4.2. Receptive skills

Receptive skills are often referred to as passive skills because learners do not actively generate language; instead, they received, process, and comprehend information in both oral and written forms. In other words, learners, using their background knowledge, try to assimilate what other people say or write to them, directly or indirectly. It is fundamental to realize that productive and receptive skills work together; they have a close relationship with each other because they are part of the communication; without them, there would be no active interaction between individuals, and in the educational field, these skills are an aid for teachers to check language proficiency (Ong, 2021).

- **Listening**

Listening is not only hearing what other people say, it also allows understanding the information heard and being part of a conversation. Furthermore, this skill is related to become a greater speaker through association of meanings given by another person. Good listeners will be able to answer correctly to the speaker and take an active role in the conversation later on (Manaj, 2015). In addition, there are three main roles involved in the

execution of this skill: the sender, the message and the receiver. Thanks to these elements, it is possible to establish a fluent dialogue (Tyagi, 2013).

- **Reading**

Reading is an exceptional skill that, in any language, brings incredible benefits to readers, whether for pleasure or educational reasons. This skill helps to become familiar with vocabulary and grammatical structures in different contexts and improves the other skills significantly. When learners reach a certain level in the language, they can do it by themselves; otherwise, they can depend on the teacher while reading, where the teacher guides students through this process with the goal that they can internalize the messages and teachings of the books or texts (*Reading Skills Guide*, n.d.). Reading is a wonderful skill that should be leveraged to enrich students' language proficiency and personal development.

1.5. Methods and Approaches in English language teaching

1.5.1. Method and approach definition

It is common to misunderstand the definition of method and approach in education; therefore, it is important to clarify the meanings and set up the differences between these terminologies. Both are considered instructional designs that guide the teaching-learning process, but the primary distinction between them lies in their degrees of flexiblity. In a method, there are pre-established objectives and guidelines that the teachers must follow, and there are fewer possibilities for implementation; in an approach, the principles can be applied in different ways, so the teachers have more control over them (Barnett, 2021).

1.6. Methods and approaches to develop reading skill

1.6.1. Grammar- Translation method

This method focuses on the literal translation of texts from the target language to the mother tongue. It is derived from traditional methods because it involves memorization of grammatical rules or vocabulary rather than generating meaningful learning for the students. In this sense, it is a teacher-centered method in which there is no active interaction among learners, the interaction with the teacher is minimal and even the teacher does not need to master the target language to apply this method. Nowadays, there are teachers who still use it in some classes, but it is not as common as in the past because the main focus is on reading and writing, and the real goal of language learning is effective communication, which encompasses both speaking and understanding (Lestary, 2019).

1.6.2. Communicative Language Teaching (CLT)

As a principle, this approach considers language as communication, where learning activities should be attractive to students with a meaningful and authentic use of the language, so its purpose is to promote second language learning rather than acquisition, since learning is conscious and acquisition is unconscious (Richards & Rodgers, 2001). Compared to traditional methods, the learner-centered method is applied, which means that learners have an active role in the classes, allowing for student-student interactions during the proposed activities, and the teacher serves as a facilitator in promoting effective communication. In addition, the material is also important since CLT uses real materials in the classroom to generate meaningful learning for students (Richards & Rodgers, 2001).

1.6.3. Story-based learning approach

As the name suggests, this approach relies on engaging stories such as fairy tales, fictional stories and classic literature that connect with students for long-term learning (Young, 2023). Therefore, it develops creativity, critical thinking and understanding through stories and storytelling strategies, establishing an ideal classroom atmosphere where students feel at ease, actively participate and foster motivation to continue learning (Nathan, n.d.).

1.6.4. Whole book approach

Picture books are the core of the whole book approach, which allows teachers to read aloud, and, at the same time, students can read the pictures and associate them with what the teacher is saying, so they make connections to understand what they read, applying visual thinking strategies (Dowd Lambert, 2016). Visual thinking strategies help to develop students' thinking skills related to understanding the artwork. The teacher's role is to act as a facilitator, and students have an active role in which they look, think, and talk about what they are seeing. This allows them to create stories, imagine situations based on the images and generate their own ideas, fostering a collaborative learning environment and developing English production in the classroom (Huh, 2016).

1.6.5. Whole language approach

The main focus of this approach is to cultivate enjoyment in reading and writing through a natural learning process (Richards & Rodgers, 2001). It is related to the natural approaches, its primary objective is for students to learn a second language as naturally as they did their first, considering it as a "whole" to carry out real and useful knowledge. On the one hand, students are the protagonists in the classroom, having the power to choose the materials they are going to work with as well as being evaluators of their own and their classmates' learning.

On the other hand, the teacher is viewed as both a facilitator and active participant in fostering a collaborative learning environment (Richards & Rodgers, 2001). Moreover, "Whole Language instruction advocates the use of real-world materials rather than commercial texts" (Richards & Rodgers, 2001, p. 110), to encourage authentic language acquisition by learners.

1.6.6.   Language experience approach (LEA)

The use of personal experiences strengthens learners' reading and writing skills; it can be used in students of all ages where the teaching-learning process is creative and enhance communication; the materials are generated by students; and the level of the language is according with students' use. In addition, LEA can be divided into personal and group experiences, in both of which the use of aids such as pictures, movies, video tapes, songs, etc. is essential. The main objective is for students to intervene in the classroom by relating their previous experiences and the target language to create meaningful knowledge that they can apply outside the classroom (Taylor, 1992).

1.6.7.   Extensive reading

This method seeks to develop the students' word recognition and improve their reading skills. The teacher is in charge of the material, which must be in accordance with the students' interests; however, it is essential that the books contain grammar and vocabulary suitable for the students' proficiency level. The central purpose is to encourage reading for pleasure, so students should have attractive materials that are not too complicated to read, because the purpose is that they understand in a general way what they are reading and do not feel frustrated in the process (Al-Jawi, 2010).

1.6.8.   Intensive reading

According to Al-Jawi (2010) the aim of intensive reading is to develop students' comprehension skills by teaching new vocabulary and concepts with short passages. Through decoding, learners can infer the meaning of a text by considering its context. In terms of the material, the texts are a little more complicated than extensive reading because they are related to scientific reports or news, which handle grammatical structures that are a slightly more complex for the students (p. 21).

1.7. Models of reading process

1.7.1. Bottom-up and top-down models

These are strategies that are implemented during the reading process to interpret the information from books, articles, reviews, or any other texts that learners are reading. From one perspective, the bottom-up model focuses on the smaller linguistic units found in the text; comprehension begins with the words and then complex structures to understand the text as a whole and get an overall message (Angosto et al., 2013). Nonetheless, the top-down model is the opposite; instead of focusing first on the words, this model starts with the general aspects of the text and later analyzes the words. The intention is to activate prior knowledge in students, which is a key part of this model to achieve an adequate reading comprehension (Al-Jawi, 2010).

1.7.2. Interactive model

Arambala (2022) mentions that "the interactive reading model, or IRM, is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process". Encouraging learners to achieve a thorough comprehension of the text and utilizing both models would assist students in enhancing their understanding. For example, the singular details of the text in some cases make it easier to obtain clear picture of the reading and the analysis of the general aspects allows the interpretation of the details (Al-Jawi, 2010). In the interactive model, students have more techniques to build their own analysis and awareness of the text, allowing them to support themselves in both models within the reading process.

1.8. Types of reading

1.8.1. Silent reading

As the name suggests, silent reading does not involve voice production; readers only use eye speed, memorization and visual memory to read because, in this type of reading, it is not necessary to perform any physical activity only individual concentration to produce a deep understanding of what is read (Khatimah, 2020). Before reading silently, the teacher has to give a brief idea of what the text is about to arouse the students' interest in the text and, at the end, ask some questions to check the learners' comprehension of the text that has been read (Al-Jawi, 2010). In this way, educators can identify if this type of reading works with their students or if they need to change it or add adaptions.

1.8.2. Oral reading

Al-Jawi (2010) states that this type of reading involves several aspects to be taken into account, such as the pronunciation, pauses, tone and stress (p. 22). These elements are necessary to produce a comprehensible reading of the texts in which the audience does not get lost during this process and listens to the information correctly, so that they can talk what the text is about. In oral reading, teachers have an important role, which is to regularly practice with the students the pronunciation of the vocabulary, teach them to follow the reading with their eyes or fingers to avoid getting lost and look up from time to time while reading, retain short sentences and share them with the class (Al-Jawi, 2010). This type of reading will also be beneficial in developing students' oral expression at the same time as learning to read.

1.9. Stages in a reading lesson

There are three main stages in a reading plan: pre-reading, while- reading and post-reading, each of them have different purposes throughout the lesson to achieve a successful learning. The following table explains each of these stages in more detail.

Table 2

Stages in a reading lesson

Stages	Description	Some examples of activities
	It works like a warm-up, in which one of the main functions is to engage students with the reading topic and create expectations. [a]	**KWL chart:** This is a chart where students can write what they know about the topic (K), the things they want to learn (W) and what they learned at the end of the lesson (L). [b]
Pre-Reading	At this stage, teachers introduce vocabulary in the text that students may not be familiar with, as well as unfamiliar grammatical patterns. [a]	**True or False:** Establish statements about the topic and ask students about them but the teacher does not give them the answer the students realize on their own if they were right or wrong. [b]
	The use of pictures, realia, diagrams and charts are a good alternative to catch students' attention. [a]	**Videos:** In this modern world videos are another useful activity for pre-reading.

		Choose a video related with the topic and prepare questions for the students to talk about. [b]
While-Reading	This stage involves other activities that are carried out to keep learners interested in the class, but they are execute while they are reading. [a] The objective of this activities is the better understanding of the text. [b]	**Identify the topic sentences:** As students read, they can recognize the main idea of the paragraphs, it is a way to verify if learners really comprehend the central ideas within the reading. [b] **Distinguish between general and specific ideas:** Making comparisons and identifying them by reading. [b] **Comprehension questions:** Through these questions, the teacher asks and prompts the students to answer them. [a] **Applying reading strategies:** There are some strategies that can be applied in reading activities, such as skimming and scanning, which also facilitate text comprehension and identification of relevant information in the text. [c]
Post-Reading	In the last stage, the text is left behind and activities are applied to confirm whether the text had relevance and if they can be useful and interesting for students. [c]	**Creative discussions:** Consist of the creation of a set of questions related with reading which has the purpose that students had an interactive discussion about it and share it with the rest of the class. [b] **Quiz your classmates:** In this activity students can create

their own questions and read them in front of the class to answer them in different groups. [b]

Finding related news: It can work as a homework or classwork; it consists of researching other news that deal with similar topics with the reading that students have already read and sharing the findings with the rest of the group. [b]

Note. Taken from: [a] Al-Jawi (2010, p. 27). [b] Campos (2023). [c] Al-Jawi (2010, p. 28). Adapted by Nicole León.

1.10. Essential components of reading

Reading is a complex skill that involves various components crucial for literacy development and facilitating comprehension of the reading process (Tindall & Nisbet, 2009). Knowing these components will be helpful in the educational field; in this way, teachers will be aware of them and then, through different strategies and methodologies, will apply these components in the classroom to improve students' reading comprehension of different texts.

1.10.1. Phonemic awareness

Tindall & Nisbet (2009) mention that "phonological awareness is an all-encompassing term for hearing sounds in spoken language" (p. 1). Phonological awareness involves rhymes (whole words), syllables and phonemes, which are the individual sounds of words (Murray, n.d.). It is considered the main reading component because from it the others arise; consequently, it becomes a vital element in the journey of learning to read. Listening and recognizing word sounds can help learners establish connections between familiar sounds and the corresponding letters that produce them (Basmo, 2023b). English is not a phonetic language like Spanish, which means that words are not pronounced in the same way as they are spelled, thus the importance of identifying the sounds of the words correctly.

1.10.2. Phonics

Phonics help readers to make a relationship between letters and sounds (Johns, 2010). When reading, students usually decode the information of the text, which involves transforming printed words into spoken words. Learners employ phonics skills to pronounce words and attribute meaning to them, as they identify the phonemes within words they can make phoneme-grapheme connections, in other words it is an association of the sounds and the letters that represent that sound (*What Is Phonics?*, n.d.).

1.10.3. Fluency

Fluency is the vital importance for comprehension and word recognition, it also involves the capacity to read a text swiftly and accurately (Robertson & Breiseth, 2023). Once readers practice phonics and phonemic awareness, the next step is to develop fluency, which actually takes more time to master because reading a text smoothly, having correct pronunciation, proper tone of voice and speed requires a lot of practice (Basmo, 2023b). In consequence, students may feel frustrated for not doing it perfectly on the first time, thereby, teachers should be a support and guide for students during this process, practicing together with them to provide feedback that can motivate pupils to continue to strive and not give up.

1.10.4. Vocabulary

According to Robertson and Breiseth (2023), vocabulary is "recognizing and understanding words in relation to the context of the reading passage". Insufficient vocabulary would hinder readers' comprehension of the texts. Also, knowing words in isolation can occasionally lead to confusion due to the functions that words can have. An example of this is the word "book" as a noun in Spanish means "libro", but as a verb it means "reservar", so considering the context where the words are found is important as well. Reading is an excellent alternative for acquiring vocabulary regardless of the learners' level; through it, students can learn new words and become familiar with expressions often used by native speakers that will be useful for them to practice in everyday life situations (Basmo, 2023b).

1.10.5. Comprehension

Comprehension is the main goal of reading; it is the interpretation of the text being read. If readers truly understand the reading passages, they will be able to make judgments based on what they have read (Robertson & Breiseth, 2023). Moreover, Liou (2021) mentions that comprehension in reading "it is a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying unclear concepts".

Therefore, it is considered a skill that requires dedication on the part of each individual, as well as an adequate amount of vocabulary and fluency when reading, so the comprehension process varies from one student to another.

1.11. Reading strategies

Cruz (2023) refers to reading strategies as "tools readers use to understand what's written on a page. These strategies can be taught directly to students and are critical for literacy development". Thus, the following table will explain some strategies that can be implemented in the classroom to boost students' reading comprehension.

Table 3

Reading strategies

Strategies	Description	Application Examples
Visualization	With this strategy, students can create mental images about the text they are reading, like a movie or a picture book with several images. Each learner can have a different mental image because it is related to the prior knowledge, they have to imagine the images of the reading. [a]	**Category game:** Use some letters of the alphabet and choose a category (e.g., sports, animals, plants, etc.). In this activity students have to think of a word with each letter and category. [b] **Multisensory visualizing:** In this activity, students do not write examples of words, but imitate them. [b] **While reading:** The teacher can read a passage from the text and pause for students to draw what they imagine the meaning of the story might be. [c]

Questioning	It is a useful strategy to monitor students' comprehension and interest in reading and can be used at the beginning, during, and after reading. [d]	**Right there questions:** They involve facts or information that are specific; they are questions that have a direct answer. [e]
		Think and research questions: These questions involve critical thinking and connecting different passages throughout the reading. [e]
		Author and me questions: The reader's personal opinion of the material becomes relevant here. [e]
Making inferences	For inferring students use their prior knowledge, it is the vital importance that learners make connections with their world and the reading' content to understand it. Moreover, according to Preszler (2006), inferences "are the conclusions a reader draws about the unsaid in a passage based on what is actually said by the author" (p. 4).	**Kis strategy:** Key words inter and support. This strategy consists of underlining key words and making inferences from them to answer the questions. [g]
		It says I say: Helps students organize their thoughts by combining information from the text and their prior knowledge. [g]
		Marking texts: Highlighting texts keeps students focused. [g]
		Picture books: Students rely on the pictures and text to infer story ideas. Picture books are an amazing tool for teaching inferential thinking to children and older readers. [f]

Predicting	Through this strategy it is possible to anticipate what is going to happen in a story, it is a connection between previous knowledge and new knowledge, the readers' predictions will be answered as they read, they will discover if they were right or wrong. [h]	**Picture books:** Students can learn from both the text and the images. Ask questions such as: What if... or What would happen if...? Based on the image, what do you think might happen? This will help to engage students' imagination. [i] It can be applied in the 3 reading stages: **Before:** Look at the title, back and the first pages of a book and the covert art. [j] **During:** Try to answer the established predictions (before reading). [j] **After:** Evaluate students critical thinking skills by highlighting the plot twists in the story. [j]
Summarize	It is a practical strategy to remember the important and relevant facts of the text without much effort, elaborated by the readers using their own words. [k]	For summarizing there are a lot of activities that the students can do such as mind maps, completing worksheets, underlining main ideas, taking notes, this will depend on the activity they are doing and what the teacher wants to achieve with it.

Previewing	Kashyap and Dyquisto (2020) state that: "previewing is a strategy that readers use to recall prior knowledge and set a purpose for reading". So, it is a strategy that can be used before and during reading. [l]	**KWL+: K:** "What I **K**now", **W:** "What I **W**anto to Know", **L:** "What I **L**earned" and + "What I Still Want to Know", is the format of a table that will help and engage students in the activity, it can be applied to reading and writing. [l]
		The 4 "P"s: Purpose, Preview, Prior Knowledge, Predict. This activity is a good aid in determining reading objectives and motivating students to begin reading. [l]
Skimming	With this strategy it is possible to identify the main ideas of the text without reading word by word. It is useful when the reader wants to find the main ideas instead of understanding the text. [m]	To grasp the main idea of texts, students can read headings, subheadings, illustrations or, in some cases, the first lines of paragraphs. [m]
Scanning	With scanning readers search key words or ideas, to find a specific answer, it is related with moving the eyes fast through the document. [m]	Once students know what to find, they will only focus on words that are bold, italicized, or have a different feature, such as color or size. [m]

Note. Taken from: [a] Will (2018, p. 14). [b] Pride (2023b). [c] (*Visualizing*, n.d.). [d] Banditvilai (2020, p. 46). [e] Basmo (2023a). [f] Preszler (2006, p. 6). [g] Kopitski (2007) as cited in Warnidah & Suwarno (2018, p. 84). [h] (Block, Rodgers, & Johnson (2004) as cited in Firhamsyah (2021, p. 2). [i] Ashbrook (2011). [j] Pride (2023a). [k] Pourhosein Gilakjani, A., & Sabouri (2016, p. 235). [l] Kashyap and Dyquisto (2020). [m] Liao (2012, p. 303). Adapted by Nicole León.

1.11.1. Picture books

Tan (2001) states that "picture books are quite large, colourful, easy to read and very simple in their storyline and structure, not very long and (most significantly) produced exclusively for a certain audience, namely children, especially of the younger variety" (p, 4). They are not difficult to read, the correlation between the images and the text helps in the understanding of the story. However, there are picture books for a more mature audience not just for children, they usually have a deep message through the story that children are unlikely to identify on their own, of course, younger readers can also read them, but they will not get as much out of them as an older reader.

Picture books offer to readers the opportunity to explain what the story is about even before reading it, due to the verbal and visual references to guide them whether they do not know a word (Hladíková, 2014). In addition, Arnheim (1993) mentions that "visual learning enhances the cognitive understanding of abstract concepts to children" (as cited in Nicholas, 2007, p. 22). Therefore, the association of images with words generates meaningful learning for students, allowing them to apply and recognize them later in different contexts.

- **Interaction of words and pictures**

As mentioned above, the key elements of picture books are illustrations and text to create a story. In this sense, Grundvig (2012) comments that "the combination of the two levels of communication, the visual and the verbal, is what makes the picture book unique" (p, 22). Readers can rely on the pictures if they do not know some words and deduce their meaning. The pictures are closely related to the text and the story does not change even if the pictures are not taken into account, so illustrations are useful to enhance students' learning, help them overcome any difficulties they may face while reading and enjoy books without considering it as an obligation (Nikolajeva & Scott, 2006).

- **Features of Picture books**

According to Mount Lawley Senior High School (n.d.), picture books have the following visual characteristics:

  o **Color:** Illustrators use them to express different meanings, for example white for peace and red for danger or anger.

  o **Icons and symbols:** They are used to make something easy to recognize and bring meaning to the story.

- o **Size and position:** These features are really important to give perspectives in the drawing and emphasize the importance of different elements.

- o **Medium:** The way illustrators create drawings, it can be as a collage, digital, drawing, and painting with watercolors, acrylics or real photographs.

- **Types of picture books**

Vitale (2022) mentions four main types of picture books which are as follows:

- o **Nonfiction picture books:** They are based on real events, facts or people. They can be about a historical event, a biography (remarkable person) or the natural world.

- o **Concept picture books:** They are related to early concepts for the youngest learners, dealing with numbers, alphabet, colors, etc.

- o **Poetry picture books:** They are usually a collection of poems by an author or authors on a given or undefined theme.

- o **Fiction picture books:** These are the most common, where authors create stories about any topic they can imagine, there are no limits, and everything is possible. Nevertheless, it is important to take into account the target audience.

- **Picture books in education**

Phillips (2022) highlights the importance of picture books in education by mentioning them in the following points:

- o **Literacy and language skills:** The short text passages allow readers to read without haste and pressure. At the same time, they develop their phonological awareness and recognize the patterns and sounds of the language.

- o **Visual literacy:** The pictures and illustrations help learners to understand the books' story and let their imagination run free.

- o **Reading comprehension:** Some students may find it difficult to understand books with many words; however, with picture books, it is possible to develop their reading comprehension with the illustrations because they accompany the narrative part of the text.

o **Story sequencing:** Learners can make inferences and predictions about the book using the pictures; teachers can point out some pictures throughout the story and ask students what will happen next and make inferences based on their predictions.

o **Opportunities for reflection:** Picture books can be used to encourage discussion among students about what is happening or could happen, and they can look for the deeper messages of the story that require further analysis.

o **Increased engagement:** Illustrations are an aid help to catch readers' attention in the story and help them learn at the same time, giving an idea of what is coming next and creating expectations about the reading.

o **Social- emotional learning:** Picture books make difficult topics more approachable, addressing them in an accessible and less direct format; the illustrations often have a deeper meaning that older readers can understand and comment on.

o **Improved vocabulary:** Vocabulary acquisition through picture books is more interactive, they can play with them and expand their vocabulary while reading and talking about the illustrations.

o **Inspire learning:** Illustrations are a new way to expand readers' worlds and inspire them to explore new things, as well as their interests.

o **Pure enjoyment:** Picture books create a positive relationship with reading, motivating students to continue reading for pleasure and not out of obligation.

CHAPTER II: METHODOLOGY

This chapter will explain the research methodology, including the research type, methods, techniques, and instruments used, along with the description of the population that will be part of the research problem with the title: "Use of picture books as a strategy to improve reading comprehension in sophomore students at Colegio Universitario". Therefore, the elements involved in this chapter are crucial when collecting data, as they will be analyzed in the following chapter.

2.1. Type of research

This study relies on a mixed method. George (2021) states that a mixed method combines elements of both qualitative and quantitative research, offering a broad view of the study to address the research question. Because of the data collected for this research, it was important to incorporate both methods so that they could complement each other and, in turn, have accurate and realistic results.

2.1.1. Qualitative research

The application of the qualitative method was essential within this research by considering the English teachers' experiences, strategies related to reading comprehension, and their views on picture books. Moreover, Bhat (2023b) establishes that qualitative method centers on obtaining data through open-ended responses about what and why people think that way on a specific topic. In this sense, the interviews conducted are part of this method to show the perceptions and behavior of the respondents in relation to the topic they were exposed to, avoiding assumptions that do not fit in the reality and at the same time providing an in-depth analysis of the topic in a realistic way.

2.1.2. Quantitative research

In this investigation, the numerical data is also of vital importance because it is based on the collection of information from the sample, which must be more accurate when analyzing the results obtained. Bhandari (2020) says that "Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations". For that reason, the students' survey used as instrument determined in a measurable way their perspective of reading in English.

2.2. Methods

Three methods served as the foundation for this investigation to fulfill the research objectives. These will be detailed below:

2.2.1. Deductive method

In deductive reasoning, the research begins with a broad idea and progressively narrows it down to more specific concept, which is then tested through observations and data colletion; its aim is to prove something, so it is structured and based on quantitative analysis (QuestionPro Collaborators, 2023b). Furthermore, deductive research offers a general framework for understanding the phenomenon only relying on measurable data and not on personal opinions (Aransiola, 2023). Through this method, the analysis and results of the surveys were carried out, gathering information to identify the source of the research problem.

2.2.2. Inductive method

In the inductive method, the researcher gathers pertinent data for the investigation. Subsequently, these data are analyzed comprehensively, seeking patterns and formulating a theory to elucidate them (Sirisilla, 2023). In other words, the objective of the inductive method is to formulate a theory grounded in specific observations and empirical evidence (Collaborators, 2023). In this research, the interviews made it possible to elicit statements about English teachers' experiences and strategies related to reading comprehension.

2.2.3. Descriptive method

In this research, the descriptive method was also applied. It can describe the population, situation, or phenomenon in a systematic way to investigate one or several variables in order to address questions regarding what, where how and when in the research. It is important to note that the descriptive method solely observes and measures variables; it does not manipulate them (McCombes, 2023).

2.3. Techniques and research instruments

There are different types of instruments that are used to measure variables. For this research, two types of instruments were chosen to collect data: one is the interview for

English teachers' qualitative data on strategies to develop reading comprehension, while the other consists of a survey that covers students' perspectives on reading in English.

2.3.1. Interview

In this study, several interviews were executed with the Vice-principal of Colegio Universitario, the English coordinator and the teachers who oversees sophomore students to gather their opinion and experiences about the materials used in classes to improve reading comprehension. An interview is a qualitative research method that in contrast with other data collection methods, empowers researchers to acquire extensive insights into participants' opinions and experiences in their own words, thereby fostering a profound comprehension of the research subject (*Interview in Research*, n.d.).

Overall, the interview with the Vice-principal was divided into five questions based on her perspective on the students' level of English and the materials used in English classes. Likewise, the coordinator teacher and teachers of sophomore students were interviewed regarding their strategies for developing reading comprehension and their opinions of picture books. All the interviews conducted had five question to gather the information needed for the research.

2.3.2. Survey

A survey is used to collect information from a group of individuals by asking questions (Bhat, 2023a). The survey allowed for the collection of quantitative data within this research. Hence, a survey was administered to 94 sophomore students of Colegio Universitario of parallels A, B and C, using the Spanish as the students' mother tongue so that the questions were clear to the students. The questionnaire consisted of seven questions about students' perspective on reading, their preferences and activities that help them in reading comprehension. The collected information was instrumental in deriving statistical outcomes, which subsequently facilitated the development of the proposal.

2.3.3. Research Questions

- What beneficial effects do picture books have on the development of reading comprehension?
- How can picture books be applied in the instruction and learning process of teaching English as a Foreign Language?

2.4. Study site

For this undergraduate work, Colegio Universitario UTN was selected as the study site, its AMIE code is 10H 00071, this is an institution located in Ibarra, in the Sagrario parish, on Luis Ulpiano de la Torre 2-20 and Jesus Yerovi streets. This institution was created as an annex of the Universidad Tecnica del Norte as a laboratory for students of the FECYT faculty to carry out their internships there. In addition, there is no school, there are only two sections, Higher Basic Education and Bachillerato General Unificado.

2.5. Population and sampling

The population for this research was sophomore students of Colegio Universitario, this group was divided into three parallels "A", "B" and "C". In the parallel A there are 30 students, in the parallel B there are 31 students and the parallel C there are 27 students. Consequently, the population was 88 students in total. Moreover, the Vice-Principal, the English coordinator and two teachers participated in the research. Due to the number of participants, which is less than one hundred, a sample is not required.

Table 4

Information about the population

Educational Institution	Students – Courses "A", "B" and "C"	Vice-principal of the institution	English Coordinator	English Teachers	Total
Colegio Universitario "UTN"	88	1	1	2	92

Note. Researcher elaboration

2.6. Procedure

To develop this research project, it was imperative to follow certain steps. The first was to investigate the theoretical and bibliographical analysis to support the investigation. Secondly, the instruments were created: a survey for the students and interviews for the Vice-principal, the English Coordinator, and two English teachers. These instruments were based on the research objectives to collect useful data for the creation of a didactic guide. The instruments were validated and approved by two experts (Annexes 1-2). Then, the Universidad Técnica del Norte requested a letter of authorization to contact the principal of Colegio Universitario "UTN" in order to obtain permission to apply instruments at the institution (Annex 3).

Once the letter of authorization had been accepted by the principal of the institution (Annex 4), a specific day was arranged with the Vice-Principal, the English Coordinator, and the teachers to gather the required information and statistical data. Prior to the application of the instruments, a letter of consent was given to the Vice- Principal, the English Coordinator and sophomore teachers who participated in this research to be signed by them, which contains the purpose of the investigation (Annex 5). The first interview was with the Vice-Principal of Colegio Universitario, which lasted 15 minutes (Annex 6), then the interview with the English coordinator, which also took 15 minutes (Annex 7), and finally the other 2 interviews with sophomore teachers, which were 15 minutes for each one (Annex 8). The last instrument applied was the students' survey (Annex 9), which was translated into Spanish for better understanding and to collect more precise data. Once the collection of the qualitative and quantitative data was completed, the analysis of this information was carried out to create the proposal, which in this investigation was a didactic guide with activities using picture books. After all, the respective conclusions and recommendations were drawn up.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

The data analysis of the research instruments applied to the study group will be covered in detail in this chapter. Four interviews and one survey were conducted during this investigation. One of the interviews was made to the Vice-Principal of the institution, which contained five questions to gather information about the English modules created by the Ministry of Education, as well as the proficiency level that students are expected to attain by the end of the academic period and her opinion about picture books in education. The second interview was for the English Teacher Coordinator; the third and fourth interviews were for English teachers of sophomore level, the interviews had five questions to collect information about the difficulties that students may present to reach A2.2, focusing on reading skills, classroom reading strategies aimed at improving comprehension, and their perspective on integrating picture books into English classes. It is important to mention that the interviews were transcribed and subsequently analyzed.

In addition, during this investigation, a survey was carried out with sophomore students of Colegio Universitario, to identify students' reading difficulties, their book preferences, and the activities they prefer to do or help them to enhance their reading comprehension. Furthermore, the survey results will be displayed in statistical tables and bellow each table the corresponding analysis is presented. The information that was collected has a great influence in the discussion part and in the elaboration of the didactic guide.

3.1. Results from the Vice-Principal Interview

The responses to the interview questions provided by the Vice-Principal offered insights into her outlook on the teaching and learning process of English as a foreign language within the institution. Moreover, reliable and specific information was collected about sophomore students and the English teachers. Since the Vice-Principal does not speak English, the interview was conducted in Spanish; nonetheless, all questions and their responses have been translated into English (See annex 6).

Questionnaire: Vice-Principal

Question 1.- Do you think that the development of English linguistic competences is important for the future of UTN students? Justify your answer.

The initial question concerned the importance of English for the future prospects of UTN students. In response to this question, the Vice-Principal stated that the institution always considered what is stipulated by the Ministry of Education, which carries out an analysis, study, and diagnosis of the competences, abilities, and skills that students need at the end of the academic period, adding that she considered it important to develop linguistic competences as basic learning and as part of their personal formation.

Question 2.- According to the Ministry of Education's curriculum regulations, it is stipulated that sophomore students should reach level A2.2 in English language skills by the end of the academic period, where learners can understand elementary written English, use basic phrases and expressions in simple and daily life situations. Do you consider that students can reach this level without difficulty? What are the difficulties faced by students in reaching the desired level?

The second question addressed the difficulties encountered by sophomore students in attaining the A2.2 level in English competences. The Vice-Principal said that each student has differences in terms of learning, as an institution their aim is to ensure that all students reach the desired level in language skills. However, teachers have to identify teaching strategies and resources that they can use with students to develop English skills, considering students as individuals who do not always learn in the same way.

Question 3.- In terms of materials and resources, do you think that the books given by the Ministry of Education that are used in English classes are enough for the development of reading comprehension in the Foreign Language in sophomore students? Explain your answer.

The third question centered on the usefulness of the English books supplied by the Ministry of Education in fostering reading proficiency. On this basis, the Vice-Principal affirmed that a book is not a straitjacket; to establish a planning teachers should have a variety of resources where they can get information, mentioning again that each student has their differences and teachers have to attend to all these differences. For that reason, it is necessary to implement various resources that can be found on the web or in different sources so that teachers can develop the skills of students.

Question 4.- Picture books are a type of book that uses illustrations and words to tell a story, creating meaning in an authentic and natural way, encouraging students' understanding and vocabulary acquisition. Do you agree that it would be useful for students to use this strategy in class?

The fourth question concerned the Vice-Principal's viewpoint regarding the implementation of picture books in the classroom as a teaching strategy. The Vice-Principal mentioned that picture books are an important resource within the teaching-learning process, and even more so if these books suit the interests and expectations of students based on their age. Therefore, if picture books were related to the environment and activities of sophomore students, it would be beneficial for them to acquire English language skills through this strategy.

Question 5.- Would you be in favor that the teachers use a didactic guide with activities that include picture books to enhance students' reading comprehension?

The final question in this interview referred to the Vice-Principal's opinion on the use of a didactic guide that included picture books. The answer to this question was positive, the Vice-Principal emphasized the importance of using different resources, considering the way

students learn, because some are visuals, others are kinesthetic, auditory, and so on. Then, picture books are a strategy that will allow students to develop their language skills.

3.1.1. Analysis of the Vice-Principal's interview

Through this interview, it was possible to gather relevant information about how English is perceived in the institution, the Vice-principal's perspective on student learning, and the materials. First of all, what is stipulated by the Ministry of Education is always taken into account; however, there are aspects that sometimes intervene in the development of linguistic competences. One of them is the difference that students have while learning. According to Sternberg (1994), there are different learning styles that are the preferred way in which a person uses his or her skills; it is not considered itself an ability, but as a preference; therefore, the different styles are neither good nor bad; they are just simply different.

3.1.2. Vice- Principal interview summary

The interview with the Vice-Principal pointed out that the institution prioritizes the development of the English language competences in line with the standards established by the Ministry of Education. Nevertheless, the Vice-Principal mentioned that all students have their own differences in learning; hence, it is up to the teachers to plan, considering these differences, finding other resources, and teaching strategies to develop the students' language skills. Additionally, the Vice-Principal's opinion about picture books was positive, mentioning that they are an important resource in the teaching-learning process.

3.2. Results from the English Coordinator Teacher Interview

This interview was conducted with the English Coordinator. The primary objective was to identify the challenges sophomore students face regarding their reading skills, as well as to explore the teaching strategies employed by teachers and the materials used in classes to boost students' reading comprehension. The answers to each of the questions are detailed below:

Questionnaire: English Coordinator

Question 1.- According to the Ministry of Education, sophomore students should reach level A2.2 in English. In terms of reading skills, what difficulties do students have in reaching this level?
The first question was about the difficulties students may have in reaching A2.2 level related to reading skills. In answer to this question, the English Coordinator indicated that various factors could impede reading comprehension, including insufficient or low reading

proficiency in certain students, limited vocabulary, among others. She also mentioned that all these aspects are derived from internal and external factors that arise from the family, school and social context that surrounds each person.

Question 2.- From your experience, regarding materials and resources, are the Ministry's books for English classes enough for the teaching-learning process or is it necessary to implement more teaching materials?

The second question was related to the materials and resources used in the English classes, whether they are sufficient, or it is necessary to incorporate other teaching materials for the classes. The English Coordinator said that the materials provided by the Ministry does not always meet the expectations for teaching and learning emphasizing that today, there are English Modules that contribute little or nothing to this process. Additionally, the Coordinator added that if we talk about reading skill, we should have better material that contributes to the skill and meets students' expectations.

Question 3.- What strategies do teachers at the institution implement in their classes to develop reading comprehension?

In the third question, the reading strategies used by teachers were considered. Based on this, the English Coordinator expressed that in their institution, teachers work with 2018 English text where they have a lot of reading input; however, she did not mention in detail the strategies of other English teachers. The English Coordinator stated that she personally, with the students in her charge, looks for material focused on improving reading skills with reinforcement activities, applying skimming and scanning.

Question 4.- Do you consider that the use of picture books is a beneficial strategy to improve students' reading comprehension?

This question concerned English Coordinator's opinion on utilizing picture books to enhance students' reading comprehension. The English Coordinator mentioned that sharing picture books is a great way to develop important reading and writing skills and other skills that build listening, vocabulary, and comprehension, as well as a greater awareness of how books are made. The coordinator also said that in picture books, the story and the illustrations are linked to give a broader understanding of what the book is about, which is advantageous.

Question 5.- Do you agree that a didactic guide with activities that include picture books would be a good resource for developing reading comprehension in students of the institution?

The last question of this interview was about whether the use of didactic guide with activities that include picture books would be a good resource. The English Coordinator response was positive, saying that it is a practical and interesting teaching material that will motivate students to improve their reading comprehension in English since the common texts include long texts or letters that are boring for students, so having resources and materials that catch students' attention will help them to enhance their reading comprehension level.

3.2.1. Analysis of the English Coordinator Interview

During this interview, there were some relevant aspects to highlight, such as the point of view of a teacher and her experience working with students. The English coordinator established that there are inner and external variables that intervene and slow down the learning process, as well as the materials supplied by the Ministry of Education that frequently fail to meet the necessities of language acquisition. However, as stated by Burress & Jenkinson (1982), it is important to make continuous efforts to offer educational opportunities for individual from all ethnic backgrounds, irrespective of their physical or mental abilities. Therefore, educators must adapt materials for learners and provide meaningful resources that will greatly assist them.

3.2.2. English Coordinator Interview summary

The results of this interview indicated that there are external and internal factors that affect the correct development of reading skills in some students, making it difficult to reach the desire level of English according to the CEFR. Moreover, the materials and resources provided by the Ministry of Education do not always fulfill the expectations for the teaching-learning process. However, the teacher often includes other resources to enhance reading comprehension. Furthermore, it was stated that the use of picture books is a great strategy to motivate students to improve and develop their reading skills.

3.3. Results from Sophomore teachers' interviews

There are two English teachers in charge of sophomore students, the interview questions are the same, so they are going to be separated as Parallel "A" sophomore teacher and Parallels "B" and "C" sophomore teacher, to differentiate the interviews. The questions are related to the difficulties of sophomore students to reach the desire level (A2.2), the teachers' strategies and activities to improve students' reading comprehension in classes, and their opinion about picture books as a strategy to enhance reading comprehension. Below are detailed responses to each of the questions:

3.3.1. Questionnaire: Parallel "A" sophomore teacher

Question 1.- Regarding reading skill, what difficulties do sophomore students have in reaching the A2.2 level set by the Ministry of Education?

This question was related to the difficulties of sophomore students reaching the A2.2 level in reading proficiency. The teacher stated that sometimes time is the problem; they do not have enough time in the schedule, and for that reason, the topics are too much for the students. The teacher also said that achieving the desired level of reading skills can be somewhat challenging with only 2 or 3 hours of English classes per week. Moreover, he

mentioned that the Ministry of Education should find another alternative, such as exclusive schedule after school time, to improve the skills in a proper and continuous way, so the students will have a real connection and contact with the language.

Question 2.- What reading strategies do you use in class to help students develop their reading comprehension?

The second question was about reading strategies that sophomore teacher uses to help students develop their reading comprehension. The teacher expressed that he likes more reflection as a reading strategy, where students read any document or text and extract the main ideas from the reading and can give him conclusions, recommendations, and a summary about the reading. As a teacher, he usually includes some vocabulary for students to analyze, in order to understand what they are reading. Another strategy he usually applies is the creation of flashcards and small notes about the books and texts that students have been reading. Moreover, the teacher considers that underlining as a useful strategy for identifying new vocabulary and learning in context.

Question 3.- In terms of activities, what do you carry out in your classes to develop reading comprehension?

In the third question, activities to develop reading comprehension were considered. The teacher explained that he always tries to ensure students have a dictionary in class to work with, underline the words that they do not know, and look them up in the dictionary to enrich their vocabulary and understand the texts to be able to write a summary or, with advanced students, an essay to demonstrate that they are learning. The teacher also mentioned that with his students, they create a "notebook", where they write and take notes on what they are reading, including there the topic and some phrases that the students understand, so that at the end they have a message of everything.

Question 4.- Do you consider the use of picture books to be a beneficial strategy for improving learners' reading comprehension?

The fourth question concerned the teacher's opinion about picture books as a strategy to improve students' reading comprehension. The teacher expressed that most people are visual, they like to see drawings, videos and pictures, which allows them to learn easily the things that they see, so he gave an example, saying that if he tried to teach a word, learners would understand it better by drawing or showing a picture (a flashcard) related to it. Emphasizing that it is easy to remember information with visual aids, in that case, with picture books he could explain a story using the illustrations, and even after reading, he could work with the students to create a comic or fairy tale that powered their imagination based on something they had read previously.

Question 5.- Would you be willing to use a didactic guide with activities that include picture books as a resource to enhance students' reading comprehension in your classes?

The final question was about the use of a didactic guide with activities that include picture books. The teacher said that he would love to use a didactic guide that includes picture books because any material that he can use in his class is welcome, as it allows him to enrich his skills as a teacher and, above all, a helping hand is always useful, so why not?

3.3.2.   Questionnaire: Parallels "B" and "C" sophomore teacher

Question 1.- Regarding reading skill, what difficulties do sophomore students have in reaching the A2.2 level set by the Ministry of Education?

This question focused on difficulties encountered by sophomore students in reaching the A2.2 level of reading proficiency. The teacher explained that sophomore students often face challenges in reaching A2.2 level, because of difficulties in understanding vocabulary, grasping the main idea of texts, making inferences, identifying implicit information, and connecting ideas are some of the difficulties they have.

Question 2.- What reading strategies do you use in class to help students develop their reading comprehension?

The second question was about reading strategies that sophomore teacher uses to help students develop their reading comprehension. The teacher stated that she uses different teaching strategies, such as pre-reading, while-reading, post-reading and activities that activate previous knowledge to help learners understand the readings or infer ideas. She also emphasizes with her students the importance of skimming and scanning information from a reading.

Question 3.- In terms of activities, what do you carry out in your classes to develop reading comprehension?

In the third question, activities to develop reading comprehension were considered. The teacher said that it is preferable to use different types of activities because not all students are the same, so she tends to use a mixture of activities. The most common are vocabulary games, group discussions to promote critical thinking, comprehension quizzes and other activities that assist in comprehending the material they are reading.

Question 4.- Do you consider the use of picture books to be a beneficial strategy for improving learners' reading comprehension?

The fourth question concerned the teacher's opinion about picture books as a strategy to improve students' reading comprehension. The teacher agreed that visual aids are important for students to be more involved in what they are going to read, also for them to learn, memorize and connect pictures to the real meaning of a reading, as for her the use of visual aids is very important to involve students in the class.

Question 5.- Would you be willing to use a didactic guide with activities that include picture books as a resource to enhance students' reading comprehension in your classes?

The last question was about the use of a didactic guide with activities that include picture books. The teachers' response to this question was also positive, she expressed that all resources are important to her and as mentioned visual aids are useful for the students. Therefore, a didactic guide with picture books will be of great help in improving the reading comprehension of sophomore students.

3.3.3. Analysis of sophomore teachers' interviews

These interviews focused on the difficulties that sophomores face, as well as the reading-related activities and strategies used by teachers. It was possible to gain an understanding of what happens in the classroom, such as note-taking, group discussions, vocabulary games, and strategies like reflection, skimming and scanning, which have been used to address the reading difficulties that teachers identified in their students. Furthermore, it is worth noting that teaching styles have a significant impact in the classroom; they can differ from one teacher to another and thus determine their methods or approaches while teaching. Consequently, how all these elements are integrated might determine students' enjoyment, their participation during the classes, and the classroom environment in general (Samperio Sanchez, 2017).

3.3.4. Sophomore teachers interviews summary

The results of these interviews were of vital importance to understanding how sophomore teachers work with the students in classes, define their teaching strategies and what activities they carry out to boost students' reading comprehension. In general terms, there are some difficulties that sophomore students have to face when reading; some of them are related to unknown vocabulary, grasp the main idea of the text and make inferences, besides the insufficient hours of English classes per week, which are not enough to cover all planned topics. In addition, teachers mentioned that they use strategies to activate learners' prior knowledge and a mixture of activities because there are different types of students and not all learn in the same way and at the same speed. Finally, both agreed that picture books are a good strategy to enhance reading comprehension because of the connection between the pictures and words to better understand the idea of the texts.

3.4. Results from students' survey

The survey was applied to sophomore students of three parallels "A", "B", and "C" at Colegio Universitario. The teacher and the researcher were present during the application of the survey. The primary objective of the survey was to gather quantitative information regarding the importance of English for students' future, students' reading difficulties, the

activities they prefer to do and the relevance of pictures in texts to boost reading comprehension. The survey was conducted face-to-face to 88 sophomore students. The analysis of each question is detailed below:

Question 1
Do you consider that learning English as a foreign language is important for your future?

Table 5

Importance of learning English

Options	Frequency	%
Yes	86	98%
No	2	2%
Total	**88**	**100%**

Note. Elaborated by Nicole León. **Source:** Sophomore students' survey.

The initial question inquired about the importance of English as a foreign language for the students' future. The table above shows that the majority of sophomore students, 98%, do consider leaning English important for their future. However, there are 2% of students who do not consider English to be significant for their academic or personal success. Overall, sophomore students recognize the significance of English in their lives and its potential influence on their future.

Question 2
In the development of your reading comprehension skills, consider the following:

Table 6

Resources to develop reading comprehension

Options	Frequency	%
Only the English book is enough	6	7%
Other resources could be implemented	81	92%
No resources are needed	1	1%
Total	**88**	**100%**

Note. Elaborated by Nicole León. **Source:** Sophomore students' survey.

The second question concerned the students' opinion on resources to develop their reading comprehension. Three options were considered, with the majority of students agreeing that other resources could be implemented, representing 92% of the population. Nevertheless, 7% chose that only the English book is enough and 1% that no resources are necessary to enhance their reading comprehension. To put it differently, the overwhelming

majority of the sophomore students at Colegio Universitario consider that the implementation of other additional resources could be necessary in English classes, which would help them to improve their reading comprehension skills.

Question 3
Is it difficult for you to read in English?

Table 7

Whether or not students have difficulties in reading

Options	Frequency	%
Yes	22	25%
No	6	7%
Sometimes	60	68%
Total	**88**	**100%**

Note. Elaborated by Nicole León. **Source:** Sophomore students' survey.

The third question asked whether sophomore students find it difficult to read in English. According to the answers, 68% of the students' state that they sometimes have difficulties when reading, which means that there are types of texts that they understand better than others or there are other factors that do not allow them to fully understand what they are reading. On the one hand, 25% of the learners find it difficult to read in English, so they have more struggles understanding the texts. Conversely, 7% of students report having no difficulty reading in English. There is a great percentage of sophomore students who recognize their difficulties in reading, so it is up to teachers to help them overcome these difficulties and find solutions for the learners.

Question 4
What aspects of reading do you find difficult?

Table 8

Students' reading difficulties

	Frequency		
Options	**Yes**	**No**	**Total**
Find the main idea	44	44	88
	50%	50%	100%
Find the secondary ideas	44	44	88
	50%	50%	100%
Search/Find specific information	52	36	88
	59%	41%	100%
Make inferences	49	39	88
	56%	44%	100%

Summarize	28	60	88
	32%	68%	100%
Identify the organization of the text	54	34	88
	61%	39%	100%
Answer questions based on the text	32	56	88
(Questioning)	36%	64%	100%

Note. Elaborated by Nicole León. **Source:** Sophomore students' survey.

Regarding the students' reading difficulties, it is possible to realize that one of the main problems is identifying the organization of the text with 61%, Beare (2019) says that "text organization refers to how a text is organized to help readers follow and understand the information presented," which clearly affects its fully comprehension and causes other problems while reading that are mentioned bellow. Another problem is searching for specific information with 59% and making inferences with a 56%; other difficulties are finding the main and secondary ideas with 50% each. Therefore, more than half of students present some difficulties affecting the comprehension and related activities. The least challenging aspects of reading for learners are questioning with 36% and summarizing with a 32%, but that does not mean that they are less relevant than the others.

Question 5
Do you think that pictures in texts help you with reading comprehension?

Table 9

Pictures in texts

Options	Frequency	%
Yes	60	68%
No	0	0%
Sometimes	28	32%
Total	**88**	**100%**

Note. Elaborated by Nicole León. **Source:** Sophomore students' survey.

The fifth question referred to the influence of pictures in texts to enhance reading comprehension. The findings showed that over half of the students, that is 60%, consider that pictures are useful for them to better understand the texts, since they can deduce what is happening through them even if they do not understand something in the text. The 28% of learners say that they sometimes find pictures effective in the reading process. However, no one says that pictures in texts are useless.

Question 6
What kind of books do you prefer to read?

Table 10

Types of books

Options	Frequency	%
Tales	50	57%
Religious	3	3%
Scientific	35	40%
Total	**88**	**100%**

Note. Elaborated by Nicole León. **Source:** Sophomore students' survey.

In the sixth question, students' preferences in books were considered. In terms of preferences,57% are inclined towards tales, 40% prefer scientific books, and only 3% of the population likes religious books. Based on these results, the appropriate resources will be chosen for the elaboration of the proposal, which in this case will be a didactic guide with picture books that can include contents that are attractive to sophomore students.

Question 7
From the following list of activities, rate from 1 to 5 which activities you prefer to do, or which ones help you with reading comprehension. 1 being the lowest and 5 the highest.

Table 11

List of activities

Activities	Frequency					Total
	1	**2**	**3**	**4**	**5**	
Puzzles	8	14	38	15	13	88
	9%	**16%**	**43%**	**17%**	**15%**	100%
Role play	13	19	25	20	11	88
	15%	**22%**	**28%**	**23%**	**12%**	100%
Reading aloud	19	19	18	17	15	88
	22%	**22%**	**20%**	**19%**	**17%**	100%
Underlining	8	12	27	19	22	88
	9%	**14%**	**31%**	**22%**	**25%**	101%
Create a story	22	17	13	18	18	88
	25%	**19%**	**15%**	**20%**	**20%**	99%
Discussions	29	13	22	14	10	88
	33%	**15%**	**25%**	**16%**	**11%**	100%
Write poems	13	23	18	13	21	88
	15%	**26%**	**20%**	**15%**	**24%**	100%

Group activities	7	8	17	23	33	88
	8%	**9%**	**19%**	**26%**	**38%**	100%
Collages	12	16	23	15	22	88
	14%	**18%**	**26%**	**17%**	**25%**	100%
Summarizing	9	26	16	17	20	88
	10%	**30%**	**18%**	**19%**	**23%**	100%
Draw a comic	25	14	16	12	21	88
	28%	**16%**	**18%**	**14%**	**24%**	100%

Note. Elaborated by Nicole León. **Source:** Sophomore students' survey.

The last question required students to rate a list of activities according to their preferences on a scale of 1 to 5. The purpose of this question was to determine which activities learners would like to do to improve their reading comprehension. Table 7 shows that there are different opinions regarding the activities presented, so for a better understanding, the interpretation of each activity will be described below. It is important to mention that 4 and 5 mean that the students agree and strongly agree with the activity; number 3 means that they are indifferent to the activities; and the numbers 2 and 1 mean that they disagree and strongly disagree with the activities.

The first activity was puzzles. Most of the students (43%) were indifferent to the activity; 17% and 15% of the population agreed and strongly agreed with the activity; and 9% and 16% disagreed and strongly disagreed with the activity, which means that a good percentage of the population would like to do puzzles. As for role-playing, 28% were indifferent, 15% strongly disagreed, and 22% disagreed, being 2% more than the learners who agreed, so this activity has a small chance of being liked by students. The next activity was reading aloud; there was not a big difference between the results; however, more students showed disagreement with the idea. Regarding underlining, 31% were indifferent, although 22% and 25% agreed and strongly agreed with the activity, which was a positive response for the activity. The next one was creating a story, and most of the students (25%) strongly disagreed; nevertheless, there are some students who want to do this activity and agree with it.

Discussions had a negative response, with 33% strongly disagreeing and 15% disagreeing; students who agreed were a small percentage. Writing poems was another activity included in the list, with 15% and 26% of students disagreeing and strongly disagreeing; nonetheless, there was not as much difference with learners agreeing with this activity, with a difference of 2%. Regarding group activities, it is evident that the vast majority of the participants expressed agreement or strong agreement with them, which shows that students prefer to do activities in groups rather than alone. In the collages, 26% were indifferent, even so a significant group of students agreed and strongly agreed with the activity. Also, 30% of students strongly disagreed with summarizing; notwithstanding, students who agreed and strongly agreed were more in 2%. The last activity considered in the list was drawing a comic; 28% strongly disagreed and 24% strongly agreed. Adding the

learners who agreed and disagreed, the results showed that more students would not like to draw a comic to improve their reading comprehension.

3.4.1. Analysis of the students' survey

This survey was very useful to have a broader view of students' perspectives regarding their reading difficulties, preferences in activities, and the relevance of pictures in the texts. Through answers given by the students, it was evident their interest in having other resources to boost their reading comprehension. They also shared the most common problems they have when reading, such as finding specific information in the text, identifying the text organization of the text, and making inferences, among others. Furthermore, an aspect of great importance for this research was the influence of pictures on strengthening the comprehension in texts, to which students showed a positive response. As Efendi (2021) argues, using pictures is a good alternative to enhance students' comprehension, as it can help them to understand and establish connections between the topics of the text and their visual meaning.

3.4.2. Students' survey summary

The survey results revealed pertinent aspects of the students' viewpoint. In first place, 98% of students consider that learning English is important for their future, which is a good response from learners. In addition, a good percentage of sophomore students agreed on the use of other resources to strengthen their reading comprehension. Regarding reading difficulties, most of the population expressed that they frequently and sometimes find it difficult to read in English, and there are some aspects in which they usually have problems, such as identifying the organization of the text, looking for specific information, making inferences, finding the main and secondary ideas, among others.

Furthermore, the vast majority of students responded that pictures in texts help them in the comprehension, so it is a useful aid to have illustrations while reading. The last two questions referred to the opinions and preferences of the students because, based on that, it will be possible to elaborate the proposal using their answers; therefore, 57% chose tales as the type of book they prefer to read; thus, resources will focus on this answer. Additionally, a list of activities was put under consideration, for example puzzles, writing poems, creating a story, and so on. Students were instructed to evaluate them using a scale from 1 to 5, taking into account that this analysis will also be part of the proposal: the learners' favorite activities and those they might like.

3.5.   Discussion

The interviews and the survey responses provided insights into the experiences of sophomore students at Colegio Universitario in learning English as a second language. The

Vice-principal, the English teachers and sophomore students provided valuable information for the research, which allowed a broader vision of the teaching strategies, reading difficulties, as well as the resources and activities used in the classes to enhance reading comprehension.

Initially, it has been mentioned in the interviews that achieving the English level set by the Ministry of Education is contemplated in the institution, which means that it is a clear purpose for teachers to help students reach the desired level in the different language competences; however, there are some factors that make it difficult to meet the established objectives in their entirety, the most relevant being the individualities of students when it comes to learning, the resources that do not fulfill the expectations, and the number of weekly hours of English. Therefore, teachers explained that they need to search for other resources, apply different activities and teaching strategies even though students still have difficulties in the language skills like reading comprehension.

Secondly, the sophomore students' responses to the survey showed that they are willing to use additional resources to boost their reading understanding due to the lack of materials in the classroom focused on developing their reading abilities. In addition, learners pointed out the difficulties they have in reading from their own perspective, which is a different approach from the teachers' point of view. Moreover, the survey revealed that pictures have a positive influence on text comprehension, alongside to the activities that help them or that they preferred to do in order to improve their reading comprehension.

Finally, after the analysis of the result, is it noticeable that the teachers and sophomore students at Colegio Universitario are eager to use a didactic guide with activities that include picture books. Hence, it is necessary to create a guide that meets the teachers' expectations and learners' needs to enhance their reading comprehension.

CHAPTER IV: PROPOSAL

4.1. Title

Learning through Picture Books- Didactic guide to improve reading comprehension.

4.2. Introduction

The development of language skills can be challenging without the adequate guidance and resources to meet expectations during learning; therefore, reading skills are not the exception to this. Throughout this research, it has been possible to identify the difficulties faced by sophomore students in language acquisition. Nonetheless, reading is a fundamental skill because it allows learners to discover the language deeply in a meaningful way and empower their imagination.

Consequently, this proposal is designed based on students' preferences in terms of activities, types of books, and their reading difficulties. Taking these aspects into account, the proposal contains different activities before, during and after the reading of each of the picture books included in the didactic guide in order to strengthen the reading skills of sophomore students in an interactive way. In addition to this, teachers can implement this guide in classes and use it as an extra resource in the teaching-learning process.

Finally, the picture books selected for the proposal contain information suitable to the level of the students and, most importantly, they are of interest to them. Even if there are difficult words, the activities, and the picture book itself will help learners improve their reading skills and expand their vocabulary applicable in different contexts.

4.3. Justification

During this investigation, one of the aspects mentioned was the resources implemented in English classes; teachers tend to look for other materials and resources to apply in the classroom. That means, English textbooks alone are not enough to fulfill with the demands establish by the Ministry of Education. Hence, having extra material ready to use is an excellent alternative, even more if it helps in the promotion of language skills. Moreover, the implementation of a didactic guide that contains innovative elements and activities during classes will motivate students to further boost their skills and go beyond with the information presented. Overall, relying on a guide specially designed to meet students' needs is not only beneficial for them, but also for the teachers, who will be able to make use of it.

4.4. Objectives

4.4.1. General Objective

Design a didactic guide with some picture books for the development of reading comprehension in sophomore students at Colegio Universitario.

4.4.2. Specific Objectives

- Select picture books according to sophomore students' English level and their preferences.
- Create activities related to picture books and based on students' reading difficulties.

4.5. Location

Colegio Universitario "UTN" is located in Ibarra, in the Sagrario parish, belonging to the canton of Ibarra, province of Imbabura, with address at Luis Ulpiano de la Torre 2-20 and Jesus Yerovi streets. This institution was created in 1988 as an annex of the Universidad Tecnica del Norte, as a laboratory for students of the FECYT faculty to carry out their internships there.

4.6. Beneficiaries

The direct beneficiaries of this proposal are sophomore students and teachers at Colegio Universitario "UTN". Teachers will be able to include picture books and the didactic guide as strategies to improve students' reading comprehension. Additionally, students will have the opportunity to boost their reading skills with various activities and acquire the language meaningfully. The indirect beneficiaries of the proposal are other teachers as it can serve as a reference for educators to adapt the materials according to the level of the students and their interests, and for students who want to improve their reading comprehension through picture books.

4.7. Guide

The guide will be available in an online version on Canva, so anyone can access the link without difficulty as long as they have an internet connection.

https://www.canva.com/design/DAGAhPpqtKo/bwnd35b0Sb5l0C2OKNjPCQ/edit?utm_content=DAGAhPpqtKo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Learning through Picture Books

Didactic guide to improve reading comprehension.

Author: Nicole León Molina

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Introduction

The development of language skills can be challenging without the adequate guidance and resources to meet expectations during learning; therefore, reading skills are not the exception to this. Throughout this research, it has been possible to identify the difficulties faced by sophomore students in language acquisition. Nonetheless, reading is a fundamental skill because it allows learners to discover the language deeply in a meaningful way and empower their imagination.

Consequently, this proposal is designed based on students' preferences in terms of activities, types of books, and their reading difficulties. Taking these aspects into account, the proposal contains different activities before, during and after the reading of each of the picture books included in the didactic guide in order to strengthen the reading skills of sophomore students in an interactive way. In addition to this, teachers can implement this guide in classes and use it as an extra resource in the teaching-learning process.

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3

Proposal General Objective

-Design a didactic guide with some picture books for the development of reading comprehension in sophomore students at Colegio Universitario.

Proposal Specific Objectives

-Select picture books according to sophomore students' English level and their preferences.
-Create activities related to picture books and based on students' reading difficulties.

Presentation of the guide

This didactic guide contains different pre-, during-, and post-reading activities for three carefully chosen picture books that appeal to self-reflection on certain issues that we, as humans, will go through at some point in our lives. It is important to mention that most of the activities implemented in the guide are adjusted to the preferences of the students.

Pre-reading activities

The purpose of these activities is to engage students' attention and build their expectations about the reading. Also, the introduction of new vocabulary is an essential part of familiarizing students with new vocabulary (Al-Jawi, 2010, p. 27).

With these activities students will better understand the text without losing interest in the class.

While-reading activities

The text is left behind. The objective of these activities is to confirm the relevance of the text and its usefulness from the students' perspective.

Post-reading activities

Role of the teacher, student and material

Teacher's role
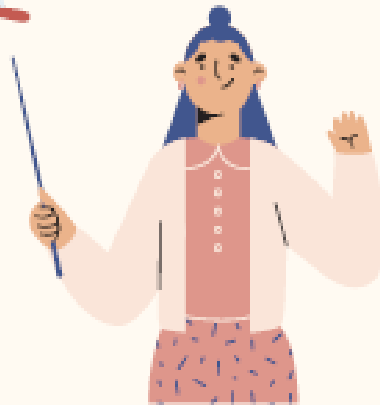
The teacher is a facilitator of knowledge who guides students and supports them if necessary, providing materials and resources for learning.

Students' role

Students are active actors in the learning process in which they construct their knowledge and participate constantly to strengthen their knowledge and skills.

Materials' role

The materials also play an important role, with them it is possible to enhance the students' skills in a dynamic way, motivating them to consciously participate in the learning process.

Picture Book 1

Cry, Heart,
But Never Break

Glenn Ringtved   Illustrated by Charlotte Pardi

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books

🦋 Lesson 1 🦋

Objective:

Students will be able to get an idea of what the book will be about through some reading activities to predict what will happen in the following pages.

> ⓘ For lesson 1, only the first 10 pages of the book will be considered.

Pre-reading

👩‍🏫 What teacher does

-Present the picture of the death (big enough) to all the students so they can see it.

-Ask questions such as: What can you see in the picture? ;
What comes to your mind when you see it?; Are you familiar with it?

-Once the teacher has had some discussion with them, he/she will show the crossword to the students and explain that it is the vocabulary related to a part of the reading.

-Check the answers with the students.

👧🧑👦 What students do

-Analyze the picture and give their ideas about their perspective and experiences.

-Solve the crossword and match the words with the definitions.

-Compare the answers with the teacher.

8

Pre-reading
Predicting content using visuals

1. Guessing what the book will be about from the following picture.
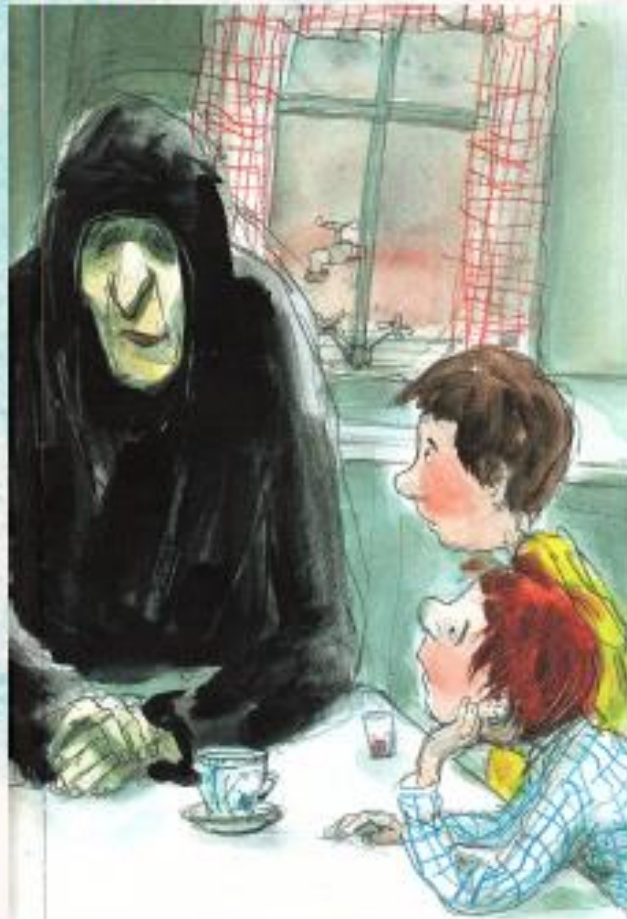
Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.p.20

Questions

- What can you see in the picture?
- What comes to your mind when you see it?
- Are you familiar with it?

Understanding key vocabulary

2. Complete the following crossword puzzle, use the key words and read the clues to do so.

Key words

Beneath
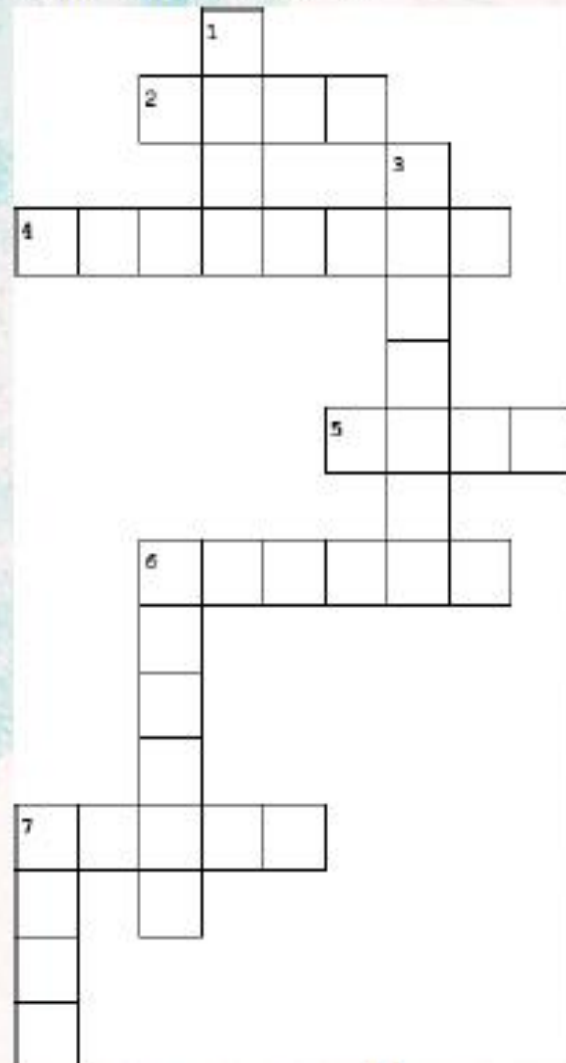
Snug

Dawn

Cloak

Frighten

Inky

Sorrow

Coal

Scythe

Across
2. Covered with ink
4. To make someone to feel fear
5. The period of the day when light from the sun begins to appear in the sky.
6. A tool with a long, curved blade for cutting tall grass
7. Piece of clothing; a loose outer garment without sleeves, covering most of the body.

Down
1. Comfortable and warm
3. Below
6. A feeling of great sadness
7. Hard black fuel

While-reading

What teacher does

- The teacher will remind students about the different parts of speech and then give them a few minutes to complete a short exercise about it.

-Teacher will ask students to look up vocabulary in the text and make connections with them about how the words provide meaning and their function in the sentences.

-The teacher will then explain the next activity, which is to summarize the paragraphs in the students' own words to see how much they have understood from the reading.

What students do

-Students will pay attention to the teacher's explanation about the parts of the speech.

-They will underline the vocabulary learned and notice where in the sentence it is applied.

-Students will read the assigned pages and summarize the paragraphs in their own words.

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Preposition

Noun

Some people say Death's heart is as dead and black as a piece of <u>coal</u>, but that is not true. <u>Beneath</u> his <u>inky</u> <u>cloak</u>, Death's heart is as red as the most beautiful sunset and beats with a great love of life.

Adjective
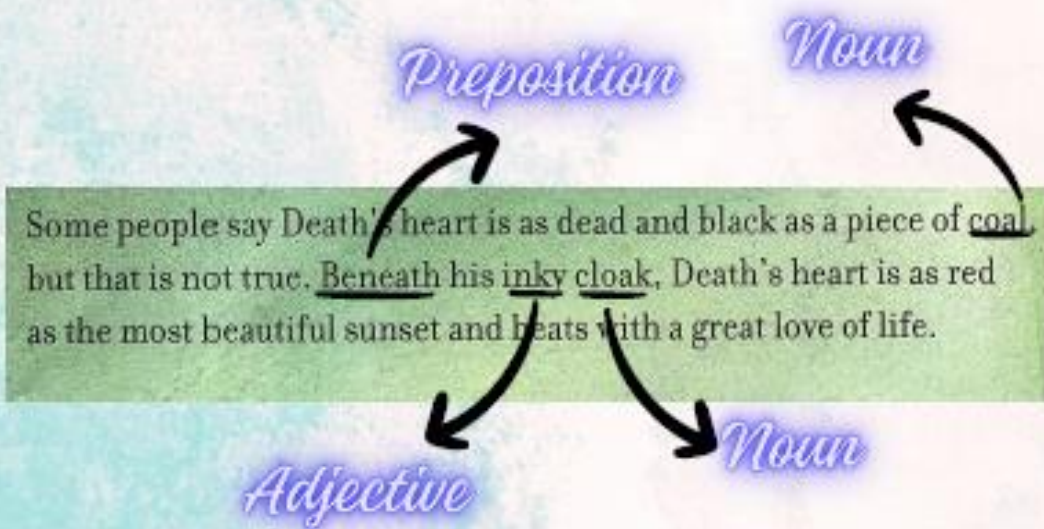
Noun

To remember...

It is important to identify the role that words play in a sentence. Therefore, if we use them together, it is easier to communicate our ideas clearly.

Parts of Speech

Noun	**Pronoun**	**Adjective**	**Adverb**
Name of a certain place, thing, or a person. Like Daniel, English or a lion, etc."	"Word that is used at the place of a noun is known as a pronoun such as he, she and it"	"Word which qualifies/modifies a noun/pronoun is known as adjective such as sweet, pretty, hot"	It describes or modifies a verb, an adjective or another adverb, but never a noun such as gently, quickly, etc."
Conjunction	**Verb**	**Interjection**	**Preposition**
"It joins words, clauses or phrases and indicates the relationship between them, such as but, or so"	A verb expresses the action of being, doing, or having." Eat, speak, run, drink	"Interjections are the words used to express emotions such as Oo! Woo! Etc."	Word placed before a noun or pronoun to form a phrase modifying another word in the sentence such as by, with, on"

12

Grammar exercise

3. In each sentence there is a word in bold, select which part of speech that word belongs to.

1. I bought a **beautiful** dress at the mall.

- preposition
- adjective
- noun

2. What did **she** ask you to do?

- conjunction
- preposition
- pronoun

3. I left my shoes **under** the kitchen table.

- adjective
- preposition
- pronoun

4. If we finish our work **quickly** we can go to the movies.

- adverb
- conjunction
- verb

5. On Saturdays I **work** from nine to five.

- verb
- preposition
- adverb

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6. I want to go to a **university** in the United States.

- adjective
- preposition
- noun

7. I'm sure I've **met** your girlfriend before.

- verb
- preposition
- interjection

8. **Well**, I don't think I'll be home before 6.

- interjection
- preposition
- pronoun

9. Andy knocked on the door **but** nobody answered.

- adverb
- adjective
- conjunction

10. **After** lunch let's go out for a coffee.

- pronoun
- preposition
- verb

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While-reading

Scanning

4. Find the words that appear in the crossword puzzle and underline them.

Snug -Frighten -Scythe- Sorrow- Dawn- Coal- Beneath- Inky -Cloak

In the far north, in a small snug house,
four children lived with their beloved grandmother.
A kindly woman, she had cared for them for many years.

Now she had a visitor.

Time passed.

Finally, Death was ready. He placed his bony
hand over his cup to signal "no more."
Then Leah, who had been watching Death all night,
reached out and took his hand.

"Oh, Death," she said, "our grandmother is so dear to us,
why does she have to die?"

Some people say Death's heart is as dead and black as a piece of coal,
but that is not true. Beneath his inky cloak, Death's heart is as red
as the most beautiful sunset and beats with a great love of life.

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Summarizing

5. Read the first 10 pages of the book, then in your own words summarize the paragraphs, based on what you understood in each of them.

In the far north, in a small snug house,
four children lived with their beloved grandmother.
A kindly woman, she had cared for them for many years.

Now she had a visitor.

Not wishing to frighten the children,
the visitor had left his scythe outside the door.
All the same, they knew that it was Death.

Nels, the oldest, and his sister, Sonia,
closed their eyes, heavy with sorrow.
Kasper, who was younger, tried to ignore the visitor.
But Leah, the youngest, who was always
getting into trouble, stared straight at Death.

In the quiet, the children could hear their grandmother upstairs,
breathing with the same raspy breaths as the figure at the table.
They knew Death had come for her and that time was short.

Since everyone knows Death's only friend is night, the children quickly made a plan. They would keep Death away from their grandmother by giving him coffee all through the night.
At dawn, he would have no choice but to leave without her.

So every time Death emptied his cup,
Nels would ask, "More coffee, Sir?"
And Death would nod.
Death loved his coffee strong and black like the night,
and he was happy to sit and rest for a while.

Time passed.

Finally, Death was ready. He placed his bony
hand over his cup to signal "no more."
Then Leah, who had been watching Death all night,
reached out and took his hand.

"Oh, Death," she said, "our grandmother is so dear to us,
why does she have to die?"

Some people say Death's heart is as dead and black as a piece of coal,
but that is not true. Beneath his inky cloak, Death's heart is as red
as the most beautiful sunset and beats with a great love of life.

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Post-reading

What teacher does

-Divide students into pairs.

-The teacher will show the three images to the students or stick them on the board so that everyone can see them.

-The teacher will explain the paired writing activity, students should consider the images and answer the question, "What do you think will happen next?" in a short 50-word paragraph.

-The teacher will supervise the students, listen to some of their ideas and help them work out their possible questions.

-The teacher will select a few students to share their paragraphs with the rest of the class.

What students do

-Discuss in pairs their ideas about what might happen in the story and write their paragraph on a piece of paper.

-They will have to take into account the images and the established question to complete the activity.

-Those selected will share their paragraphs with their classmates.

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Post-reading

Predicting content using visuals

5. Pair work. Based on the images below try to answer the question: What do you think will happen next in the story? Use your imagination and write a 50-word paragraph with your ideas.

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books. p.11

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books. p.14

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books. p.19

Think, organize and write down your ideas!

19

🐋 Lesson 1– Vocabulary 🐋

Beneath   Preposition. Below

Cloak   Noun. Piece of clothing; a loose outer garment without sleeves, covering most of the body.

Coal   Noun. Hard black fuel

Dawn   Noun. The period of the day when light from the sun begins to appear in the sky.

Frighten   Verb. To make someone to feel fear.

Inky   Adjective. Covered with ink

Scythe   Noun. A tool with a long, curved blade for cutting tall grass.

Snug   Adjective. Comfortable and warm

Sorrow   Noun. A feeling of great sadness.

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Pre-reading

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.p.20

In case you want to do it online

Link for the Crossword

https://crosswordlabs.com/view/vocabulary-1-3834

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While -reading

In the far north, in a small snug house,
four children lived with their beloved grandmother.
A kindly woman, she had cared for them for many years.

Now she had a visitor.

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.1-2

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Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.3-4

23

In the quiet, the children could hear their grandmother upstairs, breathing with the same raspy breaths as the figure at the table. They knew Death had come for her and that time was short.

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.5-6

24

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.7-8

25

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.9-10

26

Here are the sticky notes for students to summarize the paragraphs, or they can do it on a sheet of paper.
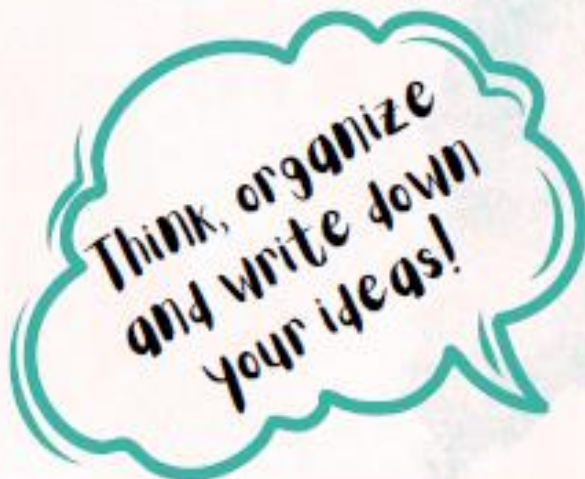
Post -reading

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books. p.11

28

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books. p.14

29

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books. p.19

30
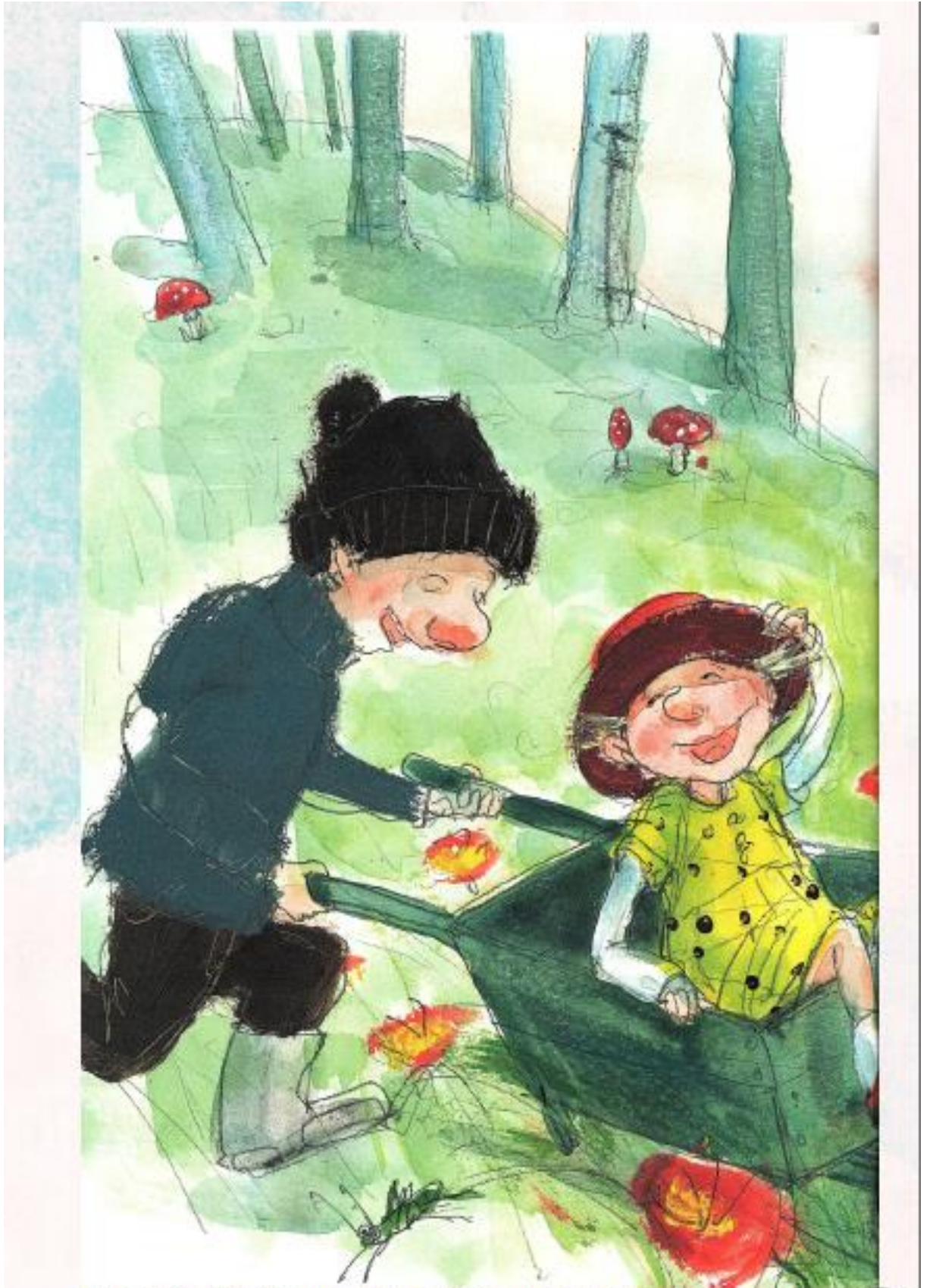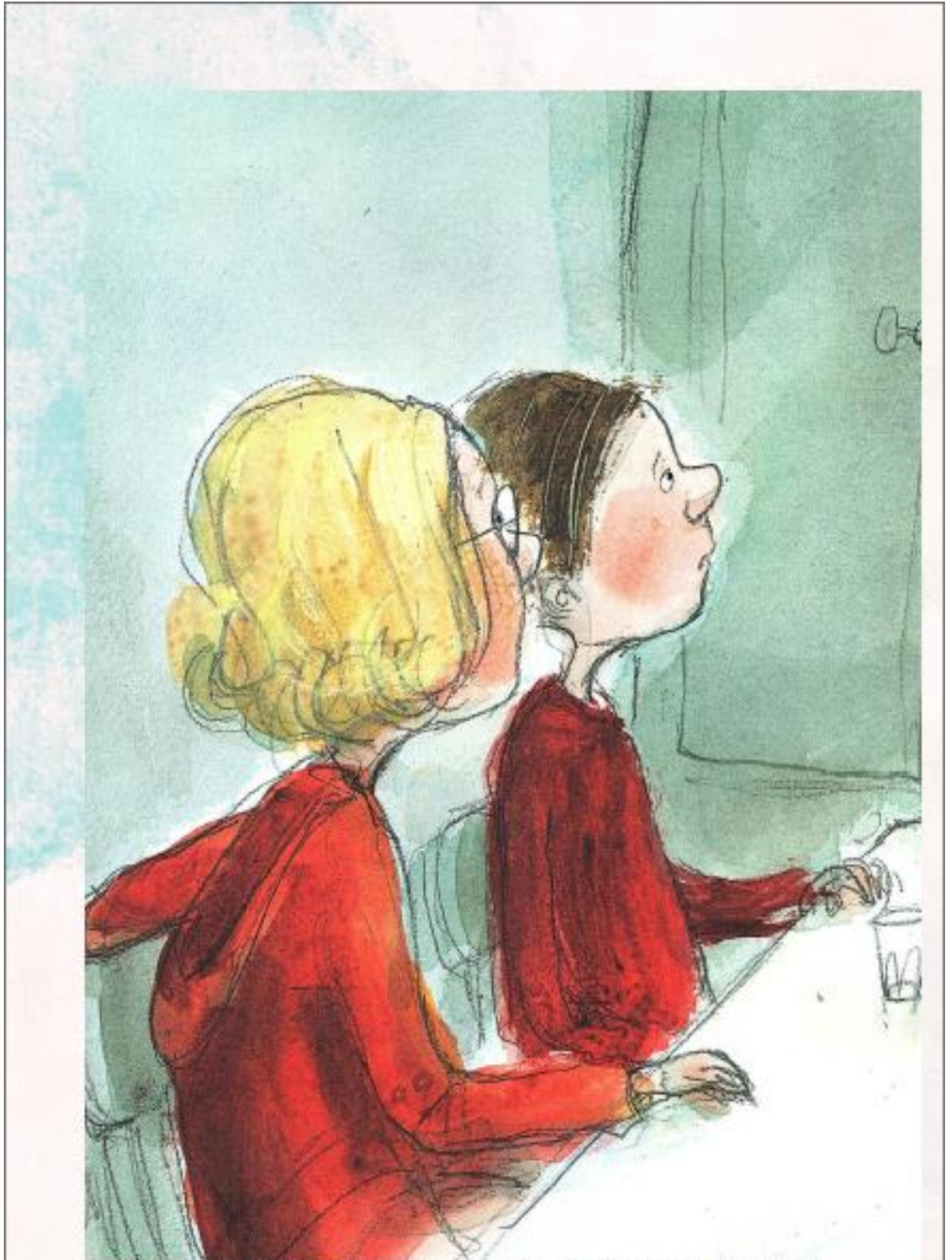
Rubric for the 50-word paragraph

Paragraph Rubric						
	5	**4**	**3**	**2**	**1**	**Students' score**
Ideas	The ideas were clear and easy to understand.	The ideas were almost clear and easy to understand.	Some ideas were clear and easy to understand.	Most of the ideas were unclear and difficult to understand.	The ideas were unclear and difficult to understand	
Grammar	Verb tenses, capitalization, and punctuation were executed fluently throughout the paragraph.	Verb tenses, capitalization, and punctuation were executed throughout the paragraph with imperceptible errors.	Verb tenses, capitalization, and punctuation were executed during the paragraph with some errors, but it was possible to understand the paragraph.	There were many errors in the application of verb tenses, capitalization, and punctuation marks, which made it difficult to understand the paragraph.	Verb tenses, capitalization and punctuation marks were not executed fluently throughout the paragraph.	
Spelling	All words are spelled correctly.	Almost all words are spelled correctly.	Many words are spelled correctly	Several words are misspelled.	Many words are spelled incorrectly.	
Content	The content fully answers the stated question.	The content partially answers the stated question.	The content answered the stated question, but it goes off on a tangent.	The content goes around in circles and barely answers the question	The content does not answer the stated question at all.	
Number of words	Write around 50 words or more.	Write around 40 to 45 words.	Write around 30 to 35 words.	Write around 20 to 25 words.	Write less than 20 words.	
Total score:						

31

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Lesson 1– Answers

Crossword

Key words

Beneath
Snug
Dawn
Cloak
Frighten
Inky
Sorrow
Coal
Scythe

```
              ¹S
          ²I  n   k   y
              u          ³B
      ⁴F  r   i   g   h   t   e   n
                          n
                          e
                      ⁵D  a   w   n
                          t
          ⁶S  c   y   t   h   e
          o
          r
          r
      ⁷C  l   o   a   k
      o       w
      a
      l
```

Across
2. Covered with ink
4. To make someone to feel fear
5. The period of the day when light from the sun begins to appear in the sky.
6. A tool with a long, curved blade for cutting tall grass
7. Piece of clothing; a loose outer garment without sleeves, covering most of the body

Down
1. Comfortable and warm
3. Below
6. A feeling of great sadness
7. Hard black fuel

32

Grammar exercise

3. In each sentence there is a word in bold, select which part of speech that word belongs to.

1. I bought a **beautiful** dress at the mall.

- preposition
- adjective
- noun

2. What did **she** ask you to do?

- conjunction
- preposition
- pronoun

3. I left my shoes **under** the kitchen table.

- adjective
- preposition
- pronoun

4. If we finish our work **quickly** we can go to the movies.

- adverb
- conjunction
- verb

5. On Saturdays I **work** from nine to five.

- verb
- preposition
- adverb

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6. I want to go to a **university** in the United States.

- adjective
- preposition
- noun

7. I'm sure I've **met** your girlfriend before.

- verb
- preposition
- interjection

8. **Well**, I don't think I'll be home before 6.

- interjection
- preposition
- pronoun

9. Andy knocked on the door **but** nobody answered.

- adverb
- adjective
- conjunction

10. **After** lunch let's go out for a coffee.

- pronoun
- preposition
- verb

🦋 Lesson 2 🦋

Objective:

Students will be able to associate information from the reading through a K-W-L-H chart and reading specific information to process it and develop their creativity by applying a role-play activity.

Pre-reading

> ⚠️ For lesson 2, pages 11 to 20 of the book will be considered.

👩‍🏫 What teacher does

-On the board, the teacher will write the K-W-L-H table for the whole class to participate by filling it in.

-The teacher will divide the class into groups (at least 6 for the number of words) and give them their corresponding puzzle (cut out their pieces in disorder), as they work the teacher will paste the vocabulary words on the board.

-When the students finish and paste their puzzles on the board, the teacher will check if they are right or wrong and give them feedback.

-Of course, the teacher will give the definition of the words (the definitions are on the vocabulary board but if you want you can explain them to the students in your own words).

👦👦👧 What students do

- With their previous knowledge about the reading they will help the teacher with ideas to complete the K-W-L-H chart.

-In groups, students will solve the puzzles and paste them on the board under the word they think represents that picture.

35

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Pre-reading

Apply your knowledge

1.Fill in the K-W-L-H chart. Below each column you should write down the aspects considered as explained at the end of the chart such as what you know, what you want to learn, what you have learned, and how you will learn more after reading the book.

Know	Want to Learn	Learned	How to Learn More

K What students already know about the reading

L What students have learned about the text.

W What students want to learn by the text.

H How to learn more after reading the text.

Puzzle group activity

2. In your respective groups must solve the puzzle you have been given to discover the hidden image.

Schoyhan. (2010). Gloomy Forest [Photo]. Deviant Art. https://www.deviantart.com/schoyhan/art/Gloomy-forest-153884203

Drawlab19. (n.d.). Unhappy Man Suffer from Insomnia Overthinking [Photo]. CANVA. https://www.canva.com/photos/MAfrRCxjwBc/

Bright. (n. d.). Picture Dictionary & Books. https://picnbooks.com/pnb/word/view.do?id=121&page=162

Kenan. (2018). Delighted. Liberal Dictionary. https://www.sekportal.net/delighted/

HILL. (n.d.). Collins Dictionaries. https://www.collinsdictionary.com/es/diccionario/ingles/hill

Ringred, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books. p.18

3. On the board you will find the vocabulary words corresponding to the puzzles, paste the images under the one that represents their meaning.

Bright

Gloomy

Woeful

Delight

Hills

Neighboring

While-reading

What teacher does

-Teacher will monitor students while they are reading, it is important to clarify the meaning of some words that may be difficult for the students.

-The teacher will provide a small worksheet to each student containing some sentences with incorrect information about the reading.

-Check the answers with the students.

What students do

-They will read and know what really happened in the story.

-They will solve the worksheet by correcting the information which were wrong in the sentences.

-Later, they will verify the answers with the teacher.

While-reading
Reading

4. Read from page 11 to page 20 to find out what the continuation of the story is.

Scanning

5. Correct the mistakes in the sentences according to the information you have previously read.

1. At the bottom of those hills, there lived five sisters.

....

2. Joy fell instantly in love with Delight.

....

3. After their double funeral and a great celebration, the two couples move into neighboring houses.

....

....

4. When the time came to die, Grief and Delight did so on the same day.

....

....

5. The children weren't sure they had concentrated Death fully.

....

Post-reading

What teacher does

-Teacher will present the template for the activity and explain it detailed to clarify what students have to do and perform the activity correctly.

-After the students write down their questions, the teacher will arrange them in pairs so that they can ask and answer their questions in role-play form, exchanging roles whenever necessary.

What students do

-Students will prepare the questions they would like to ask the character (At least 2).

-When they finish writing their questions and the teacher divides them into pairs, they will simulate an interview where one of them will be the interviewer and the other the character and then they will switch roles (the idea of this is that students answer the questions from the character's perspective).

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Post-reading
Role-play in pairs

6. Interview a character. You will have the opportunity to choose a character you want to interview and ask him/her at least 2 questions.

With your partner you will take turns being the interviewer and the character and then switch roles to conduct the interviews.

Try to answer the questions from the character's perspective.

Interview template

Questions

Chosen character:

....

Draw here!

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🐋 Lesson 2– Vocabulary 🐋

Bright   Adjective. Full of light; shining.

Delight   Noun. A feeling of great pleasure, satisfaction or happiness.

Gloomy   Adjective. Without hope or happiness; dark in a way it is unpleasant and makes it difficult to see.

Grief   Noun. Great sadness especially when someone dies.

Hill   Noun. An area of land that is higher than the surrounding land.

Neighboring Adjective. (Places) near or next to each other

Woeful   Adjective. Unhappy

Worth   Adjective. Indicates the value of something in terms of enjoyment, benefit or importance.

Yearn   Verb. To feel a great desire for something.

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🐋 Lesson 2–Resources 🐋

Pre-reading

Puzzles
Bright

Bright. (n. d.). Picture Dictionary & Books. 44
https://picnbooks.com/pnb/word/view.do?id=121&page=162
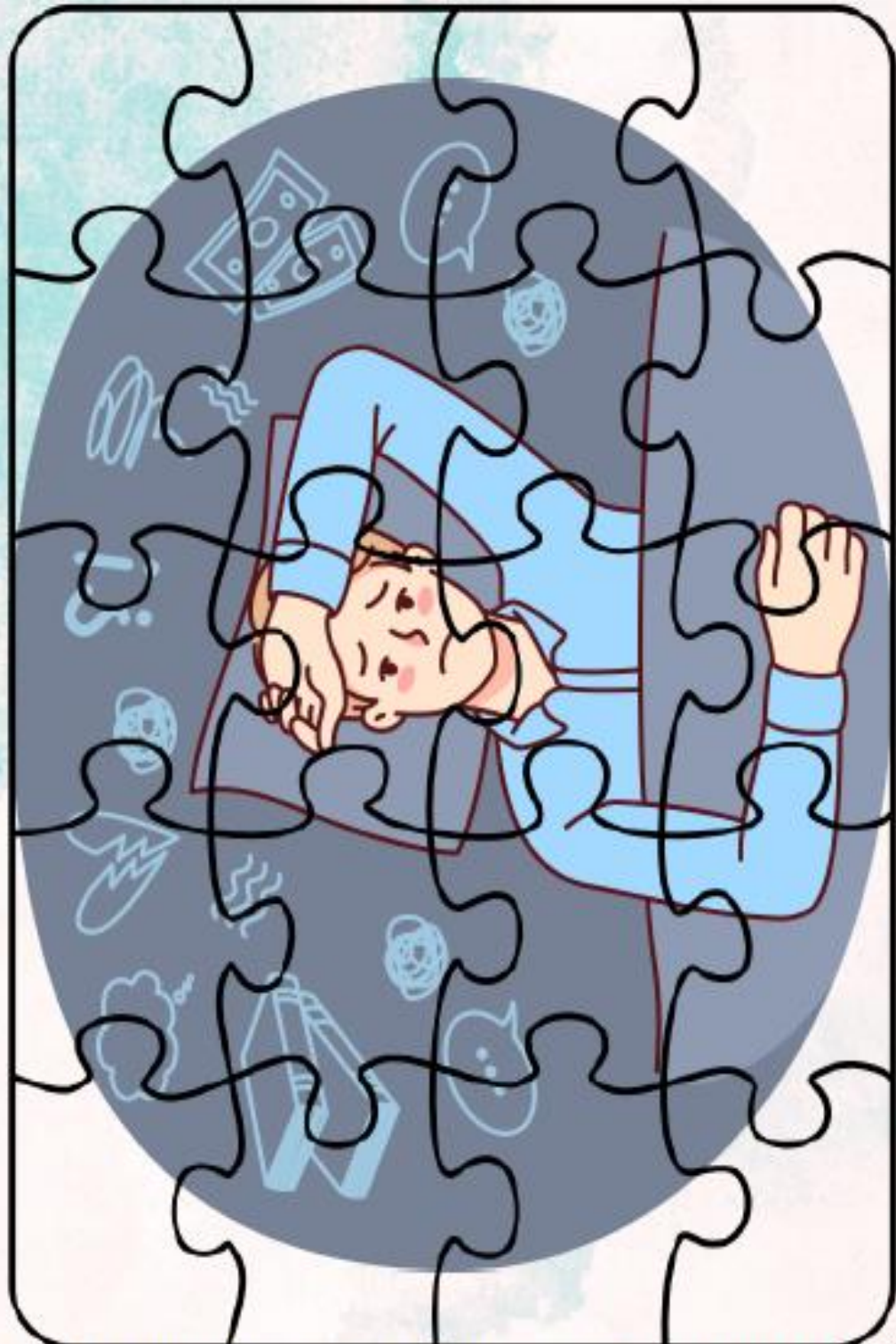
Woeful

45

Gloomy

46

Delight

Kenan.   (2018).   Delighted.   Liberal   Dictionary.
https://www.tekportal.net/delighted/
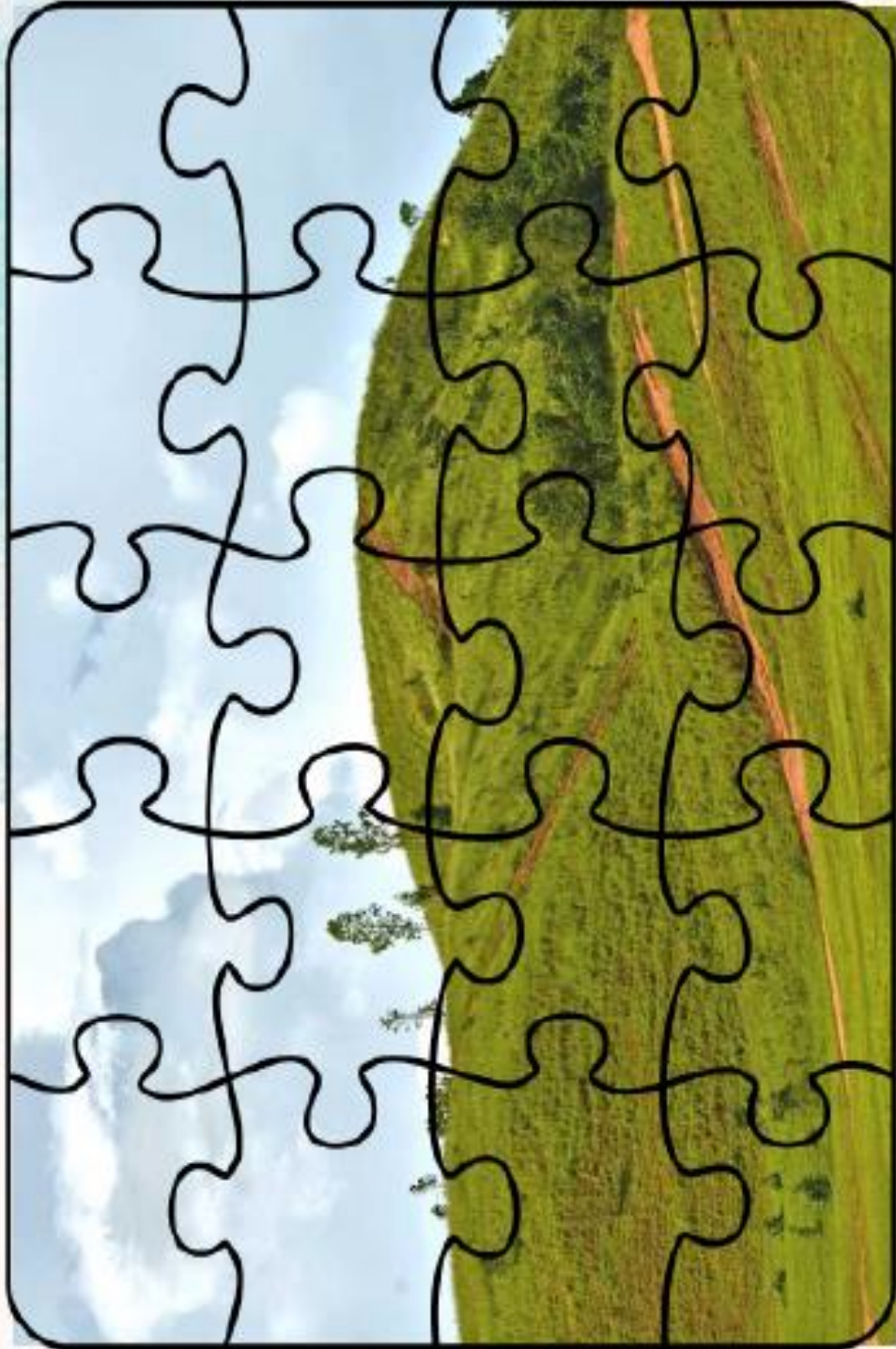
47

Hills

HILL. (n.d). Collins Dictionaries.
https://www.collinsdictionary.com/es/diccionario/ingles/hill

48
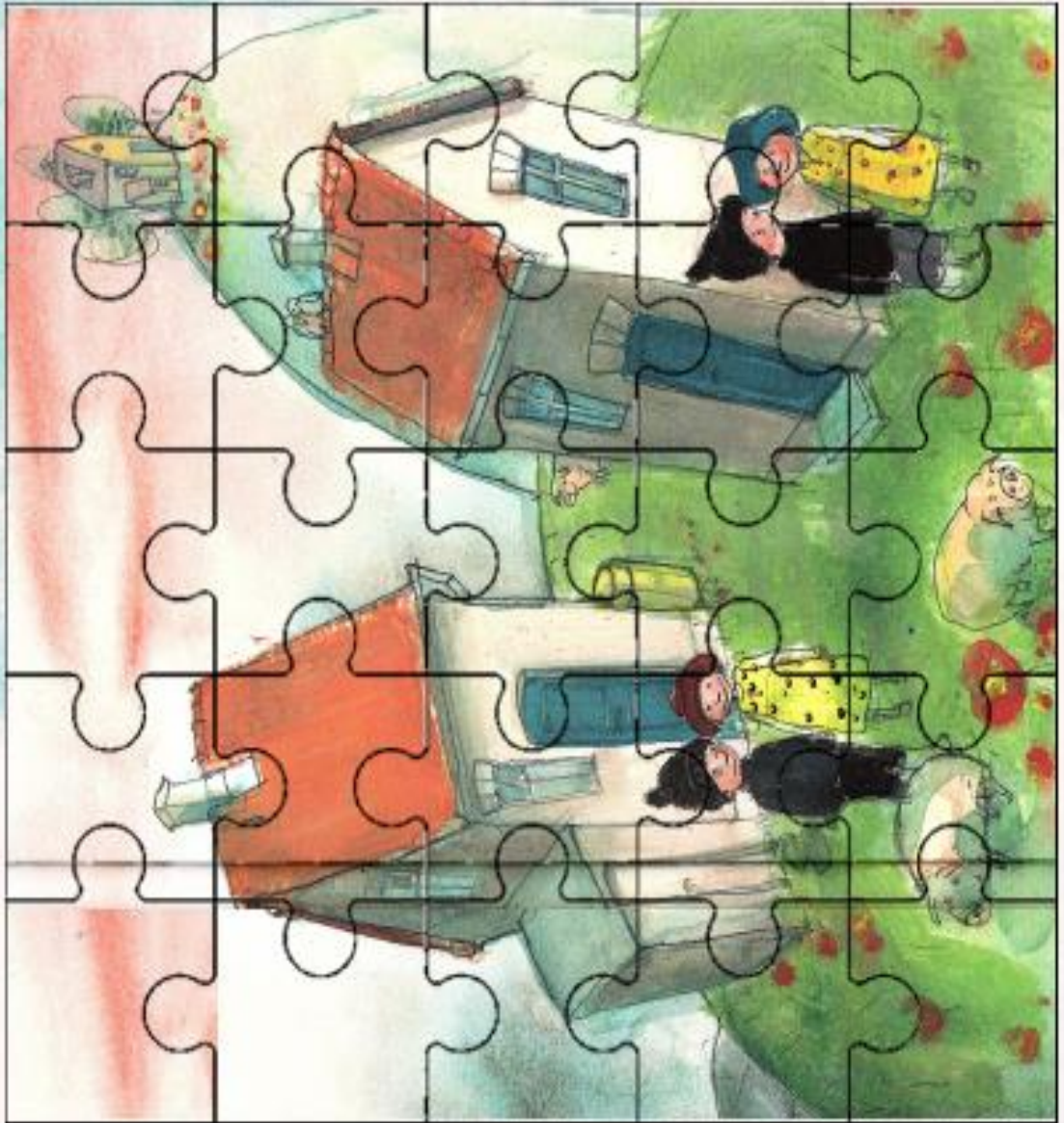
Neighboring

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books. p.18

Vocabulary words

Bright

Woeful

Vocabulary words

Gloomy

Delight

Vocabulary words

Hills

Neighboring

While-Reading

Death wanted to help the children understand, so he said, "I would like to tell you a story."

And in a strong, sweet voice, he began to speak.

"Once upon a time, so long ago that only I can remember, there lived two brothers. One was called Sorrow, the other Grief. Woeful and sad, they moved up and down their gloomy valley. They wept slowly and heavily, and because they never looked up, they never saw through the shadows to the tops of the hills."

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.11-12

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"At the top of those hills, there lived two sisters, Joy and Delight. They were bright and sunny and their days were full of happiness. The only shadow was their sense that something was missing. They didn't know what, but they felt they couldn't fully enjoy their happiness."

Death saw Leah nodding and said,
"I think you can guess what happened next."
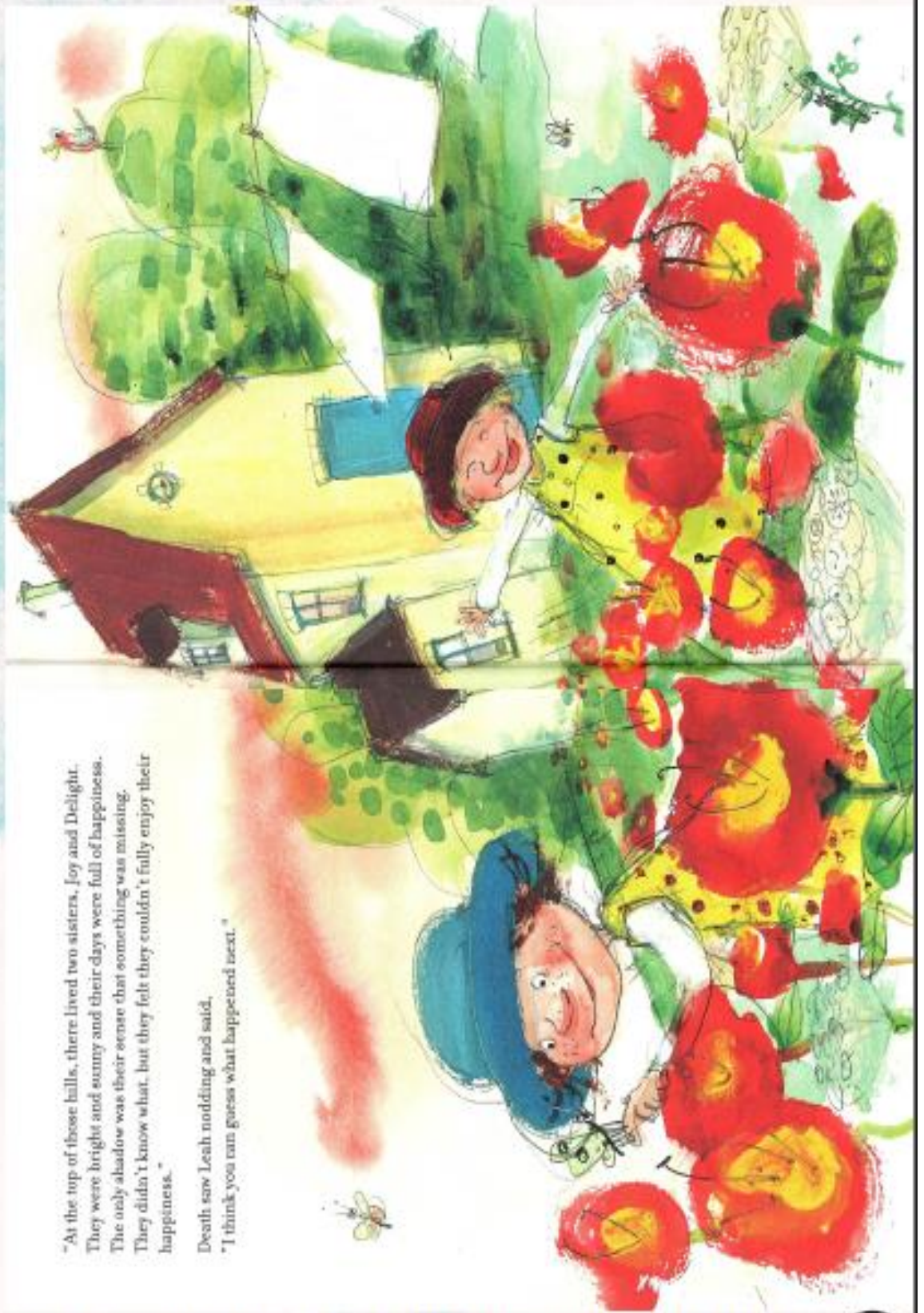
Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.13-14

54

"One day the brothers and the sisters met. Sorrow fell instantly in love with Delight, and she with him. It was the same for Grief and Joy. Each couldn't live without the other."
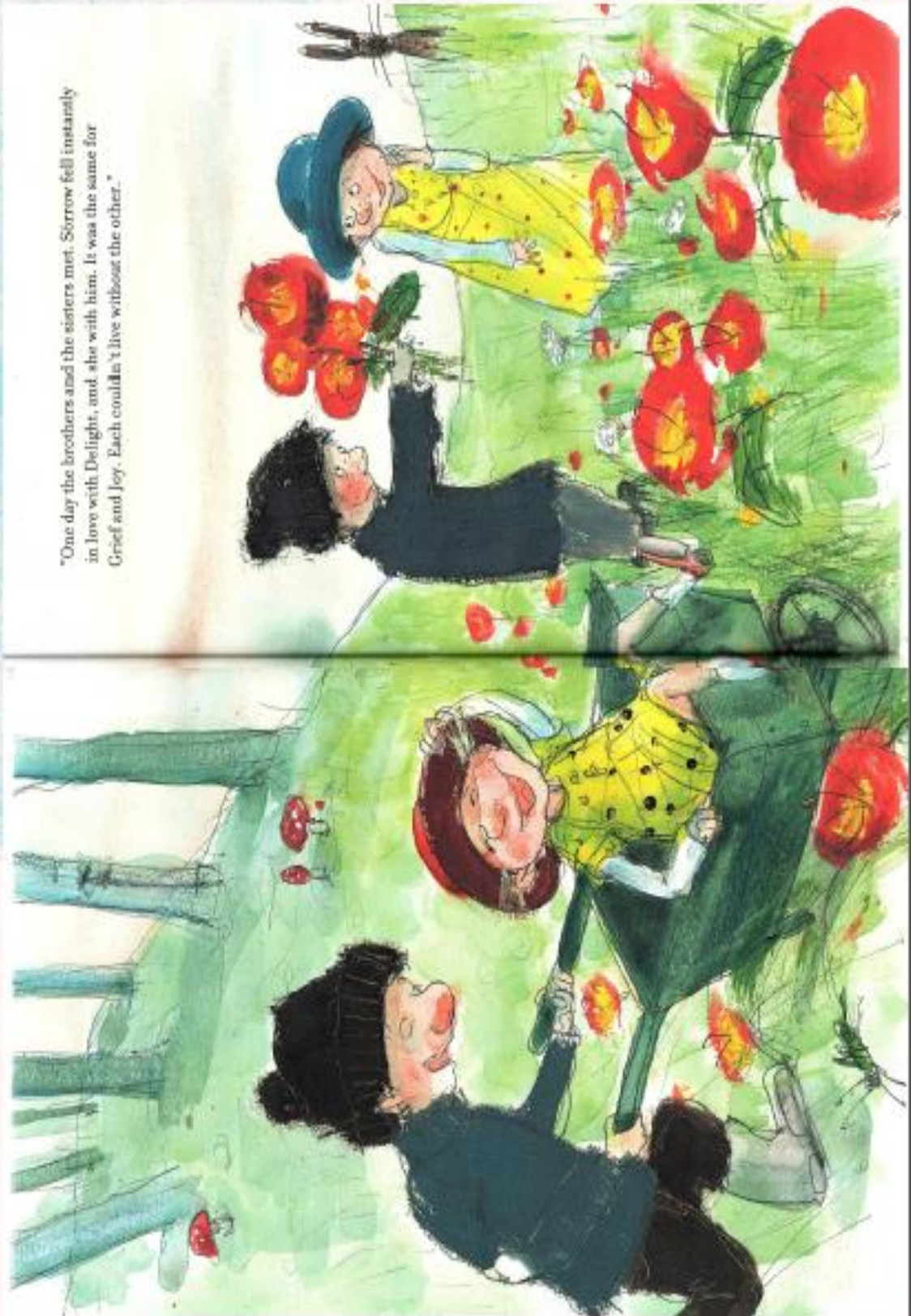
Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books. pp.15-16

"After their double wedding and a great celebration, the two couples moved into neighboring houses halfway-up and halfway-down the hill. This way the distance to their old homes was the same."

"They all lived to be very old. When the time came to die, Grief and Joy did so on the same day, as did Sorrow and Delight. Their happiness together had been so great that they couldn't live without each other."

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.17-18
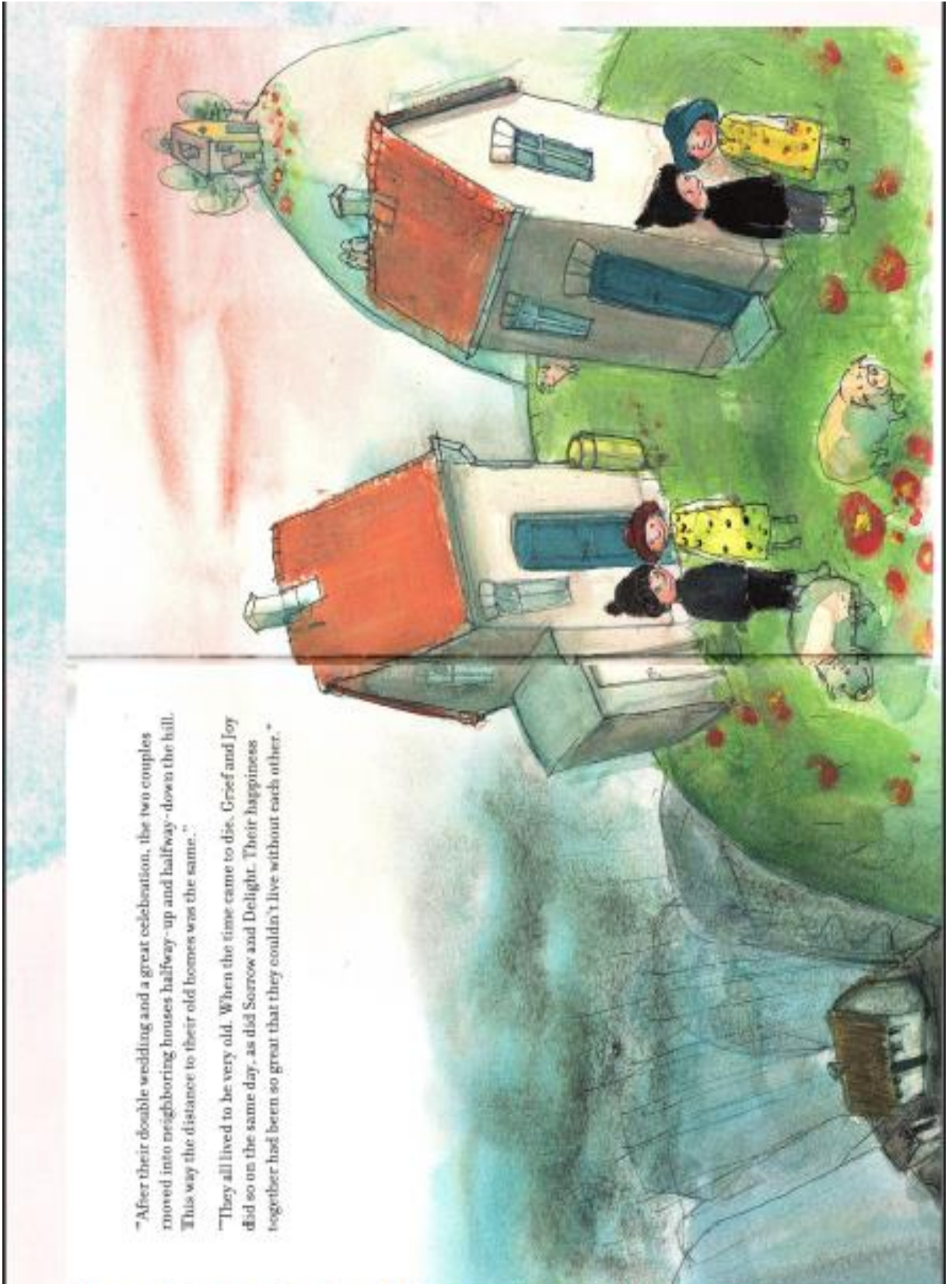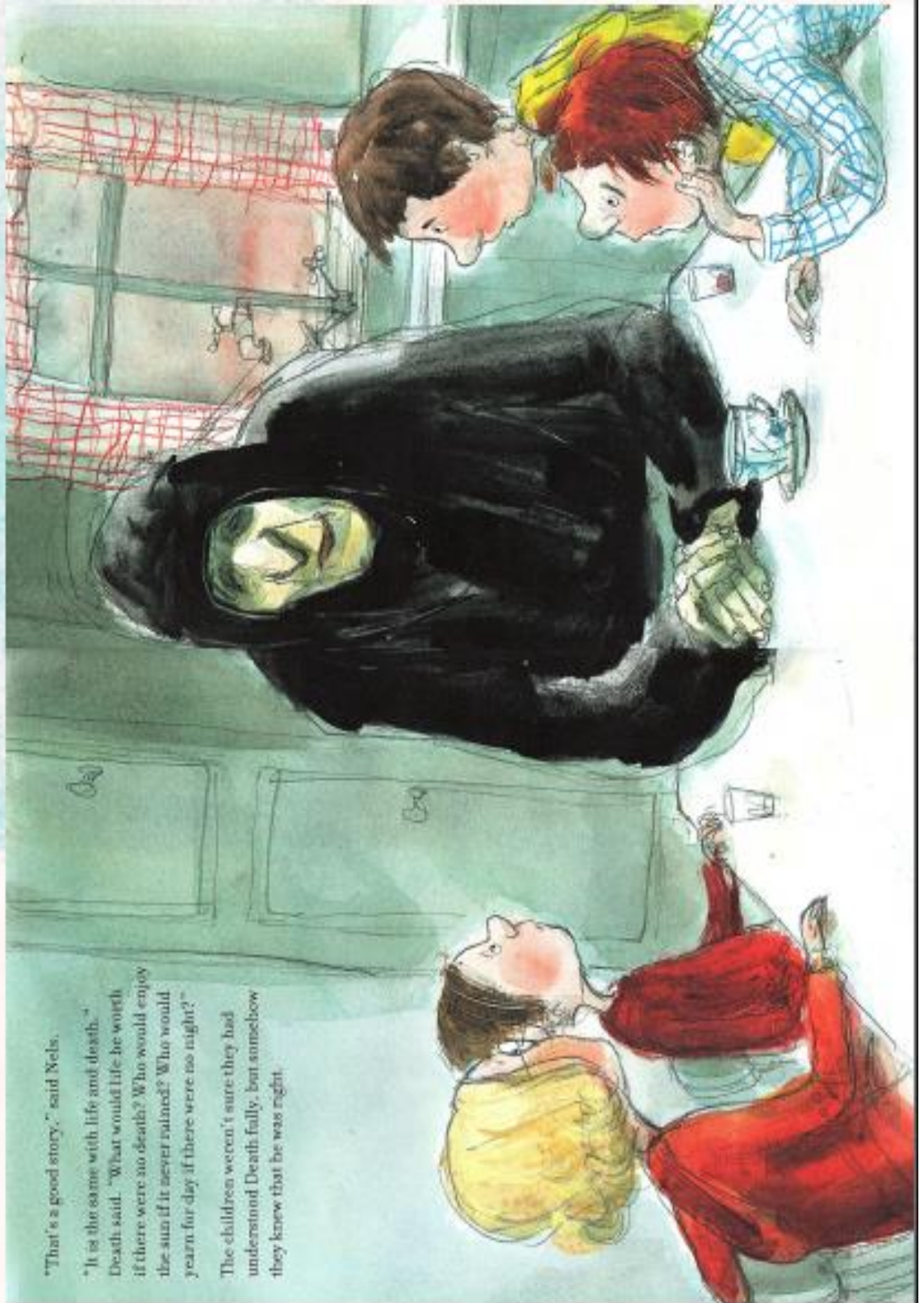
Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.19-20

🦋 Worksheet 🦋

Name: **Course:**

Correct the mistakes in the sentences according to the information you have previously read.

Do not forget to rewrite the sentences with the correct words.

1. At the bottom of those hills, there lived five sisters.

....

2. Joy fell instantly in love with Delight.

....

3. After their double funeral and a great celebration, the two couples move into neighboring houses.

....

....

4. When the time came to die, Grief and Delight did so on the same day.

....

....

5. The children weren't sure they had concentrated Death fully.

....

Lesson 2– Answers

Bright

Gloomy

Woeful

Delight

Hills

Neighboring

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Worksheet

1. At the <u>bottom</u> of those hills, there lived <u>five</u> sisters.

2. <u>Joy</u> fell instantly in love with Delight.

3. After their double <u>funeral</u> and a great celebration, the two couples move into neighboring houses.

4. When the time came to die, Grief and <u>Delight</u> did so on the same day.

5. The children weren't sure they had <u>concentrated</u> Death fully.

Answers

1.	top; two
2.	Sorrow
3.	wedding
4.	Joy
5.	understood

60

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Lesson 3

Objective:

Students will be able to recognize the sequence that the story has through guided activities related to the reading to write a different ending for the story.

Pre-reading

For lesson 3, pages 21 to 28 of the book will be considered.

What teacher does

-The teacher will present the vocabulary images and their definitions for students to relate.

-Teacher will provide a worksheet to match the pictures and their meaning or it can be projected on the board.

-Ask some students to read aloud their answers.

-Provide feedback.

What students do

- Students will pay attention to the teacher's explanation and actively participate.

-They will use their dictionary or prior knowledge to match the images and their definitions.

-Check their answers with the teacher.

61

1. Look at the pictures and their definition.

Dvoriankin. (2017). Espía escabulléndose de puntillas [Photo]. iStock. http://surl.li/sdqzn

Tiptoe

To walk on your toes so as not to make noise.

Cherstva (2017). Enojado, triste, desesperado, molesto, hombre y mujer, vector, ilustración, gritar, señalar, dedo, regañar, alejarse, oficina, niño y niña, caricatura, carácter, conjunto [Photo]. Freepik. http://surl.li/sdqwr

Edge away

Walk away for something or someone.

Soni. A. (2023). 8 Things That Hold You Back In Life & You Must Surpass Them [Photo]. Calm Sage. https://www.calmsage.com/things-that-hold-you-back-in-life/

Hold back

Stop someone or something from coming or moving forward.

Adrian. (2021). Move on from a relationship: When it's time and how to do it! [Photo]. Happily Committed. https://happilycommitted.com/move-on-from-a-relationship/

Move on

To accept that a situation has changed and be ready to deal with new experiences.

62

110

Whisper

To speak very quietly , so that only the person close to you can hear you.

Musbila. (n.d.). Gossip, Shocked two women friends spreading rumors gossiping sharing secrets [Icon]. CANVA.
https://www.cana.com/icons/MAFlLFVpH8A/

Whenever

Every or any time.

Whenever (Kris Kross Amsterdam) - Floerk Bootleg. (n.d.). [Photo]. SoundCloud. https://soundcloud.com/floerk/whenever-kris-kross-amsterdam-floerk-bootleg?in=chayenne-l/sets/flo

Breeze

A light and pleasant wind.

Sparklestroke. (n.d.). Editorial Sketch Cold Air Asthma Trigger [Icon]. CANVA. https://www.cana.com/icons/MAFBIQ3F0p4/

63

2. According to the previous explanation, match the images with each definition

Hold back

●   ● Every or any time.

Breeze

●   ● To speak very quietly , so that only the person close to you can hear you.

Tiptoe

●   ● Stop someone or something from coming or moving forward.

Move on

●   ● Walk away for something or someone

Whisper

●   ● To walk on your toes so as not to make noise.

Whenever

●   ● To accept that a situation has changed and be ready to deal with new experiences.

Edge away

●   ● A light and pleasant wind.

While-reading

What teacher does

-The teacher will read the pages aloud with the students.

-The teacher will ask the students to put the sentences in the correct order as they appear in the reading by identifying the order of events.

What students do

- They will use their dictionary or prior knowledge to match the images and their definitions.

-Students will listen to the teacher and participate when necessary.

-They will organize events in the correct order and check answers with other classmates.

Reading

3. Read from page 21 to page 28 to get to the end of the story.

Organizing the events

4. Put in order the events that appear in the story by listing them.

- The children didn't understand Death, but they knew he was right.

- Children kept death away from their grandmother by giving him coffee.

- The children lived with their joy and sorrow in the following years.

- Death had left his scythe outside the door.

- Death told the children a story.

- The grandmother had died.

- Death went upstairs to the grandmother's room.

66
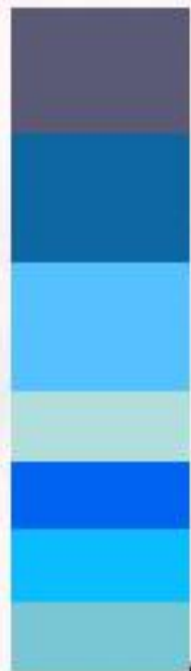
Post-reading

What teacher does

-The teacher will explain the activity for students and provide an example for students to understand the activity.

-Teacher will monitor and help students during the writing activity.

-The teacher will bring a small box for the students to glue their finals in and read a few aloud.

What students do

-They will think a different ending for the story like the teacher's example.

-They will write their ending and hang it in a little box anonymously for everyone to read.

67

Post-reading

Imaginative writing

5. After reading the last few pages of the story and reaching the end, it is now your turn to write a different ending to the story.

Use your imagination and start writing!

🐋 Lesson 3 – Vocabulary 🐋

Breeze Noun. A light and pleasant wind.

Edge away EDGE. Verb. To move slowly with gradual movements or steps; AWAY. Adverb. Elsewhere, or to or in a different place, position or situation.

Hold back Phrasal Verb. To stop someone or something from coming or moving forward.

Move on Phrasal Verb. To accept that a situation has changed and be ready to deal with new experiences.

Tiptoe Verb. To walk on your toes so as not to make noise.

Whenever Adverb/ Conjunction. Every or any time.

Whisper Verb. To speak very quietly , so that only the person close to you can hear you.

Lesson 3–Resources
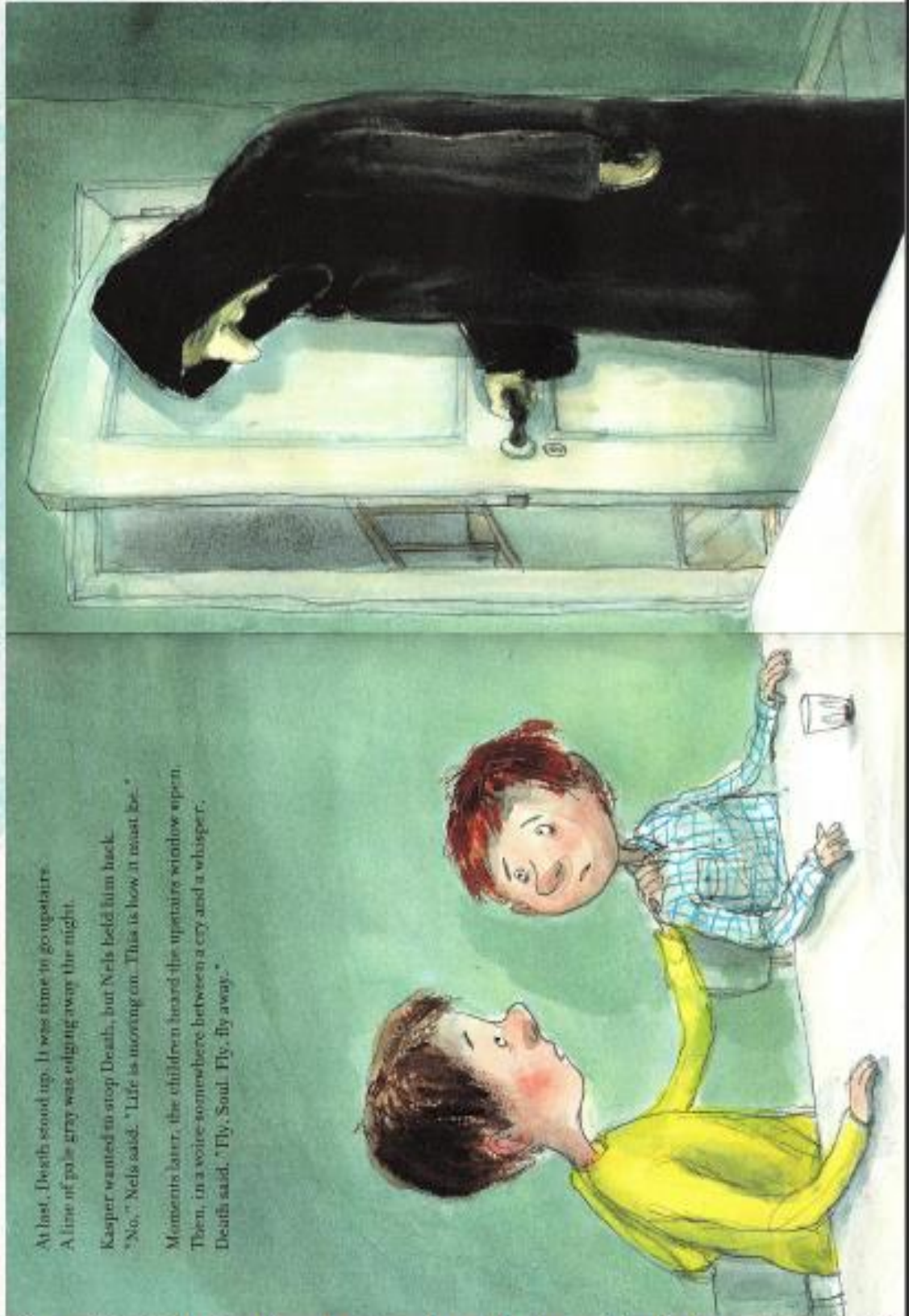
At last, Death stood up. It was time to go upstairs. A line of pale gray was edging away the night.

Kasper wanted to stop Death, but Nels held him back. "No," Nels said. "Life is moving on. This is how it must be."

Moments later, the children heard the upstairs window open. Then, in a voice somewhere between a cry and a whisper, Death said, "Fly, Soul. Fly, fly away."

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.21-22

71
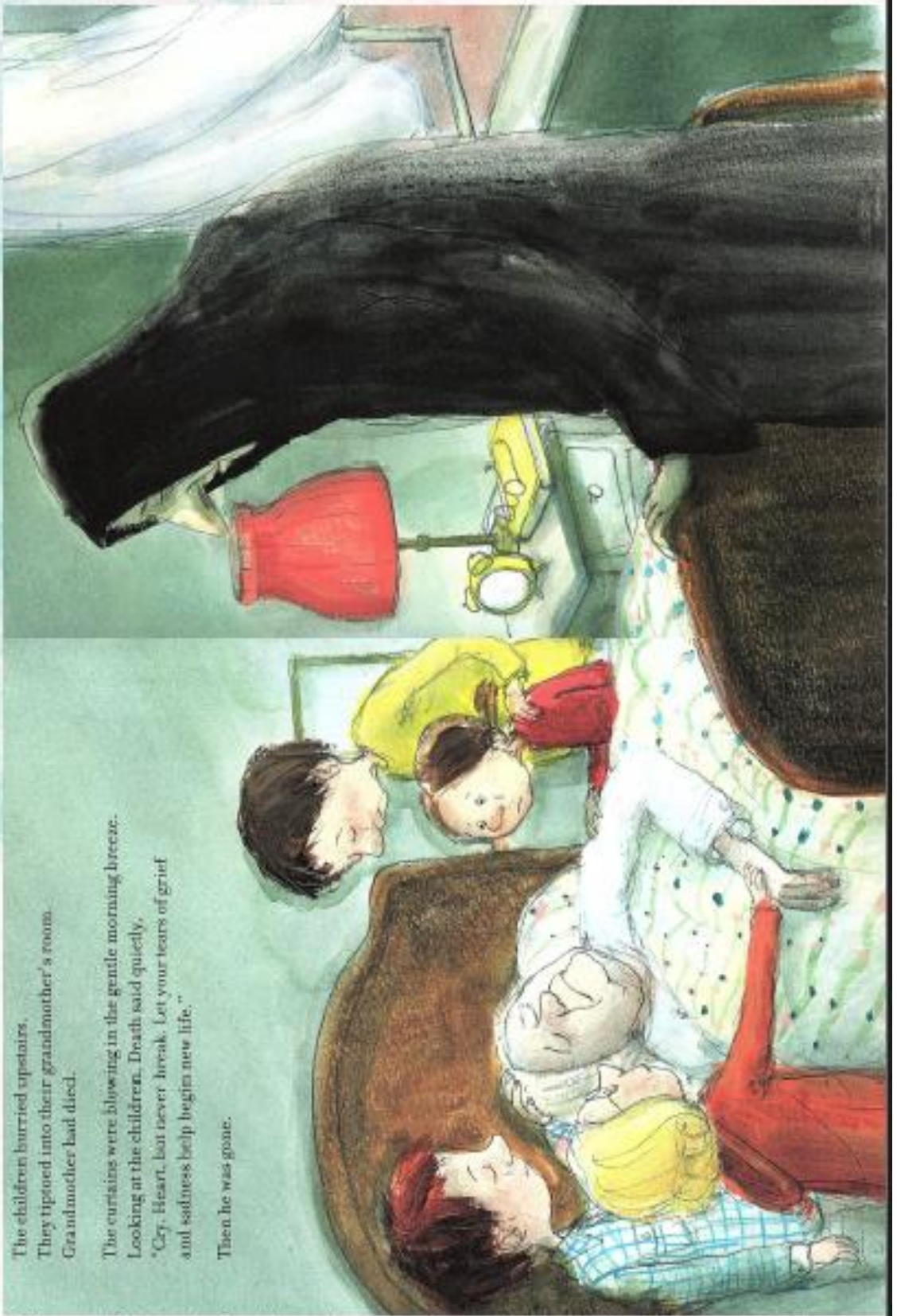
The children hurried upstairs. They tiptoed into their grandmother's room. Grandmother had died.

The curtains were blowing in the gentle morning breeze. Looking at the children, Death said quietly, "Cry, Heart, but never break. Let your tears of grief and sadness help begin new life."

Then he was gone.

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.23-24

72

Ever after, whenever the children opened a window, they would think of their grandmother. And when the breeze caressed their faces, they could feel her touch.
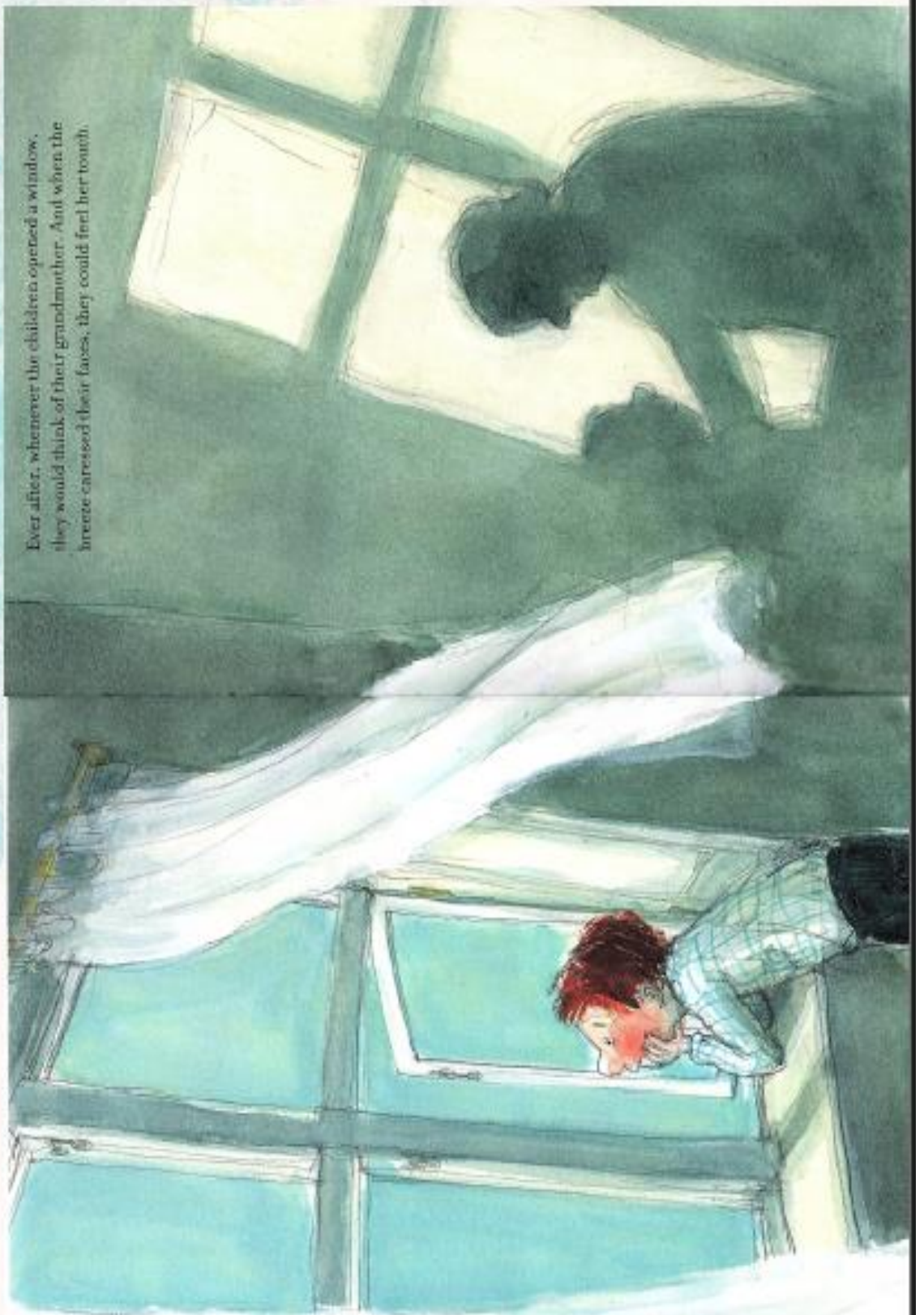
Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.25-26

73

In the years that followed, the children lived with their joy and their sorrow, but they always remembered Death's words and took great comfort from their hearts, which grieved and cried but never broke.

Ringtved, G. (2001). Cry, Heart, but Never Break. Enchanted Lion Books.pp.27-28

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READ CAREFULLY

- **Put in order the events that appear in the story by listing them.**

- The children didn't understand Death, but they knew he was right.

- Children kept death away from their grandmother by giving him coffee.

- The children lived with their joy and sorrow in the following years.

- Death had left his scythe outside the door.

- Death told the children a story.

- The grandmother had died.

- Death went upstairs to the grandmother's room.

75
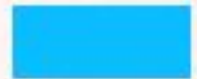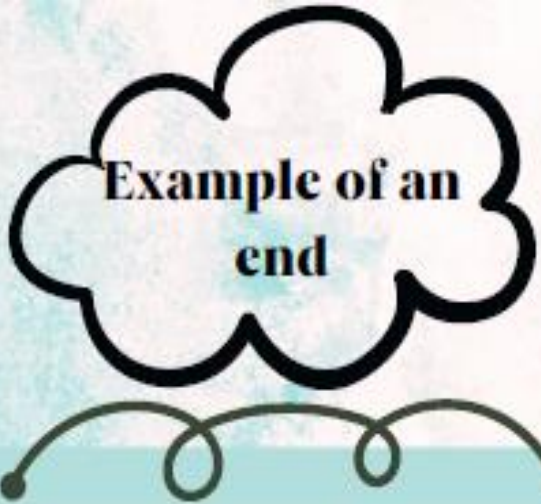
Dimensions for the box

5x5x5
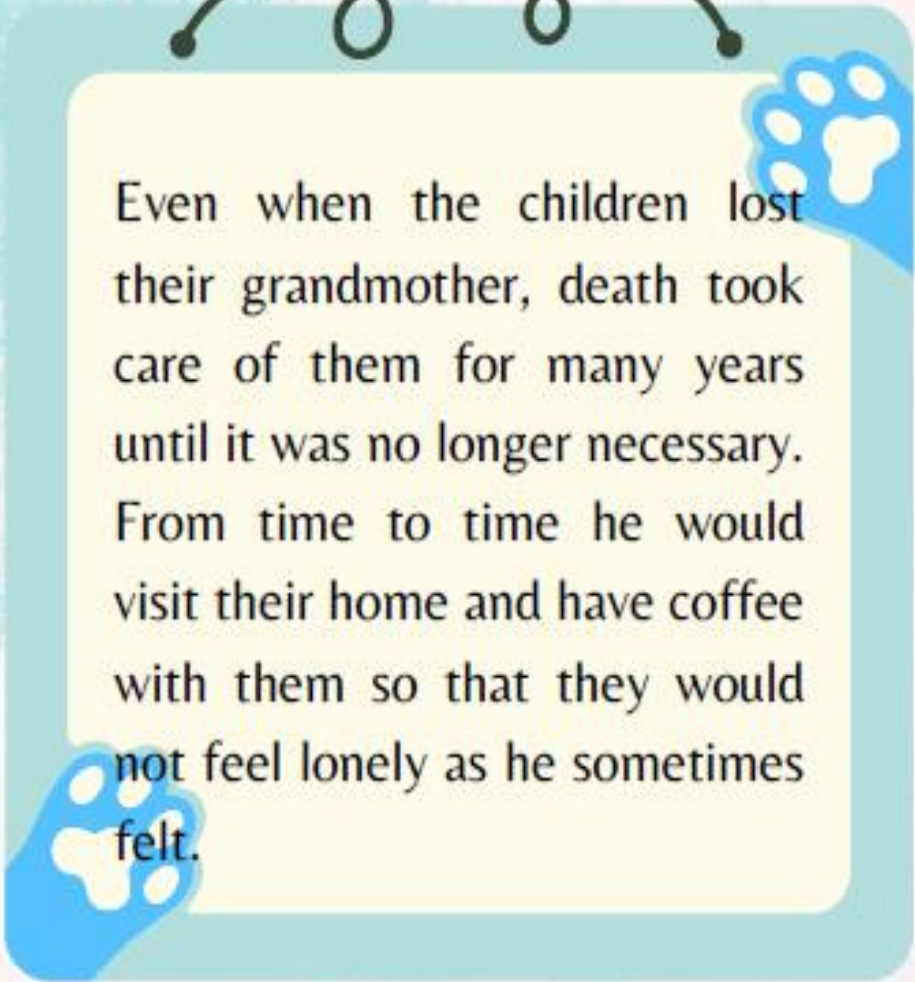
Template for notepads (optional)
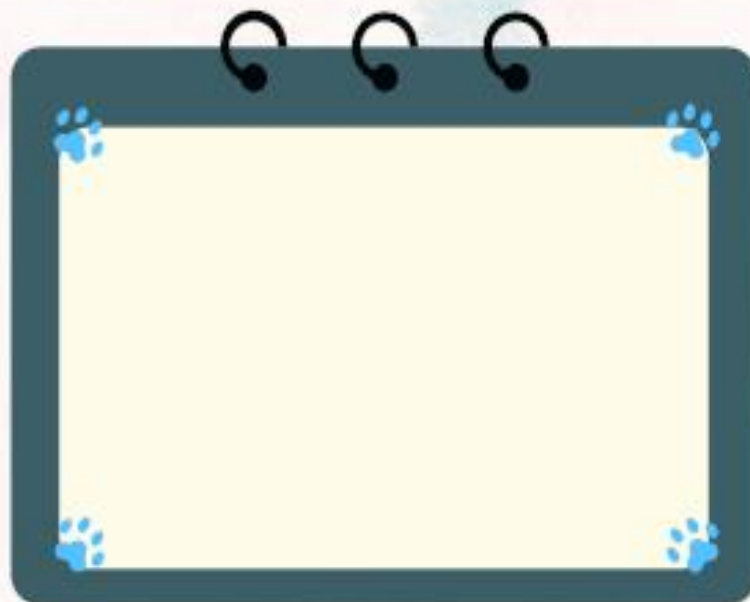
Example of an end

Even when the children lost their grandmother, death took care of them for many years until it was no longer necessary. From time to time he would visit their home and have coffee with them so that they would not feel lonely as he sometimes felt.

Lesson 3– Answers

Worksheet (Matching images and their definition)

Hold back

Breeze

Tiptoe

Move on

Whisper

Whenever

Edge away

Every or any time.

To speak very quietly , so that only the person close to you can hear you.

Stop someone or something from coming or moving forward.

Walk away for something or someone

To walk on your toes so as not to make noise.

To accept that a situation has changed and be ready to deal with new experiences.

A light and pleasant wind.

78

Organizing the events

- The children didn't understand Death, but they knew he was right. **4**

- Children kept death away from their grandmother by giving him coffee. **2**

- The children lived with their joy and sorrow in the following years. **7**

- Death had left his scythe outside the door. **1**

- Death told the children a story. **3**

- The grandmother had died. **6**

- Death went upstairs to the grandmother's room. **5**

Picture Book 2

WHAT DO YOU DO WITH AN IDEA?

Written by Kobi Yamada   Illustrated by Mae Besom

New York Times Best Seller

Yamada. K . (2013). What do you do with an idea?. Compendium.

80

Lesson 1

Objective:

Students will be able to infer why the idea is represented this way in the book through reading comprehension activities to develop their imagination and go beyond what is explained in the text.

> **!** For lesson 1, the first 10 pages of the book will be considered.

Pre-reading

What teacher does

-The teacher will provide a worksheet with the vocabulary from activity 1 and clarify the meaning of the new words.

-The teacher will explain to the students the crystal ball activity; the idea is to divide the class into groups of three students; the roles of each of them will be random, but there will be a coordinator, a spokesperson, and a writer.

-The teacher will give them the necessary images for the activity (6).

-The teacher will supervise them and solve possible doubts about the activity.

What students do

-Students will find the words in the Word Search and ask related questions to clarify new vocabulary.

-Students will be divided into groups for the crystal ball activity and will have to guess the plot and characters of the story.

-At the end, the spokesperson from each group will share their insights.

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Pre-reading

Understanding key vocabulary

1. Find the vocabulary words in the word search.

Words can go in any direction.
Words can share letters as they cross over each other.

U	L	A	S	A	E	R	S	J	Y	I	N	P	Z	E
M	H	F	G	M	G	I	B	W	Q	D	F	V	T	A
R	R	Z	Q	N	W	O	Q	G	I	X	Y	Z	B	Y
N	R	O	O	L	R	R	G	R	F	V	G	H	X	A
G	D	L	H	N	M	B	J	B	W	E	H	E	C	C
B	E	A	B	W	X	P	Q	F	V	U	T	F	H	N
B	O	I	Y	B	R	I	D	E	T	U	I	E	I	Y
G	L	M	K	V	E	K	E	G	A	H	F	M	D	Y
F	Y	J	B	R	K	H	M	D	K	F	W	R	G	B
F	H	Z	I	B	W	A	E	O	U	W	S	Y	H	S
Q	P	J	E	A	F	Y	E	I	M	D	O	P	G	K
N	P	Z	J	G	I	L	S	K	J	U	Q	U	L	E
J	S	N	F	R	Z	M	K	M	F	V	W	D	L	M
W	O	R	R	I	E	D	T	C	Z	X	W	S	Z	D
B	P	S	P	Q	O	X	N	K	Y	E	X	B	R	Q

BELONG   HID   SEEMED

WORRIED   WOULD

82

130

Predicting content using visuals

2. Crystal ball activity. Below you will find the roles that each person of the group have to do during the activity.

Roles

Coordinator Summarize all inferences and ideas made by the group.

Writer Write the information discussed in clear notes.

Spokesperson Share the ideas of their group using the notes with the rest of the students.

By looking at some pictures taken from the book, in your corresponding groups, you will have to make a guess about the plot and characters of the story.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.1,8,16,22, 30,32.

83

While-reading

What teacher does

-After the students read, the teacher will ask and compare with them the previous guesses, to verify if they were right about the plot of the story and the characters.

-So as not to leave aside the reading strategies and to remember some grammar, the teacher will ask the students to look for the different parts of speech, they can be verbs, adjectives, prepositions, pronouns, etc.; highlighting them with color codes.

-Check if students underline/highlight correctly.

What students do

-Students will read the first part of the story and compare their assumptions with what actually happened in the story.

-They will look up the parts of speech that the teacher asks for, underlining or highlighting them according to a pre-established color code.

-They will then check the words they have selected with the teacher.

84

While-reading

Reading for main ideas

3. Read the first 10 pages of the book and confirm if the previous guesses were correct so far or which ones changed while reading the text.

C

- How many of you were right?
- Based on what you have read so far, how do you think the story will develop?

Scanning

4. Listen to your teacher's instruction and scan for specific information or parts of speech. Look at the following example.

- VERB
- NOUN
- ADJECTIVE
- ADVERB
- PERSONAL PRONOUN
- CONJUNCTION
- INTERJECTION
- PREPOSITION

Verb ←   Personal pronoun ←

At first, I didn't think much of it. It seemed kind of strange and fragile. I didn't know what to do with it. So I just walked away from it.

Adjective   → Preposition

Post-reading

What teacher does

-The teacher will present the following activity consisting of a picture of the idea taken from the book and the question, "Why do you think the author decided to represent the idea as an egg in the story?" After looking at the image and giving the students a few minutes to think about it, the teacher will lead a discussion with them.

-The teacher will provide a worksheet, on which the students will have to use their imagination and draw what the idea would look like for them. This activity will allow students to develop their creativity beyond what is written in the text.

-Volunteers will be asked to share their drawings with the rest of the class.

What students do

-Students will look at the picture and reflect on the question posed by the teacher to give an appropriate answer and defend their ideas.

-They will be free to imagine and draw the idea as if they were the author of the story.

-Some volunteers will show their drawings to their classmates.

Post-reading

Making inferences

5. Look at the image below, which represents "the idea" in the book, then think about the question and discuss it with your classmates.

Why do you think the author decided to represent the idea as an egg in the story?

Creative task

6. Now it's your turn, imagine you are the author of the book, how would you represent the idea in the story?

87

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🐳 Lesson 1– Vocabulary 🐳

Belong to someone Phrasal verb. To be someone's property.

Hid Verb. Past Simple of hide. To put something or someone in a place where that thing or person cannot be seen or found.

Seemed Verb. Past tense of seem. To appear to be. Example: Yesterday you seemed very quiet.

Worried Adjective. Unhappy or anxious because you are thinking about problems or unpleasant things that might happen.

Would Modal verb. Used to refer to future time from the point of view of the past.

88

Lesson 1 – Resources

🦋 Worksheet 🦋

Name: **Course:**

1.   Find the words in the puzzle.

Words can go in any direction.
Words can share letters as they cross over each other.

U	L	A	S	A	E	R	S	J	Y	I	N	P	Z	E
M	H	F	G	M	G	I	B	W	Q	D	F	V	T	A
R	R	Z	Q	N	W	O	Q	G	I	X	Y	Z	B	Y
N	R	O	O	L	R	R	G	R	F	V	G	H	X	A
G	D	L	H	N	M	B	J	B	W	E	H	E	C	C
B	E	A	B	W	X	P	Q	F	V	U	T	F	H	N
B	O	I	Y	B	R	I	D	E	T	U	I	E	I	Y
G	L	M	K	V	E	K	E	G	A	H	F	M	D	Y
F	Y	J	B	R	K	H	M	D	K	F	W	R	G	B
F	H	Z	I	B	W	A	E	O	U	W	S	Y	H	S
Q	P	J	E	A	F	Y	E	I	M	D	O	P	G	K
N	P	Z	J	G	I	L	S	K	J	U	Q	U	L	E
J	S	N	F	R	Z	M	K	M	F	V	W	D	L	M
W	O	R	R	I	E	D	T	C	Z	X	W	S	Z	D
B	P	S	P	Q	O	X	N	K	Y	E	X	B	R	Q

BELONG   HID   SEEMED

WORRIED   WOULD

138

Pre-reading

Yamada. K . (2013). What do you do with an idea?. Compendium.p.1.

Yamada. K . (2013). What do you do with an idea?. Compendium.p.7.

Yamada. K . (2013). What do you do with an idea?. Compendium.p.15.

Yamada. K . (2013). What do you do with an idea?. Compendium.p.21.

Yamada. K . (2013). What do you do with an idea?. Compendium.p.30.

Yamada. K . (2013). What do you do with an idea?. Compendium.p.32.

141

While reading
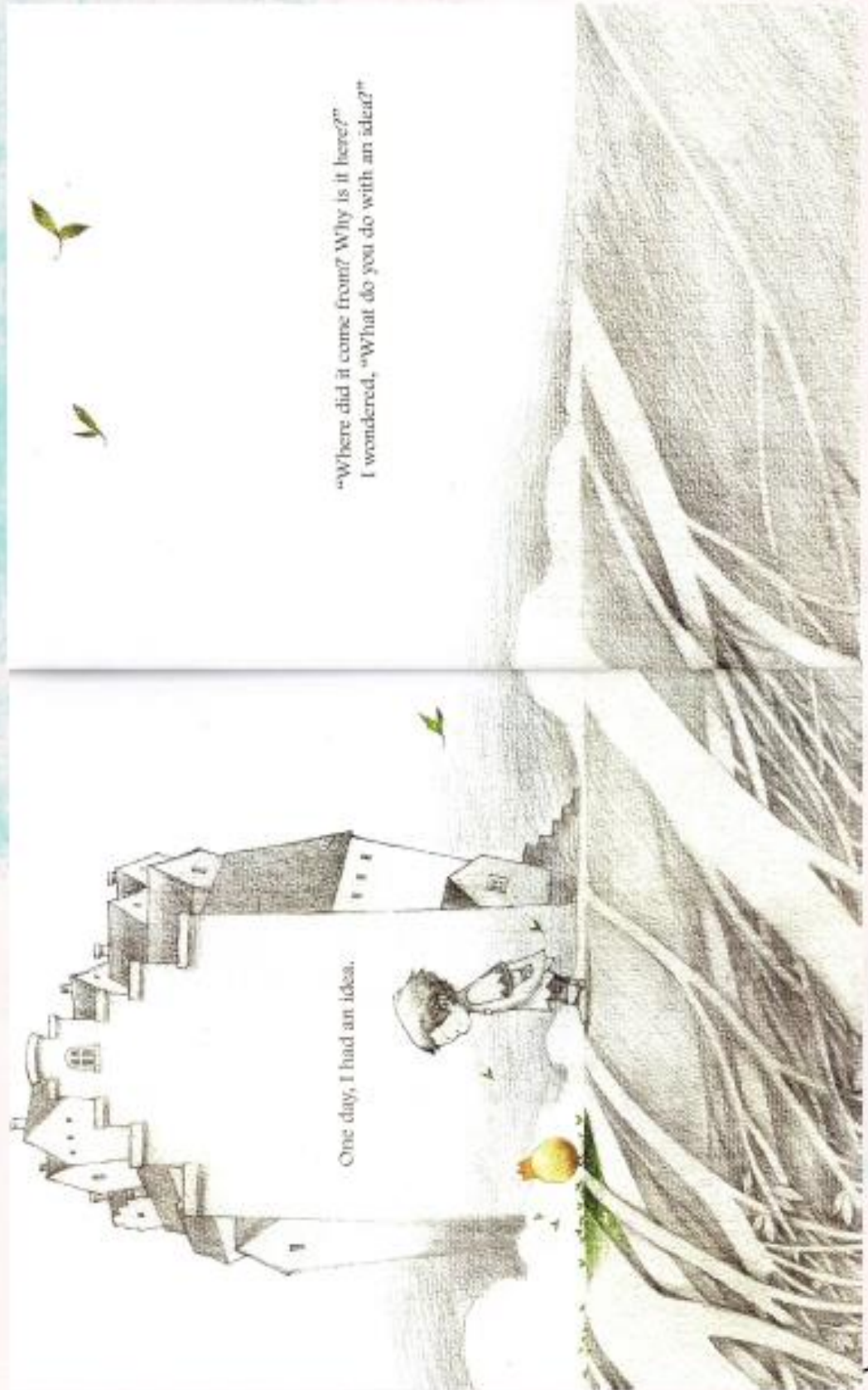
"Where did it come from? Why is it here?" I wondered. "What do you do with an idea?"

One day, I had an idea.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.1-2.
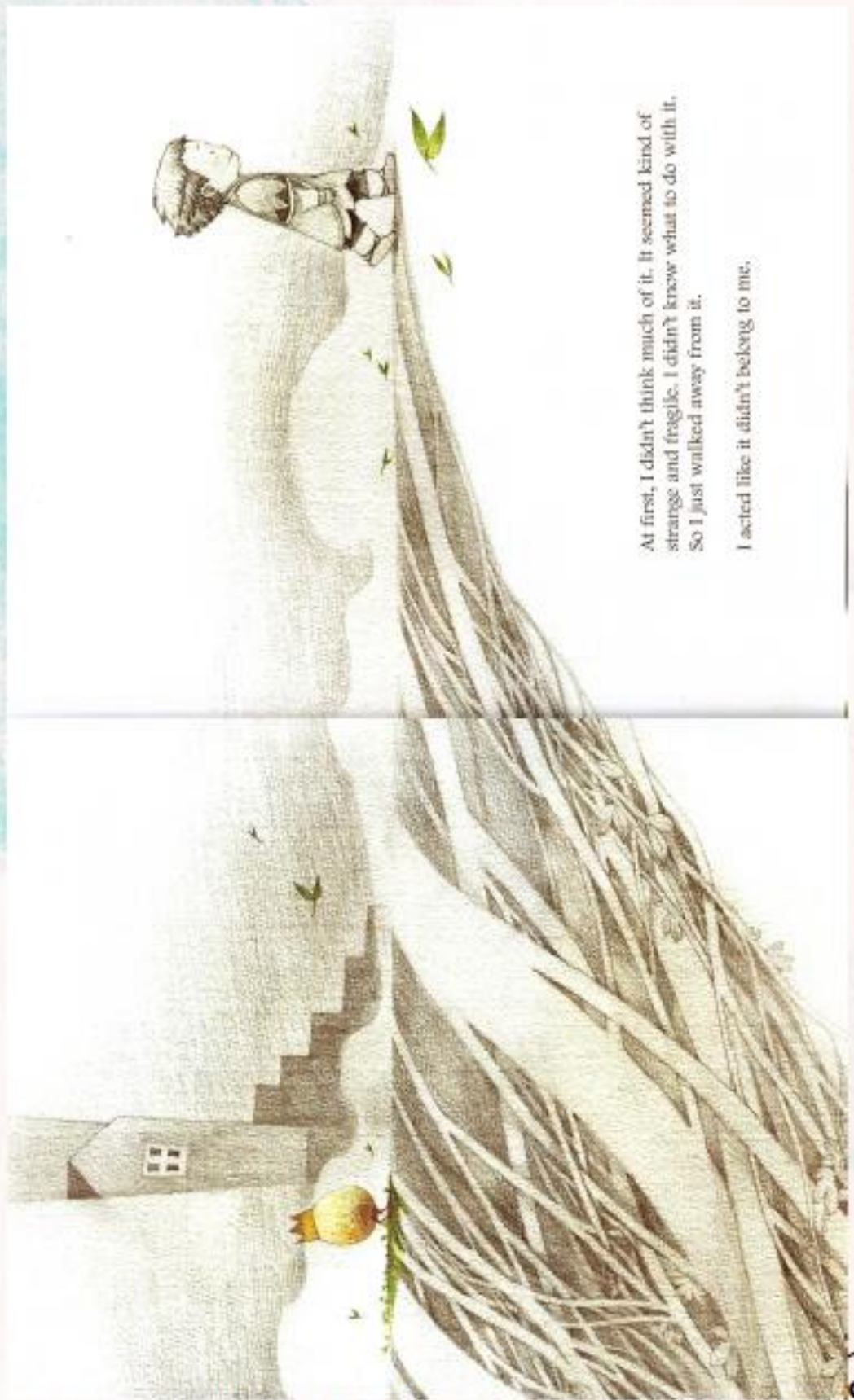
94

142

At first, I didn't think much of it. It seemed kind of strange and fragile. I didn't know what to do with it. So I just walked away from it.

I acted like it didn't belong to me.

95

But it followed me.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.5-6.

96

I kept it to myself. I hid it away and didn't talk about it. I tried to act like everything was the same as it was before my idea showed up.

I worried what others would think. What would people say about my idea?

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.7-8.

But there was something magical about my idea. I had to admit, I felt better and happier when it was around.
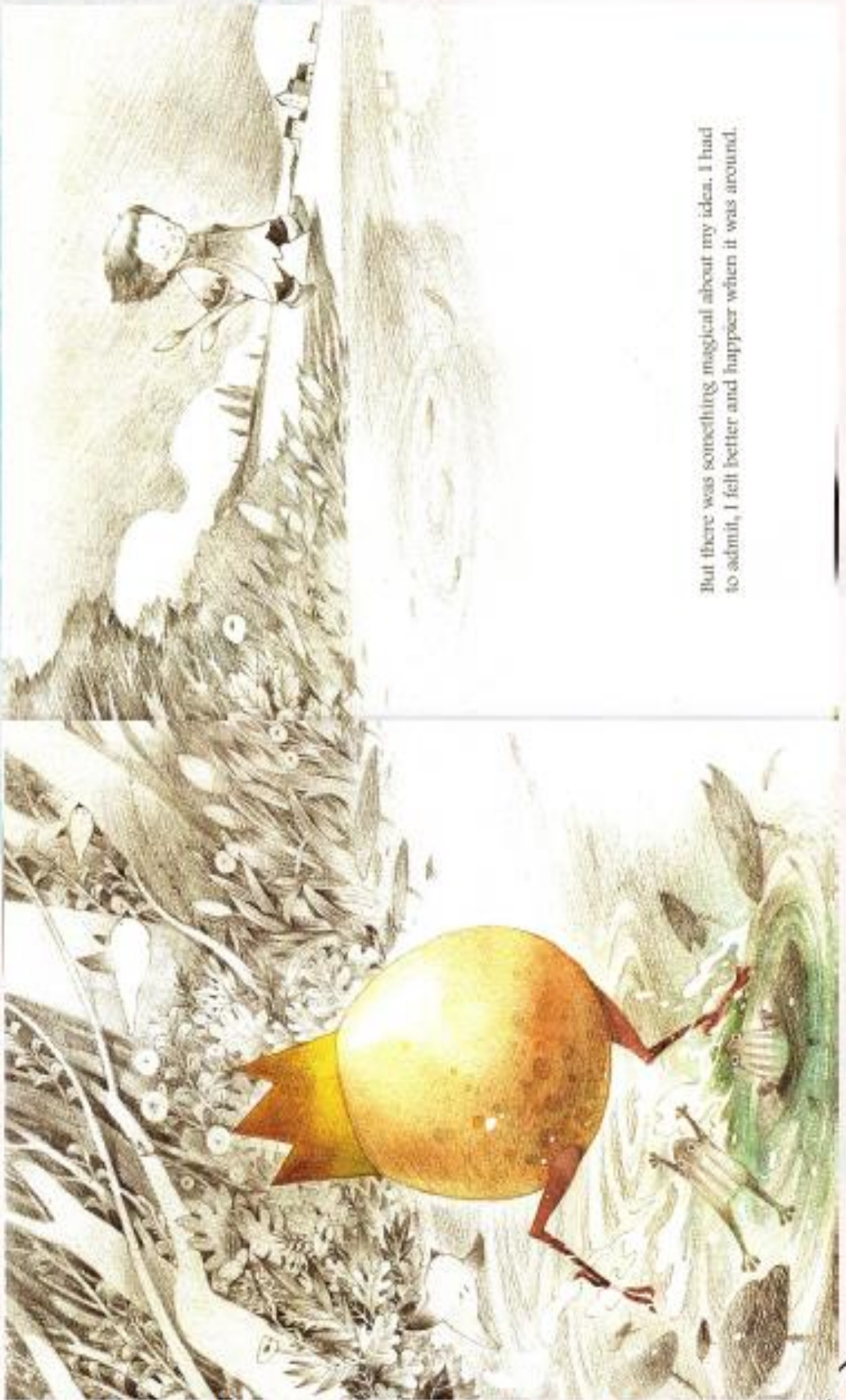
Yamada. K . (2013). What do you do with an idea?. Compendium.pp.9-10.

Worksheet

Let's draw

Imagine you are the author of the book, how would you represent the idea in the story?

Name: Course:

Lesson 1– Answers

Word Search

U	L	A	S	A	E	R	S	J	Y	I	N	P	Z	E
M	H	F	G	M	G	I	B	W	Q	D	F	V	T	A
R	R	Z	Q	N	W	O	Q	G	I	X	Y	Z	B	Y
N	R	O	O	L	R	R	G	R	F	V	G	H	X	A
G	D	L	H	N	M	B	J	B	W	E	H	E	C	C
B	E	A	B	W	X	P	Q	F	V	U	T	F	H	N
B	O	I	Y	B	R	I	D	E	T	U	I	E	I	Y
G	L	M	K	V	E	K	E	G	A	H	F	M	D	Y
F	Y	J	B	R	K	H	M	D	K	F	W	R	G	B
F	H	Z	I	B	W	A	E	O	U	W	S	Y	H	S
Q	P	J	E	A	F	Y	E	I	M	D	O	P	G	K
N	P	Z	J	G	I	L	S	K	J	U	Q	U	L	E
J	S	N	F	R	Z	M	K	M	F	V	W	D	L	M
W	O	R	R	I	E	D	T	C	Z	X	W	S	Z	D
B	P	S	P	Q	O	X	N	K	Y	E	X	B	R	Q

BELONG   HID   SEEMED

WORRIED   WOULD

Lesson 2

Objective:

Students will be able to develop their creative thinking by coming up with original ideas to design a poster.

Pre-reading

> **!** For lesson 2, pages 11 to 20 of the book will be considered.

What teacher does

-The teacher will divide the students into groups and distribute the five decoded vocabulary words to each of the groups. The teacher will give the corresponding instructions for the first activity; the idea is to discover the vocabulary words and have all students complete the final word, which is "vocabulary".

-For the second activity, the teacher will again divide the class into groups of 3-4 students; and show them a picture for them to create a story, as well as some useful phrases they can use while writing.

-Monitor the students' work.

What students do

-Into their respective groups, students will unscramble the words and discover the final word.

-Again in groups, they will create a short story based on the picture presented by the teacher, which should include 2-3 vocabulary words.

Pre-reading

Activating your knowledge

1. Double Puzzle Activity. In your groups you will discover the hidden words provided by the teacher. Then, you will complete the last word that is placed at the end using the letters that contain a number underneath.

Scramble words

EACR

		4	8

IUGVPE

					5	

LLYIS

			6	9

EGOVHTEUNH

		1				2		

UCAYLALT

	3			7		

				B				
1	2	3	4	5	6	7	8	9

150

Using your creativity

2. In groups of 3-4 members you will create a short story (50-60 words) based on the following picture.
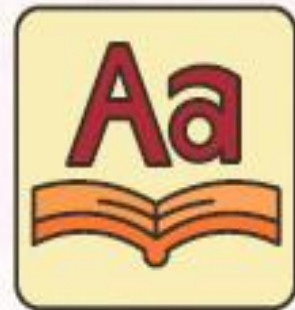
Remember to include at least 2-3 words reviewed in the vocabulary.

Some useful phrases for stories

- A long, long time ago,
- Many years ago...
- Once upon a time,
- In a far away kingdom...
- They lived happily ever after.

103

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While-reading

What teacher does

-The teacher will supervise the students as they read and answer any questions they may have.

-The teacher will provide a worksheet for students to complete with the missing words.

-The teacher will then check the answers with the students and ask them where the sentences were located.

What students do

-Students will read the following pages of the book.

-Then, they will complete the worksheet by filling in the blanks with the missing words.

-They will compare their answers with those of other classmates and then check them with the teacher.

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While-reading

Reading for understanding

3. Read pages 11 to 20 carefully and then complete the next activity.

Scanning to find information

4. Reread the pages of the book if you feel it is necessary. Then complete the following sentences with the words in the box.

> LITTLE- BIGGER- FOR- WEIRD (X2)- ON- PLAY- KNOWS-ACTUALLY- IS- THEM- GIVING-AFRAID- DIFFERENT- WOULD-ALL- DECIDED- FOOD- PROTECT- ALMOST- IT- WANTED

1. It grew _____. And we became friends.
2. They said it was too _____.
3. I was _____ of what they _____ say.
4. I _____ thought about _____up _____ my idea.
5. No one _____ it like I do.
6. But most of _____, I gave __ my attention.
7. And it _____ okay if it's _____, and _____, and maybe a _____ crazy.
8. It _____ _____. It wanted to _____
9. I _____ listened to _____
10. I _____ to _____ it, to care ____ it.

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Post-reading

What teacher does

-The teacher will show an example of a poster to give the students an idea of the task.
-The elements to be included in the poster, such as title, author, summary, etc., will also be explained.

What students do

-The students will bring with them the materials that the teacher asked them to bring beforehand.
-They will look at the example to get an idea of the activity.
-Students will create their own poster using their creativity.

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Post-reading
Synthesizing
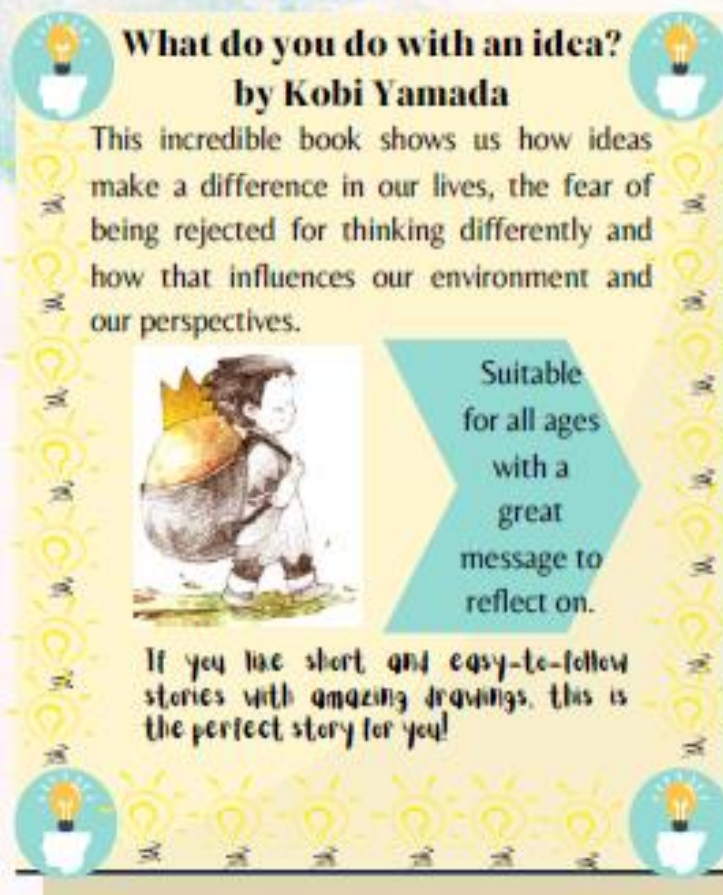
5. Individually, you will design a poster to promote the book. Remember to include the elements listed below.

The poster should have....

- Title of the book
- The author
- A brief summary of the book
- A picture of the book or an image that represents it.
- Reason for reading it.

Do not forget to bring materials to work with, such as cardboard (A4/A3), scissors, markers, colors, etc.

EXAMPLE

What do you do with an idea?
by Kobi Yamada

This incredible book shows us how ideas make a difference in our lives, the fear of being rejected for thinking differently and how that influences our environment and our perspectives.

Suitable for all ages with a great message to reflect on.

If you like short and easy-to-follow stories with amazing drawings, this is the perfect story for you!

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🐳 Lesson 2– Vocabulary 🐳

Actually Adverb. In fact or really.

Care   Noun. The process of protecting someone or something and providing what the person or the thing needs.

Even though Idiom. Despite the fact that.

Give Up Phrasal verb. To stop doing something before you have finished, usually because it is difficult.

Silly   Adjective. Showing little thought or judgement.

108

Pre-reading

Scramble words

EACR

IUGVPE

LLYIS

EGOVHTEUNH

UCAYLALT

B

109

Create a story

With this picture try to create an original story, use your imagination!

Please write your story below

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

Rubric for the 50–60-words story

	Story Rubric				
	4	**3**	**2**	**1**	**Student's score**
Creativity-Originality	The story has many creative details that catch the reader's attention.	The story has some creative details that catch the reader's attention.	The story lacks creative details to catch the reader's attention.	The story doesn't have creative details to catch the reader's attention.	
Organization	The story is very well organized and has a beginning, middle and end that are easy to follow.	The story is fairly well organized, but it has a beginning, middle and an end.	The story is a little hard to follow but at least it has beginning, middle and end.	The ideas seem to be randomly arranged and improvement is needed.	
Word choice	Correctly uses story phrases, requested vocabulary, and appropriate words for the writing.	The story almost correctly uses story phrases, requested vocabulary (2 words) and some appropriate words for writing.	The story uses few story sentences, requested vocabulary (1 word) and words unsuitable for writing.	The story does not use story sentences, does not have the requested vocabulary, and has inappropriate words for writing.	
Spelling and grammar	Writer makes no spelling or capitalization errors. Writer always used the parts of speech correctly	Writer makes some spelling and capitalization errors. Writer used the parts of speech correctly.	Writer makes a lot of spelling and capitalization errors. Writer sometimes used the parts of speech correctly.	Writer makes so many spelling and capitalization errors the work is hard to read.	
Number of words	Write around 50 to 60 words.	Write around 40 to 49 words.	Write around 30 to 39 words.	Write less than 29 words.	
Total score:					

While reading

It wanted food. It wanted to play.
Actually, it wanted a lot of attention.
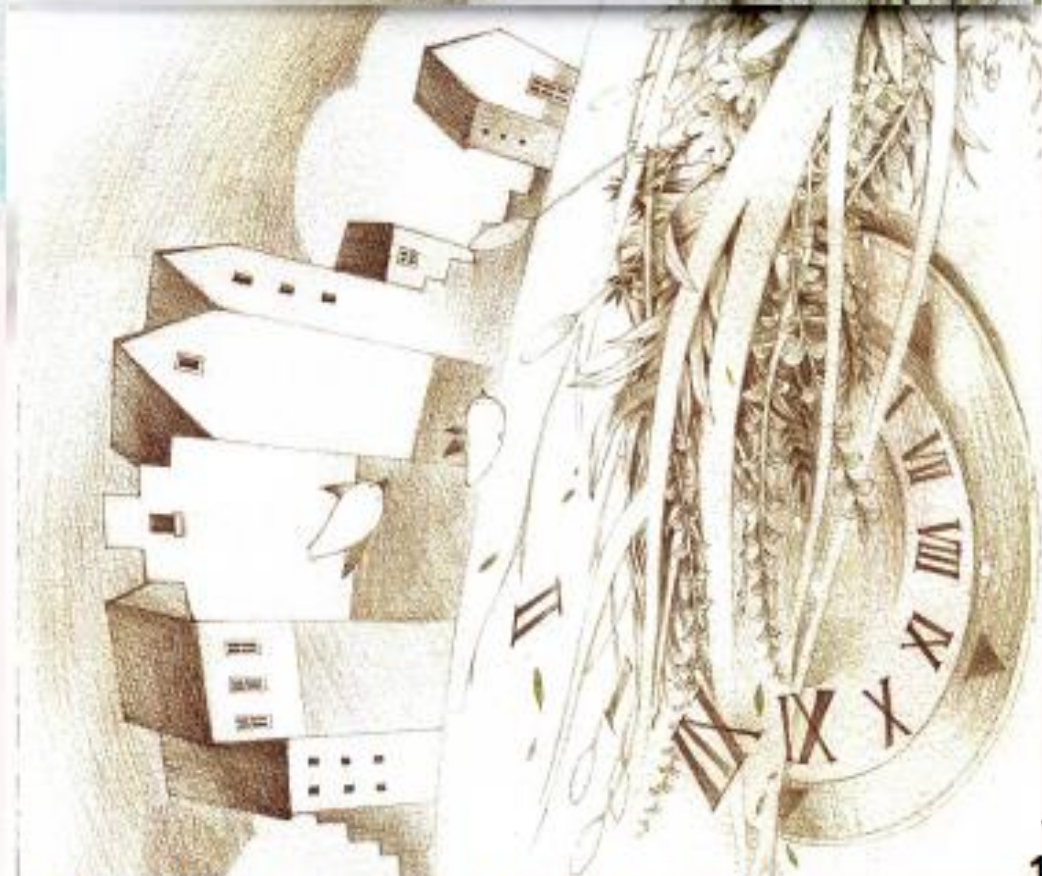
Yamada. K . (2013). What do you do with an idea?. Compendium.pp.11-12.

It grew bigger. And we became friends.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.13-14.

113

I showed it to other people even though I was afraid of what they would say. I was afraid that if people saw it, they would laugh at it. I was afraid they would think it was silly.

And many of them did. They said it was no good. They said it was too weird. They said it was a waste of time and that it would never become anything.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.15-16.

114

162

And, at first, I believed them. I actually thought about giving up on my idea. I almost listened to them.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.17-18.

115

163

But then I realized, what do they really know? This is MY idea, I thought. No one knows it like I do. And it's okay if it's different, and weird, and maybe a little crazy.

I decided to protect it, to care for it. I fed it good food. I worked with it, I played with it. But most of all, I gave it my attention.
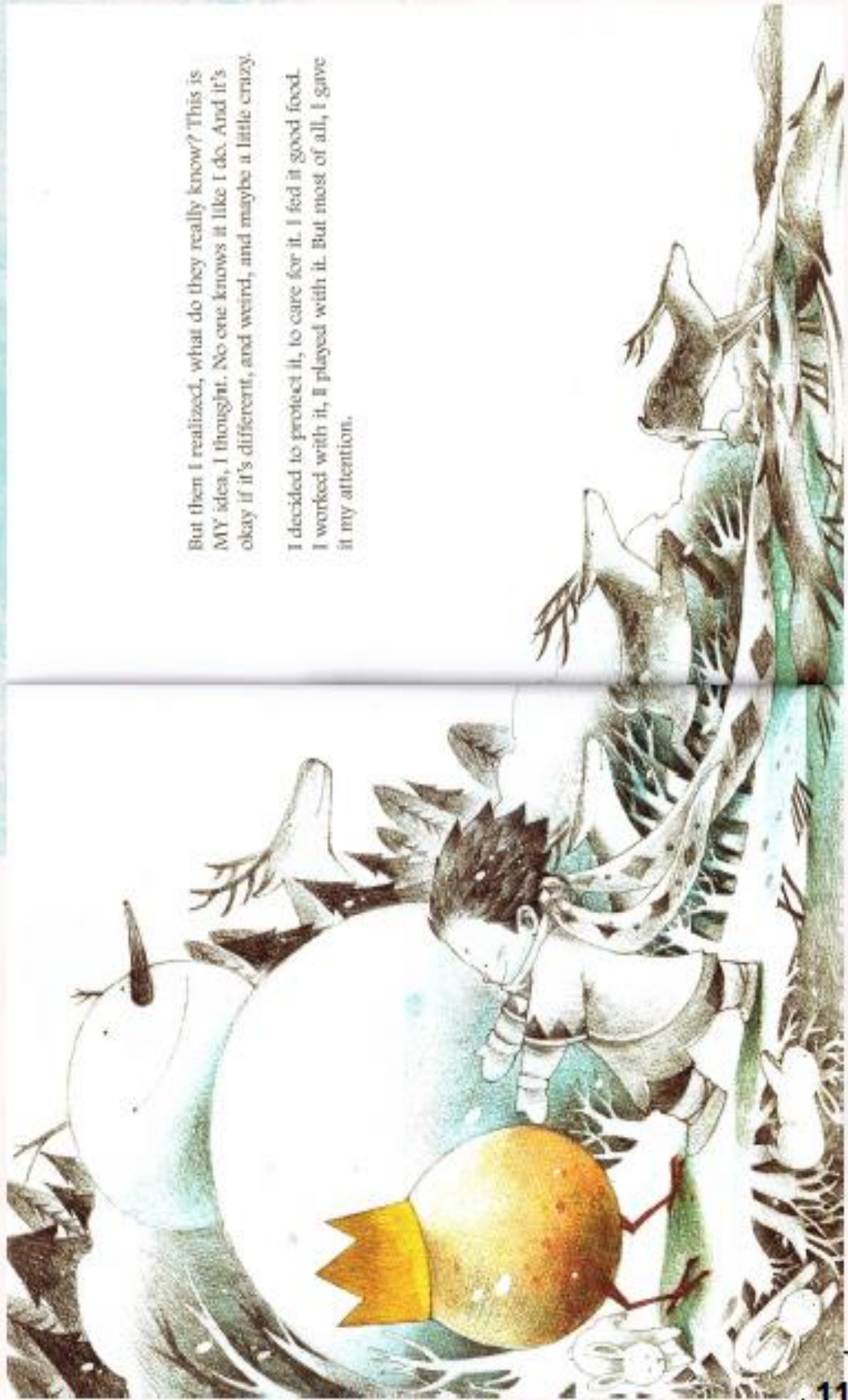
Yamada. K . (2013). What do you do with an idea?. Compendium,pp.19-20.

116

Worksheet

Find the missing words in the reading to complete the sentences.

LITTLE- BIGGER- FOR- WEIRD (X2)- ON- PLAY- KNOWS-ACTUALLY- IS- THEM- GIVING-AFRAID- DIFFERENT- WOULD-ALL- DECIDED- FOOD- PROTECT- ALMOST- IT- WANTED

1. It grew _____. And we became friends.
2. They said it was too _____.
3. I was _____ of what they _____ say.
4. I _____ thought about _____up _____ my idea.
5. No one _____ it like I do.
6. But most of _____, I gave __ my attention.
7. And it _____ okay if it's _____, and _____, and maybe a _____ crazy.
8. It _____ _____. It wanted to _____
9. I _____ listened to _____
10. I _____ to _____ it, to care _____ it.

Post-reading

Example of the poster

What do you do with an idea?
by Kobi Yamada

This incredible book shows us how ideas make a difference in our lives, the fear of being rejected for thinking differently and how that influences our environment and our perspectives.

Suitable for all ages with a great message to reflect on.

If you like short and easy-to-follow stories with amazing drawings, this is the perfect story for you!

118

Rubric for the poster

Poster Rubric					
	4	**3**	**2**	**1**	**Student's score**
Use of time	Student uses their time to work efficiently and productively.	Student uses most of their time to work productively and efficiently.	Student uses some of their time to work productively and efficiently.	Student does not use their time to work productively and efficiently. Learner is frequently off task.	
Pictures/ Graphics	Pictures and graphics elements are clear and relevant.	Most of the pictures and graphics elements are clear and relevant.	Few of the pictures and graphics elements are clear and relevant.	Student's pictures and graphics elements are unclear and irrelevant.	
Required elements	All of the required elements are clearly visible, organized and well placed.	Most of the required elements are clearly visible, organized and well placed.	Few of the required elements are clearly visible, organized and well placed. Might be missing elements.	Missing most or all the required elements.	
Visual clarity and appeal	The poster has an excellent design and layout. It is neat and easy to understand the content.	The poster has a nice design and layout. It is neat and easy to read.	The poster needs improvement in design, layout, and neatness.	The poster needs significant improvement in design, layout, and neatness.	
Spelling Grammar Punctuation	The poster has excellent spelling, grammar, and punctuation	The poster has few spelling, grammatical or punctuation errors.	The poster has frequent spelling, grammatical and punctuation errors.	The poster has many spelling, grammatical and punctuation errors. So, it is difficult to understand.	
Total score:					

Taken from: Rubric for Presentation or Poster. (n.d.). Adapted by Nicole León.

119

167

Double Puzzle Activity

EACR
C	A	R	E
	4	8	

IUGVPE
G	I	V	E		U	P
					5	

LLYIS
S	I	L	L	Y
			6	9

EGOVHTEUNH
E	V	E	N		T	H	O	U	G	H
		1						2		

UCAYLALT
A	C	T	U	A	L	L	Y
	3			7			

V	O	C	A	B	U	L	A	R	Y
1	2	3	4		5	6	7	8	9

120

Scanning to find information

1. It grew **BIGGER**. And we became friends.
2. They said it was too **WEIRD**.
3. I was **AFRAID** of what they **WOULD** say.
4. I **ACTUALLY** thought about **GIVING** up **ON** my idea.
5. No one **KNOWS** it like I do.
6. But most of **ALL**, I gave **IT** my attention.
7. And it **'s/is** okay if it's **DIFFERENT**, and **WEIRD**, and maybe a **LITTLE** crazy.
8. It **WANTED** **FOOD**. It wanted to **PLAY**
9. I **ALMOST** listened to **THEM**
10. I **DECIDED** to **PROTECT** it, to care **FOR** it.

121

🦋 Lesson 3 🦋

Objective:

Students will be able to identify story characters, plot and relevant events involved in the story through a story map activity to organize information and their ideas efficiently.

Pre-reading

👩‍🏫 What teacher does

-The teacher will hand out a worksheet for the students with the falling words activity (or may write them on the board for students to solve in their notebooks). If students find it difficult to solve, the teacher will give them more hints.

-Check the answers with the students.

-The teacher will give students about 5-7 minutes to look up the meaning of the words in the dictionary.

-The teacher will clarify the meaning with the students for a better understanding of the words.

👦👧👦 What students do

-Students will solve the falling words activity and check their answers with the teacher.

-They will look up the words in their dictionaries.

-To continue with the next part, they will ask some questions related to the vocabulary to clarify their doubts.

122

Pre-reading

Activating your knowledge

1. Fallen words/phrases activity. For this activity you will find the vocabulary with missing letters, but you have all the necessary letters in the box below them. Try to use them and discover the vocabulary words.

			R						
	U		S			I	N		O
					O				
		A							
E									
				O					
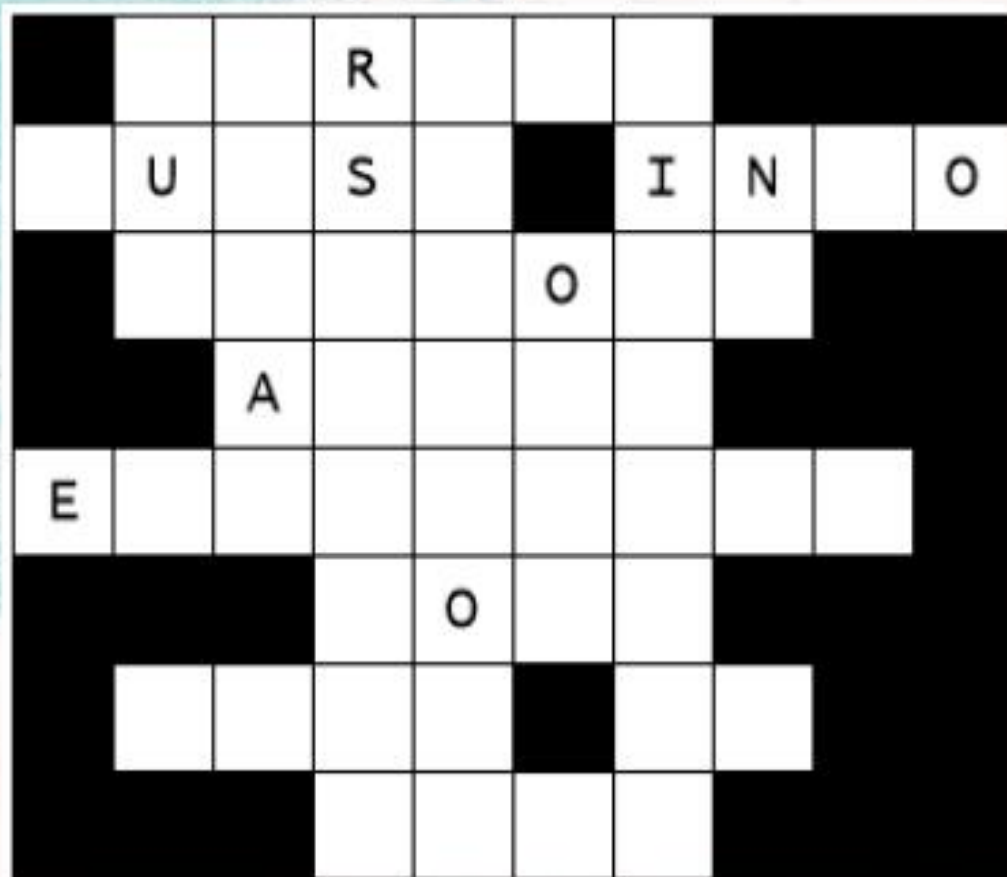
		A		A			
	S	T		E			
	I	R	H	F	E		
W	O	O	U	R	U		
N	C	L	I	A	U	P	
L	P	O	E	V	F	T	E
B	S	R	T	K	O	D	G	T

Once you finish, look up the meaning of the words in the dictionary.

While-reading

What teacher does

-The teacher will walk around the class to check on the students.

-Afterwards, the teacher will hand out a small worksheet with TRUE and FALSE statements for the students to solve, or the teacher can write the statements on the board, at the teacher's choice.

-At the end, the teacher will check the answers with the students, asking them why they are TRUE or FALSE.

What students do

-Students will read to the end of the book, finally finishing it.

-They will answer TRUE or FALSE to the statements (worksheet or copied on the board), they can use their copies of the book to confirm the information.

-Once finished, they will compare their answers with the teacher and say why it is TRUE or FALSE.

124

While-reading

Reading for main ideas

2. Read from page 21 to page 34 to discover the end of the story.

How did the idea change the boy's life?

Reading for detail

3. There are 10 statements taken from the whole book, write which ones are true or false accordingly.

1. The idea grew and so did the boy's hate for her.   ....
2. The boy protected and cared for his idea.   ....
3. He could imagine his life without the idea.   ....
4. There was something magical about the idea.   ....
5. At first the boy acted as if the idea belonged to him. ....
6. The boy gave up on his idea.
7. The idea never changed, it looked like an egg all the   ....
   time.   ....
8. The boy liked to be with his idea.   ....
9. An idea can change the world.   ....
10. The boy wasn't worried about what others thought.   ....

Post-reading

What teacher does

-The teacher will explain the activity that consists of making a story map based on the book.

-The teacher will present an example of a template that can be copied on the board or pasted on the board so that everyone can see it and do the activity.

-He/she will help the students if necessary.

What students do

-Students will listen to the instructions and make their story map, adapting the template according to the information they are going to write.

-They can use all the resources they consider useful, of course those allowed by the teacher for the activity.

126

Post-reading

Synthesizing

4. Story Map. For the final task you will make a story map, the following is an example of a template you can use for the activity, make sure you include relevant aspects of the story.

STORY MAP

BOOK

CHARACTERS

AUTHOR

SETTING

PROBLEM

SOLUTION

127

🐋 Lesson 3– Vocabulary 🐋

Alive   Adjective. Active and energetic or exciting.

Burst into   Phrasal Verb. To enter a place suddenly or unexpectedly.

Encourage   Verb. To help someone to feel confident and able to do something.

Look up   Phrasal verb. Look at something from below.

Roof   Noun. The top outside part of a building or vehicle.

Safe   Adjective. Not in danger or likely to be harmed.

Spread   Verb. To open something that has been folded.

Without   Preposition/ Adverb. Not having or doing something, or lacking something.

Lesson 3 – Resources

Name: Course:

1. Try to rebuild the words.

The letters from each cell are below the puzzle.

ENCOURAGE-ROOF -WITHOUT -SAFE -SPREAD -LOOK
UP-ALIVE -BURST INTO

			R						
	U		S			I	N		O
				O					
	A								
E									
			O						
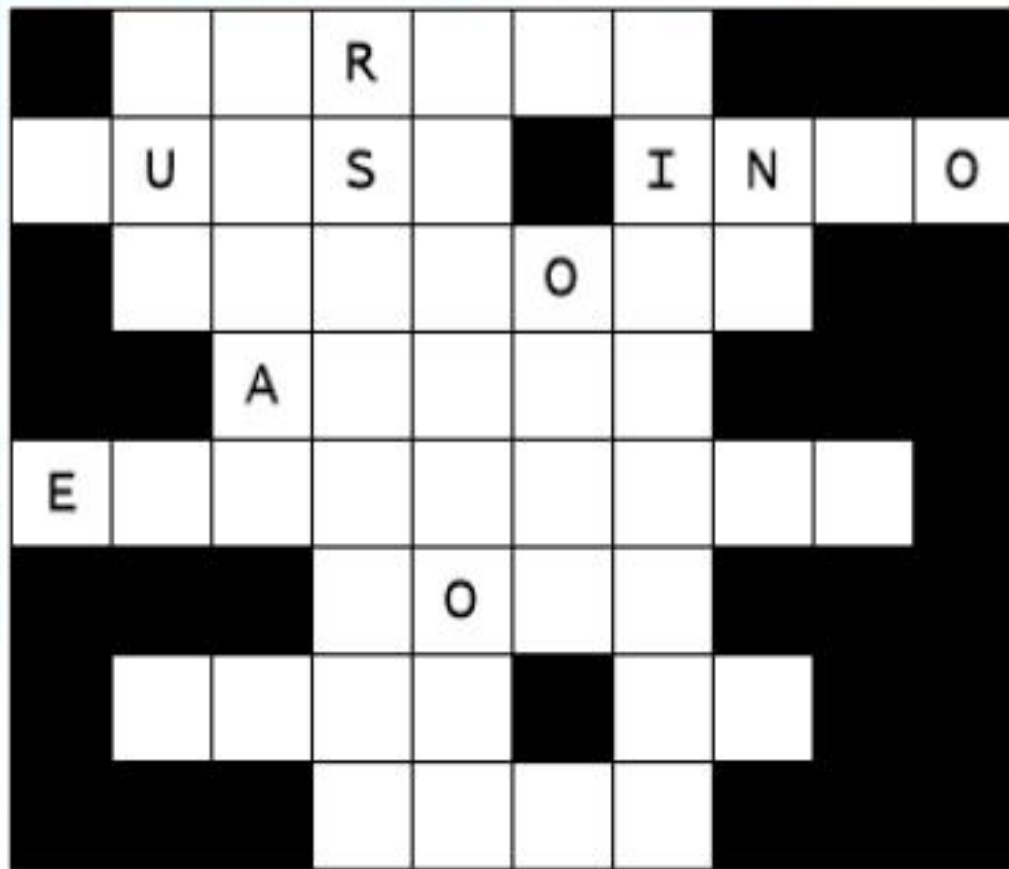
```
                A       A
            S   T       E
        I   R   H   F   E
    W   O   O   U   R   U
    N   C   L   I   A   U   P
    L   P   O   E   V   F   T   E
B   S   R   T   K   O   D   G   T
```

While-reading

My idea grew and grew.
And so did my love for it.

131

179

I built it a new house, one with an open roof where it could look up at the stars—a place where it could be safe to dream.
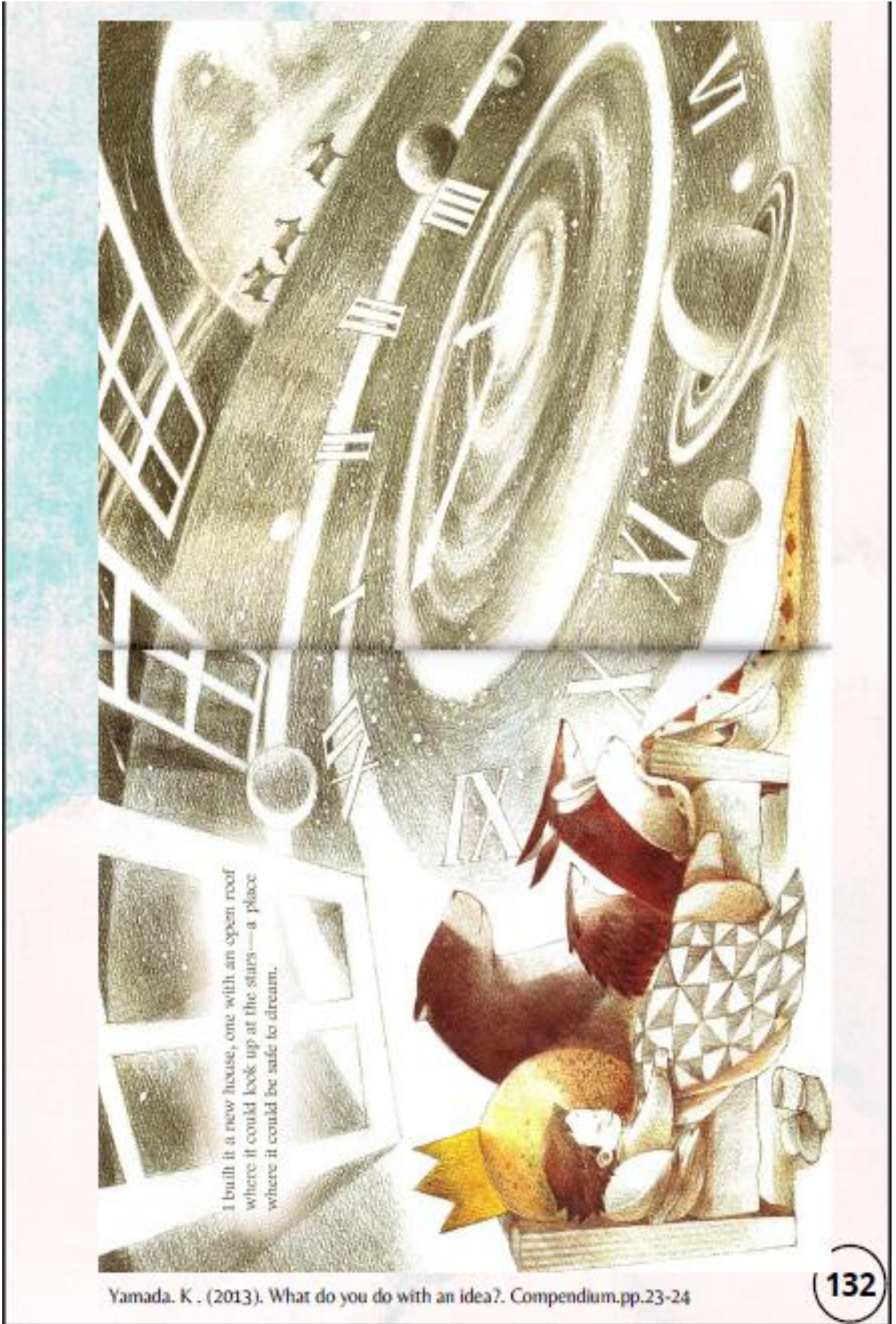
Yamada. K . (2013). What do you do with an idea?. Compendium.pp.23-24

132

It shared its secrets with me. It showed me how to walk on my hands, "Because," it said, "it is good to have the ability to see things differently."
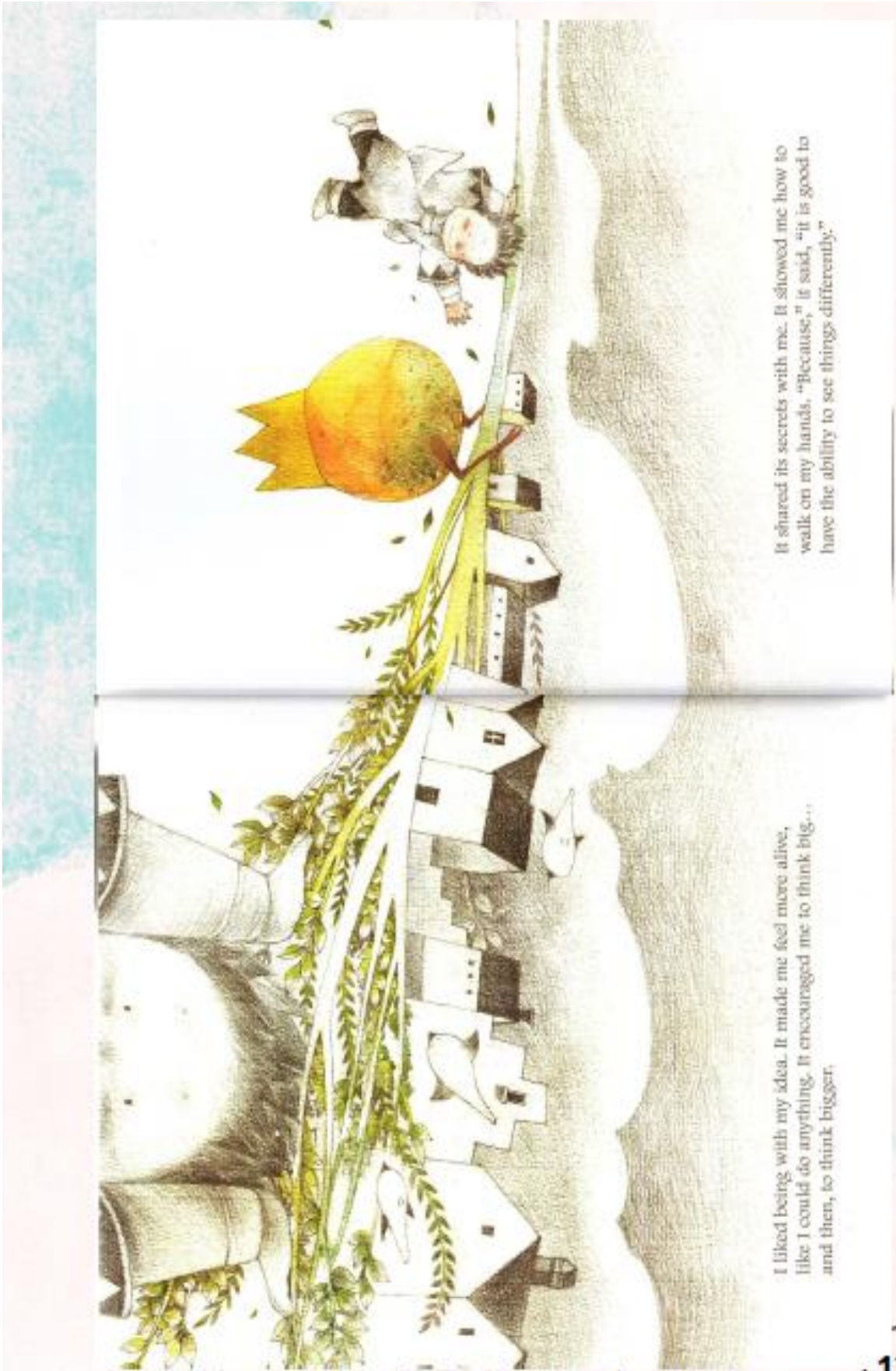
I liked being with my idea. It made me feel more alive, like I could do anything. It encouraged me to think big... and then, to think bigger.

Yamada, K . (2013). What do you do with an idea?. Compendium.pp.25-26

133

I couldn't imagine my life without it.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.27-28

Then, one day, something amazing happened. My idea changed right before my very eyes. It spread its wings, took flight, and burst into the sky.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.29-30

135

183

I don't know how to describe it, but it went from being here to being everywhere. It wasn't just a part of me anymore... it was now a part of everything.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.31-32

136

184

And then, I realized what you do with an idea...

You change the world.

Yamada. K . (2013). What do you do with an idea?. Compendium.pp.33-34

137

185

Worksheet

Answer TRUE or FALSE to the following statements.

1. The idea grew and so did the boy's hate for her. ....
2. The boy protected and cared for his idea. ....
3. He could imagine his life without the idea. ....
4. There was something magical about the idea. ....
5. At first the boy acted as if the idea belonged to him. ....
6. The boy gave up on his idea. ....
7. The idea never changed, it looked like an egg all the time. ....
8. The boy liked to be with his idea. ....
9. An idea can change the world. ....
10. The boy wasn't worried about what others thought. ....

138

Fallen words/phrases activity

	S	P	R	E	A	D			
B	U	R	S	T		I	N	T	O
	W	I	T	H	O	U	T		
	A	L	I	V	E				
E	N	C	O	U	R	A	G	E	
		R	O	O	F				
	L	O	O	K		U	P		
		S	A	F	E				

139

True or False activity

1. The idea grew and so did the boy's hate for her. **FALSE**
2. The boy protected and cared for his idea. **TRUE**
3. He could imagine his life without the idea. **FALSE**
4. There was something magical about the idea. **TRUE**
5. At first the boy acted as if the idea belonged to him. **FALSE**
6. The boy gave up on his idea. **FALSE**
7. The idea never changed, it looked like an egg all the time. **FALSE**
8. The boy liked to be with his idea. **TRUE**
9. An idea can change the world. **TRUE**
10. The boy wasn't worried about what others thought. **FALSE**

(140)

Picture Book 3

WOLF ERLBRUCH

Duck, Death and the Tulip

GECKO PRESS

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.

141

🦋 Lesson 1 🦋

Objective:

Students will be able to make assumptions about the characters through questions related to the book in order to infer and give personal opinions about them.

Pre-reading

What teacher does

-The teacher will divide the class into groups and give them the materials for the activity (see resources).

-Definitions will be on the board to help the students.

-The teacher will walk around the class to assist students when needed.

-Once the first group is finished, the activity will end and ask one of the group to write the words next to each definition.

-Before beginning the reading, the teacher will show the students a picture for them to guess the title of the book.

What students do

-Students will work in groups and try to unscramble the words with the help of the definitions.

-The first group to finish will mark the end of the activity and one of them will write the decoded words next to the definitions provided by the teacher.

-Then, they will look at a picture and select the most suitable option for the title of the book.

142

Pre-reading

Understanding key vocabulary

1. Decoding the words. Each letter has been replaced by a random number, so you will have to try to decode the words behind it. As an extra help the definitions of the words will be given.

A	B	C	D	E	F	G	H	I	J	K	L	M
5				12				25				

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
23							6					


```
        E     E          I
  10   3   12   12  15   25   22   24

              I
    19   16   25   26   26

            E
    26   12   18   10   2

            A
    22   5   19   16   8

          O    U
    10   23   6   24   2   19

    O    O         E         U
  24   23   23   19  12  14   6   9   15   19

          E   A        I
  13   3   12   5   13   25   22   24

            A
    13   5   9   15
```

Definitions:

1. To move slowly, quietly and carefully to avoid being notice.
2. Very <u>bored</u>, <u>scared</u>, <u>worried</u>, etc. (Estar muerto de ...)
3. To go to another place to get something or someone and bring it/her/him back.
4. Dangerous or violent.
5. To force air out of the lungs through the throat with a short and loud sound.
6. Small raised areas that appear on the skin because cold, fear or excitement.
7. To feel extremely worried about something that is going to happen.
8. Slightly wet in an unpleasant and uncomfortable way.

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Predicting through visuals

2. Look at the picture and try to guess the title of the book.
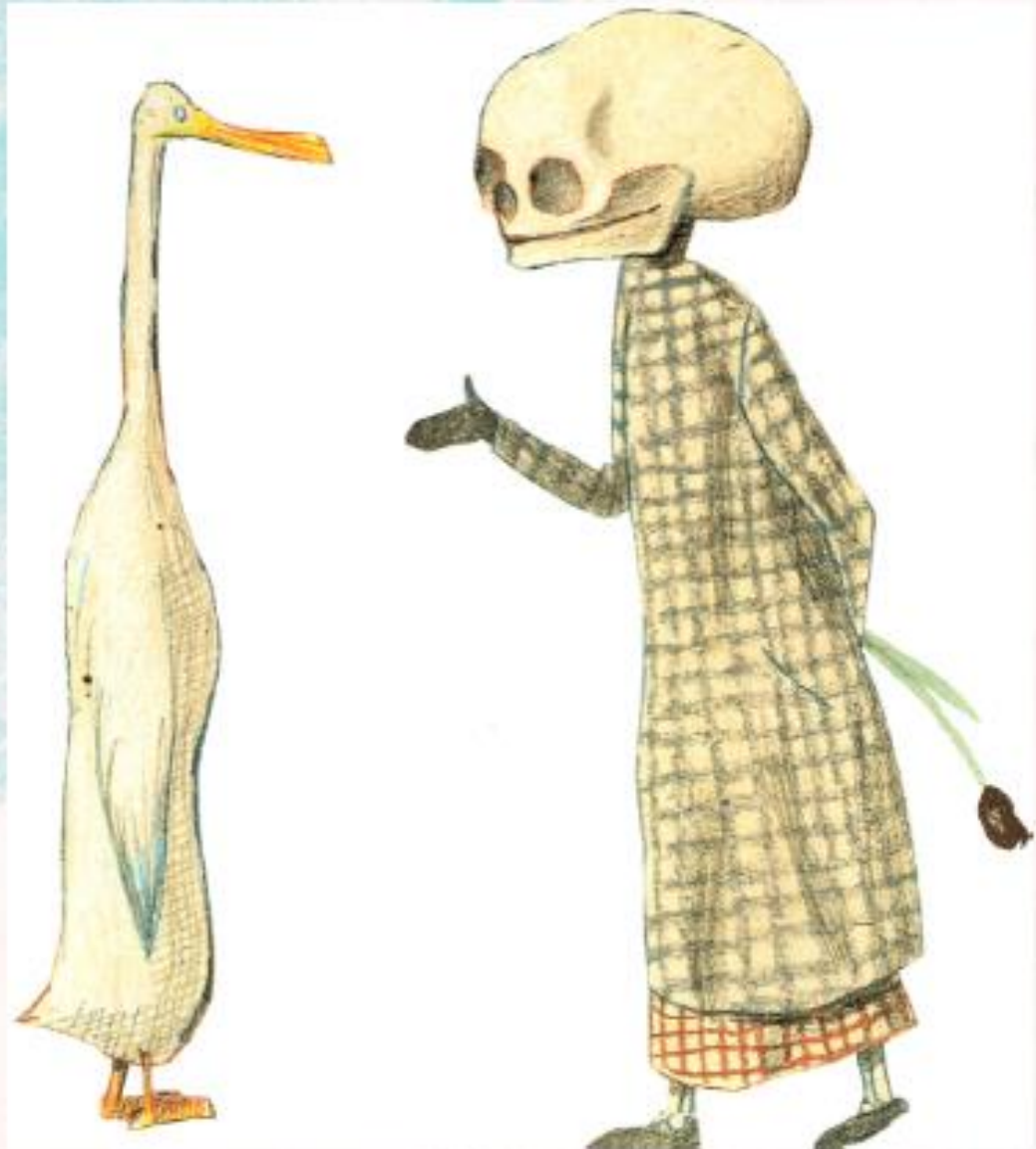
A. The crazy adventures of Duck and her friend.
B. Duck's tragic life
C. Duck, Death and the Tulip

145

While-reading

What teacher does

-The teacher will explain to the students how to make the folding book by following the steps on the previous page and encourage them to decorate it.

-The teacher will ask the students to continue reading the first few pages and use their folding book to take notes on information that is hard to recall.

What students do

-Students will make a folding book together with the teacher following the instructions and decorate it as they wish.

-They will read the first 10 pages of the book and in their folding books they will write the information they find difficult to remember or the information they consider important from the text.
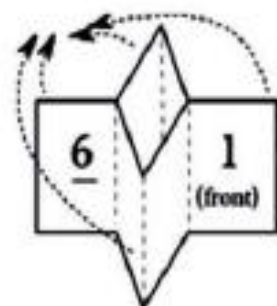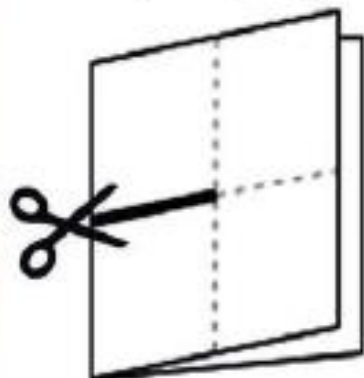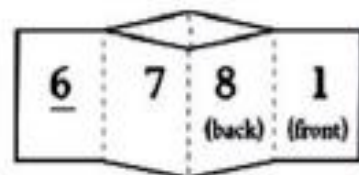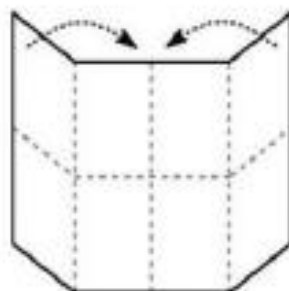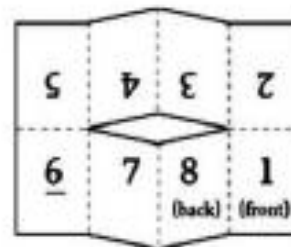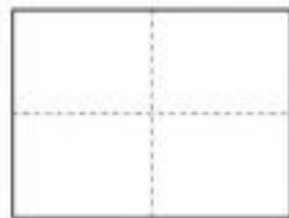
146

While-reading

Reading for details

3. Foldable book. You will make a folding book with information that is difficult for you to remember, such as vocabulary, events, relationships between characters, etc.
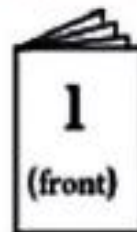
Remember to take it with you and complete it when you have finished reading the entire book.

Post-reading

What teacher does

-The teacher will organize the students in pairs and copy the questions on the board so that they can read them easily.

-The teacher will motivate the students to include the vocabulary learned and to do it in English while avoiding the native language (Spanish).

-The teacher will help the students with some words that they do not know how to say in English.

-After a considerable time, the teacher will choose some students to share their answers.

What students do

-Students will read and answer the questions copied on the board. They will take turns asking and answering the questions.

-They will ask for help or further explanation from the teacher.

-Once the activity is finished, some of them will be selected to participate and share their answers with the rest of the class.

148

Post-reading

Discussion

4. In pairs, discuss the following questions.

In one part of the book it is mentioned: "No one had ever offered to do that for Death".

What do you think the author was referring to?

Do you think that Death all this time has been lonely?

149

🐋 Lesson 1– Vocabulary 🐋

Cough   Verb. To force air out of the lungs through the throat with a short and loud sound.

Creep   Verb. To move slowly, quietly and carefully to avoid being notice. E.g. creep through, creeping around and creeping along.

Damp   Adjective. Slightly wet in an unpleasant and uncomfortable way.

Dread   Verb. To feel extremely worried about something that is going to happen.

Fetch   Verb. To go to another place to get something or someone and bring it/her/him back.

Goosebumps Noun. Small raised areas that appear on the skin because cold, fear or excitement.

Nasty   Adjective. Dangerous or violent.

Stiff   Adverb. Very <u>bored</u>, <u>scared</u>, <u>worried</u>, etc. I am scared stiff of cats. (Estar muerto de ...)

150

Retrieved from: (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024)

Pre-reading

A	B	C	D	E	F	G	H	I	J	K	L	M
5				12				25				

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	23						6					

```
          E   E       I
   10   3  12  12  15  25  22  24

              I
      19  16  25  26  26

              E
      26  12  16  10   2

              A
      22   5  19  16   8

          O   U
      10  23   6  24   2  19

      O   O       E       U
  24  23  23  19  12  14   6   9  15  19

          E   A       I
      13   3  12   5  13  25  22  24

              A
      13   5   9  15
```
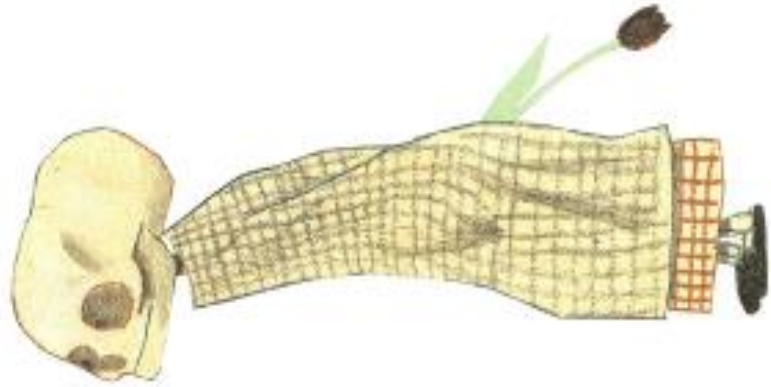
While-reading

'Good,' said Death, 'you finally noticed me. I am Death.'

For a while now, Duck had had a feeling.
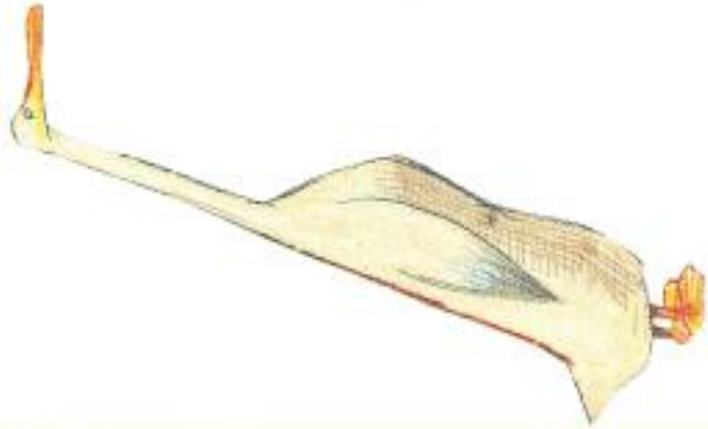'Who are you? What are you up to, creeping along behind me?'

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp. 1-2

152

200

'Oh, I've been close by all your life — just in case.'

'In case of what?' asked Duck.

Duck was scared stiff, and who could blame her?

'You've come to fetch me?'

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press. pp. 3-4

'Life takes care of that: the coughs and colds and all the other things that happen to you ducks. Flu, for example.'

Duck tried not to think about that. It gave her goosebumps.

'In case something happens to you. A nasty cold; an accident — you never know.'

'Are you going to make something happen?'

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp. 5-6
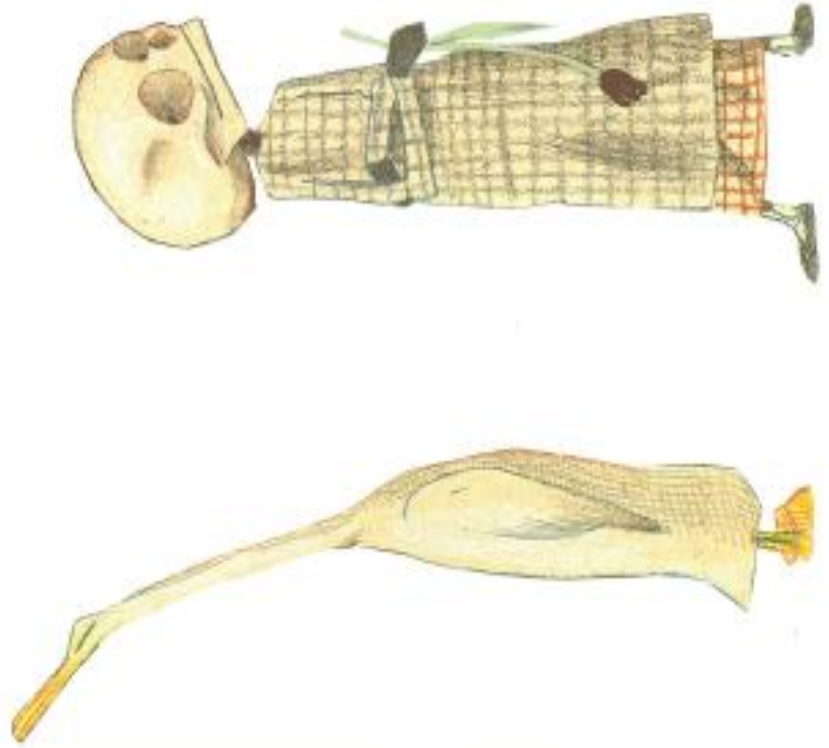
Death gave her a friendly smile.

Actually he was nice, if you forgot for a moment *who* he was — really quite nice.

'Shall we go down to the pond?' she asked.

Death had been dreading that.

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp. 7-8

'Are you cold?' Duck asked. 'Shall I warm you a little?'

Nobody had ever offered to do that for Death.

Before long, Death decided that he had his limits.

'Forgive me,' he said. 'I really must get away from this damp.'

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.9-10

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204

Lesson 1 – Answers

Decoding the words

A	B	C	D	E	F	G	H	I	J	K	L	M
5	14	10	13	12	26	24	2	25	4	21	11	9

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
22	23	15	20	3	19	16	6	18	1	17	8	7

C R E E P I N G
10 3 12 12 15 25 22 24

S T I F F
19 16 25 26 26

F E T C H
26 12 16 10 2

N A S T Y
22 5 19 16 8

C O U G H S
10 23 6 24 2 19
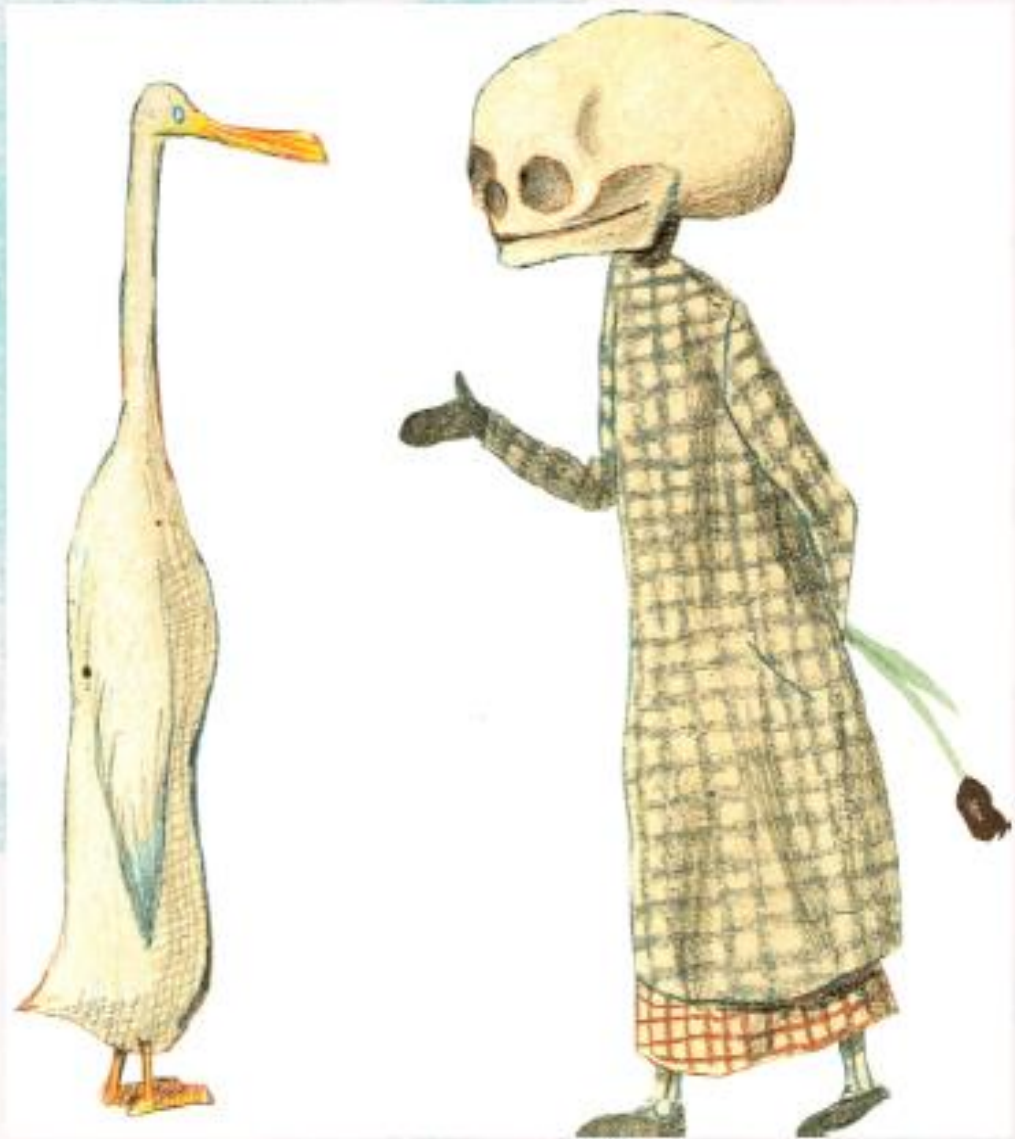
G O O S E B U M P S
24 23 23 19 12 14 6 9 15 19

D R E A D I N G
13 3 12 5 13 25 22 24

D A M P
13 5 9 15

Guessing the title of the book

A. The crazy adventures of Duck and her friend.

B. Duck's tragic life

C. Duck, Death and the Tulip

Lesson 2

Objective:

Students will be able to imagine how the characters feel/think at a given moment by writing a monologue to let their creativity run wild.

For lesson 2, pages 11 to 18 of the book will be considered.

Pre-reading

What teacher does

-The teacher will introduce the vocabulary to the students by giving them the words with their meaning.
-The teacher will hand out the bingo card template to the students or they can create their own using a sheet of paper with 6 boxes.
-The teacher will be the moderator and will pull the words out of a bag or box and say the word out loud for everyone to hear; or ask for volunteers.
-And when someone wins, the teacher will ask the students to give at least 2 sentences with the words to claim the prize.

What students do

-Students will pay attention to the vocabulary words and their meaning.
-Once the bingo card template has been obtained or made, they will write on it 6 vocabulary words, whichever they prefer.
-The teacher will call out the words in the order they are taken out of the bag/box and they will have to make a cross on the words that match them.
-The winner will give 2 sentences using the words and will get the prize.

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Understanding key vocabulary

1. There are 12 vocabulary words for this lesson, to play Bingo you must choose 6 of them at random and write them on your bingo card template. But first, the definition of all the words will be introduced.

Vocabulary:

1. Below: In a lower position (than), under.
2. Chatter: Verb. To talk for a long time about things that are not important.
3. Deep: Going or being long way down from the top or surface.
4. Lay: To be in a particular position.
5. Poke: To push a finger or other pointed object quickly into someone or something.
6. Rib: A bone that curves round from the back to the chest.
7. Roasted: Cooked in an oven.
8. Snap: To say something suddenly in an angry way.

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9. Stretch: To make the body or the arms and legs straight so that they are as long as possible.

10. Tease: Make fun at someone either because you are joking or you want to upset that person.

11. Utterly: Completely or extremely

12. Yawn: To open the mouth wide and take a lot of air into the lungs and slowly, send it out, usually when tired or bored.

Retrieved from: (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024)

-Whoever completes the bingo card first and says at least 2 sentences with the vocabulary words will be the winner.
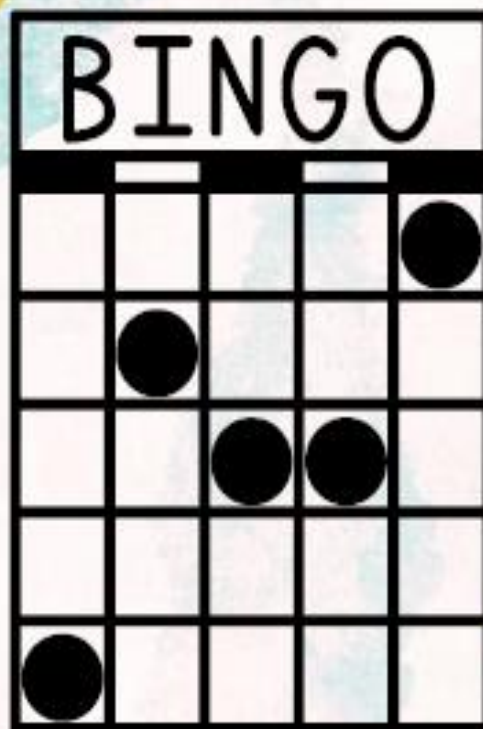
While-reading

What teacher does

-The teacher will remind students to continue completing their folding books as they read the next pages of the book.

-The teacher will explain the following activity which consists of writing below each paragraph how they think the characters are feeling at that moment. (Make assumptions about what is already written)

What students do

-Students will continue to write in their folding books as they read.

-They will write about the characters' thoughts and feelings below each paragraph, making guesses. There is no right answer.

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While-reading

Reading for detail

2. Read pages 11 to 18 and continue writing important events and difficult-to-remember information in the folding book.

Making inferences

3. Throughout the pages and below each paragraph you will write how you think the characters are feeling at that moment. As in the following example:

Duck woke first, very early in the morning.

I'm not dead, she thought to herself.

Duck is happy and relieved to have awakened and be alive.

Duck woke first, very early in the morning.

I'm not dead, she thought to herself.

She poked Death in the ribs. 'I'm not dead!' she quacked, utterly delighted.

'I'm pleased for you,' Death said, stretching.

'And if I'd died?'

'Then I wouldn't have been able to sleep in,' Death yawned.

That wasn't a nice thing to say, thought Duck.

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For a while she refused to speak, but soon she was chattering again.

'Some ducks say you become an angel and sit on a cloud, looking over the earth.'

'Quite possibly.' Death rose to his feet. 'You have the wings already.'

'Some ducks say that deep in the earth there's a place where you'll be roasted if you haven't been good.'

'You ducks come up with some amazing stories, but who knows?'

'So you don't know, either,' Duck snapped.

Death just looked at her.

'What shall we do today?' Death asked.

'Well, let's not go back to the pond. Let's do something really exciting.'

Death was relieved. 'Shall we climb a tree?' he teased.

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They could see the pond far below.

There it lay, so still — and so lonely.

That's what it will be like when I'm dead, Duck thought.
The pond alone, without me.

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Post-reading

What teacher does

-The teacher will explain the monologue activity to the students by reading them an example of it, specifying the chosen scene.
-The teacher will show a template for the students to carry out the activity.

What students do

-Students will choose a scene from pages 11-18 to create a monologue for a character of their choice, either Duck or Death.
-They will draw the scene on the template and then write the monologue next to it.

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Post-reading

Applying your knowledge

4. You will choose any scene from pages 11-18 and then create a 50-word monologue for a character (Duck or Death) for the chosen scene.

Monologue Template

Chosen Scene   ....'s monologue

....

....

....

....

....

....

....

....

....

....

....

Draw here!

Lesson 2- Vocabulary

Below   Adverb/Preposition. In a lower position (than), under.

Chatter   Verb. To talk for a long time about things that are not important.

Deep   Adjective. Going or being long way down from the top or surface.

Lay   Verb. To be in a particular position.

Poke   Verb. To push a finger or other pointed object quickly into someone or something.

Rib   Noun. A bone that curves round from the back to the chest.

Roasted   Adjective. Cooked in an oven.

Snap   Verb. To say something suddenly in an angry way.

Stretch   Verb. To make the body or the arms and legs straight so that they are as long as possible.

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Tease   Verb. Make fun at someone either because you are joking or you want to upset that person.

Utterly   Adverb. Completely or extremely

Yawn   Verb. To open the mouth wide and take a lot of air into the lungs and slowly, send it out, usually when tired or bored.

Pre-reading

Bingo Card Template

BINGO

BELOW	RIB
CHATTER	ROASTED
DEEP	SNAP
LAY	STRETCH
POKE	TEASE
YAWN	UTTERLY

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While-reading

She poked Death in the ribs. 'I'm not dead!' she quacked, utterly delighted.

'I'm pleased for you,' Death said, stretching.

'And if I'd died?'

'Then I wouldn't have been able to sleep in,' Death yawned.

That wasn't a nice thing to say, thought Duck.

Duck woke first, very early in the morning.

I'm not dead, she thought to herself.

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.11-12

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For a while she refused to speak, but soon she was chattering again.

'Some ducks say you become an angel and sit on a cloud, looking over the earth.'

'Quite possibly,' Death rose to his feet, 'You have the wings already.'

'Some ducks say that deep in the earth there's a place where you'll be roasted if you haven't been good.'

'You ducks come up with some amazing stories, but who knows?'

'So you don't know, either,' Duck snapped.

Death just looked at her.

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.13-14

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'What shall we do today?' Death asked.

'Well, let's not go back to the pond. Let's do something really exciting.'

Death was relieved. 'Shall we climb a tree?' he teased.

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.15-16

They could see the pond far below.

There it lay, so still — and so lonely.

That's what it will be like when I'm dead, Duck thought.
The pond alone, without me.

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.17-18

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Example of Monologue

Chosen scene

Duck's monologue

Ahhh! I'm feeling frustrated right now. Death won't tell me anything about what happens to ducks when they die. I told him all the stories I had heard before and he just says "who knows", I don't think so. If he doesn't know, no one else will.

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Rubric for the monologue

Monologue Rubric				
	3	**2**	**1**	**Student's score**
Creativity	The monologue has original ideas different from those written in the book.	The monologue lacks originality. However, it has some ideas created by the writer.	The monologue is similar to the ideas written in the book, there is in originality on it.	
Content	The ideas are clear to understand and are linked correctly.	Some ideas are difficult to understand.	The ideas are not clear enough to be understood.	
Number of words	Write around 45 to 50 words	Write around 35 to 40 words.	Write less than 30 words	
Spelling Grammar Punctuation	The monologue has excellent spelling, grammar, and punctuation.	The monologue has frequent spelling, grammatical and punctuation errors.	The monologue has many spelling, grammatical and punctuation errors. Therefore, it is difficult to understand.	
Total score:				

🦋 Lesson 3 🦋

Objective:

Students will be able to review the book by creating a video or written report to enhance reflection and the synthesis of information.

> ⚠ For lesson 3, pages 19 to 28 of the book will be considered.

Pre-reading

👤 What teacher does

-The teacher will explain the vocabulary to the students and the rules of the game.

-The teacher chooses 12 students for the game and sticks the cards on their backs.

-The teacher will do a test round to check the understanding of the activity.

👥 What students do

-Students will pay attention to the teacher's explanation of the vocabulary and rules of the game.

-The chosen students will have to stick their cards on their backs without reading them with the teacher's help.

-They will practice a round to see what the game is like.

-The chosen students will have to guess the vocabulary words and tell the teacher the answer.

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Pre-reading

Activating your knowledge

1. Who am I? Game. For this activity it is important that you know the unknown vocabulary. Therefore, the teacher should explain it to you before the activity, as well as the rules of the game.

Vocabulary:

1. Astonished: Adjective. Very surprised.
2. Coy: Adjective. (Pretending to be) shy.
3. Drift: Verb. To move slowly, as a result of outside forces without no control over direction.
4. Feather: Noun. One of many soft, little things that covers bird's body.
5. Mourn: Verb. To feel sad because you no longer have something.
6. Nudge: Verb. To push something or someone gently.
7. Plead: Verb. To make an urgent, emotional statement or request for something.
8. Ruffle: Verb. To touch or move something smooth so that it is not even.
9. Rumpled: Adjective. (Of clothing) wrinkled and messy.
10. Sight: Noun. Something that is in someone's view.
11. Snowflakes: Noun. Small piece of snow that falls from the sky.
12. Stroke: Verb. To move a hand or another part of the body, or an object gently over something, repeatedly or for pleasure.

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How to play?

- The vocabulary words will be written on notecards.
- These cards will be attached to the backs of 12 students (they do not have to see the word).
- The students with the notecard on their backs should ask questions such as: Am I an adjective? and the rest of the students only have to answer Yes or No. As an extra help the other classmates can say sentences using that word (saying "blank" instead of the word).
- When the students think they know what the word is, they can turn to the teacher and say it to check if it is correct or not.

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While-reading

What teacher does
-Once again the teacher will remind the students to write the last notes in their folding books.
-The teacher will divide the class into groups and provide them with the 9 pictures to organize them as they happened in the book.
-When the groups finish, the teacher will check if the images are in the correct order or not.

What students do
-Students will read the last pages of the book and finish writing their notes in their folding book to finally complete it.
-In groups, they will arrange the pictures in the correct order without looking at the book.
-They will call the teacher to show how they have organized their images and check if it is right or wrong.

While-reading

Reading for detail

3.   Read pages 19 to 28 and finish completing the folding book with the missing information. It will help you for the final post-reading activity.

4.   Small contest. You will have nine pictures taken from the book, in groups try to organize them as they appear in the book.

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.2,3,9,10,14,18,22,24,26

Post-reading

What teacher does

-The teacher will explain how to do a review and the information to include either a video or in written form.

-In addition, the teacher will share some useful phrases and expressions that can be used in the review to make it sound more academic.

What students do

-Students will choose between a video or a written review.

-They will pay attention to the teacher's explanation of the elements that the review should have.

-They will take notes on the phrases and expressions they can use in their reviews.

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Post-reading

Applying your knowledge

5. For the final activity you have to make a written review or record a video. However, there are some aspects that must be in the review, which are as follows:

The review should have....

- Title of the book
- The author
- Plot and characters
- Opinion about the book (positive or negative)
- Conclusion - Clear view of the material (If you recommend it or not)

You can use the notes in your folding books to help you with this activity.

Some phrases and expressions for a review:

- The book tells the story of....
- The story is set...
- The plot relates how...
- It is an inspiring/dramatic/exaggerated story
- I wouldn't recommend it because ...
- I highly recommend it ...

Lesson 3– Vocabulary

Astonished   Adjective. Very surprised.

Coy   Adjective. (Pretending to be) shy.

Drift   Verb. To move slowly, as a result of outside forces without no control over direction.

Feather   Noun. One of many soft, little things that covers bird's body.

Mourn   Verb. To feel sad because you no longer have something.

Nudge   Verb. To push something or someone gently.

Plead   Verb. To make an urgent, emotional statement or request for something.

Ruffle   Verb. To touch or move something smooth so that it is not even.

Rumpled   Adjective. (Of clothing) wrinkled and messy.

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Sight Noun. Something that is in someone's view.

Snowflakes Noun. Small piece of snow that falls from the sky.

Stroke Verb. To move a hand or another part of the body, or an object gently over something, repeatedly or for pleasure.

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Pre-reading

Notecards

Astonished

Mourn

Sight

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Coy

Plead

Ruffle

Feather

Snowflakes

Drift

Stroke

Rumpled

Nudge

While-reading

Death could sometimes read minds. 'When you're dead, the pond will be gone, too — at least for you.'

'Are you sure?' Duck was astonished.

'As sure as sure can be,' Death said.

'That's a comfort. I won't have to mourn over it when ...'

'... when you're dead.' Death finished the sentence. He wasn't coy about the subject.

'Let's climb down,' Duck pleaded after a bit. 'You can start having strange thoughts in trees.'

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press. pp.19-20

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Summer was ending and they went less and less often to the pond. They sat together in the grass, saying little. When a cool wind ruffled her feathers, Duck felt its chill for the first time.

'I'm cold,' she said one evening. 'Will you warm me a little?'

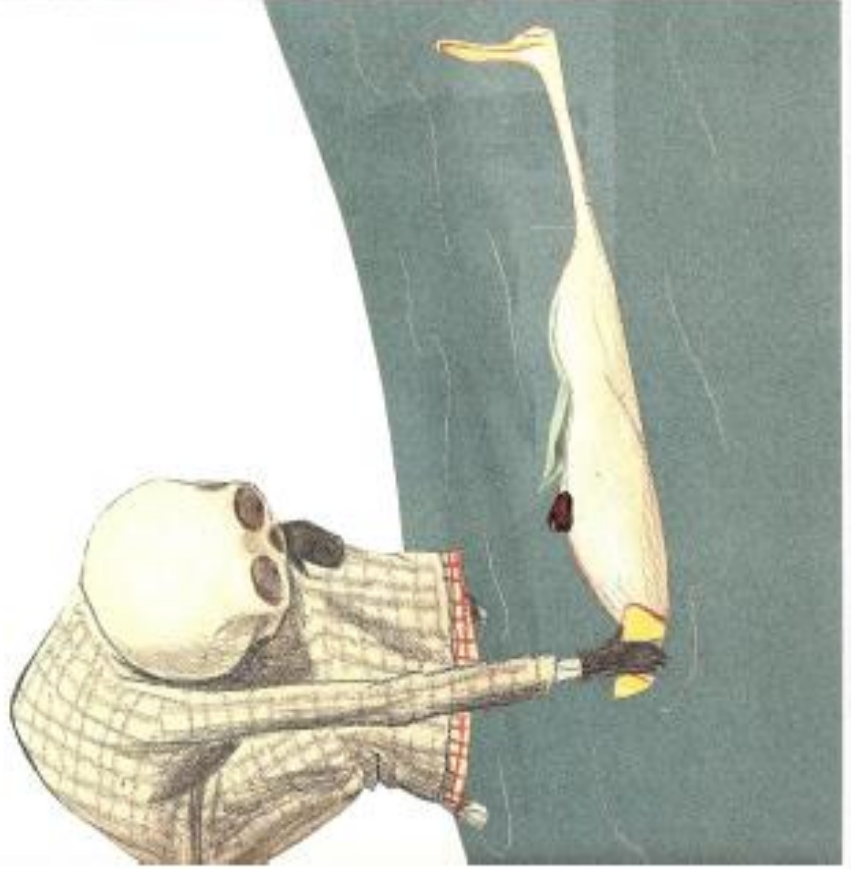Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.21-22

192
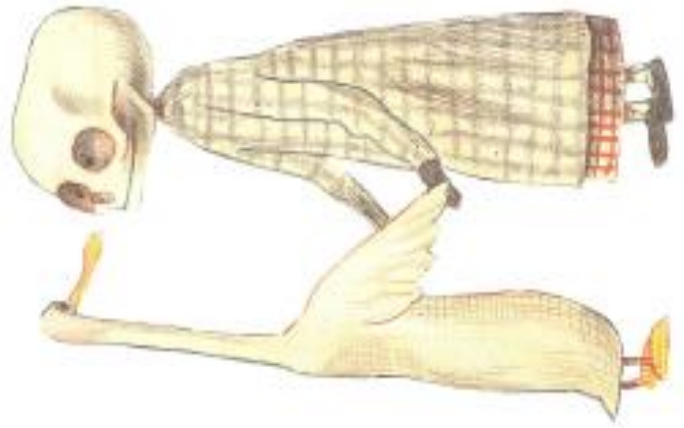
Snowflakes drifted down.

Something had happened. Death looked at the duck. She'd stopped breathing. She lay quite still.

Erlbruch, W. (2008). Duck, Death and the Tulip. Gecko Press. pp.23-24

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He laid her gently on the water and nudged her on her way.

Death stroked a few rumpled feathers back into place, then he carried her to the great river.

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.25-26
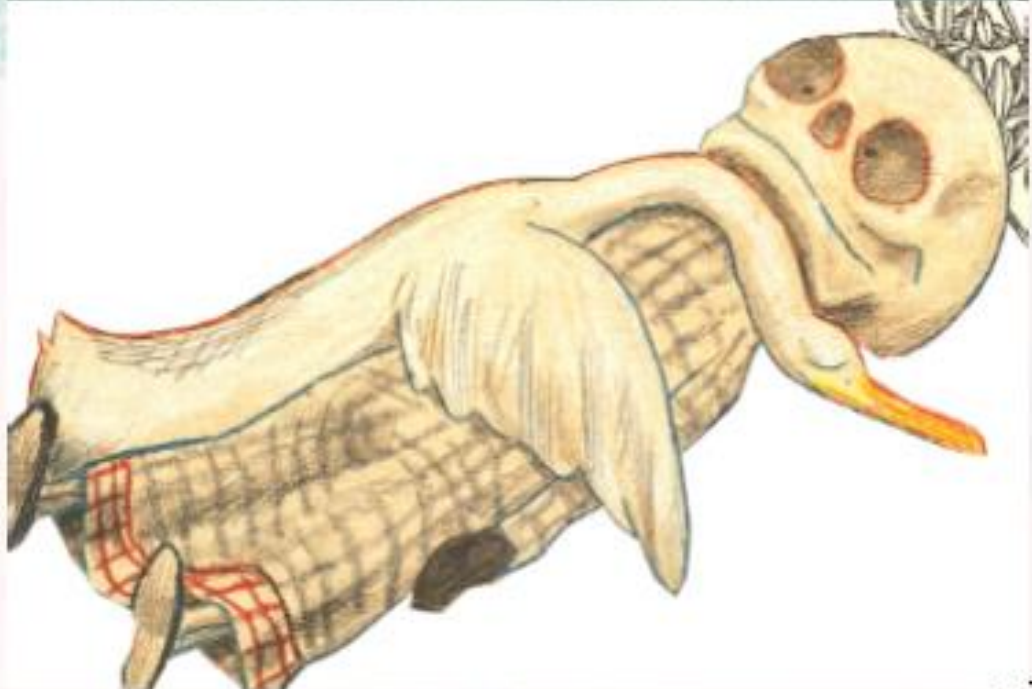
242

For a long time he watched her.

When she was lost to sight, he was almost a little moved.

But that's life, thought Death.

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.27-28

195

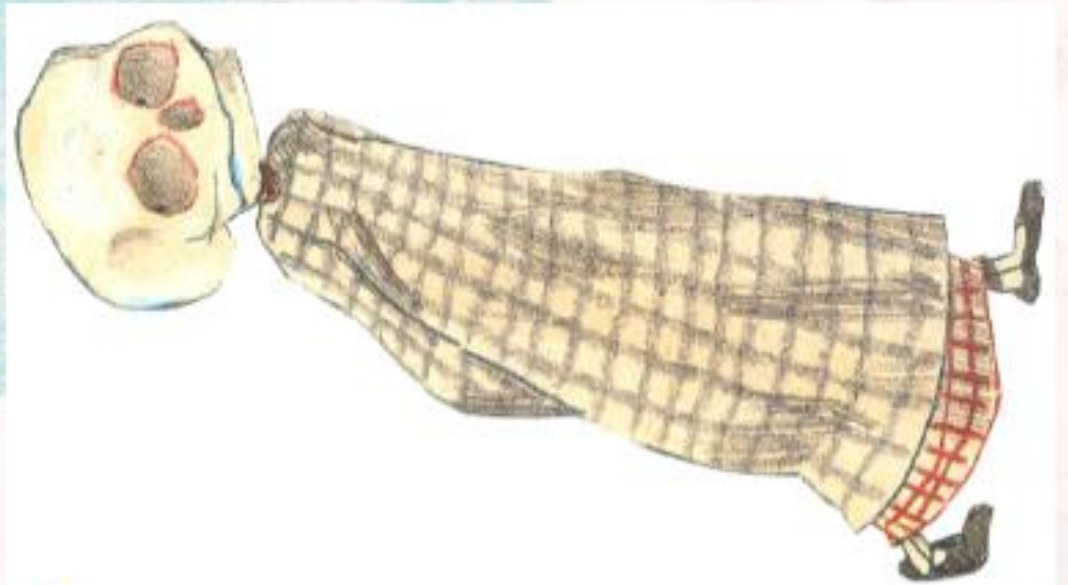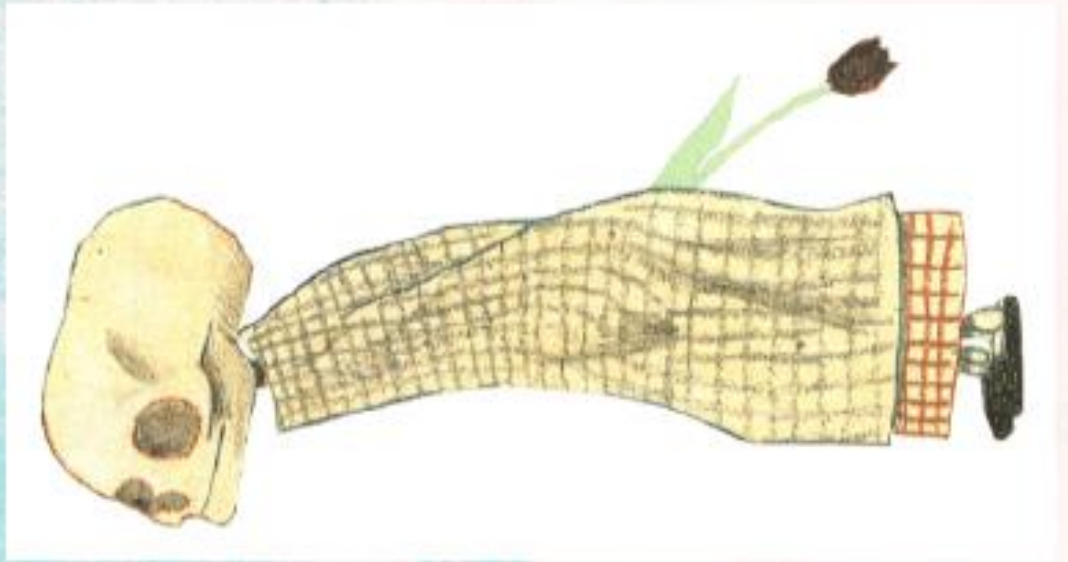# Pictures for the contest

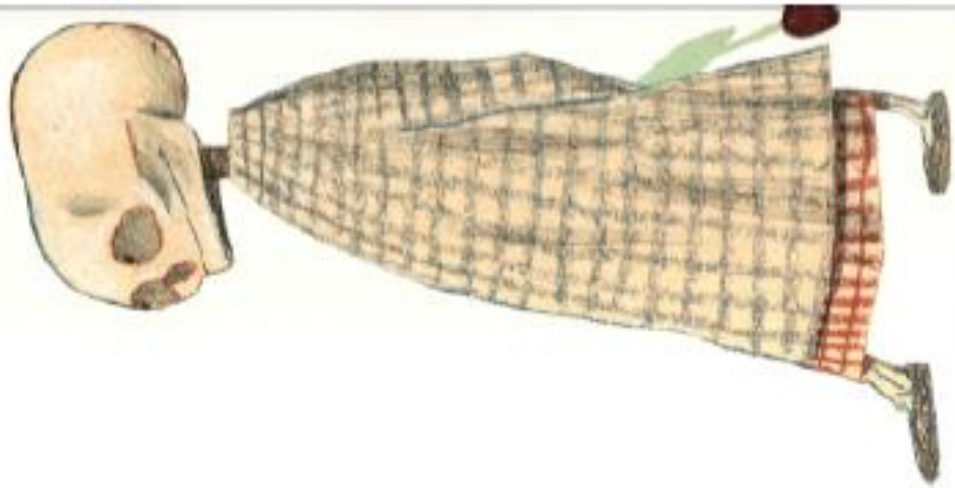Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp. 10-24

196

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Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.9-26

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.2-14

198

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.3-18

247

Erlbruch. W. (2008). Duck, Death and the Tulip. Gecko Press.pp.22

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Post-reading

Rubric for the review

	4	3	2	1	Score
Rubric: Book Review					
Organization	The book review is well-organized. The ideas flow in a logical sequence with clear transitions.	The book review is organized. Some ideas seem out of space. Clear transitions are used.	The book review is a little hard to follow. The transitions are sometimes unclear.	The ideas seem to be randomly arranged.	
Opinion/ Supporting Details	The review has a strong opinion that is supported by 2-3 details (good or bad).	The review has a strong opinion, but it is not strongly supported by details.	The review does not have any supporting details, but it does have an opinion.	The review does not have a strong opinion or supporting details. The opinion is not clear enough.	
Required elements	All the required elements are clearly visible, organized and well placed.	Most of the required elements are clearly visible, organized and well placed.	Few of the required elements are clearly visible, organized and well placed. Might be missing elements.	Missing most or all the required elements.	
Spelling Grammar Punctuation	The review has excellent spelling, grammar, and punctuation	The review has few spelling, grammatical or punctuation errors.	The review has frequent spelling, grammatical and punctuation errors.	The review has many spelling, grammatical and punctuation errors. Therefore, it is difficult to understand.	
Conclusion	The conclusion provides a clear view of the review, whether the book is recommended or not.	The conclusion provides a view of the review whether the book is recommended or not. However, some ideas seem out of place.	The conclusion is a bit hard to follow and the writer does not establish whether the book is recommended or not.	The conclusion is not clear enough to be understood. There is no conclusion in the review.	
Total score:					

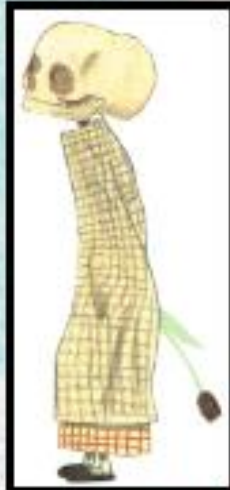Taken from: ([Book Review], n.d.). Marsh (n.d). Adapted by Nicole León

Lesson 3-Answers

Image contest

Correct order:
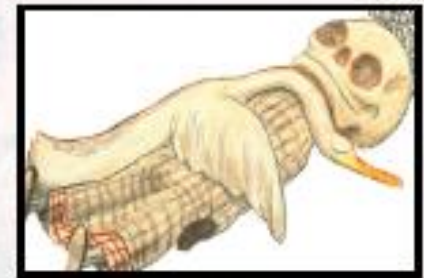
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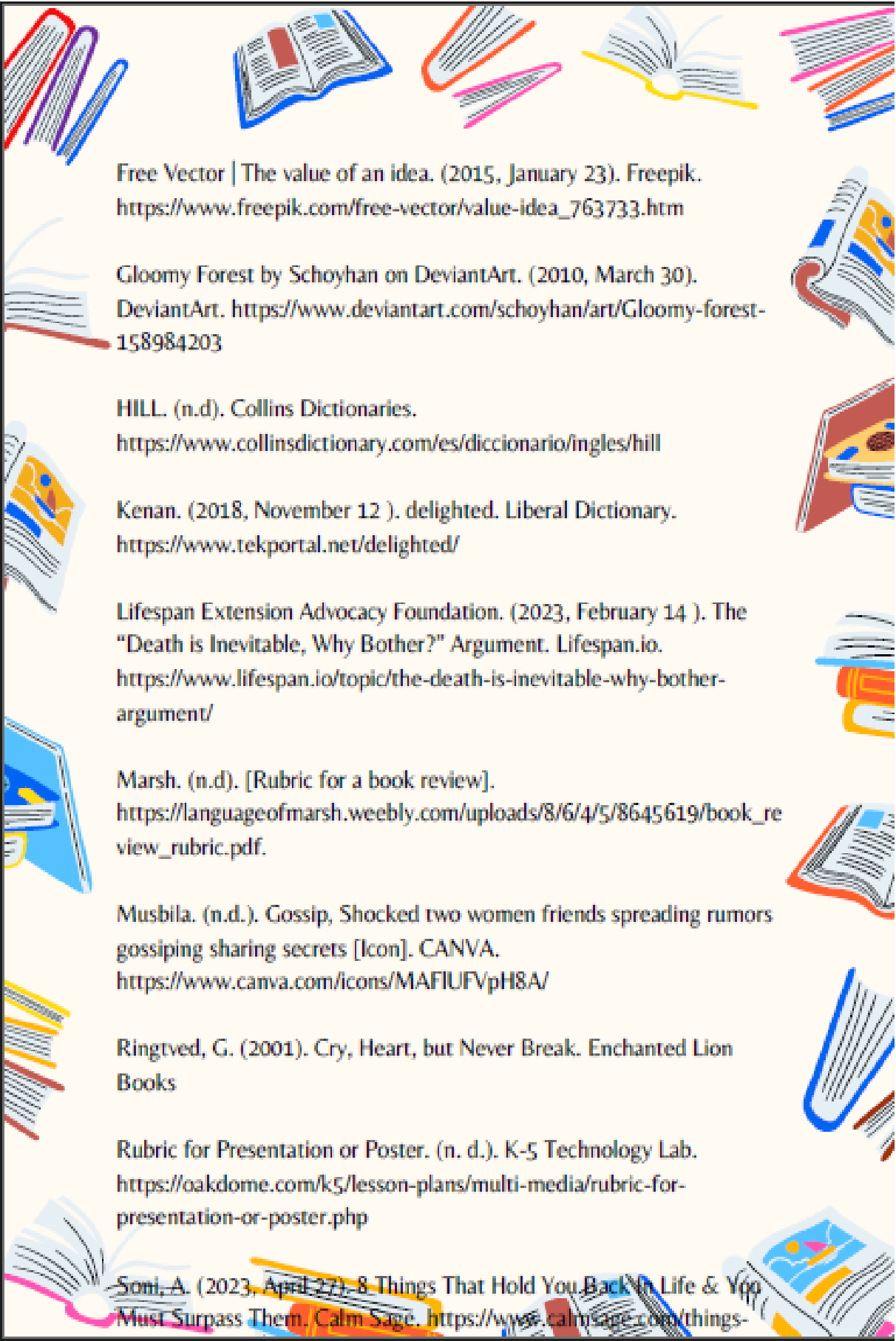
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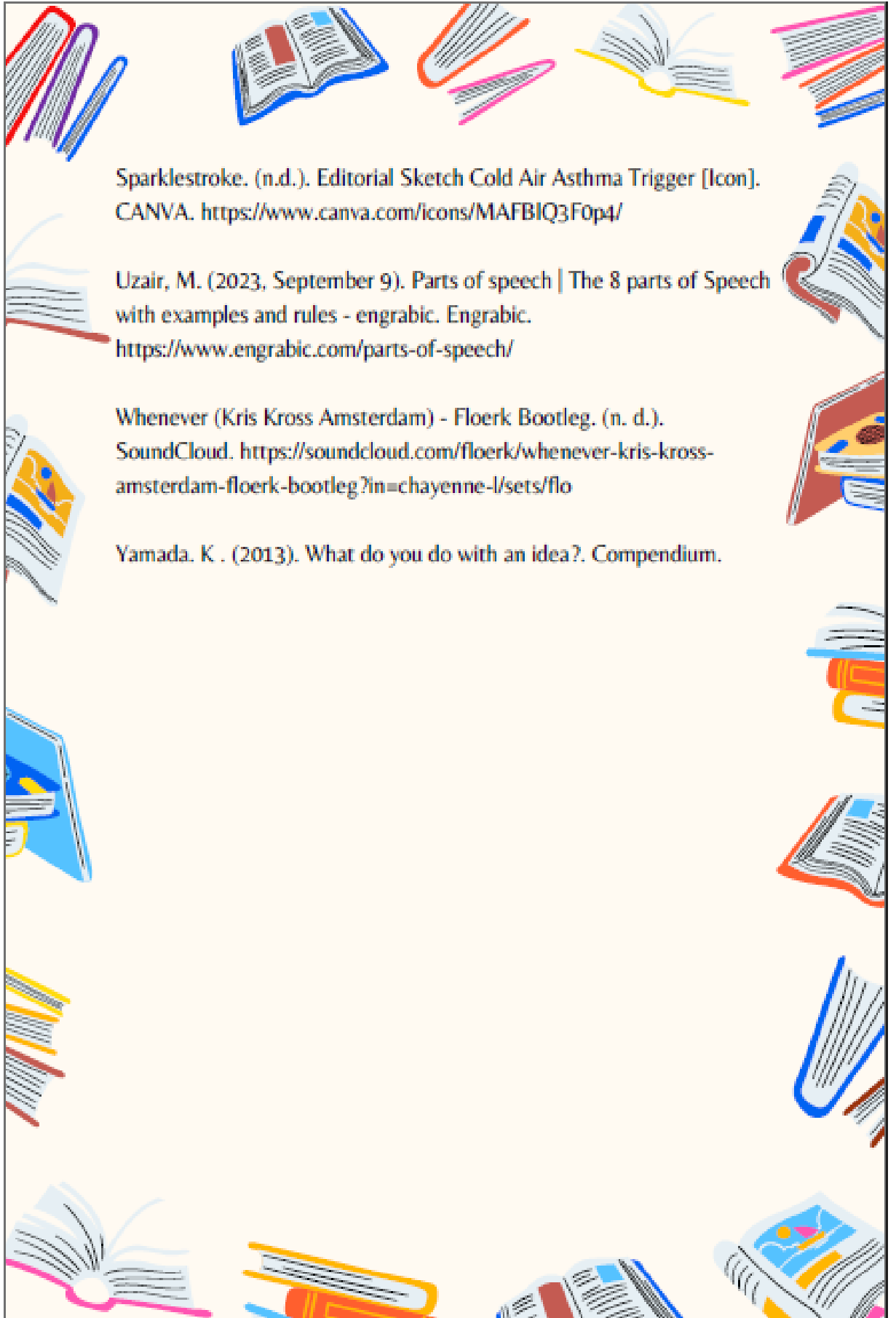
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CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter will detail the conclusions and recommendations obtained during the research.

5.1. Conclusions

The development of the language skills is important to foster communication and active interactions between humans; therefore, all the skills must be improved so that students reach certain levels of mastery of the language and to measure their proficiency in it. These levels are considered by the Ministry of education but may not always be fully achieved.

According to the findings of this research, reading constitutes one of the primary skills in language acquisition. Students often have problems when it comes to the full comprehension of texts; consequently, the application of different strategies and activities is necessary to solve their difficulties. Picture books are a good example of reading strategies due to their benefits and adaptability when applied in educational settings.

Through the analysis of the data collected, it was possible to gather information about teachers' strategies for the classes and the reading difficulties of the students at the Colegio Universitario in a deeper way. It was suggested to incorporate picture books as a strategy to develop reading comprehension in the students, which promote imagination, opportunities for reflection, and increasing the engagement, so that they can go beyond of what is literally written. The aim is to inspire students to learn.

As mentioned throughout the research, pictures books are an advantageous strategy for students of all ages to boost their reading comprehension due to the combination of illustrations and text that help to reinforce vocabulary and the understanding in a accessible and engaging way, in addition to the fact that they can appeal to different learning modalities by being able to address complex topics in an accessible manner.

In this research, a didactic guide for teachers and students was designed to provide them a useful and meaningful resource for English classes different from the ones that they usually work with, which includes some picture books and interactive activities mostly selected by the students to assist them in overcoming their reading difficulties.

5.2. Recommendations

It would be a good alternative for teachers to pay more attention to improving reading skills, as they tend to focus on other skills rather than reading, which is also important. Having a balance in teaching will help students practice language skills in the classroom as much as possible with the teacher's guidance.

The didactic guide presented has different activities that can be applied in other books or texts and can be adjusted based on the students' needs and proficiency level. Likewise, one of the implicit objectives of the guide is to promote reading habits in students that go beyond an obligation. It is advisable that teachers look for other resources and not use textbooks as the only source of knowledge. Nowadays, there are many resources available on the internet; finding some that can be enjoyable for students would be a good option to create an enriching environment during classes.

Teachers should follow a structure for reading classes that consists of pre-reading activities, during and post-reading activities to introduce the topic as well as unfamiliar vocabulary, innovative activities to keep learners interested while reading, and go beyond the analysis of a text or book where learners are able to apply and relate the new knowledge in other contexts or situations.

Moreover, picture books are considered a strategy only for young learners, which is not true; there are countless picture books that deal with different topics of interest in an interactive way for both children and adults. The connections between pictures and words make it easy to follow the story and deduce what is happening, even if there is unknown vocabulary.

It is important to try different resources, materials, methods, and approaches in order to experiment in the classroom and find a variety of activities that work with the students or adapt them when necessary. Learning is not a linear process; there are many routes to reach a goal where learners can be the protagonists and build their knowledge together with teachers.

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ANNEXES

Annexes 1. Requests for validation of the instruments.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 15 de noviembre de 2023
Magister

Fernando Narváez
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Use of picture books as a strategy to improve reading comprehension in sophomore students at Colegio Universitario". Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Nicole Alejandra León Molina
C.C.: 175060607-9

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 17 de noviembre de 2023
Magister

José Obando

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Use of picture books as a strategy to improve reading comprehension in sophomore students at Colegio Universitario". Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Nicole Alejandra León Molina
C.C.: 175060607-9

Recibido
20 - XI - 2023

Annexes 2. Validations of the instruments.

Fecha de envío para la evaluación del experto:	15 de noviembre de 2023
Fecha de revisión del experto:	15 de noviembre de 2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			

....

Firma del Evaluador

C.C.: 100175802.6

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Magíster en Educación
Institución de Educación Superior	UNIVERSIDAD TECNICA DEL NORTE
Correo electrónico	ffnarvaez @utn.edu.ec
Teléfono	0992530502

265

Fecha de envío para la evaluación del experto:	17 de noviembre de 2023
Fecha de revisión del experto:	20 - XI - 2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

266

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			

Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	Obando Arroyo José Miguel
Título académico	Msc.
Institución de Educación Superior	UNIVERSIDAD TECNICA DEL NORTE
Correo electrónico	jmobando @utn.edu.ec
Teléfono	0983865160

267

Annex 3. Request for authorization to the Principal of Colegio Universitario to apply the instruments in the institution.

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Oficio nro. UTN-FECYT-D-2023-0163-O
Ibarra, 17 de noviembre de 2023

ASUNTO: Trabajo de Integración Curricular Srta. León Molina Nicole Alejandra

Doctora
Diana Flores
RECTORA DEL COLEGIO UNIVERSITARIO UTN

De mi consideración:

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita NICOLE ALEJANDRA LEÓN MOLINA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "USE OF PICTURE BOOKS AS A STRATEGY TO IMPROVE READING COMPREHENSION IN SOPHOMORE STUDENTS AT COLEGIO UNIVERSITARIO".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
REVELO
Firmado digitalmente por JOSE REVELO
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MSc. José Revelo
DECANO
CC: 100207217-9
Correo electrónico: jlrevelo@utn.edu.ec
Celular: 099344457

JRR/M. Báez

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800   RUC:1060001070001
www.utn.edu.ec

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Annex 4. Approbation letter to do the research at the institution.

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Oficio nro. UTN-FECYT-D-2023-0163-O
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Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
REVELO
Firmado
digitalmente por
JOSE REVELO
Fecha: 2023.11.17
16:06:34 -05'00'

MSc. José Revelo
DECANO
CC: 100207217-9
Correo electrónico: jlrevelo@utn.edu.ec
Celular: 099344457

JRR/M. Báez

Autorizado coordinar con Msc Mansalvas para determinar fecha y horario.

21-11-2023
10:04

Ciudadela Universitaria Barrio El Olivo
Av. 17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800   RUC:1060001070001
www.utn.edu.ec

Página **1** de **2**

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Annexes 5. Letters of Consent

Vice-principal

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por Nicole Alejandra León Molina estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informada de que la meta de este estudio es sobre el Uso de Libros Ilustrados como una estrategia para mejorar la comprensión lectora en los alumnos de Primero de Bachillerato del Colegio Universitario.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Msc. Rosa Almeida

Vicerrectora

....

Firma del participante

Nicole León

Estudiante UTN

....

Firma del investigador

270

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Lic. Narciza Hinojosa

Coordinadora del Área de Inglés

....

Firma del participante

Nicole León

Estudiante UTN

....

Firma del investigador

271

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Lic. Gladys Vallejos

Docente de Inglés

....

Firma del participante

Nicole León

Estudiante UTN

....

Firma del investigador

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Msc. Andrés Manosalvas

Inspector- Docente de Inglés

....

Firma del participante

Nicole León

Estudiante UTN

....

Firma del investigador

Annex 6. Vice-principal interview

<table>
<tr><td>

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

</td></tr>
</table>

Theme: Use of picture books as a strategy to improve reading comprehension in sophomore students at Colegio Universitario.

INTERVIEW FOR VICE PRINCIPAL

Objective: Identify the Vice principal perspective in terms of students' level of English and the materials used in English classes.

1. **¿Considera usted que el desarrollo de las competencias lingüísticas en inglés es importante para el futuro de los estudiantes del Colegio Universitario? Por favor justifique su respuesta.**

2. **De acuerdo con las regularizaciones del currículo establecidos por el Ministerio de Educación, se menciona que los estudiantes de primero de bachillerato deben alcanzar el nivel A2.2 en las competencias del idioma inglés al finalizar el año electivo. En dicho nivel los estudiantes serán capaces de comprender un nivel elemental de idioma escrito y utilizar oraciones y expresiones básicas en situaciones sencillas de la vida cotidiana. ¿Considera usted que los estudiantes pueden alcanzar el nivel requerido sin ninguna dificultad? ¿Cuáles son las dificultades que enfrentan los estudiantes para alcanzar el nivel deseado?**

3. **En cuanto a materiales y recursos, ¿Cree usted que los libros brindados por el Ministerio de Educación que se utilizan en las clases de inglés son suficientes para el desarrollo de la comprensión lectora en la Lengua Extranjera en los alumnos de primero de bachillerato? Argumente su respuesta.**

4. **Los libros ilustrados son un tipo de libro que utiliza ilustraciones y palabras para contar una historia de forma auténtica y natural, favoreciendo la comprensión y adquisición de vocabulario por parte de los alumnos. ¿Está de acuerdo en que sería beneficioso que los estudiantes utilizaran esta estrategia en clases?**

5. **¿Estaría a favor de que los profesores utilizarán una guía didáctica con actividades que incluyan libros ilustrados para mejorar la comprensión lectora de los alumnos?**

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Theme: Use of picture books as a strategy to improve reading comprehension in sophomore students at Colegio Universitario.

INTERVIEW FOR THE COORDINATOR TEACHER

Objective: Analyze the collected data about the strategies of EFL teachers in developing reading comprehension and students' reading skills.

1. **According to the Ministry of Education, sophomore students should reach level A2.2 in English. In terms of reading skills, what difficulties do students have in reaching this level?**

2. **From your experience, regarding materials and resources, are the Ministry's books for English classes enough for the teaching-learning process or is it necessary to implement more teaching materials?**

3. **What strategies do teachers at the institution implement in their classes to develop reading comprehension?**

4. **Do you consider that the use of picture books is a beneficial strategy to improve students' reading comprehension?**

5. **Do you agree that a didactic guide with activities that include picture books would be a good resource for developing reading comprehension in students of the institution?**

Annex 8. Interview for sophomore teachers.

 UNIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA** **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
Theme: Use of picture books as a strategy to improve reading comprehension in sophomore students at Colegio Universitario.
INTERVIEW FOR THE TEACHERS
Objective: Analyze the collected data about the strategies of EFL teachers in developing reading comprehension and students' reading skills.
1. **Regarding reading skill, what difficulties do sophomore students have in reaching the A2.2 level set by the Ministry of Education?**   2. **What reading strategies do you use in class to help students develop their reading comprehension?**   3. **In terms of activities, what do you carry out in your classes to develop reading comprehension?**   4. **Do you consider the use of picture books to be a beneficial strategy for improving learners' reading comprehension?**   5. **Would you be willing to use a didactic guide with activities that include picture books as a resource to enhance students' reading comprehension in your classes?**

Annex 9. Survey for sophomore students.

<table>
<tr><td>

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

</td></tr>
</table>

Theme: Use of picture books as a strategy to improve reading comprehension in sophomore students at Colegio Universitario.

SURVEY FOR STUDENTS

Objective: Analyze the collected data about the strategies of EFL teachers in developing reading comprehension and students' reading skills.

Please put a tick (✓) next to the answers you agree with

1. **Do you consider that learning English as a foreign language is important for your future?**

   Yes ＿＿＿   No ＿＿＿

2. **In the development of your reading comprehension skills, consider the following:**

   Only the English book is enough ＿＿＿＿
   Other resources could be implemented ＿＿＿＿
   No resources are needed ＿＿＿＿

3. **Is it difficult for you to read in English?**

   Yes ＿＿＿＿   No＿＿＿＿＿   Sometimes＿＿＿＿

4. **What aspects of reading do you find difficult?**

   Previewing ＿＿＿
   Skimming ＿＿＿
   Scanning ＿＿＿
   Questioning ＿＿＿
   Making inferences ＿＿＿
   Summarize ＿＿＿

5. **Do you think that pictures in texts help you with reading comprehension?**

Yes ____   No ____   Sometimes_____

6. What kind of books do you prefer to read?

Tales ____   Religious ____   Scientific _____

7. From the following list of activities, rate from 1 to 5 which activities you prefer to do, or which ones help you with reading comprehension. 1 being the lowest and 5 the highest.

Activities	SCORE				
	1	2	3	4	5
Puzzles					
Role play					
Reading aloud					
Underlining					
Create a story					
Discussions					
Write poems					
Group activities					
Collages					
Summarizing					
Draw a comic					

Annexes 10. Photographic evidence of the application of the instruments.

Annexes 11. Socialization of the proposal

UNIVERSIDAD TÉCNICA DEL NORTE

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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2024-0077-O
Ibarra, 11 de abril de 2024

PARA: MSc. Verónica Zambrano
RECTORA DEL COLEGIO UNIVERSITARIO UTN

ASUNTO: Socialización de propuesta Srta. León Molina Nicole Alejandra

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, autorice el ingreso de la señorita NICOLE ALEJANDRA LEÓN MOLINA, portadora de la cédula de ciudadanía 1750606079, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta " LEARNING THROUGH PICTURE BOOKS", perteneciente al trabajo de integración curricular con el tema: "USE OF PICTURE BOOKS AS A STRATEGY TO IMPROVE READING COMPREHENSION IN SOPHOMORE STUDENTS AT COLEGIO UNIVERSITARIO".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2024.04.11 10:48:50 -05'00'
MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

[Nota manuscrita:] Msc. Andrés Manosalvas Recibe libro "Learning through Picture Books" 15/04/2024

[Sello:] COLEGIO UNIVERSITARIO UTN
Fecha: 15-04-2024
Hora: 9.02
Recibido por: ___

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Memorando Nro.UTN-COL-R-2023-0034-M
Ibarra, 17 de abril del 2024

ASUNTO: Socialización de Trabajo de Integración

Msc.
José Revelo
DECANO DE LA FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

De mi consideración:

A través del presente me permito informar que la señorita **LEÓN MOLINA NICOLE ALEJANDRA** estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros **socializo** su trabajo de Integración Curricular "LEARNING THROUGH PICTURE BOOKS" en el Colegio de Bachillerato Universitario UTN.

Particular que comunico para fines pertinentes.

Atentamente,
POR UNA EDUCACIÓN CIENTÍFICA Y DEMOCRÁTICA AL SERVICIO DEL PUEBLO

MSC. Verónica Zambrano
RECTORA

VZA/M.Larco

Calle Luis Ulpiano de la Torre 2-20 y Jesús Yerovi
Ibarra – Ecuador
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Annex 12. Turnitin Analysis

turnitin

Identificación de reporte de similitud: oid:21463:347723324

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AUTOR
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