



**UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

**CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PROYECTO DE INVESTIGACIÓN**

TEMA:

**TEACHING STRATEGIES BASED ON MULTIPLE
INTELLIGENCES TO DEVELOP READING SKILLS IN
SOPHOMORE STUDENTS AT ABELARDO MONCAYO HIGH
SCHOOL IN ATUNTAQUI DURING 2021-2022**

**Trabajo de titulación previo a la obtención del título de licenciada en Pedagogía de los
Idiomas Nacionales y Extranjeros**

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas

Autora: Guerrero Reinoso Milena Alexandra

Director: MSc. Flores Albuja Darwin Fernando

Ibarra - 2022



UNIVERSIDAD TÉCNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA

IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	0401995782		
APELLIDOS Y NOMBRES:	GUERRERO REINOSO MILENA ALEXANDRA		
DIRECCIÓN:	Natabuela		
EMAIL:	maguerror@utn.edu.ec		
TELÉFONO FIJO:	-	TELF. MOVIL	0939326432

DATOS DE LA OBRA	
TÍTULO:	TEACHING STRATEGIES BASED ON MULTIPLE INTELLIGENCES TO DEVELOP READING SKILLS IN SOPHOMORE STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL IN ATUNTAQUI DURING 2021-2022
AUTOR (ES):	GUERRERO REINOSO MILENA ALEXANDRA
FECHA: AAAAMMDD	2022-08-03
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés
ASESOR /DIRECTOR:	MSc. Flores Albuja Darwin Fernando



FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

CONSTANCIAS

La autora manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es la titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 03 días, del mes de agosto de 2022

EL AUTOR:

Firma:

Nombre: Guerrero Reinoso Milena Alexandra

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 12 de julio de 2022

Mgs. Flores Albuja Darwin Fernando

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.



Mgs. Flores Albuja Darwin Fernando

DOCENTE PDI – TUTOR

DEDICATION

I dedicate this undergraduate work to teachers, classmates, students and all those who seek to make a change in their English teaching-learning process.

ACKNOWLEDGEMENTS

I would like to thank God for allowing me to achieve this goal by giving me life and health.

To my parents, who were the engine of inspiration and motivation throughout my educational training, thank you very much for believing in me.

To my brothers, who always supported me, especially in those difficult moments when I knew I could only count on them. My sincere thanks to Marco, who accompanied and supported me throughout the process of preparing this research work.

Finally, I would like to thank all my professors who strove to leave a teaching imprint on me, especially my supervisor MSc Fernando Flores who kindly gave me valuable time in order to help me complete this research work.

RESUMEN

El presente trabajo investigativo buscó adaptar estrategias de enseñanza basadas en inteligencias múltiples en el desarrollo de las habilidades lectoras del lenguaje inglés a través de la creación de una guía metodológica. El contexto en el cual se llevó a cabo esta investigación durante el año lectivo 2021-2022 fue dentro de la Unidad Educativa Abelardo Moncayo ubicada en la ciudad de Atuntaqui en la provincia de Imbabura. Para obtener los resultados de esta investigación, fue necesario llevar a cabo un proceso investigativo para encontrar la fundamentación teórica y un proceso de recolección de datos para identificar el problema de la investigación. Estos dos procesos permitieron llegar a un análisis considerando los resultados teóricos y los resultados cualitativos y cuantitativos obtenidos mediante la aplicación de una entrevista a los profesores de la institución y un cuestionario a sus estudiantes de segundo de bachillerato. Los resultados mostraron que no se considera el uso de estrategias basadas en inteligencias múltiples dentro de la clase de inglés para potenciar las destrezas de los estudiantes en el desarrollo de su habilidad de lectura. Finalmente, para cumplir con el objetivo planteado al principio de la investigación, se propuso una guía metodológica basada en inteligencias múltiples compuesta por actividades de lectura que se ajustan tanto a la realidad de los estudiantes como a sus necesidades.

Palabras clave: Estrategias de enseñanza, inteligencias múltiples, habilidades de lectura.

ABSTRACT

The present investigative work sought to adapt teaching strategies based on multiple intelligences in the development of English reading skills through a methodological guide creation. The context in which this research was carried out during the 2021-2022 school year was within the Unidad Educativa "Abelardo Moncayo", which is located in the city of Atuntaqui in the province of Imbabura. In order to obtain the results of this research, it was necessary to carry out an investigative process to find the theoretical foundation and a data collection process to identify the research problem. These two processes allowed to reach an analysis considering the theoretical, qualitative, and quantitative results obtained through the application of an interview with the professors of the institution, and a questionnaire to their second-year high school students. The results showed that the use of strategies based on multiple intelligences within the English class is not regarded to enhance the students' skills in the growth of their reading skills. Finally, to meet the objective set at the beginning of the research, a methodological guide based on multiple intelligences composed of reading activities that adjust to both the student's reality and their needs was proposed.

Keywords: Teaching strategies, multiple intelligences, reading skills.

Content Index

INTRODUCTION	1
Motivation	1
Problem description	1
Justification	2
Impacts	2
Academic impact	2
Linguistic impact	2
Objectives.....	3
General objective:.....	3
Specific objectives:.....	3
Structure of the research report	3
CHAPTER I: THEORETICAL FRAMEWORK	4
1.1. Teaching and Learning Theories	4
1.1.1. Behaviorism	4
1.1.2. Constructivism	5
1.2. Other perspectives	5
1.2.1. Multiple Intelligences theory	5
1.3. Current Methods and Approaches	6
1.4. Teaching Strategies based on Multiple Intelligences.	7
1.4.1. The Importance of Teaching Strategies Based on Multiple Intelligences	8
1.5. Teaching English as a Foreign Language.....	9
1.5.1. English as a Subject in Ecuadorian Education.....	10
English Language curriculum.....	10
1.6. English language skills	11
1.6.1. English productive skills.....	11
1.6.2. English receptive skills	12
1.7. English Language Reading Skills.....	12
1.7.1. Types of Reading	13
Extensive reading.....	13
Intensive reading.....	13
1.7.2. Reading process	14
1.7.3. Reading activities.....	14
Pre-reading Activities.	14

While-reading Activities.....	14
Post-reading Activities.....	15
1.7.4. Reading strategies	15
Skimming.....	15
Scanning.....	16
Predicting.....	16
Summarizing.....	17
CHAPTER II: METHODOLOGY	18
2.1. Type of research	18
2.1.1. Qualitative research	18
2.1.2. Quantitative research	18
2.2. Method, technique, and instrument	19
2.2.1. Method.....	19
2.2.2. Techniques	19
2.2.3. Instruments.....	20
2.3. Research Questions	20
2.4. Population and sample.....	20
2.4.1. Population	20
2.4.2. Sample	21
2.4.3. Stratified random sampling.....	22
2.5. Data and procedure analysis	22
CHAPTER III: RESULTS AND DISCUSSION.....	24
3. Results.....	24
3.1. Analysis of the instruments applied at Abelardo Moncayo high school.	24
3.1.1. Students’ survey analysis.....	24
3.1.2. Teachers’ survey analysis	36
4. Discussion	40
CHAPTER IV: PROPOSAL	42
Digital version of the handbook.....	77
CONCLUSIONS	78
RECOMMENDATIONS.....	79
References.....	80
ANNEXES.....	85

Table Index

Table 1 Multiple intelligences.....	6
Table 2 Activities and strategies based on multiple intelligences.....	8
Table 3 Population	21
Table 4 Stratification of the sample	22

Figure Index

Figure 1 Student's age	24
Figure 2 Gender	25
Figure 3 Importance of English	26
Figure 4 Hours of English that students take per week.	27
Figure 5 English language skills confidence	28
Figure 6 Frequency of reading activities in the English class	29
Figure 7 Difficulty of reading activities.....	30
Figure 8 Teacher's reading activities.....	31
Figure 9 Importance of teacher's teaching reading activities.....	32
Figure 10 Activities to identify students' multiple intelligences.....	33
Figure 11 Types of texts	34
Figure 12 Students' acceptance towards the creation of reading teaching strategies	35
Figure 13 Digital guide	77

Annex index

Annex 1 Teacher's interview.....	85
Annex 2 Students questionnaire	86
Annex 3 Validated instruments	89
Annex 4 Informed consent letter	93
Annex 5 Questionnaires applied to students	94
Annex 6 Interviews applied to teacher.....	94
Annex 7 Urkund results	95

INTRODUCTION

Motivation

The Ministry of Ecuador indicates that the English subject must be mandatory from the 2nd grade of EGB to 3 ° BGU. It also points out that students are required to reach the level of English proficiency based on the Common European Framework of Reference for Languages (CEFR) to obtain their high school diploma. Therefore, students must develop the four English language skills: reading, listening, speaking, and writing, to obtain a level B1 of English as a Foreign Language. Having mentioned this, there is no doubt that learning English is essential in Ecuadorian education.

Teaching English is a challenge and even more so considering that not all students learn in the same way, and not all have the same needs. This is how the motivation to carry out this research arose: to design teaching strategies that help develop foreign language learning and reading skills taking advantage of the different intelligences a student may have. Reading teaching strategies must be designed with the needs of students in mind so that they can actively participate in the development of meaningful learning. Consequently, teaching strategies based on multiple intelligences within a handbook have been considered to develop sophomores' reading skills at Abelardo Moncayo high school.

Problem description

During the pre-professional practicum developed in the Abelardo Moncayo high school, it was observed that teachers instruct their students in the traditional way using the same teaching strategies to students who undoubtedly have different ways of learning. These strategies could affect the students' motivation to learn the language as they may not gain the knowledge according to their needs in a monotonous class. Students learn in diverse ways, so it is necessary to identify strategies that help them acquire the second language appropriately.

On the other hand, it is common that the habit of reading is not normalized in Ecuador, so it would not be unusual for students not to pay much attention to the development of this skill. However, reading is a skill that is essential to consider at learning any second language as it helps learners to identify grammar structures and vocabulary that allow them to develop and reach the productive skills such as speaking and writing. So, if students do not have appropriate English reading skills development, their command of language could be affected. Hence, teachers should show importance to the development of this receptive skill by implementing new techniques or activities that draw students' attention and keep them active in their learning. Thus, the use of teaching strategies based on multiple intelligences seems to be the alternative that teachers could adopt, but this raises the following questions: How do teaching strategies based on multiple intelligences affect students' reading skills? And how can teaching strategies based on multiple intelligences be used to improve the development of reading skills in sophomore students?

Justification

Although the Ministry of Ecuador's interest in improving English education in the country is notorious, the data obtained by EF EPI (English Proficiency Index) 2020 indicate that the English level of Ecuadorian students is low since it is in rank 93 out of 100 countries. Therefore, this means that Ecuadorian students may not be reaching the level of English according to the Ecuadorian curriculum standards. For this reason, this research aims to suggest reading strategies that help students learn the language correctly, starting with their receptive skills, in this case, reading. However, at this stage of the journey, teachers should focus on using teaching strategies that are engaging and that motivate the student to take an interest in developing their reading skills to learn to acquire the language actively.

The expected outgrowth of this project is to identify helpful teaching strategies based on MI (Multiple Intelligences) that aid students enrich their acquisition of the English language by developing active and fun activities. On the other hand, it will also benefit teachers in enhancing their teaching practice to achieve their class goals implementing new activities to their class. This new way of teaching would allow students to experiment and practice in an English class where they can demonstrate their knowledge through active participation. Besides, it will let them develop their motivation for English learning.

Impacts

The contribution made by this research will have positive impacts on the educational community both in the academic and linguistic fields.

Academic impact

The adapted teaching strategies based on multiple intelligences will improve both teaching practice and the student learning process. Consequently, the student's performance will improve, which will allow students to reach the expected level of English according to the standards of the Ecuadorian curriculum.

Linguistic impact

This research work will benefit the sophomore students from the academic period 2021 to 2022 and the English area teachers from the Abelardo Moncayo high school. The findings and outcomes from this research will help teachers design or use new teaching strategies based on Multiple Intelligences that allow students to develop their reading skills according to their needs enhancing their English language learning.

Objectives

General objective:

Adapt teaching strategies based on multiple intelligences in the development of reading skills in sophomore students at Abelardo Moncayo high school in Atuntaqui during 2021 - 2022.

Specific objectives:

- Identify teaching strategies use in the development of reading skills at Abelardo Moncayo high school.
- Propose a guidelines handbook for using teaching strategies based on multiple intelligences to develop English reading skills.
- Stablish theoretical bases to support the effectiveness of teaching strategies based on multiple intelligences to develop English reading skills.

Structure of the research report

The structure of this research is organized into chapters which are four:

Chapter I provides the theoretical bases of the research project, which embraces the basic concepts to understand the development of this project, such as the description of the theory of multiple intelligences. Chapter II contains the methodology, which describes the type of research, the instruments, the method, and the techniques that will be used to carry out this project. Chapter III contains the results and discussion about the data and the information collected throughout the investigation. Finally, Chapter IV holds the proposal for this project.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Teaching and Learning Theories

According to Schunk (2012), learning is a process in which the knowledge, skills, strategies, beliefs, attitudes, and behaviors are acquired and modified (p. 2). All this learning process accompanies the human being from the first stages of life. Since childhood, human beings are capable of learning new things or acquiring knowledge and skills that allow them to function both personally and socially. Over time, the learning a child acquires is not only built thanks to himself by the things he perceives around him or by the teaching of his parents, but the child also acquires essential understanding within the school context. It is precisely here where the teacher plays a particularly significant role in the development of individual comprehension.

For years, the teaching and learning process has motivated teachers, researchers, and theoreticians to delve into this topic to understand and improve it in search of new techniques, strategies, and teaching methods that allow them to improve learning results. Naturally, all the interest presented from various positions and experiences has brought debates about everything this process entails, thus giving rise to theories that help explain the learning process. Establishing just one learning theory that works well for students' needs is still tricky. According to Yilmaz (2011), the typology of learning theories can be classified into three main domains: behaviorism, cognitivism, and constructivism. However, the two theories that are related and contribute significantly to the present research work are considered.

1.1.1. Behaviorism

The Behaviorism theory is the first and one of the learning theories that seek to understand the learning process. This theory that emerged in the early 20th century was supported by behaviorists such as Thorndike, Watson, and Skinner, who believed that the learning process is developed through stimulus-response. This theory explains how behaviors that are learned habits can be used in the learning process (Rao, 2018). It means that the teacher could manipulate the materials, topics, and environment surrounding the students to get better outcomes.

Principles. Behavior or habits are not formed due to cognitive or affective processes; they are seen as something that can be mapped through stimulus and response. Its objective is based on observing the relationship that behaviors have with the stimulus-response (Kay et al., 2016)

1.1.2. Constructivism

Constructivism is a theory that Jean Piaget proposed to suggest students build their learning in processes where they add everything they are taught to their previous knowledge. This theory contends that teaching within the classroom should not be traditionalist; instead, the student must actively participate in their learning while the teacher is seen only as a guide in this process. According to Hani (2020), teaching strategies should be focused on students as the learners' needs should be above those of the teachers. In addition, the teacher's role is to create situations within the classroom so that learners can gain experiences and knowledge from these situations.

Principles. Learners create new knowledge from previous experiences or knowledge. In addition, learning must always be based on objectives that allow situations to be resolved in order to satisfy curiosity. Knowledge is formed orderly and logically through opportunities created in a context where frequent interactions allow significant learning to be evidenced.

1.2. Other perspectives

Both theories shown above, according to Pritchard (2017), have allowed significant changes in the field of learning. However, these large branches have sub-branches since they deal with very general and different topics. Therefore, it is normal not to expect that only two theories are sufficient to explain the wide variety of circumstances that can be found in the classroom. Thus, other researchers have focused on searching for and understanding how particular processes work in which not all students learn the same way. It is the case of the theory proposed by Howard Gardner in which he argues that there are different intelligences that each person has in different proportions.

1.2.1. Multiple Intelligences theory

Multiple Intelligences is a theory that Gardner provided in 1983. According to Tamilselvi and Geetha (2015), Gardner deems that people have these intelligences, but one of them may be more or less prominent in each person. It means that every student has various kinds of intelligence, but each of these is more strength or developed by students in the classroom. The idea that everyone has different intelligences does not mean that each person should only have one type of them, but that they can change or be reinforced through proper teaching.

Arulselvi (2018) states, "Intelligences can be taught or enhanced through teaching. Second, intelligences can change throughout life. Third, the existence of different intelligences that different learners possess results in different learning styles and different needs" (104). This theory hopes that teachers consider the distinct types of learning skills that students may have to cover the needs of most students and, if possible, all of them. It could allow all class participants to participate actively in the teacher's planned activities.

According to Gardner cited on Al Maharma (2021), there are eight intelligences. The following table presents a short description of each of them.

Table 1 Multiple intelligences

Multiple Intelligences	Definition
Linguistic	The capability to efficiently use language to understand something.
Logical/mathematical	The capability to know how to use numbers which makes it easier for him to solve puzzles, mathematical calculations and analyze logic problems.
Musical intelligence	The capability to understand and create musical patterns.
Bodily/ kinesthetic	The capability to use or move the body to solve problems.
Spatial/ visual:	The capability to learn through patterns in a space and analyze them abstractly.
Intrapersonal	The capability to work with own feelings and emotions.
Interpersonal	The capability to identify the feelings and emotions of others and take advantage of them to solve problems.
Naturalistic intelligence	The capability to identify patterns in a natural environment.

Note: Adapted from *Analysis of the activities used in English textbooks regarding the multiple intelligences theory in Jordan* by Al Maharma, 2021.

1.3. Current Methods and Approaches

Current methods and approaches result from the changes and innovations in the teaching languages field that have taken place in recent years. The search for an effective methodology to meet the students' needs has caused changes in the ways of teaching. Not all people learn in the same way, and not all learn in the same context, which indicates that each person has different conditions that need to be addressed and considered for the creation of new teaching methods. However, it is essential to consider that as students have separate

ways of learning, teachers also have diverse ways of teaching, so they could be aware of how to teach and adapt the necessary strategies and techniques to achieve the correct learning and teaching process. Thus, new methods and approaches arise as a result of studies and research in search of appropriate methods that meet the needs of societies in order to facilitate the acquisition of the second language (Aldım & Arıbaşı, 2021).

Teaching conceptions of teachers should be supported by general knowledge about various methods and approaches that improve both teachers' and students' learning development. A teacher's broad theoretical foundation will ensure sufficient knowledge to achieve the expected results in the classroom, leading to an adequate development of the planned lesson. During the initial stages of the creation of the foremost language teaching methods, the influence of Latin brought about the creation of teaching methods that focused on teaching Latin and Greek grammar (Setiyadi, 2020). So, the first approaches and methods focused on the way that the people learned Latin born. One of these was The Grammar Translation Method, but later it gained much criticism due to its lack of theoretical support. Consequently, new and different methods, such as the direct method and the reform movement, appeared to understand the target language.

1.4. Teaching Strategies based on Multiple Intelligences.

It is a set of strategies that the teachers use to achieve students acquire knowledge and develop skills according to their multiple intelligences. According to Wilson and Peterson (2006), teachers ought to select teaching strategies considering the goal of the class, their students' features, interests, and the time they will spend learning the subject matter. Considering this, the teaching strategies based on multiple intelligences were created to cover the learners' needs regarding their interests, conditions, and the context surrounding them; In this case, these strategies are focused on taking advantage of the intelligences of each student

In addition to covering each student's conditions, the educational design based on multiple intelligences also creates learning spaces in which the student feels comfortable and can unleash their creativity (Hessari et al., 2020). These strategies generate learning opportunities for students who mostly do not have the same needs and requirements, generating an enriching environment for learning within a flexible methodology.

This theory allows teachers to identify their students' intelligences to plan a lesson and design activities to involve all students learning in their English class and get better outcomes. Being able to create strategies that are according to the trainees' intelligence makes them feel familiar with the activities to be carried out, generating a good learning environment. Winarti et al. (2019) maintain that these strategies can improve the expected learning results in addition to their self-esteem, creativity, interest and motivation to learn.

Table 2 Activities and strategies based on multiple intelligences

Multiple Intelligences	Activities and Strategies
Linguistic	Read and draft stories, biographies, autobiographies, diaries, journals, and essays.
Logical/mathematical	Identify grammatical rules, the relationship between action and tense, and sentence word order.
Musical intelligence	Listening or speaking poetry, songs, pronunciation, rhythms, phonemes, voices and voiced sounds, and diphthongs.
Bodily/ kinesthetic	Act, plays, create videos, and body answers.
Spatial/ visual:	Solve language problems, mind maps, graphic organizers, use language software.
Intrapersonal	Identify inner dialogues, self-esteem activities, reflect on personal learning achievements.
Interpersonal	Teamwork, workshops, cooperative teaching techniques
Naturalistic intelligence	Learning outdoors, understand systems in nature, knowing how to care for animals, plants, and earth,

Note: Adapted from *An investigation between multiple intelligences and learning styles* by Sener and Çokçaliskan, 2018, p. 102.

1.4.1. The Importance of Teaching Strategies Based on Multiple Intelligences

According to the research that Sener and Çokçaliskan (2018) carried out on studies related to the application and design of methodologies based on multiple intelligences, it shows the positivism in applying these new teaching approaches by some authors. Besides, they mention that the processes of students' cognitive abilities increased, and their language

skills such as reading, writing, speaking, and listening improved. The effectiveness of approaches or methodologies based on multiple intelligences draws much attention from researchers and teachers. They mention that thanks to this, it can be shown that the diversity found within a classroom can be used through activities that help teachers and students learn from the differences of others, strengthening learning.

Implementing the teaching strategies based on multiple intelligences in the classroom gives students the possibility to develop their learning processes by taking advantage of their potential and abilities. Applying these teaching strategies will improve the classroom environment since the whole class will be an active part of the class, which will enrich the results of the lesson. The teacher can develop a wide variety of activities within a class with multiple intelligences, which allows classes that are not monotonous. In this way, it will ensure that students maintain or gain the motivation that is necessary for learning. On the other hand, according to Spirovska (2013), Teachers should have an accurate picture of students' learning abilities and preferences to predict the difficulties presented. Thus, the teacher can promote learning using techniques that help them identify which activities work for some and which do not work for others.

1.5. Teaching English as a Foreign Language

Teaching English as a foreign language means that it is focused on students whose native language is not English and that the context in which the subject is taught may be more or less related to the target language. Generally, the teaching of a foreign language is carried out within curricular programs in colleges and schools with the objective of making students meet a communicative profile that allows them to be participatory within a society. This type of teaching is carried out by native or nonnative English teachers who are trained to teach the necessary knowledge to their students so that they can acquire the language academically.

Setiyadi (2020) considers that both the teaching and learning of a foreign language have their complexity in that the target language can be very different from the mother tongue in terms of grammar, vocabulary, phonology, and graphics, among others. This means that the more differences the target language has from the mother tongue, the greater the difficulty the foreign language teacher faces. Thus, the methodology to be used in the English class must be designed so that both the teacher and the student can feel comfortable learning this language.

As regards the method used to teach the foreign language, the number of methods, resources, tools, and teaching strategies have been changing over the years. Nowadays, many people can be found learning a foreign language; therefore, the fact that there are many

methodologies and approaches is understandable (Abduramanova, 2021). The fact that people live in an increasingly globalized world makes more people want to learn a foreign language in order to communicate with people from other countries. This, in turn, means that within language teaching, it is necessary to find a variety of methods that guide both teachers and learners on the path to learning a second language.

1.5.1. English as a Subject in Ecuadorian Education

After the teaching of English arrived in Ecuador in 1912, education policies evolved over the years. Ecuadorian education has specific standards that students and teachers must follow. According to the Ecuadorian Ministry of Education, the English language must be taught as a foreign language compulsorily from the 2nd grade of EGB to the 3rd BGU. One of the requirements for students to obtain their bachelor's degree is that they must reach a B1 level of English as a foreign language. Likewise, teachers must also meet a requirement to access a job as English teachers. According to the reforms presented in 2015 to the LOEI, teachers must present a certification guaranteeing command of the language at a level B2 according to the Common European Framework of Reference of the Language (CEFR, 2002) (Mosquera et al., 2020).

English Language curriculum. Ecuador is known for being diverse and multicultural; therefore, it is understandable that not all the population speaks the same language. Thus, the English Language curriculum is designed for students whose mother tongue is not English and also for those whose mother tongue is not Spanish. The need to make these adaptations based on these differences must be covered by the Ministry of Education since it is responsible for designing and planning said curriculum (Murga et al., 2018). In order that the contents are not too complex for those students who are just learning Spanish, these are created in the most concrete and straightforward feasible way. In addition, as was mentioned above, the country has a diversity of cultures and languages. So, one of the objectives set within the curriculum is to consider the various contexts within an environment of inclusion so that students can feel comfortable learning something that relates to their reality.

Today, the world has become increasingly globalized, so one of the objectives of this plan is to train students prepared to face situations in which they must communicate appropriately in the target language. Additionally, apart from communicating in a foreign language, students must be trained as future citizens of the country. Hence, it is required to implant essential values that an Ecuadorian person should have so that they can contribute significantly to the country and represent this in the best way internationally.

Additionally, one of the fundamental pillars that the Ecuadorian curriculum considers for a good education is the quality of teaching the English teacher can provide to their

students. Murga et al. (2018) consider that Ecuadorian teachers need constant teacher training even after they have finished their first years of academic training. The subject of foreign language in Ecuador must meet the standards required by the Ministry of Education, and that is something that the teacher must know how to manage to achieve good learning results in their students. Students will demonstrate proficiency in English as long as the instruction they receive from their teachers is appropriate to their abilities and needs.

1.6. English language skills

The English Language curriculum also has a communicative approach whose proposal aims to develop the four foreign language skills. This means that what will be prioritized is learning communicative strategies instead of linguistic concepts to motivate students to acquire the language so that they can relate what they learned to real situations in the future. To be able to participate in more human than linguistic conversations. It is essential to consider the four English language skills to learn the language: reading, writing, listening, and speaking. According to Harmed cited on Xolmurodova (2021), these skills are divided into receptive and productive skills, where reading and listening skills are receptive, and writing and speaking are productive. However, these skills work well when practiced through each other because they should not be taught separately.

1.6.1. English productive skills

Within the communicative context, students learning a second language can demonstrate their command of the language when they speak or write since they are producing what it has taken them to learn through a learning process (Artini et al., 2017). Thus, these skills are known as productive skills since the learner has the opportunity to transmit a message, whether oral or written, in the target language. Developing these skills does not only entail activities where students have to write or speak something in English. Students should be encouraged to correctly convey ideas, opinions, or criteria using proper grammar and spelling. On the other hand, in terms of speaking ability, students must learn to communicate orally with their peers and English teachers using a variety of vocabulary and paying attention to pronunciation.

Although speaking and writing skills are similar in terms of the type of skills they belong to, they can be very different. Speaking activities generally seek to obtain results in which it is shown that the student has confidence when communicating orally in front of other people since this is what is expected to be obtained. Face-to-face communication or the immediate response result is inevitable to make it known that this skill is mastered. On the other hand, the writing skill offers the opportunity to communicate something in a more structured and detailed way, and the time given to obtain a response is usually not as long since more time is usually spent thinking or meditating on what is wanted to transmit.

1.6.2. English receptive skills

Receptive skills demonstrate that a language learner can understand the target language. The two skills that correspond to this group are reading and listening since these allow the learner to receive the message in the second language and decode it in order to understand it (Sreena et al., 2018). Proper development of these skills takes a great deal of practice and precise strategies to get the message across to maintain active and clear communication. Thus, language is developed through continuous use and development of these skills. At the same time, new things are learned, such as history, important events, theory, vocabulary, and grammar rules.

Reading and listening give way to imagination and personal interpretation, which helps the learner to generate their ideas, and experience emotions through audio or written material. According to Xolmurodova (2021), receptive skills help develop productive skills. With the practice of these reading skills, the reader can learn the structures of writing and how other authors manage to capture and transmit emotions, ideas, and opinions in writing. Likewise, the reinforcement of listening skills allows the learner to observe and be aware of the oral communication process. This means that reading and listening skills serve as a model for learners to be guided and motivated to produce language based on what they have learned.

1.7. English Language Reading Skills

When learning a second language, reading is helpful because it helps learners generate their knowledge based on texts or books that allow them to relate what they know with scientific or theoretical bases. According to Bharuthram (2012), the books reinforce what the students learned during the class with the teacher, and the texts help form the bases of knowledge. Learning a new language involves the development of the four language skills using material that adjusts to the learner's level of proficiency.

Reading has many advantages; it develops people's cognitive processes by stimulating imagination, critical and analytical skills, and memory. Reading is undoubtedly a skill that allows the reader to learn many things, no matter where the reader is while reading. It also gives people the chance to develop their creativity by having the freedom to imagine the possible scenarios presented in the texts on their own, since while they read, they can interpret the words at their own pace.

According to Sadiku (2015), reading allows readers to enrich their vocabulary and strengthen the power of words since knowledge of a more significant vocabulary allows

them to understand more of the target language, write and speak more due to the variety of new words learned. Effectively, reading skill is a meaningful receptive skill, as in this way, the learner could be able to perceive correct grammar, quiet spelling, lot of vocabulary, among other important writing structures that enhance the acquisition of the second language.

1.7.1. Types of Reading

Extensive reading. This strategy allows the reader to improve their reading skills and acquire basic vocabulary, expressions, and the more common grammatical structures within a text chosen by the readers according to their interests. As many times a student reads one kind of text as more familiar the student becomes with its elements, allowing him/her to remember them in the future in other similar reading exercises. On the other hand, for extensive reading to be possible, it is first necessary to identify the reading level that the reader has in order to be able to assign an appropriate text to his/her needs and interests.

According to Naiton (2014), just thematic reading contributes to quickly acquiring a set of words that can be used in similar contexts. However, looking for topics that do not stick so closely to our unique interests is also necessary since staying within the same perspectives is called limited reading. This makes sense since by covering more knowledge topics, a more significant amount of vocabulary and different ways of expressing our reality can be acquired. Nevertheless, it is essential to mention that if the reader is not interested in reading a book to learn a new language, it is advisable to look for books that are not too long to increase the motivation to read.

Intensive reading. Unlike extensive reading, intensive reading aims to focus on understanding the text, not only reading it for pleasure. Besides, here frequently, the reader will not have the opportunity to choose the type of book or reading that he will do, but this is assigned. This type of reading is a little slower and more careful since what is sought is to understand the characteristics and content of the text. For these exercises, it is expected that more than one reading is done to find a different answer in each one; This means that each reading could have a different objective. For example, the first reading could be focused on understanding the text or looking for vocabulary. The second would be finding valid words that could be used in subsequent activities such as writing or speaking. Finally, the goal of the third reading would be to identify function words from the text (Naiton, 2014).

1.7.2. Reading process

This reading process includes visual and cognitive skills, for which Fauzi and Raya (2018) point out that reading is a complicated process conformed by mental activities which allow interpreting the message that is shown in a written that is acquired in a meaningful way. Individuals can achieve an effective reading process by using pre-reading, during-reading, and post-reading strategies. Using and practicing appropriate activities designed to develop during each reading stage improves other English language skills.

The reading process entails carrying out activities just to read sentences or small excerpts from reading. It also seeks to develop and stimulate their critical thinking and metacognitive skills through strategies used during all reading. The reading process can become complex, but the goal is not to develop this skill in a way that frustrates the student. For reading to be simple and take advantage of its content entirely, it is indispensable for the student to know what he is going to read and what vocabulary he will use to achieve significant reading results (Wahjudi, 2010).

1.7.3. Reading activities

Pre-reading Activities. The first stage of the reading process is identified as the before or pre-reading stage. It is essential that when a reading is carried out, it begins with activities that the teacher can carry out with the purpose that the students know the topic that the reading is going to deal with and the vocabulary that they will need to be able to understand the reading. These activities help the teacher have an environment in which their students feel confident and motivated to learn, while the students will prepare themselves to face new content. Khamesipour (2015) states that the pre-reading activities make the text easier to read and understand, just as the activities introducing vocabulary facilitate its acquisition.

It is essential to use pre-reading activities to start reading to ensure that the student has prior knowledge about the subject of the text they are going to read in addition to the vocabulary to understand the reading and to be able to understand the message it conveys. Lailiyah et al. (2019) establish that the student's background knowledge plays a significant role in the development of reading skill and reading comprehension since the student is made to comprehend the text more easily.

While-reading Activities. The second reading stage focuses on making the student relate to the text and understand and comprehend it. This stage is known as during or while

reading. Anggia et al. (2019) stated that the stage during reading comprises activities in which students understand the text and engage in its content. The development of reading activities must assure the student that they are carrying out the activities appropriately and that they learn to assimilate these strategies outside the classroom. When readers learn how the correct reading process works, it leads them to create significant knowledge, including motivation and habits for reading.

After carrying out enough activities so that the student can identify their previous knowledge, comparing the background and experiences of the reader with the content of the text is facilitated within this stage. This means that the reader can already relate knowledge that was previously activated with the theme of the reading. These activities not only help the student to ensure their active participation during reading but also ensure the development of their critical thinking (Fitrawati, 2020). The typical activities usually used during this stage are skimming, scanning, predicting, guessing, and grammar and vocabulary activities.

Post-reading Activities. Finally, the last stage of reading is the one in charge of verifying the reader's understanding and learning outcomes. These activities are developed in the post-reading stage, which must be carefully selected to take advantage of the knowledge the student generated and retained during the previous stages of reading. Jalaluddin et al. (2020) say that the application of these activities not only allows the reader to demonstrate that he can complete vocabulary activities but also that he can make use of the vocabulary learned within activities that are commonly carried out at this stage. Summarizing, reviewing, recounting, or discussing are activities that can increase and reinforce student learning by revisiting the text, analyzing sentences or using expressions within them, or simply by having them reflect on the text and relate what they understood to personal experiences or ideas.

1.7.4. Reading strategies

Skimming. This reading strategy consists of skimming the text to know what the text is about and to look for certain types of general information. In order to carry out this strategy, it is necessary for the reader to know the meaning of each word since if he does not know it, he could be overlooking valuable information or, on the other hand, the reader would not do not understand the text, which would make it difficult to find what he is looking. In general, this reading strategy is used as a lead-in activity since it gives the reader a general idea of what he is going to read. These activities are usually short, so the reader will have an adjusted interval of time to complete the objective or find what he was looking for.

According to Fauzi and Raya (2018), the skimming strategy turns out to be not overly complicated. The only thing the reader should do is skimmed and pay attention to specific lines of the paragraphs since the most relevant information is usually in specific text sentences. On the other hand, this strategy is not always used for academic activities dictated by the teacher in the classroom. This strategy is also commonly used by those looking for a book, novel, or comic to read but who do not want to waste time reading something that does not catch their attention. This reader pays attention to the text title, the introductory paragraph, and some ideas or sentences at the beginning of each paragraph.

Scanning. This is considered a limited strategy since the information sought in the text must fulfill some task or objective. Unlike the skimming strategy, this strategy focuses on searching within the text for more relevant information to comply with what is expected. According to Aritonang et al. (2019), it is the ability to find quickly through reading basic data such as dates, names of places, and people, among others. Precisely, scanning consists of quickly locating the view over the text to find elements the teacher or instructor has assigned. This means that this strategy is more used in the classroom as an activity to meet some academic objective or complete a task. The type of information intended to be searched using this strategy involves information expressed in detail, such as specific dates, notable events, numbers, figures, or statistics. However, when this strategy is used when learning a new language, it is expected that the aspects sought are related to linguistic or grammatical aspects.

Although this reading strategy is advantageous, it is essential to note that scanning does not focus on understanding the text since it only seeks to identify some informational data. According to Azmi et al. (2020), the objective of scanning is to find details required by the instructor without the need to read the entire text, which means that the reader who uses this strategy does not find significant meaning in the reading. However, this does not mean that this strategy is not beneficial for reading since it provides good results when used correctly together with other reading strategies such as skimming.

Predicting. This reading strategy consists of reading a text and formally predicting or guessing the content of the reading without having read it before (Benbellal, 2020). This activity is named like this because it seeks to predict the general idea of the text just by reading the central theme of the reading or seeing the images if it is the case. The process of this strategy adequately outlines the steps to follow so that the reader feels familiar and interested in the text. Predicting is a strategy that needs a goal set from the beginning so that the reader feels motivated to reach it. Küçükoğlu (2013) maintains that in order to obtain the expected results of reading, it is necessary to set objectives in order to fulfill them as the reading activities are developed.

Summarizing. Summarizing is a reading strategy that the reader can use to present the most important parts of a text concisely and in their own words. According to Zahra (2022), summarizing is a strategy that may be related to writing and speaking skills. Considering this statement, this reading strategy allows students to present the summary activity orally or in writing, depending on the teacher's instruction. Generally, summarizing is a strategy usually used in the post-reading stage, allowing the reader to highlight the essential points of the reading. The advantage of using this strategy is in the learning results that can be had in the learners since the fact that the readers show a summary in spoken or written form shows that they managed to understand the text (Alim et al., 2018). This means that by using summarizing as a post-reading activity, the teacher would be measuring the degree of reading comprehension that his students have.

CHAPTER II: METHODOLOGY

2.1. Type of research

The present investigative work considered the use of mixed methods for obtaining and analyzing data that help to identify teaching strategies used to develop reading skills at Abelardo Moncayo high school. According to Halcomb (2018), using qualitative and quantitative research together in a single project allows the researcher to corroborate or confirm the findings through the research instruments. Consequently, the use of this type of mixed research was necessary for this project because the statistical data collected through the students' responses was able to prove the problem formulated, and for the findings to be convincing, it was complemented with the approach qualitative to contrast the results. Therefore, the use of qualitative and quantitative processes was necessary to collect the data from the sophomores in order to know their perspectives about the activities they carry out in class and their predominant intelligences, on the other hand, the opinions, and points of view of the second-level high school teachers about the use of teaching strategies they use in the English class.

2.1.1. Qualitative research

According to L. Haven et al. (2019), qualitative research aims to obtain the participants' perspectives on the questions posed for the research. Therefore, the qualitative approach was considered for this research in order to know the outlook of English teachers about the teaching strategies they use to develop the reading skills of their students. Thus, the findings obtained from the investigation were obtained in situ and for that reason provide actual viewpoint from teachers, therefore, it could contribute to a better understanding of the problem and seeking a solution. In this case, the identification of the reading strategies which are not easy for students to complete that the teachers apply in the English class, allowed the researcher to adapt suitable reading strategies related to the context of the students in order to include them into the proposal of this research.

2.1.2. Quantitative research

This research work aims to obtain objective and genuine results to know the phenomenon under investigation. For this reason, quantitative research that seeks to measure the data obtained has also been considered within this research, which led to the verification of the hypothesis through an analysis to reach a conclusion. Consequently, the data analysis obtained through quantitative research instruments is carried out through statistical techniques to have an overview of the variables. However, despite being a suitable research method for providing data that is accurate and close to the truth, it only presents us with an image of the problem and not precisely profound findings (Rahman, 2020). This means that the statistical data obtained did not allow to describe the research problem in depth, since it

only shows a general vision of it. In this research, this numerical data allowed to describe effective strategies and how comfortable students felt when they performed them. It also allowed to contrast the answers of the teachers with those of the students with the purpose to suggest adapted strategies according to the students' needs. Therefore, in order to present convincing results, it was necessary to complement the quantitative results with the qualitative ones.

2.2. Method, technique, and instrument

2.2.1. Method

Because the approach of this research is mixed, the methods used are inductive and deductive. The inductive method allows creating or obtaining theory from observable phenomena, generating information about them to know their effects on the variables (Jebreen, 2012). Thus, this method was used to identify the research problem and the definition of its variables. For this, the theoretical bases were established within the theoretical framework to understand the research's context better.

According to Mitchell et al. (2018), the deductive method focuses on testing the hypothesis of the problem through collected data to confirm the original theories of the researcher. Therefore, the deductive method started from the theory obtained using the inductive method to reformulate the information obtained to analyze it with the data collection results and thus reach a conclusion and test the problem formulated at the beginning of the investigation as a hypothesis.

2.2.2. Techniques

The survey is a data collection technique responsible for collecting the participants' responses and then analyzing them quantitatively or qualitatively, depending on the type of questions used in the questionnaire (Maymone et al., 2018). In the case of this investigative work, the questionnaire was considered as the instrument to obtain quantitative data.

According to Saarijärvi et al. (2021), the interview is a technique responsible for collecting qualitative data either face-to-face or virtually based on the interviewees' experiences. In this way, this technique was essential for this investigation to obtain the opinions, feelings, and points of view necessary to answer the previous questions raised. For this, the interview was carried out face-to-face and virtually due to the requirements of each interviewee.

2.2.3. Instruments

The questionnaire was used as the data collection instrument to perform the analysis of quantitative data. The participants to whom this instrument was applied were second-year high school students between 16 and 17 years old. The questionnaire was developed by the researcher and validated by the English Major professor. It was comprised of ten multiple-choice questions, which aimed to know the teaching strategies that their English teacher uses to develop their reading skills and how they feel about them. In addition, some questions were designed to identify their multiple intelligences, these questions were based on studies by Thomas Armstrong (1993) with an adaptation done by Jeanne Mancou who is a former high school teacher interested in the development of students' reading skills by using multiple intelligences strategies. Finally, it is necessary to mention that this instrument was applied in Spanish so that students can better understand the questions posed.

According to DeJonckheere (2019), the semi-structured interview as a data collection instrument allows for collecting the interviewees' feelings, thoughts, and beliefs to deepen the interview findings. Thus, the use of a semi-structured interview to obtain qualitative data was considered to be applied in the foreign language to those whose participants are second-level English teachers because of its flexibility. This instrument consisted of eight open questions and some follow-up questions to find out the reading teaching strategies teachers use in their classes.

2.3. Research Questions

How do Teaching Strategies Based on Multiple Intelligences affect students' reading skills?

How can teaching strategies based on multiple intelligences be used to improve the development of reading skills in sophomore students?

2.4. Population and sample

2.4.1. Population

The Unidad Educativa "Abelardo Moncayo", which is located in Atuntaqui, was the context in which the research project was carried out. The population established for this research comprised 149 sophomores of the academic period 2021-2022. The purpose of this research was to collect data on the reading teaching strategies that teachers apply to second-level students; therefore, only two teachers in charge of teaching English at these levels were considered as the participants in this investigation.

Table 3 Population

Parallels	Number of students	Percentage
Parallel A	30	20.13%
Parallel B	28	18.79%
Parallel C	29	19.46%
Parallel D	30	20.13%
Parallel E	32	21.48%
Total	149	100%

Note: Data probated by "Abelardo Moncayo" high school.

2.4.2. Sample

It was necessary to use the following formula to calculate the sample to which the instruments that collected the quantitative data were applied.

$$\eta = \frac{N * Z^2 * p * (1 - p)}{(N - 1)e^2 + Z^2 * p * (1 - p)}$$

Z= Confidence level: 1.96

N= Population: 149

p= Probability in favor: 0.5

e= Maximum margin of error: 0.5

η = Size of the sample to be obtained

$$\eta = \frac{149 * 1,96^2 * 0,5 * (1 - 0,5)}{(149 - 1)0,05^2 + 1,96^2 * 0,5 * (1 - 0,5)}$$

$$\eta = \frac{357749}{3326}$$

$$\eta = 107,56133$$

$$\eta = 107$$

According to this procedure, 107 is the number of students to whom the questionnaire was applied.

2.4.3. Stratified random sampling

The sample obtained through the formula allowed to identify the number of students to whom the questionnaire could be applied; however, it is necessary to specify how many students of each course could participate in the investigation, for which it was essential to stratify the sample.

Table 4 *Stratification of the sample*

Parallels	Number of students	Students surveyed
Parallel A	30	22
Parallel B	28	20
Parallel C	29	20
Parallel D	30	22
Parallel E	32	23
Total	149	107

Note: Data probated by "Abelardo Moncayo" high school.

2.5. Data and procedure analysis

As mentioned above, the methods used for this research were inductive and deductive, so it was first necessary to establish the theoretical bases of the project and thus be able to understand the phenomenon of study. Consequently, this stage made it possible to design the research instruments. To start with the data collection phase, it was first necessary to obtain the instruments' validation by the English major teachers, and second, the acceptance of the institution to apply the interview and the questionnaire within the Abelardo Moncayo High School. Once the validation and acceptance had been obtained, the interview was used to collect the teachers' opinions as qualitative data, and the questionnaire collected the students' responses, which were analyzed quantitatively.

The interview was applied to the two English teachers to find out what teaching strategies they use to develop their students' reading skills. Due to the facilities that virtual communication offers, one of the teachers preferred to be interviewed through a Zoom meeting, however, the second teacher chose to participate in the interview face-to-face. It is worth mentioning that the interviews were recorded with consent to be able to interpret the

data later. On the other hand, the questionnaire was applied virtually to 107 students selected by stratifying the sample. For this, the English teachers provided the researcher with the access link to the class of each parallel to give the corresponding explanations and apply the questionnaire through Google forms to find out how they feel about the reading strategies that English teachers use in the class. In addition, some of the questions were designed to determine their predominant intelligences.

The teachers' answers were qualitatively analyzed by reviewing and preparing the criteria established in the questions posed in the interview, for which it was necessary to transcribe their answers, while the students' answers were tabulated and organized quantitatively through graphics in Microsoft Word Excel. Finally, the data collected through the interview contrasted with the students' answers provided in the questionnaire. This analysis allowed to reach a conclusion and continue with the part of the proposal.

CHAPTER III: RESULTS AND DISCUSSION

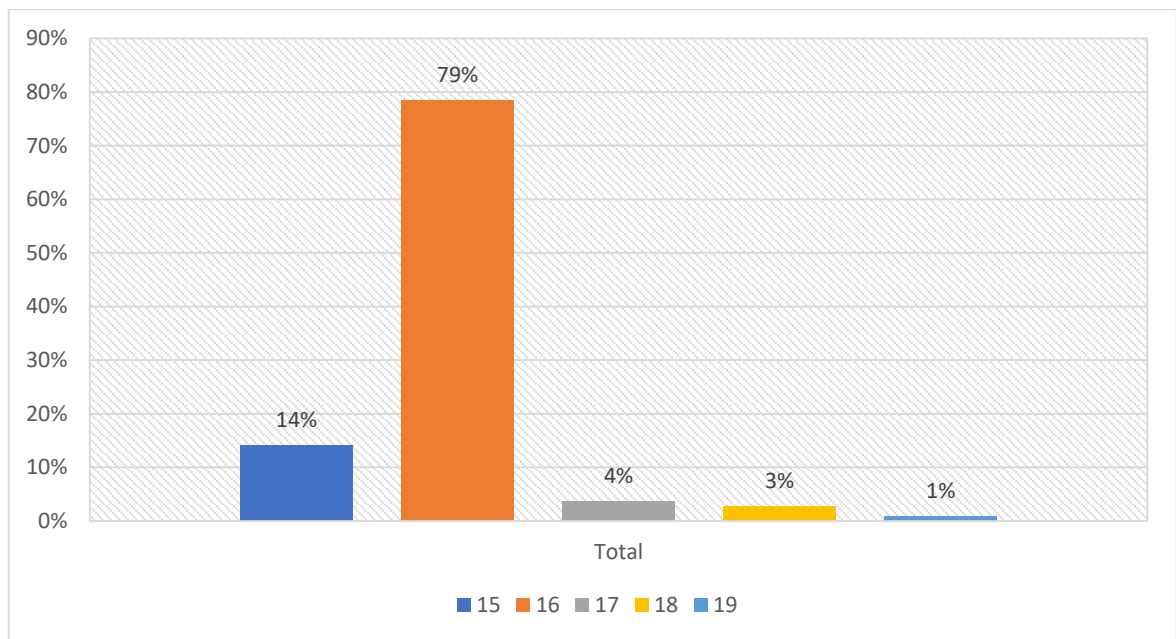
3. Results

3.1. Analysis of the instruments applied at Abelardo Moncayo high school.

In order to carry out this research work properly, information was collected to know the reading teaching strategies that Abelardo Moncayo high school teachers use to develop their students' reading skills. The tabulation of the data obtained through the questionnaire applied to the students and the semi-structured interview applied to the teachers allowed the analysis and interpretation of the data presented below.

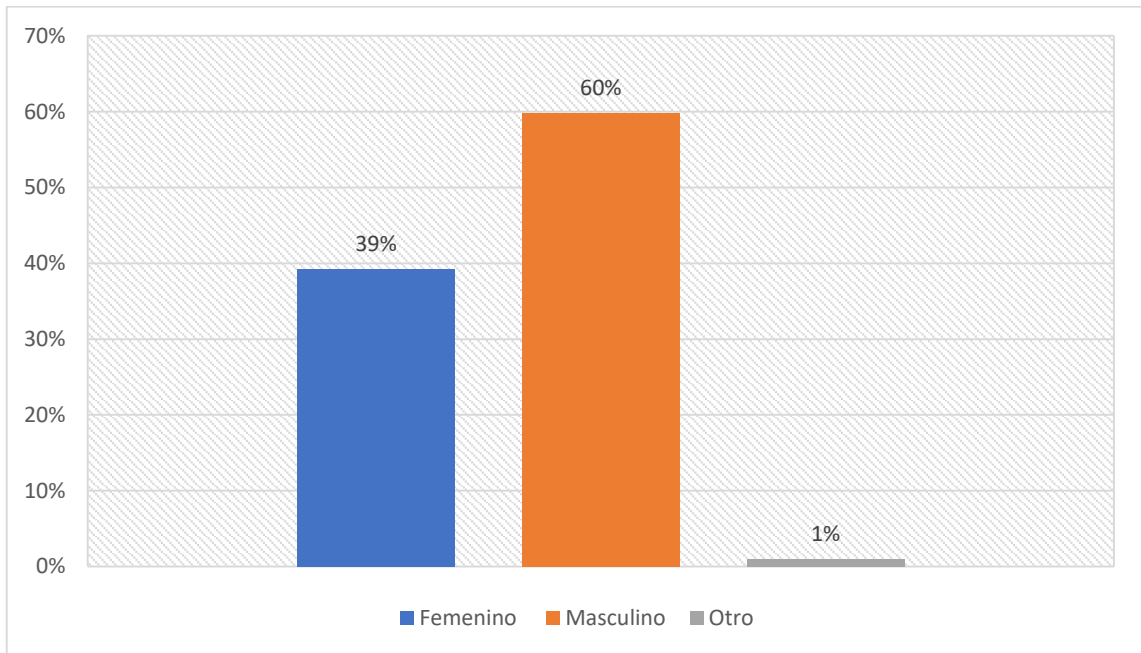
3.1.1. Students' survey analysis

Figure 1 *Student's age*



Note: Taken from: Microsoft forms results from January, (2022).

Figure 2 Gender

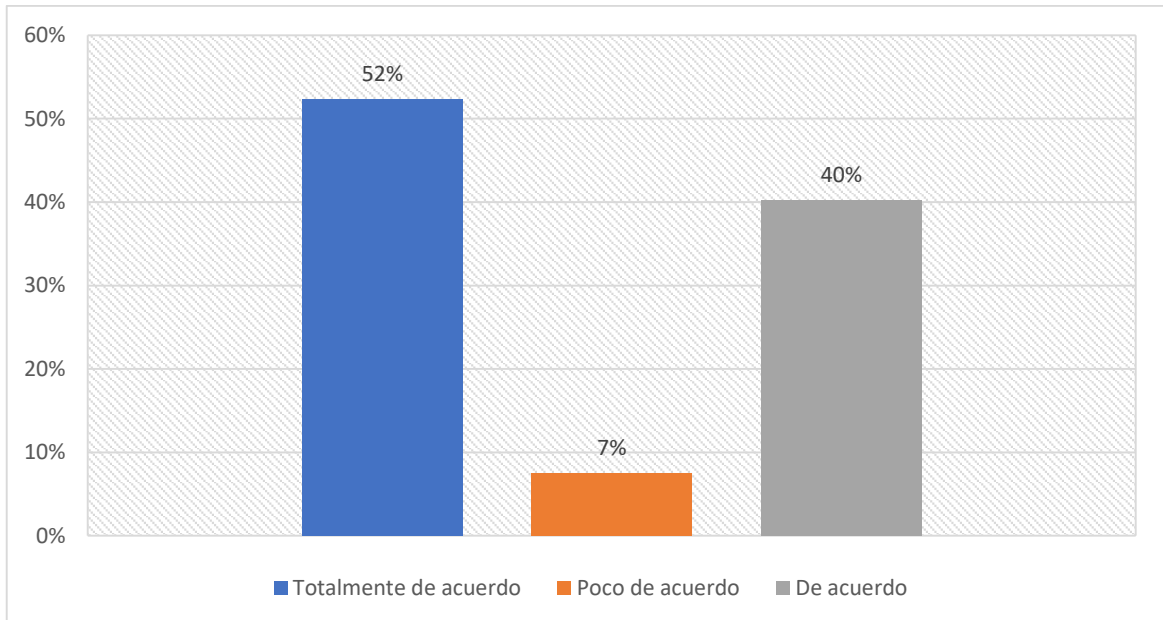


Note: Taken from: Microsoft forms results from January, (2022).

Analysis

Bar graphs 1 and 2 show the age and gender of the students surveyed. Figure 1 shows that most of the students, 79%, are 16 years old, 15% are 15 years old, and just a few are 17, 18, and 19 years old. Regarding the gender of the students surveyed, 60% of them are male, while 39% are female. The results mentioned in this analysis are used to know the profile of the sophomore students; nevertheless, this data does not affect the direction of the investigation.

Figure 3 *Importance of English*

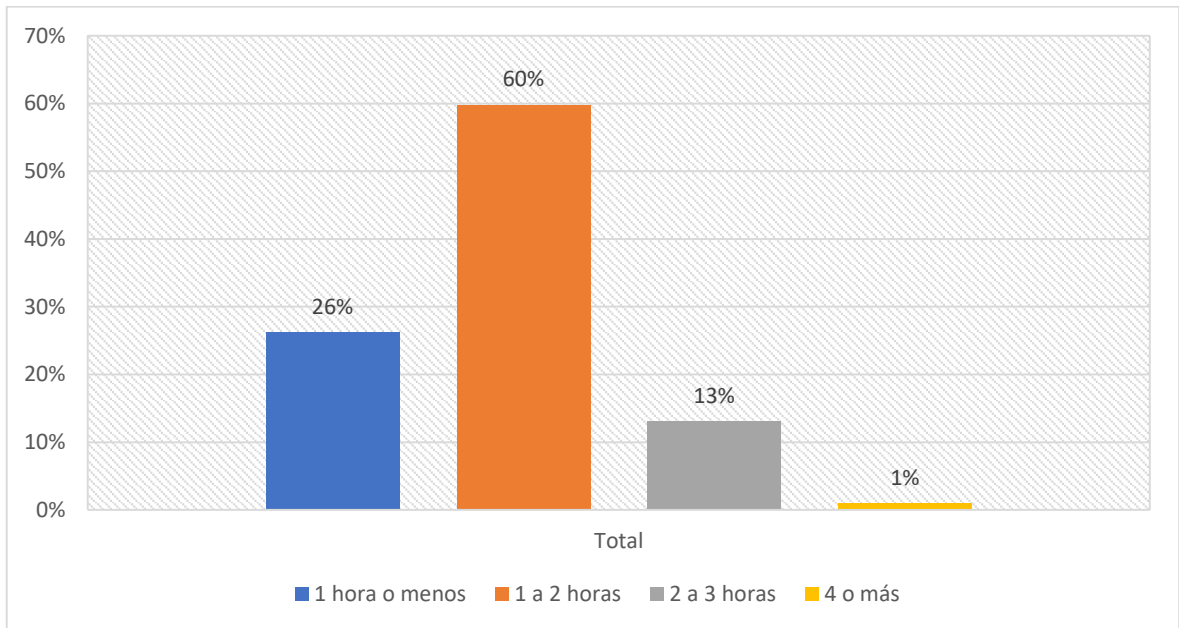


Note: Taken from: Microsoft forms results from January, (2022).

Analysis

This bar chart is focused on the students' perception about the importance of English in their future professional life. According to the bar graph, most of the sophomore students, 52% of the population, fully agree that learning this language can significantly contribute to their life. On the other hand, the graph shows that 40% of the students consider English necessary but not so important in their lives. Finally, a small number of students think that learning this language will not be important in their future.

Figure 4 Hours of English that students take per week.

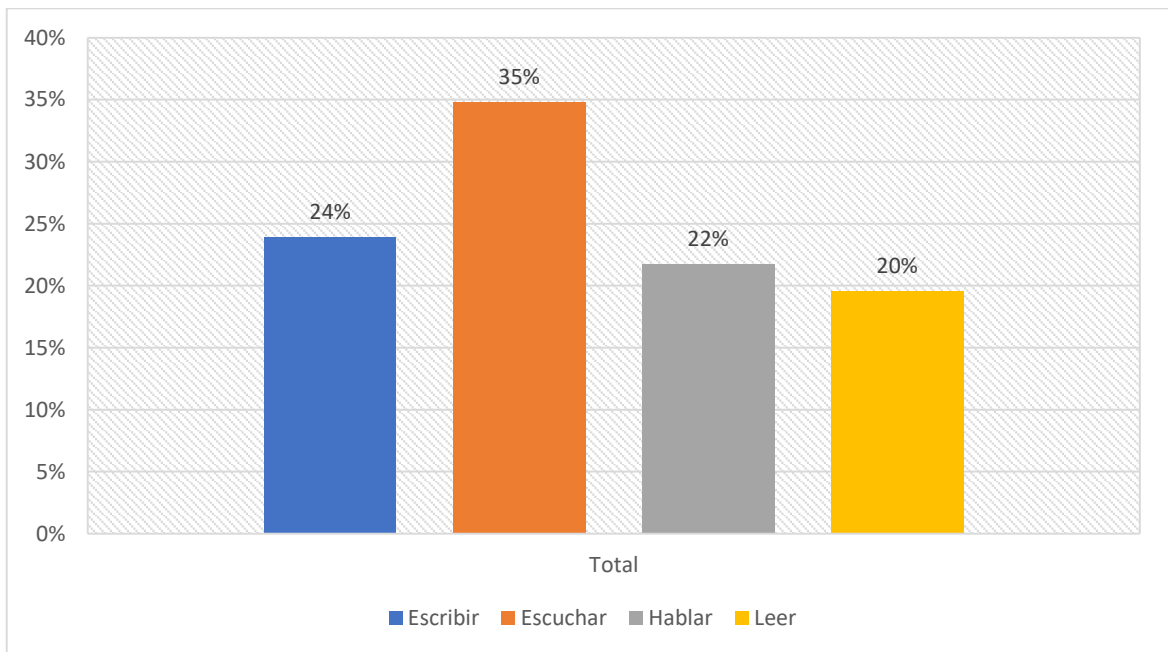


Note: Taken from: Microsoft forms results from January, (2022).

Analysis

The bar graph shows the hours of English that the sophomore students take per week. According to Figure 4, most of the students, representing 60% of the population, take 1 to 2 hours of classes, while 26% of the sample take one or less hours of classes, which is within the range of hours established by the Ministry of Education. Otherwise, some students take extra English classes, 13% of them take 2 to 3 hours, and 1% take more than 4 hours of English classes a week.

Figure 5 *English language skills confidence*

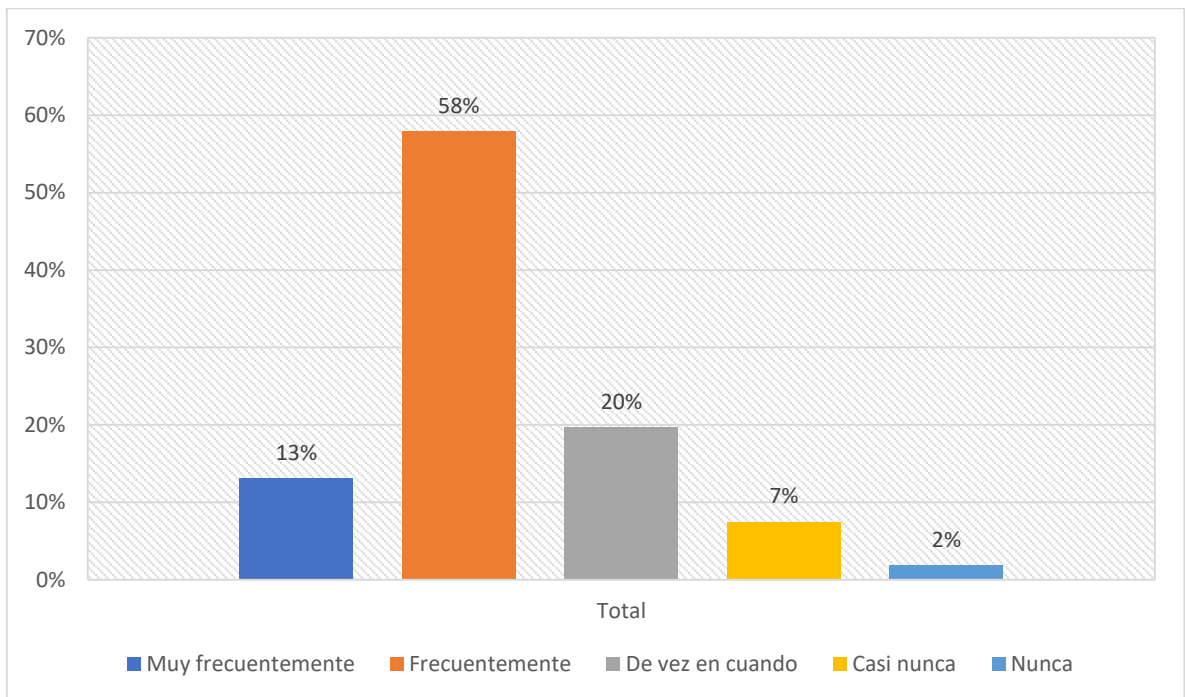


Note: Taken from: Microsoft forms results from January, (2022).

Analysis

The bar chart shows the students' perception regarding the English language skills that are more comfortable to develop in class. According to the data, 35% of students considered listening skills the most comfortable skill to develop. On the other hand, a quarter of the sample expressed that they prefer the writing skill, and around another quarter of the students surveyed showed their preference for the speaking skill. Consequently, it is important to note that few students feel confident with their reading skills, which is one of the variables in this research.

Figure 6 *Frequency of reading activities in the English class*

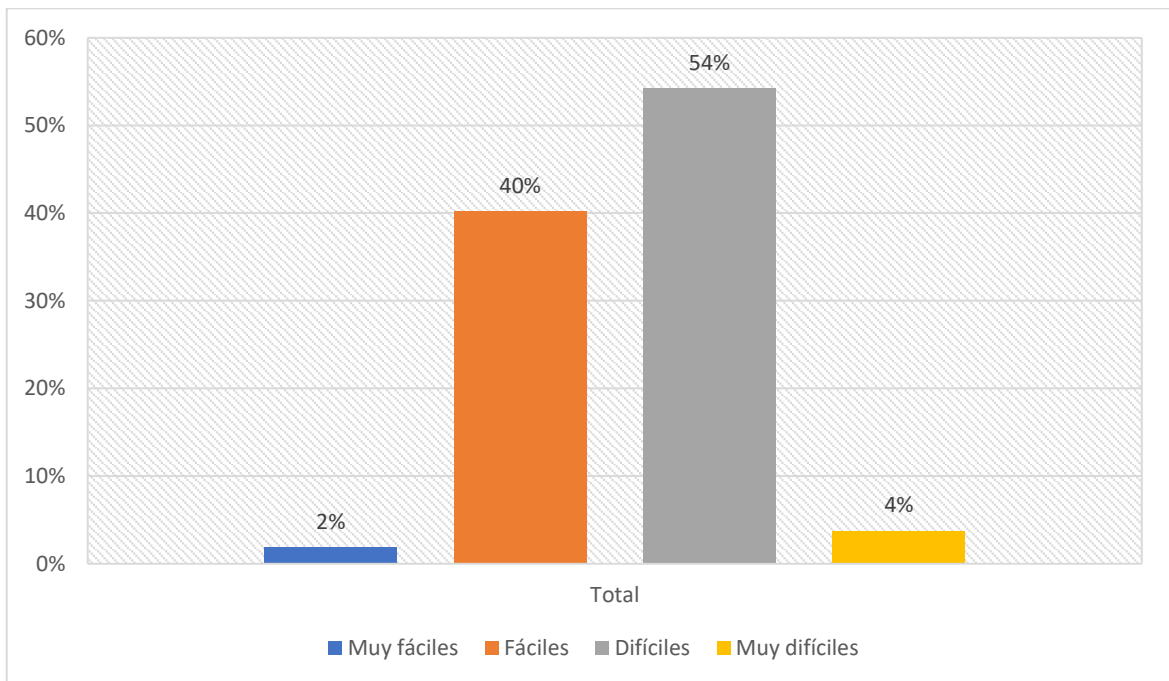


Note: Taken from: Microsoft forms results from January, (2022).

Analysis

The bar graph shows how often the teacher performs reading activities in class. Most of the students, which are 58% of the population, said that the teacher develops reading activities frequently. However, 20% of students mentioned that the teacher carries out reading activities occasionally. Finally, a small number of surveyed students said that the activities to develop this receptive skill are not so common in their English classes.

Figure 7 *Difficulty of reading activities*

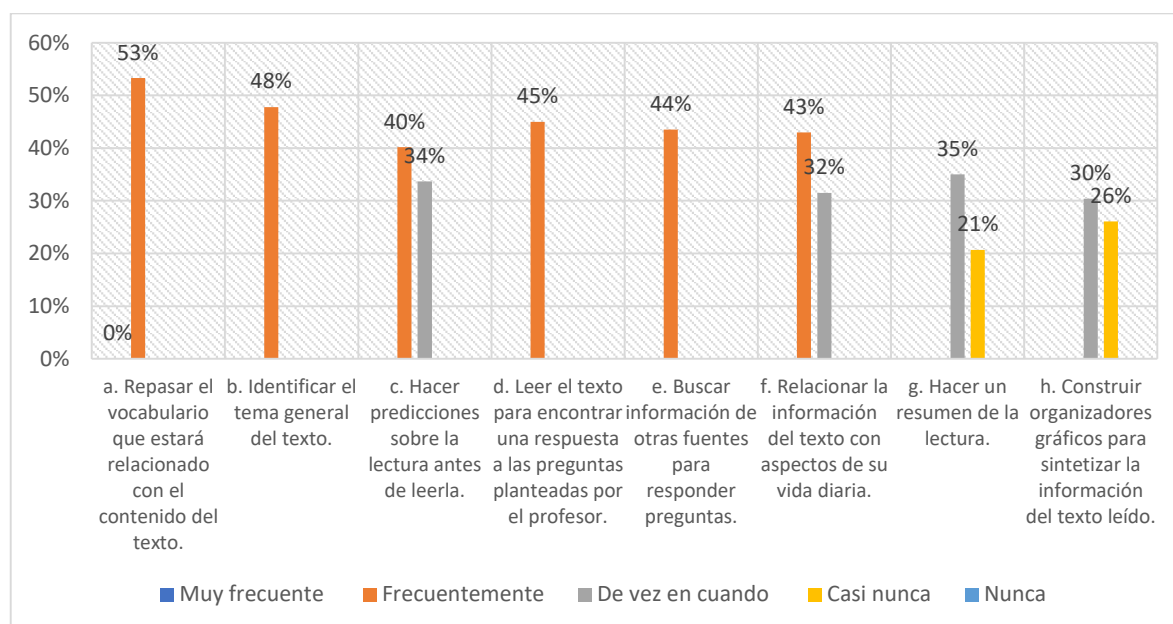


Note: Taken from: Microsoft forms results from January, (2022).

Analysis

Figure 7 shows the degree of difficulty the students perceive in the reading activities in their English classes. According to the bar graph, 54% of the population considered that the reading activities the teacher applied in class were difficult to develop; conversely, 40% of the students thought these activities were easy to fulfill. Nevertheless, some students, who represent 4% of the respondents, mentioned that reading activities were very difficult. These results display that the students are not feeling comfortable doing these activities in English class.

Figure 8 *Teacher's reading activities*



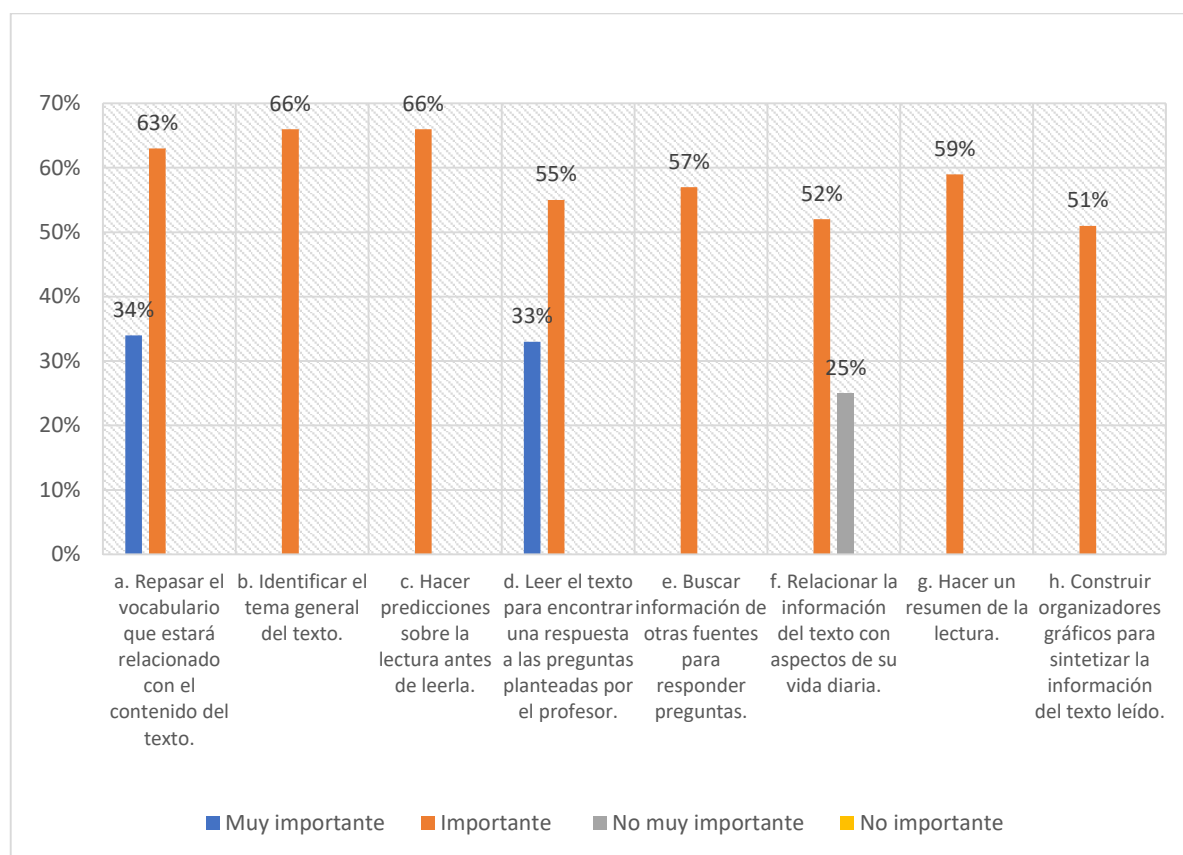
Note: Taken from: Microsoft forms results from January, (2022).

Analysis

This bar graph helps to identify how often the teacher carries out the teaching strategies mentioned in the graph's legend in class. The development of this analysis is focused on the relevant data presented in Figure 8.

The first aspect mentioned is: Review the vocabulary related to the text's content, and according to the graph, 53% of the students consider this activity the most used in class. In addition, the bar graph shows the activities: identify the general topic of the text, make predictions about the reading before reading, read the text to find an answer to the questions posed by the teacher, seek information from other sources to answer questions and relate information from the text with aspects of their daily life; are established between the range of 40% to 48%, giving the idea that these activities were frequently presented in class. On the other hand, there are other activities that the teacher does not use very frequently in class, with a percentage of around 21%.

Figure 9 Importance of teacher's teaching reading activities



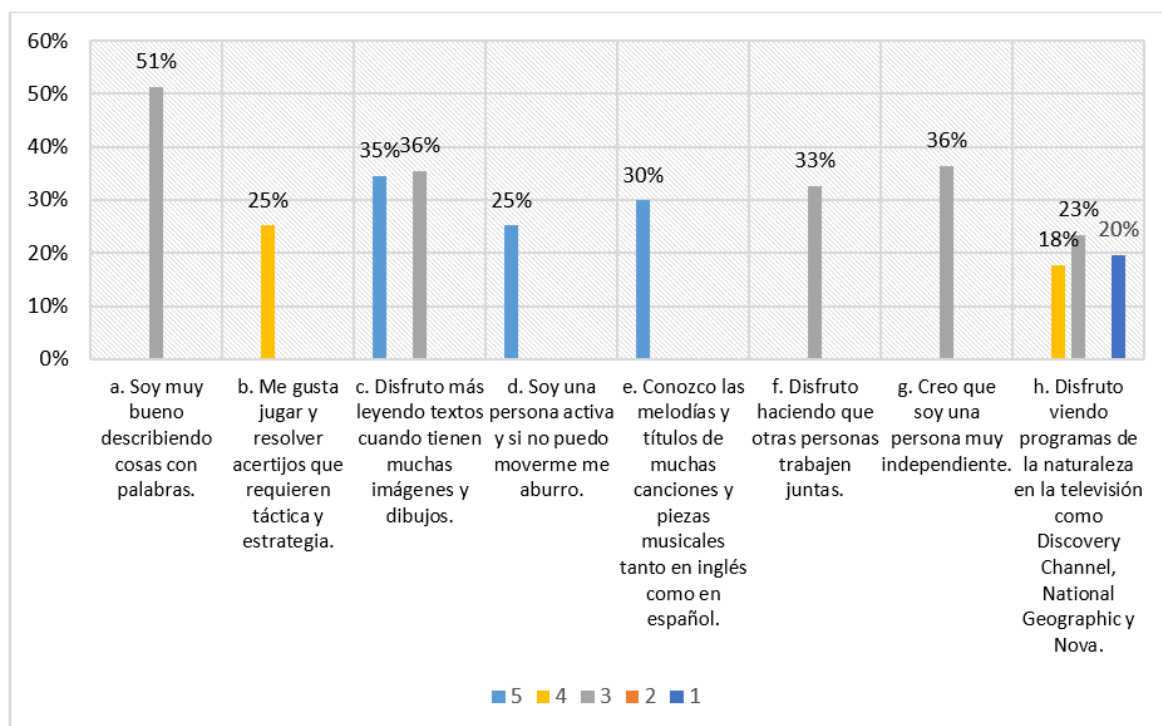
Note: Taken from: Microsoft forms results from January, (2022).

Analysis

The bar graph in Figure 9 shows the level of importance the students gave to the reading activities the teacher has applied in class to develop this receptive skill.

Overall, the graph shows that each activity mentioned is considered by more than half of the students as important or with a high degree of influence on their English reading skills. Besides, the bar graph shows that 34% of students consider that the first activity related to vocabulary has a superior level of importance in the development of this receptive skill, improving motivation and reading comprehension ability. Likewise, another important percentage of the respondents (33%) consider that reading the text to find an answer to the questions is an activity that fosters their reading skills in them, increasing critical thinking. Finally, a quarter of the total students consider that relating information from the text with aspects of their daily life has not contributed so much to the development of reading; however, this is an activity that allows students to use their previous knowledge to construct the meaning (Shea & Ceprano 2017).

Figure 10 Activities to identify students' multiple intelligences



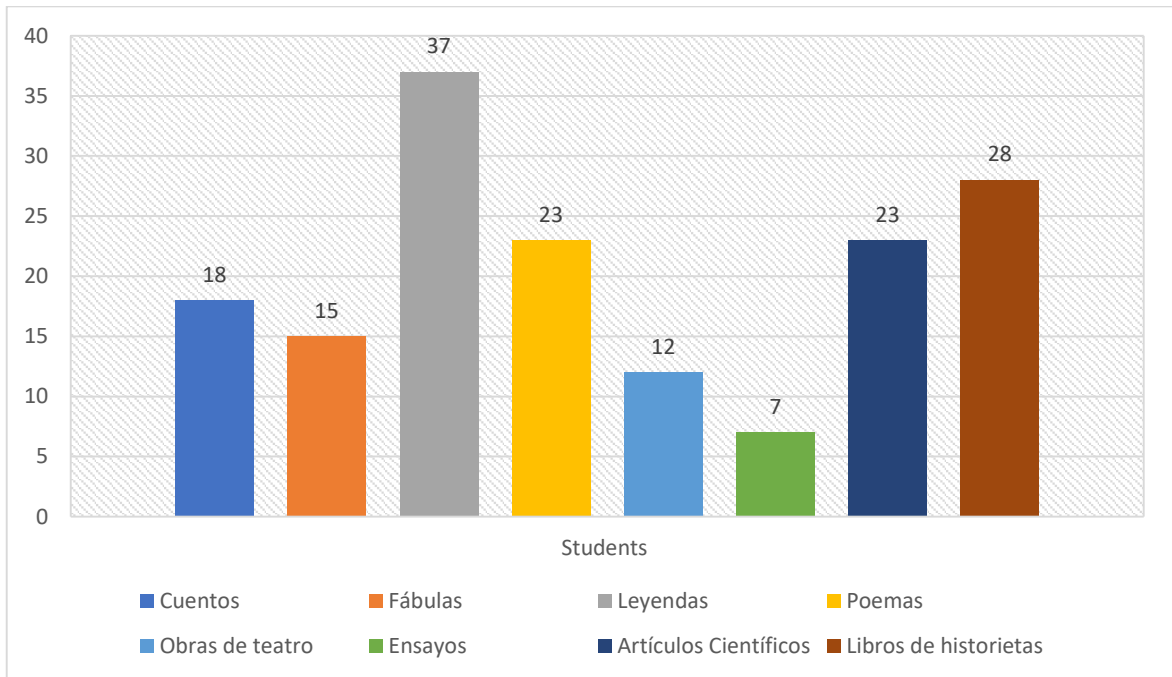
Note: Taken from: Microsoft forms results from January, (2022).

Analysis

Figure 10 shows the degree of relationship between students and the suggested activities to determine their intelligence type. In addition, it is necessary to explain how each intelligence was identified: the number 5 indicates that the students are strongly identified, and the number 1 indicates the opposite; thus, the strongest intelligences are mentioned according to the activities that achieved greater acceptance by the students.

In the first activity, to enjoy reading texts with pictures and drawings, there is a 35% of acceptance by the students, showing their inclination toward visual-spatial intelligence. In the same way, the second activity presents a good percentage of students related to musical intelligence (30%) because they enjoy doing music activities a lot. Additionally, a significant percentage (25%) typecast in the bodily-kinesthetic intelligence considering that these students are interested in activities where they can move and be active. In conclusion, the visual-spatial, musical, and bodily-kinesthetic are the strongest intelligences of this group of sophomore students. However, the bar graph shows that students are somewhat identified in the other activities related to the linguistic, logical-mathematical, intrapersonal, and interpersonal intelligences.

Figure 11 *Types of texts*

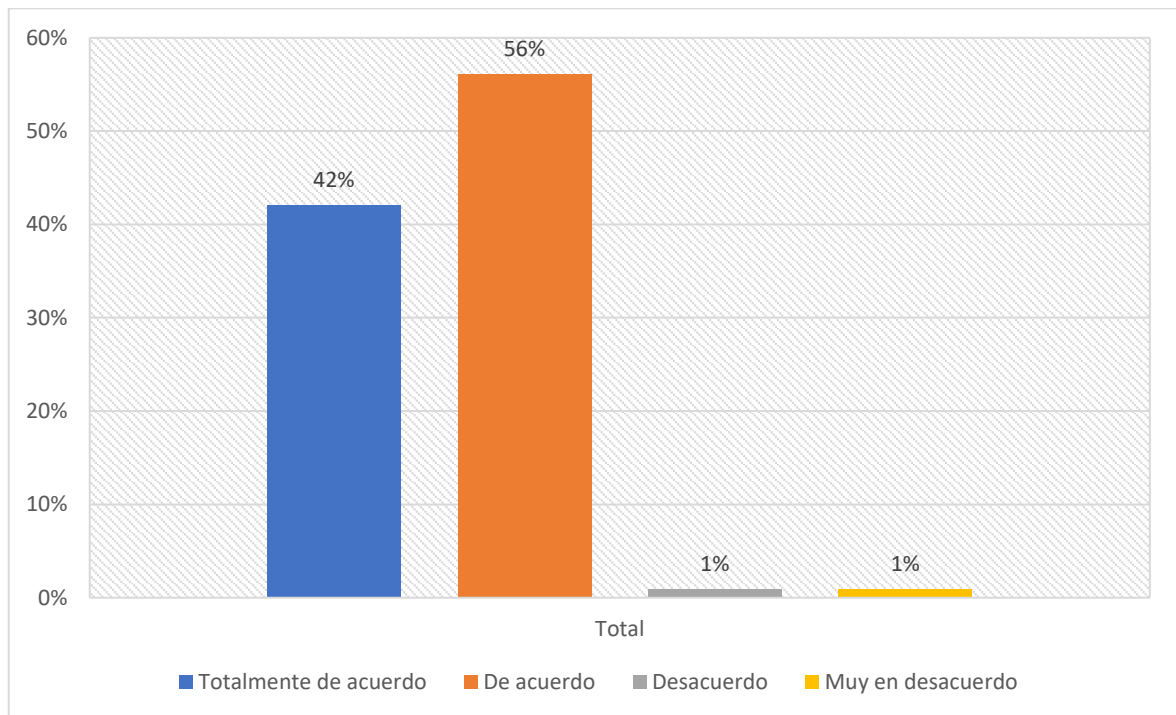


Note: Taken from: Microsoft forms results from January, (2022).

Analysis

The bar graph shows information about the types of texts students read or would like to read during the English classes. It is necessary to highlight that the graph does not show percentages; instead, each bar shows the exact number of students interested in each type of reading since students may be interested in more than one. According to the Figure 11, 37 of the 107 respondents indicated a great acceptance of the texts related to legends being a considerable number. Another group of 28 students shows their pleasure in comics which are eye-catching texts that combine images and small texts. Finally, 23 students are related to scientific and academic texts.

Figure 12 *Students' acceptance towards the creation of reading teaching strategies*



Note: Taken from: Microsoft forms results from January, (2022).

Interpretation:

According to the graph, most of the students of this educative institution have a remarkably high interest in the creation of strategies for the development of the reading skill showing 56%. At the same time, a minimum percentage is not interested in it. Therefore, the bar graph reflects the students' sympathy towards new ways of learning and acquiring the second language through strategies that focus on their needs and interests, allowing them to improve their English language reading skills.

3.1.2. Teachers' survey analysis

1.- How long have you been a teacher?

Teacher A:

Good afternoon, I have the pleasure of dealing with one of my students. Therefore, everything I can do to make you a future professional, I am always available and at your service. How long have I been teaching? Well, I have 32 years of teaching. And inside the Abelardo Moncayo high school, 27 or 28 years.

Teacher B:

Well, good morning, thanks for this interview, and welcome to the institution. If I can contribute my modest knowledge and experience, you can use it to your advantage and make an innovative proposal that will serve us all English teachers. Thanks for being here. Well, regarding the question, I already have about 31 years of teaching experience in English.

2. What levels have you taught?

Teacher A:

I have taught at all levels, from General Basic Education to the eighth, ninth, and tenth. However, for most of my teaching practice, I have always worked in high school, which is first, second and third-year Baccalaureate, but this academic period I am working with second-year Baccalaureate.

Teacher B:

Well, in most of my years of experience, I have been teaching in third-year Baccalaureate. Then, about eight years ago, the Abelardo Moncayo institution opted for the International Baccalaureate, so I have been working on this project whose level is much higher than the commonly known; there are other much more demanding guidelines regarding the learning and teaching of the English language.

3. Do you consider that the objectives set out in your micro curriculum planning for the 2nd level are being achieved? Why/Why not?

Teacher A:

Ah, as you know, this pandemic time has harmed the educational system in unusual ways; for example, in the socio-economic field, most of the students did not have access to an internet connection because their parents did not have enough money to get internet or buy electronic devices that were necessary for their children to attend classes. Another aspect to mention is that the students simply connected to the online class. However, there was no active participation on their part, causing, in a certain way, a low level of knowledge.

Another essential aspect to mention is that the Ministry of Education established a prioritized curriculum for all subjects where specific topics were considered to be taught, causing confusion among the students and demotivation about certain subjects, for example, English, because they saw it as a filler subject. However, a small percentage of students who like this subject make noteworthy progress.

Finally, the level of English of the students in the second year of high school is A 1.1, and they must be in B 1.1, showing a level that is not in line with what the Ministry of Education expects.

Teacher B:

Evidently, the student's profile when leaving the third year of secondary school must be B1, and it is the Ministry of Education that establishes the guidelines and the necessary bases that must be followed to develop the skills that students need to graduate from school. Unfortunately, the social, economic, and even health circumstances due to the pandemic have affected the teaching-learning process, making it impossible to reach the minimum level required by the ministry's guidelines. From my point of view, I would dare to think that second-year high school students are at the A1 level; therefore, I can say that not enough has been achieved.

4. What have been the academic limitations that have arisen during the process of developing reading skills in the foreign language class at the Baccalaureate levels of the "Abelardo Moncayo" high school?

Teacher A:

In terms of reading skills, the level of the English book that is worked on with second-year high school students is B1.1; therefore, my classes are not focused just on reading activities. Besides, the students do not have the level at which the book provided by the Ministry of Education is designed.

Teacher B:

In this regard, I can mention two severe and significant limitations that have existed for a long time. First, within the methodology, the secondary school authorities, the parents, and even the students require the teacher to teach the class entirely in Spanish, which should not be possible in a class focused on teaching a foreign language. The environment in which the learning of this second language takes place is not adequate. For this reason, the methodology applied to these levels is limited. Besides, the hour load established for the English subject is not enough for the practice time, which is essential to create significant knowledge. Second, the limited financial resources of our students are one of the limitations that makes it impossible to require students to purchase English materials and books.

5. What can you say about your students' reading skills?

Teacher A:

I can say that the reading skills of second-year high school students are developed when they understand the instruction or task, they must perform to complete the activities of the book. In other words, the dominance that students have over this receptive skill is evidenced when they put into practice through productive skills what they understood from the message or the instruction of the task to be developed.

Teacher B:

The reading skills of the General Baccalaureate students are minimal, and one of those limitations is that the students translate all the text they must read in English into Spanish, which does not allow them to become familiar with the vocabulary they have to learn to develop this skill. On the other hand, students do not feel motivated by the topics found in the texts provided by the Ministry of Education since they are not of interest to them. Therefore, I oversee finding the suitable material for them, focusing on texts that catch their attention and, above all, are short so that their concentration level is not affected when developing this skill.

6. What are the strategies that you carry out within the class in order to develop the reading skills of your students?

Teacher A:

Before carrying out the reading strategies, I try to motivate the student to read so they can stay focused. Following this, the reading process begins by having students read the topic to predict what the text will be about; after having the main idea, students have to make a summary and a conclusion to demonstrate that they can understand what they read. On the other hand, knowing the group of students with whom you are going to work is another essential aspect to consider for the development of this receptive skill since this allows you to identify their learning styles and determine strategies that help them feel safe that they understand the content of what they are reading.

Teacher B:

The type of reading strategy I apply in my classes is related to my work for my master's degree. This is a strategy called "The chain of ideas", in which students propose a topic that catches their attention. After this, the following students can suggest ideas on the same topic in an orderly way until they build a paragraph. This is a strategy focused more on writing, but it is known that reading and writing skills go hand in hand; for that reason, I apply this strategy to develop this receptive skill.

7. Do you think that strategies based on multiple intelligences could contribute to the development of your students' reading skills? Why/Why not?

Teacher A:

I cannot mention all the types of intelligence that exist, but what I can say about multiple intelligences is that they allow differentiation of each student's needs and abilities. Knowing each student's separate ways of learning allows for establishing content that is of interest to students, enhancing their intelligence, and developing their motivation to increase their learning capacity.

Teacher B:

I have read about the multiple intelligences topic and what I perceive of these strategies is that applying them to reality becomes a challenging task for the teacher who applies them. Of course, these are strategies that could contribute positively to students in addition to the fact that they deserve it. However, the application of teaching strategies based on multiple intelligences becomes an arduous task for a teacher who manages large groups of students since it is complicated to identify the distinct types of intelligence in the classroom.

8. Do you think that a methodological guide would help you improve the reading skills of your students? Why/Why not?

Teacher A:

Of course, any material that helps both the teacher and the students who are learning to read and are interested in developing this reading process is welcome and appreciated.

Teacher B:

Yes, it is an innovative proposal that could help the class get out of the routine and motivate the students; however, I consider that it is something that cannot be applied in its entirety throughout the class due to the guidelines established by the Ministry of Education.

4. Discussion

The present discussion shows the results obtained from an analysis of the theory and the quantitative and qualitative results achieved through the application of the collection instruments, that is, the questionnaire applied to the students of the Unidad Educativa Abelardo Moncayo and the survey applied to the two English teachers. Additionally, citations related with the theoretical foundations are mentioned to strengthen the research findings. The collected data allowed to analyze the problem and establish significant points considered for developing a proposal that helps improve English skills.

Learning to communicate through English as a second language can be greatly beneficial as it provides many opportunities. English is spoken, read, and understood in most parts of the world; therefore, it serves as the working language of many international organizations, product advertising, tourism, and education, among many other fields. So, that it is known as the link language in international interpretation and communication (Getie, 2020). According to the students' survey results, sophomores take the English subject as something that should be taken earnestly since they signaled that it would be handy for their future professional life. However, teachers indicate that students have not shown sufficient interest in learning the language during the pandemic, especially since teachers perceived a low level of participation or attendance in virtual classes. The interviewed teachers think that the lack of discipline in learning English added to the social and economic problems that some students may present have made it difficult to reach the minimum level required by the Ministry of Education according to its prioritized curriculum.

According to the Ministerio de Educación (2016), second-year high school students must have an English proficiency level of B1.1 to meet the exit profile. However, the institution's teachers consider that the sophomores are not reaching the minimum required level due to a set of limitations. Firstly, the hours assigned for the English subject were reduced from 5 to 2, limiting the English skills development due to the lack of class time for practice. Secondly, teachers' methodology and the lack of materials have been considered limitations since teachers assure that they cannot teach this subject in the target language because the authorities forbid them to do so. In addition, they cannot force students to acquire material due to their economic limitations.

Likewise, the teachers pointed out that the obstacles that arose during the process of developing the reading skill had to do with the socio-economic problems of the parents, as they were unable to provide their children with the necessary academic materials to attend classes in English. Consequently, according to the teachers, the reading skill development was almost nothing because there were no technological tools to develop it since the reading strategies could not be carried out correctly. Thus, teachers consider that the teaching-reading process is not performed in the best way; however, in contrast to what the teachers say, the students said they feel comfortable doing reading activities even though it is the least accepted skill.

On the other hand, one of the aspects to be analyzed is the reading strategies that teachers carry out to develop this receptive ability. The activities that both the students and the teachers affirmed that they develop in the English class are related to making predictions, summaries, and comments. The teachers and the students mentioned that applying these activities in class was positive; nevertheless, the students think that these are difficult to carry out. It is also worth mentioning that motivating students to read is an essential aspect that teachers take into account to develop reading skills; regardless, they limit themselves to using the texts found in the English book of the Ministry of Education. Consequently, the teachers are not adequately motivating the students with texts that are of interest to the students who highlighted that the types of reading they are interested in are of the type of intensive reading, that is, short and striking texts.

Finally, regarding teaching strategies based on multiple intelligences, it can be interpreted that the second level teachers do not apply them in their English classes since teacher A mentioned that he is not familiar with them. In contrast, teacher B assured that applying them in his class would be a complicated task for him since identifying the different intelligences of his students is complex. The two responses from the teachers surveyed imply that they do not perfectly know the structure of the book that the ministry offers for the second years of high school, which provides various activities focused on the multiple intelligences of the students. For this reason, it is evident the need to create teaching reading strategies based on multiple intelligences guide to develop the sophomore students' reading skills.

CHAPTER IV: PROPOSAL

Title

Teaching strategies based on multiple intelligences guide to develop reading skills

Introduction

This proposal focuses on providing reading teaching strategies that enhance sophomore reading skills through the adaptation of activities based on students' interests and multiple intelligences. Reading and multiple intelligences are essential elements considered for the development of this handbook because in learning a second language, reading is viewed as the basis for learning it; on the other hand, regard the theory of multiple intelligences within the teaching practice allows considering the different skills and abilities of the students to improve their knowledge. Consequently, the interests and multiple intelligences of the students were taken into account for the design of these strategies; thus, the students will feel comfortable developing reading activities in class while activating their abilities by doing something that they like and that catches their attention. The reading strategies presented in this handbook are structured into four units, each focused on the strong multiple intelligences of high school sophomores: spatial-visual, bodily-kinesthetic, and musical. The last unit was created based on the intelligence that many students have in common: linguistics. Each of these units comprises a pre, during, and post-reading stage. In addition, online and physical material is provided for students to feel comfortable developing the activities in the way they prefer.

Justification

This proposal will allow teachers to consider activities that meet the needs of students and that at the same time, fulfill the guidelines stipulated in the curriculum of the Compulsory Education Levels for the second level. So, it means that this handbook will help both teachers and students. Teachers will have a guide in which they can find a set of thrilling activities to apply in the class to improve their students' reading skills. On the other hand, students will have the opportunity to participate actively during the reading activities because they will feel identified or motivated to develop them in class.

Theoretical Foundations

Teaching Strategies based on Multiple Intelligences.

Teaching strategies based on multiple intelligences are strategies whose design focuses on the different intelligences of the student to activate their abilities during their learning development. The students' potential in an English class can be used as long as their abilities are considered since these will facilitate the learning process. Thus, the application of teaching strategies based on multiple intelligences can be helpful to achieve this objective since they are responsible for creating activities that meet the students' needs and, in the same way, that increase learning results.

English Language Reading Skill

Reading skill involves a complex mental process to decode what the writer wants to convey in writing through diverse types of reading strategies. In addition, reading is considered a means by which a learner who knows how to handle reading strategies can learn to acquire the language independently. In addition, it has many advantages; it develops people's cognitive processes by stimulating imagination, critical and analytical skills, and memory. Reading is undoubtedly a skill that allows the reader to learn many things, no matter where he is while he is reading. It also allows people to develop their creativity by having the freedom to imagine the possible scenarios presented in the texts on their own since, while they read, they can interpret the words at their own pace.

Objectives

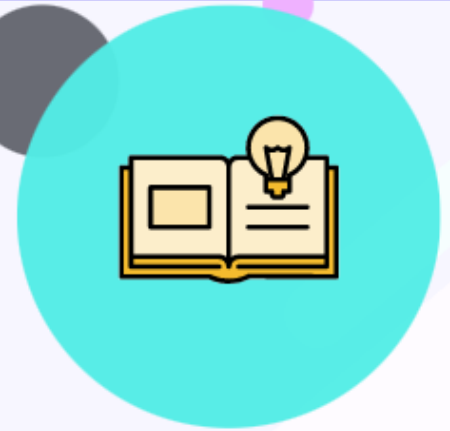
General Objective:

Strengthen students' reading skills by using strategies based on multiple intelligences that allow them to understand short simple texts on familiar subjects.

Specific Objectives:

- Recognize the structure of short texts such as essays, biographies, and legends using didactic material in order to activate students' intelligences.
- Demonstrate understanding of a text on a familiar content area subject by developing interactive tasks.

*Teaching strategies based on
multiple intelligences guide to
develop **reading skills***



Handbook to develop sophomore
students' reading skills

Author: Milena Guerrero

INDEX

Introduction	2
Justification	2
Theoretical foundation	3
Teaching Strategies based on Multiple Intelligences.	3
English language reading skills	4
Objectives	5
Glossary of figures	6



UNIT 1: Hey news!

Unit objective	7
Warm-up: Pictionary game (Face-to-face practice)	8
Garticphone game (Virtual practice)	8
Pre-reading activities:	9
Guessing the meaning and previewing	10
While-reading activities: Skimming and Scanning	10
Post-reading activities: Summarizing	12



UNIT 2: Happy and healthy in the world

Unit objective	14
Warm-up: Charades (Face-to-face practice)	15

Charades (Virtual practice)	17
Pre-reading activities: Discussion	18
While-reading activities: Puzzle reading and Identifying the thesis statement and the topic sentences of an essay	19
Post-reading activities	21
Video answer	22



UNIT 3: Your music

Unit objective	23
Warm-up: We will rock you	23
Pre-reading activities: Predicting and Puzzle song	24
While-reading activities: Confirm prediction and T or F	25
Post-reading activities: Lyrics recreation and Singing	26



UNIT 3: Creating our story

Unit objective	27
Warm-up: Brainstorming	29
Pre-reading activities: Guessing the meaning	29
While-reading activities: T or F	30
Post-reading activities: Creating a story	31

Proposal

Teaching strategies based on multiple intelligences guide to develop reading skills

Introduction

This proposal focuses on providing reading teaching strategies that enhance sophomore reading skills through the adaptation of activities based on students' interests and multiple intelligences. Reading and multiple intelligences are essential elements considered for the development of this handbook because in learning a second language, reading is viewed as the basis for learning it; on the other hand, regard the theory of multiple intelligences within the teaching practice allows considering the different skills and abilities of the students to improve their knowledge. Consequently, the interests and multiple intelligences of the students were taken into account for the design of these strategies; thus, the students will feel comfortable developing reading activities in class while activating their abilities by doing something that they like and that catches their attention. The reading strategies presented in this handbook are structured into four units, each focused on the strong multiple intelligences of high school sophomores: spatial-visual, bodily-kinesthetic, and musical. The last unit was created based on the intelligence that many students have in common: linguistics. Each of these units comprises a pre, during, and post-reading stage. In addition, online and physical material is provided for students to feel comfortable developing the activities in the way they prefer.

Justification

This proposal will allow teachers to consider activities that meet the needs of students and that at the same time, fulfill the guidelines stipulated in the curriculum of the Compulsory Education Levels for the second level. So, it means that this handbook will help both teachers and students. Teachers will have a guide in which they can find a set of thrilling activities to apply in the class to improve their students' reading skills. On the other hand, students will have the opportunity to participate actively during the reading activities because they will feel identified or motivated to develop them in class.

Theoretical Foundations

Teaching Strategies based on Multiple Intelligences.

Teaching strategies based on multiple intelligences are strategies whose design focuses on the different intelligences of the student with the purpose of activating their abilities during their learning development. The potential of the students in an English class can be used as long as their abilities are taken into account since these will facilitate the learning process. Thus, the application of teaching strategies based on multiple intelligences can be very useful to achieve this objective since they are responsible for creating activities that meet the needs of students and, in the same way, that increase learning results.

Table 2 Activities and strategies based on multiple intelligences

Multiple Intelligences	Activities and Strategies
Linguistic	Read and draft stories, biographies, autobiographies, diaries, journals, and essays.
Logical/mathematical	Identify grammatical rules, the relationship between action and tense, and sentence word order.
Musical intelligence	Listening or speaking poetry, songs, pronunciation, rhythms, phonemes, voices and voiced sounds, and diphthongs.
Bodily/ kinesthetic	Act, plays, create videos, and body answers.
Spatial/ visual:	Solve language problems, mind maps, graphic organizers, use language software.
Intrapersonal	Identify inner dialogues, self-esteem activities, reflect on personal learning achievements.
Interpersonal	Teamwork, workshops, cooperative teaching techniques
Naturalistic intelligence	Learning outdoors, understand systems in nature, knowing how to care for animals, plants, and earth,

English Language Reading Skill

Reading skill involves a complex mental process to decode what the writer wants to convey in writing through different types of reading strategies. In addition, reading is considered a means by which a learner who knows how to handle reading strategies can learn to acquire the language independently. In addition, it has many advantages; it develops people's cognitive processes by stimulating imagination, critical and analytical skills, and memory. Reading is undoubtedly a skill that allows the reader to learn many things, no matter where he is while he is reading. It also allows people to develop their creativity by having the freedom to imagine the possible scenarios presented in the texts on their own since, while they read, they can interpret the words at their own pace.



Objectives

General Objective

Strengthen students' reading skills by using strategies based on multiple intelligences that allow them to understand short simple texts on familiar subjects.

Specific Objectives

- Recognize the structure of short texts such as essays, biographies, and legends using didactic material in order to activate students' intelligences.
- Demonstrate understanding of a text on a familiar content area subject by developing interactive tasks.



Glossary of figures

In addition to the strong multiple intelligences of high school sophomores, other multiple intelligences are implicit in the activities of each unit that can help improve students' reading skills. Next, the glossary of graphics will allow identifying which intelligence will be developed in each activity.



Linguistic



Mathematical



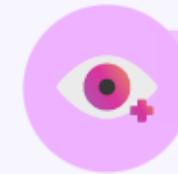
Musical



Naturalist



Bodily/ kinesthetic



Spatial/ Visual



Intrapersonal



Interpersonal



UNIT OBJECTIVE

To enhance the English as a foreign language reading skill by reading straightforward newspaper articles.



STRATEGIES

Spatial-Visual reading strategies



CLASS PROFILE

BGU sophomore students - Level B1.1 CEFR



CONTENTS

Warm-up

Pre-reading activities: Guessing the meaning and previewing

During-reading activities: Skimming and Scanning

Post-reading activities: Summarizing

Spatial / Visual reading activities

Objective: Identify and understand significant points in short newspaper articles on familiar topics.

Time: 1 hour

Materials:

- Flashcards
- Markers
- Board
- Worksheet
- Pen or pencil
- Newspaper clippings
- Pencil and colors

Resources:

- Computer/ Cellphone
- Internet access

Warm-up: The teacher will hold a warm-up activity to motivate students in the class and activate their prior knowledge about the topic. In addition, the following activities are designed to activate students' visual skills.

Face-to-face practice:

- Students will play the Pictionary game. The teacher will download the flashcards that students will use in the game.
- Teacher shares the flashcards and the instructions for the game with the students.



Instructions:

- Divide into at least two teams.
- Select the first student to draw.
- The first student will choose a flashcard.
- Each student will have 30 seconds to draw.
- The first student must draw to represent the word on the flashcard on the board.
- The teammates must then work together to guess what their classmate is drawing.
- Finally, the team that guesses the highest number of words wins the game.

Pictionary game



Link and QR code to download the Pictionary flashcards:



<https://n9.cl/dqxtf>

Pictionary Game

Angry bird	Glasses
Car accident	Eiffel tower
Volleyball	Zombie
Wifi	Butterfly

Spatial / Visual reading activities

Virtual Practice:

- Create a room in *GarticPhone* and share the access link with the students.
- Have students write short sentences expressing recent events in the country.

Example: *End of use of face masks.*

- Then, students will receive the sentences from their classmates, which they will have to draw.
 - Next, students will receive their classmates' drawings and have to guess the sentence.
- The game will continue with the same sequence until the end.
- Finally, the last sentence must be similar to the first proposed sentence.

Gartic Phone game link: <https://garticphone.com/es>



GarticPhone game



Spatial / Visual reading activities

1. PRE-READING ACTIVITIES

a.- Guessing the meaning: Students will identify through pictures the newspaper sections.

Process:

The teacher will introduce vocabulary about sections of a newspaper by sharing with the students an activity in which they will see a set of newspaper pictures.

- Teacher will ask the students to look closely at the pictures and identify keywords or headlines within each image.
- Once they have seen the images, students will try to match the headlines with the section they belong to.

Face-to-face practice: The teacher will provide the students with printed worksheets.

Virtual practice: The teacher will share the link to the **wordwall** activity with the students.

b.- Previewing: After doing the first activity, students will identify the type of section to which the article of the while-reading stage belongs by looking at its title and images.



VOCABULARY - Sections of a newspaper

- International
- Social
- Local News
- Business
- Arts
- Sports
- Classifieds
- Health

Spatial / Visual reading activities

Guessing the meaning - Worksheet

Sections of a newspaper

Name: _____
Date: _____

Match the pictures with their correct newspaper section.



International · Social · Local News · Business · Arts · Sports · Classifieds · Health



Link and QR code of the wordwall activity.



<https://n9.cl/ym7dl>

Guessing the meaning - Online activity

0:21 ✓ 239



Puntuación x2 50:50 Tiempo extra

3 de 8

Link and QR code of the wordwall activity.



<https://n9.cl/bh9wn>

Spatial / Visual reading activities



Link and QR code of the worksheet activity.



<https://es.liveworksheets.com/3-ko861212zq>



2. WHILE-READING ACTIVITIES

a.- Skimming: Students will identify key information by reading the lead paragraph of a newspaper article.

b.- Scanning: Students will locate specific information within the text to answer questions.

The teacher will use skimming and scanning strategies to take advantage of students' visual skills.

Process:

- The teacher will provide the students with the worksheets in print or online.
- Individually, the students will read the article twice; the first time to get familiar with the text and the second time to find the article's main idea.
- The teacher can mention to his students that the main idea of a text is usually found in the main paragraph of the text.
- Finally, students will work together to complete the worksheets and compare answers.

Face-to-face practice: Students will complete the worksheets with a pencil or pen, and once they have finished, they will return the sheets to the teacher.

Virtual practice: Students will access the worksheet link, complete the activity and send the answers to the teacher's email.

GO FOR IT!

A girl mountain climber managed to climb Mount Kilimanjaro at just 7 years old.



Mount Kilimanjaro is considered one of the highest mountains in the world. It is located in East Africa, with more than 19,000 feet in the sky. Many people try to climb the mountain every year, although not all succeed.

MONTANNAH KENNEY IS ONE OF THE YOUNGEST CLIMBERS TO REACH THE PEAK OF KILIMANJARO.

Last year, Texas girl **Montannah Kenney** was known for **climbing** one of the **world's tallest mountains** at the early age of 7. The girl achieved her goal in the company of her mother. "It felt great to reach my goal," Montannah says.

The young climber's feat begins when she discovers that her mother planned to climb Kilimanjaro, which encourages her to try climbing with her. After her mom accepted her company on this long adventure, Montannah made it her mission to get to the top, for which she began a long stretch of hiking practice to prepare. "I wanted to see what it was like above the clouds," she says.

Although the mountain is located in Africa, one of the warmest areas in the world, its top is covered by snow and is very cold; therefore, the little girl had to prepare herself for any weather.

Montannah and her mom set off in March 2018 with the company of professional guides. The ascent lasted six days, so it was not easy to reach the top. In addition, Montannah had other issues regarding her health along the way. However, she assures that after a break, she felt better, and she decided to continue with her goal and not give up. "I was finally above the clouds!" she says.

After her experience, Montannah advises other children to follow her dreams and not give up. To achieve this, they must prepare in advance, work as a team and stay firm until the end.

"You can do it!" she says.

Adapted from Karen Kallaher, 2019

GO FOR IT!

Name: _____

Date: _____

Skimming

1. Read the blue words and look at the pictures in the article and say what is this text about.

Possible answer: The text tells how a 7-year-old girl managed to be one of the youngest climbers to reach the top of Kilimanjaro.

Scanning

2. Scan the text. Complete the following sentences by looking for the correct words in the article.

- **Montannah Kenney** is one of the youngest climbers to reach the peak of Kilimanjaro.
- The young climber is known for climbing one of the world's tallest mountains at the early age of **7**.
- "I wanted to see what it was like above the **clouds**," she says.
- **Mount Kilimanjaro** is considered one of the highest mountains in the world.
- Kilimanjaro is located in **Africa**, one of the warmest areas in the world, with more than **19000** feet in the sky.
- Montannah and her mom set off in **March 2018** with the company of professional guides.

By Milana Guerrero

Spatial / Visual reading activities



Materials:



Pixton website:

<https://edu-es.pixton.com>



3. POST-READING ACTIVITIES

a.- **Summarizing:** Students will graphically represent a summary of the article they read.

This strategy will allow students to represent through drawings what they visualized while reading the article.

Process:

- In groups of 3 or 4, students will create a comic in which they graphically represent the article's main ideas.
- Students will discuss in their working group the key parts of the article to be reflected in the comic.
- After having the ideas for their comic, each student will be in charge of graphically representing one of the images.
- At the end, the students will gather all the drawings, structure the comic and present their work to the class.

Face-to-face practice: Students can create the comic using magazine or newspaper clippings. They can even draw using pencils and colors.

Virtual Practice: Students can create the comic using the Pixton website.



Unit 2:



Happy and healthy in the world



UNIT OBJECTIVE

To enhance the English as a foreign language reading skill by reading about healthy habits and environment.



STRATEGIES

Bodily-Kinesthetic reading strategies



CLASS PROFILE

BGU sophomore students - Level B1.1 CEFR



CONTENTS

Warm-up

Pre-reading activities: Discussion

During-reading activities: Reading puzzle and identifying the thesis statement and the topic sentence of an essay

Post-reading activities: Face-to-face practice; Areas of interest and summarizing
Virtual practice; Video answer

Bodily/ kinesthetic reading strategies

Objective: Place the thesis statement in an essay.

Time: 1 hour

Materials:

- Flashcards
- Markers
- Board
- Worksheet
- Pen or pencil

Resources:

- Computer/ Cellphone
- Internet access



Warm-up: The teacher will hold a warm-up activity in order to motivate students in the class and activate their prior knowledge about the topic. In addition, the following activities are designed to activate students' bodily-kinesthetic skills.

Charades

Students will play the **Charades** game. The teacher explains to students that some of them will mimic some healthy activities for their classmates to guess the name of each activity. Students must raise their hands to participate in this stage and think about healthy activities.

Face-to-face practice:

Instructions:

- Download the flashcards that students will use in the game.
- Share with the students a set of words and phrases with their meaning.
- Make sure that the students remember the words.
- After that, divide the class into at least two teams.
- Select the first student to represent the flashcard word by gestures.
- The first student will choose a flashcard.
- Each student will have 30 seconds to make the gestures.
- The teammates must then work together to guess what their classmate is representing.
- The team that guesses the highest number of words wins the game.

Bodily/ kinesthetic reading strategies

Virtual practice:

Instructions:

- Enter the Charades flashcards link and familiarize yourself with the vocabulary.
- Send a message with the word (by private message on zoom or teams) to students who want to participate or have been chosen randomly.
- Make each participant who received the floor participate.
- Have the students participate in order when guessing the words.
- Write down each student's points to assign a game-winner.



Charades Flashcards

QR and link of the Charades flashcards

<https://n9.cl/4q94v>



Charades Game



Bodily/ kinesthetic reading strategies

QR and link of the Discussion questions flashcard:

Discussion questions

1.- What are the healthy habits you do to protect the environment?

2.- How often do you do these activities?

3.- Which of your classmates' activities would you like to adopt?

4.- Would you like to know more about how you can contribute to the protection of the planet? Why/why not?



<https://es.liveworksheets.com/3-re863776oi>



1. PRE-READING ACTIVITIES

a.- Discussion: The teacher will give the students a flashcard with questions about healthy habits that help the planet; the students will answer the questions and discuss the answers in groups of 3. This activity will help the students activate their previous knowledge about the topic they will deal with during the reading.

Instructions:

Face-to-face practice:

- Divide the students into groups of 3.
- Download the flashcard of questions and provide a copy of it to each group.
- Ask them to take note of their classmates' answers.
- Assign a timer of 3 minutes for this activity.
- Finally, students who want to participate could share their classmates' answers with the rest of the class.

Virtual practice:

- Create rooms (in zoom or teams) so students can enter and be ready for discussion.
- Send each group created the question template.
- Ask them to take note of their classmates' answers.
- Assign a timer of 3 minutes for this activity.
- Have them return to the main room and share their classmates' answers with the rest of the class.

Bodily/ kinesthetic reading strategies



2. WHILE-READING ACTIVITIES



a.- Reading puzzle: The teacher will give the students several pieces of an essay, and the students will have to read each piece and place each in its respective place so that the whole text makes sense. This activity will help students activate their kinesthetic skills.

b.- Identifying the thesis statement and the topic sentence of an essay: This strategy will help students identify the general idea of an essay. Additionally, students will read the essay to identify its parts.



Process:

The teacher will share the worksheet with the students so that they can do the activity in teams of 3 students.

Face-to-face practice:

- Download the worksheet and provide a copy to each working group.
- Ask the students to cut out the pieces and, on a blank paper, paste the parts in the correct order.
- Once the essay is in order, ask students to underline the thesis statement and the essay's topic sentences.
- Finally, ask the students to give you the worksheet when they have completed it.

Virtual practice:

- Create rooms (in zoom or teams) so students can enter and be ready for discussion.
- Send each group created the link to access the online activity.
- Ask them to put the essay parts in the correct order.
- Explain to the students how to identify a thesis statement and a topic sentence in an essay and ask them to identify the general idea of the text and the topic sentences.
- Once they have completed the activity, send the answers to the - teacher's email.¹⁸

QR and link of the worksheet:



<https://es.liveworksheets.com/3-ua865365qi>

Bodily/ kinesthetic reading strategies

HEALTHY LIFE AND ENVIRONMENT



RECYCLE



GROW YOUR OWN VEGETABLES

EAT LESS MEAT



EAT LESS MEAT



WHILE-READING ACTIVITIES

Participants: _____

Date: _____

Match the following paragraphs with their correct place. Then, answer the following questions according to the numbers that are in the parts of the essay.

- 1- What is the introductory paragraph?
- 2- What is the third paragraph of the essay?
- 3- What is the summary paragraph?
- 4- What is the thesis statement of the introductory paragraph?

- 5- What is the topic sentence of the second paragraph?

4

Secondly, one of the practices that help the planet is to cultivate your own food since it helps not only the people who do it but also the environment. According to Tonia Gray, gardening keeps people active while keeping them healthy. Carrying out this practice reduces the miles that normal food travels when it arrives at your house, which reduces environmental pollution.

3

Some personal habits can be beneficial for the environment. According to scientific research, it was possible to determine that ecological behaviors positively affected people's well-being. If you are interested in doing something for the well-being of the environment, below are the healthy habits that will help you achieve it.



1

First of all, one of the practices that are commonly carried out in order to help the environment is recycling. It is scientifically proven that developing this habit improves happiness levels. In addition to recycling, you can start to consider using packaging that is recycled instead of plastic.

5

In summary, the good and healthy habits that we adopt will not only contribute positively to our health, but by carrying out these practices frequently or permanently we are also contributing to the environment. In this way, it can be seen that there are many ways in which we can collaborate with the well-being of the planet.

2

The third point to mention within these healthy habits, stopping eating meat is the one that contributes the most to the environment and human health. Not eating meat decreases the chances of contracting future carcinogenic diseases. In addition, it prevents so many species from being slaughtered within industries that do not care for animals.



Adapted from Karen Fitall

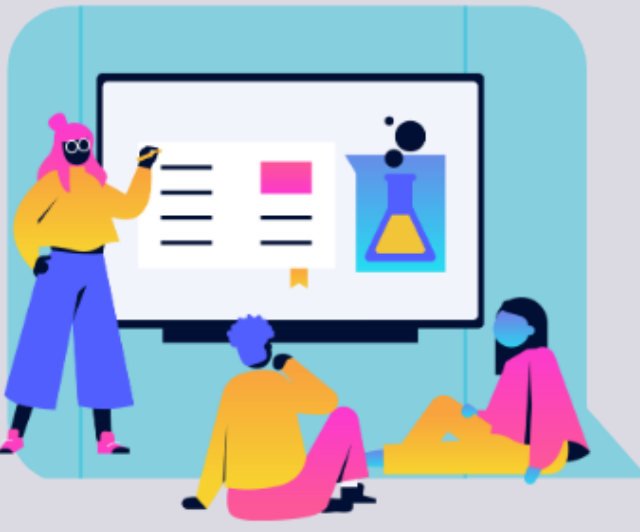
By MILENA GUERRERO

Bodily/ kinesthetic reading strategies



Face-to-face practice:

a.- Areas of interest: Students will discuss the topics that most caught their attention from the reading with their classmates. This activity will help them identify the most essential points of reading, taking into account what they have learned about an essay's thesis statement and topic sentences.



b.- Summarizing: Students will prepare a poster presenting the summary of an essay. For this, the students will choose another essay or use the same one they read in class. Then, they will identify the important ideas and organize this information appropriately. This activity will help students identify relevant information in a text.

Bodily/ kinesthetic reading strategies

3.2 POST-READING ACTIVITIES

Virtual practice:

a.- Video answer:

Students will use the Voki application to record the answers orally to the following questions concerning the essay they read in the while-reading stage. This activity will allow students to represent what they learned from the previous activities actively.

Instructions:

- The teacher will give the students the questions they will answer.
- Students will prepare the script of the video.
- Students will record the video on the Voki app and share the link with their teacher.

QR and link of the Voki website:



<https://www.voki.com/site/create>



Process:



1. Create an avatar and select a background.

2. Record your voice.



3. save your avatar by pressing the save button.

4. Finally, share the link to your Voki video with your teacher.





Unit 3:

Your music



UNIT OBJECTIVE

To enhance the English as a foreign language reading skill by reading about celebrities.



STRATEGIES

Musical reading strategies



CLASS PROFILE

BGU sophomore students - Level B1.1 CEFR



CONTENTS

Warm-up

Pre-reading activities: Predicting and Puzzle song

During-reading activities: Confirm prediction and True or False

Post-reading activities: Lyrics recreation and Singing

Musical reading strategies

Objective: Describe relevant events of famous people.

Time: 1 hour

Materials:

- Flashcards
- Markers
- Board
- Worksheet
- Pen or pencil

Resources:

- Computer/ Cellphone
- Internet access



Warm-up: The teacher will hold a warm-up activity in order to motivate students in the class and activate their prior knowledge about the topic. In addition, the following activities are designed to activate students' musical skills.

WE WILL ROCK YOU:

The teacher will have the students listen to three different tunes. Tell the students that they will have to clap once when they hear the first melody. When they hear the second one, they will have to clap their legs twice, and when they finally hear the last tune, they will say Rock you. The teacher can alternate the order of the melodies until the students feel the rhythm of each one. Finally, present the pieces in order until the students say WE WILL, WE WILL ROCK YOU.

Note: If the activity is taking place virtually, make sure that all students can hear the melodies and have their cameras on. However, this activity can follow the same process in both face-to-face and virtual practice.



QR code and link to download the melodies:



<https://n9.cl/xf7lu>

Musical reading strategies

PRE-READING
Name: _____
Date: _____

VIVA LA VIDA

I used to roll the dice
I used to rule the world
Sea would rise when I gave the word
Now the old king is dead! Long live the king!

1. _____
2. _____
3. _____
4. _____

VIVA LA VIDA

Jeffrey Bezos
I came on Jeffrey, you can see it
Have the way, put your back into it
CEO entrepreneur
Born in 1964

1. _____
2. _____
3. _____
4. _____
5. _____

Terminadol



QR and link of the
Predicting activity:



<https://n9.cl/f26p8>

QR and link of the
Puzzle song activity:



<https://n9.cl/u01s6>

1. PRE-READING ACTIVITIES

a.- Predicting: the teacher will show the students the cover of two music videos played in class and ask them to say what each one will be about.

Instructions:

Project the cover of the music videos on the board or a PowerPoint slide if the activity is virtual without playing the audio yet. Ask students to predict the content of the music they are going to listen to just by reading the name of each song. Have students write their predictions in their notebooks. **Note:** If the activity takes place virtually, ensure that all students can see the screen and have a pen and paper to take notes.

b.- Puzzle song: The teacher will provide the students with the parts of the lyrics of a song. Then the teacher will play the music and ask them to put the lyrics in the correct order as they listen to it.

Face-to-face practice:

Download the worksheet and provide a copy to each student so they can complete the activity. Once they have finished, they should turn in the worksheets to the teacher.

Virtual practice:

Students will access the worksheet link to complete the activity. When they have finished doing it, they must send the results to the teacher's email.

Musical reading strategies



2. WHILE-READING ACTIVITIES

a.- Confirm prediction: Students will reread the lyrics of each song and compare their predictions with the content of each piece, and answer if their prediction was correct or not.

b.- True or False: Students will reread the texts and say if the statements made are true or false. Finally, explain to the students that the two songs express a person's life. The first is the biography of Jeff Bezos, and the second is the biography of Louis XVI narrated as an autobiography.

Process:

The teacher will share the worksheet with the students so that they can do the activity in teams of 3 students.

Face-to-face practice:

- Download the worksheet and provide a copy to each working group.
- Ask the students to cut out the pieces and, on a blank paper, paste the parts in the correct order.
- Once the lyrics of both songs are in order, ask the students to reread the verses, say if their predictions match the content of the songs, and complete the true and false statements on the worksheet.
- Finally, ask students to give you the worksheet after completing it.

Virtual practice:

- Create rooms (in zoom or teams) so that students can enter and be ready to discuss their predictions.
- Send each group created the link to access the online activity.
- Ask them to put the parts of the song in the correct order.
- Have students compare their answers with their classmates. Then, ask them to identify the worksheet's true and false sentences.
- Once they have completed the activity, send the answers to the - teacher's email.

QR and link of the worksheet:



<https://es.liveworksheets.com/3-gj868144ks>

Musical reading strategies



QR and link of the vocaroo online app:



<https://vocaroo.com/>



3 POST-READING ACTIVITIES

a.- Creating lyrics: Students will choose one of the two songs presented in class and have to recreate the verses using the biography of their favorite famous person.

Instructions:

Ask students to think of a famous person they know very well. Have students recreate the lyrics to any songs they heard in class. Explain to the students that the lyrics should talk about the biography of their favorite artist. If necessary, provide information students do not know about their famous artists.

b.- Singing: Students will use the vocaroo app to record the new song.

Instructions:

Make sure all students have finished the previous activity. Provide the link to the Vocaroo website. Ask students to record the new song on Vocaroo. Please share the link to a pallet and ask them to upload their audios there.



Unit 4:



Creating our story



UNIT OBJECTIVE

To enhance the English as a foreign language reading skill by reading about Ecuadorian legends.



STRATEGIES

Linguistic reading strategies



CLASS PROFILE

BGU sophomore students - Level B1.1 CEFR



CONTENTS

Warm-up

Pre-reading activities: Guessing the meaning and Understanding key vocabulary

During-reading activities: True or False

Post-reading activities: Creating a story

Linguistic-Verbal reading strategies

Objective: Putting on a play about an Ecuadorian legend.

Time: 1 hour

Materials:

- Flashcards
- Markers
- Board
- Worksheet
- Pen or pencil

Resources:

- Computer / Cellphone
- Internet access



Warm-up: The teacher will hold a warm-up activity to motivate students in the class and activate their prior knowledge about the topic. In addition, the following activities are designed to activate students' linguistic skills.

Brainstorming

Face-to-face practice:

The teacher will ask students to think about Ecuadorian legends. Then, each student will write the legend's name on the board.

Virtual practice:

The teacher will ask students to think about Ecuadorian legends. The teacher will create an activity in Mentimeter and share the access code or link with the students. There, students will write the name of the legend they thought of.

Go to www.menti.com and use the code 9818 3392

Write the name of an Ecuadorian legend

mentiras desmentidas
la dama tapada
el guagua auca
harry potter
el deseo indeseable

Write the name of an Ecuadorian legend

Enter a word
Enter another word
Enter another word
Enter another word
Enter another word
Enter another word
Enter another word
Enter another word
Enter another word
Enter another word

Submit

QR code and link to the Mentimeter activity for the teacher:

<https://n9.cl/gifbod>



Linguistic-Verbal reading strategies

2. WHILE-READING ACTIVITIES

a.- True or False: Students will reread the texts and say if the statements shown are true or false. This activity will help them recognize the words they learned to understand the text better using their language skills.

Process:

The teacher will share the worksheet with the students so that they can do the activity in teams of 3 students.

Face-to-face practice:

- Download the worksheet and provide a copy to each working group.
- Ask the students to reread the text and complete the true and false statements on the worksheet.
- Finally, ask students to give you the worksheet after completing it.

Virtual practice:

- Create rooms (in zoom or teams) so that students can enter and be ready to work in the group.
- Send each group created the link to access the online activity.
- Then, ask them to identify the worksheet's true and false sentences.
- Once they have completed the activity, send the answers to the teacher's email.



The worksheet is titled "María Angula" and includes a story with several paragraphs and illustrations. At the top, there are fields for "Name" and "Date". The story begins with a peasant teenager named María Angula, the daughter of a family that makes "Tripa asada", a traditional dish from Ecuador. One day, her mother asked her to buy tripe at the market. Afternoon, she entertained herself playing with friends and spent the money on candies. María was very worried because she was afraid her mother would scold her. She thought about her punishment and observed a family going to bury a deceased. At that moment, she had the idea of entering the cemetery to steal the recent deceased's tripe to give to her mother and avoid being scolded. María complied with the plan and gave the tripe to her mother. At night, she woke up hearing a knock on her bedroom door. This was weird for her because everyone in her house was sleeping. She got more scared because she heard a strange voice say "give me back my tripe". After that, the door opened and María could see the ghost of the person whose tripe she had stolen. María, very scared, decided to take a pair of scissors to cut her intestines and return them to her corpse. Thus, the little girl paid off her debt but lost her life.

Illustrations include: a plate of tripe, three girls playing, a grave with a skull, a girl talking on a phone, a ghost, and a girl cutting her intestines.

QR and link of the worksheet:



<https://n9.cl/hfxo5>

Linguistic-Verbal reading strategies



3 POST-READING ACTIVITIES

a.- Creating a story: Students will form groups of 3-4 to create a short story. They can use as an example the legends they know.

Instructions:

Ask the students to form groups of 3 or 4 people to do this work. When the groups are created, ask each to think of a title for their story. After that, the students will have to brainstorm ideas to complete the level. Explain to the students that the text must refer to a fictional story but that it is based on their country's traditions.

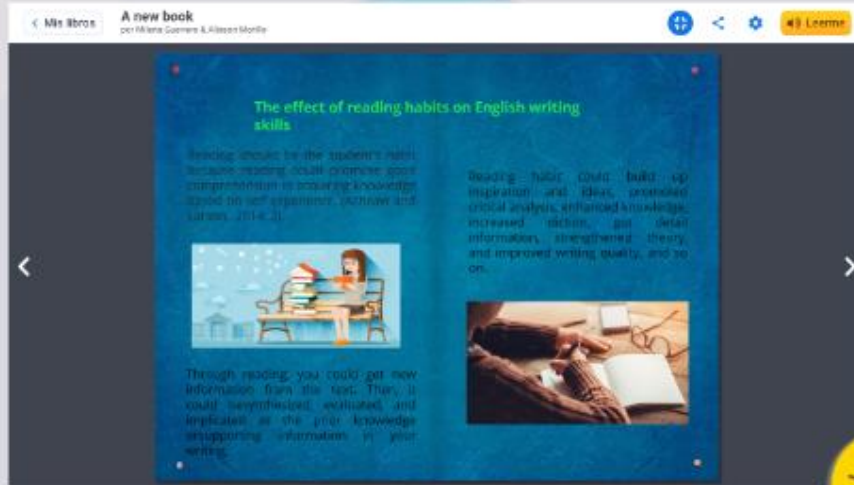


Face-to-face practice:

Have students put their desks together and work as a team. Ask them beforehand to bring colors, magazines, or pictures so that the story they create is creative.

Virtual practice:

Please share with the students the link to the app and ask them to create a user. This step can be done in advance. Send the students to the workrooms and ask them to share the access link to the book with their co-workers so that everyone can participate.



QR and link of the book creator app:



<https://bookcreator.com/>

Reading material

Printables

In the following link, you can find all the material that must be printed for the face-to-face practice.

<https://n9.cl/nhjel>

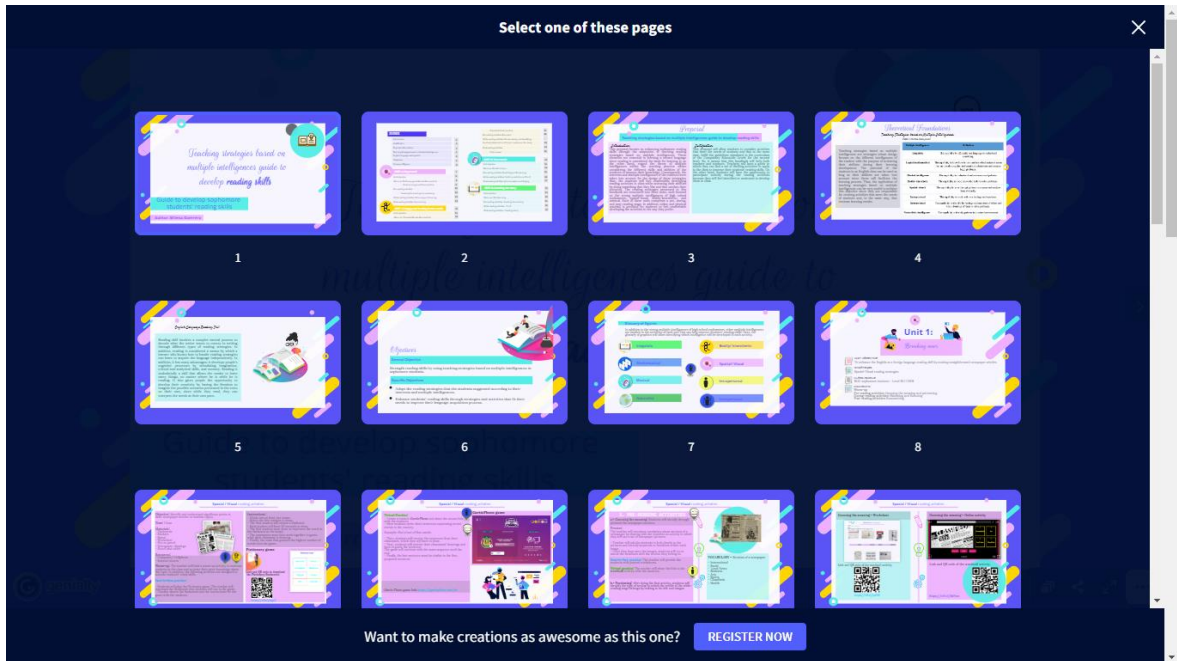


Digital version of the handbook

In the following link, you can find the digital version of the guide proposed to enhance the sophomores' reading skills.

Link: <https://n9.cl/milenaproposal>

Figure 13 *Digital guide*



Note: Elaborated by the researcher.

CONCLUSIONS

- Obtaining relevant and quality information through the appropriate search in reliable and secure sources allowed, within the theoretical research process, to specify how teaching strategies based on multiple intelligences influence the development of a student's reading skills and how it affects the process of learning a second language.
- Within a data collection process, it is essential to consider accurate and valuable results for the investigative work. In this way, the research methodology was composed of appropriately designed methods and techniques to obtain significant and authentic results.
- The ability to read is one of the essential bases to develop during the process of learning a second language. Thus, not giving the necessary importance to the reading process, not designing strategies that are tailored to their needs, and do not provide the desired results, directly affect the acquisition of the foreign language.
- There is no single teaching method to which students and teachers should adhere. The theory of multiple intelligences reveals that everyone has different intelligence profiles. Therefore, it is possible to design methods and strategies that meet the needs of students based on their intelligence so that they feel motivated to learn.

RECOMMENDATIONS

- It is necessary to verify that the sources of information from which the theoretical bases are obtained for the investigative work are reliable. Thus, the results obtained in the investigation will be supported by significant theoretical foundations.
- The data collection instruments must focus on collecting information that helps to understand the phenomenon studied. Therefore, it is necessary to consider only the necessary instruments that can be carried out considering the context and the determined sample.
- It is necessary to provide the appropriate space to identify the student's multiple intelligences and thus develop strategies and methods that help enhance their reading skills. In this way, motivation and the teaching-learning process will be optimized.
- The teacher can feel free to innovate and design their teaching strategies as long as they consider within this design the profile of the students, the corresponding content, and their intelligences, taking advantage of their abilities and skills within the English class.

References

- Abduramanova, D. (2021). METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE. *Academic research in educational sciences*, 2(8), 260-263.
- Al Maharma, H. M. A. (2021). Analysis of the activities used in English textbooks regarding the multiple intelligences theory in Jordan. *Educational Research and Reviews*, 16(10), 400-406.
- Aldim, Ü. F. & Arıbaş, S. (2021). The Contribution of CLIL Approach to Teaching English as a Foreign Language; Example of Finland, Poland and Turkey. *Journal of History School*, 50, 438-464.
- Alim, N., Marzuki, A., & Wekke, I. (2018). Improving the reading comprehension through cognitive reading strategies in language class of coastal area in indonesia. In *IOP Conference Series: Earth and Environmental Science* (Vol. 156, No. 1, p. 012050). IOP Publishing.
- Anggia, S., Mukminin, A., Nazurty, R., & Priyanto, N. (2019). Learning strategies in reading: The case of Indonesian language education student teachers. *Universal Journal of Educational Research*, 7(11), 2536-2543.
- Aritonang, I. R., Lasmana, S., & Kurnia, D. (2019). The analysis of skimming and scanning technique to improve students in teaching reading comprehension. *PROJECT (Professional Journal of English Education)*, 1(2), 101-106.
- Artini, L., Putri, N., & Nitiasih, P. (2017). Project-based learning activities and EFL students' productive skills in English. *Journal of Language Teaching and Research*, 8(6), 1147-1155.
- Arulselvi, E. (2018). Incorporating Multiple Intelligences in the English Classroom. *Excellence in Education Journal*, 7(2), 101-121
- Azmi, A., Yusra, K., & Arifuddin, A. (2020, August). The effect of skimming and scanning strategies on students' reading comprehension at computer-based text. In *1st Annual Conference on Education and Social Sciences (ACCESS 2019)* (pp. 70-72). Atlantis Press.
- Benbellal, A. (2020). The Effects of Brainstorming and Predicting as Schema Activation Strategies on the Algerian EFL Students' Reading Comprehension: An Experimental Study at the Department of English, Blida 2 University, Algeria. *International Journal of Social Sciences & Educational Studies*, 7, 62-78.

- Bharuthram, S. (2012). Making a case for the teaching of reading across the curriculum in higher education. *South African Journal of Education*, 32(2), 205-214.
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: a balance of relationship and rigour. *Family medicine and community health*, 7(2).
- Fauzi, I., & Raya, F. (2018). The effectiveness of skimming and scanning strategies in improving comprehension and reading speed rates for the students of English study program. *Register Journal*, 11(1), 101-120.
- Fitrawati, F. & Susanti, E. (2020). A Study on English Department Students' Reading Strategies at English Department UNP. *Journal of English Language Teaching*, 9(2), 376-383.
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184.
- Halcomb, E. J. (2018). Mixed methods research: The issues beyond combining methods. *Journal of Advanced Nursing*. <https://doi.org/10.1111/jan.13877>
- Hani, U. (2020). PREVIEWING AND PREDICTING ON STUDENTS' READING ASSIGNMENT (A CASE STUDY IN THE SECOND SEMESTER). *PROCEEDINGS UNIVERSITAS PAMULANG*, 1(1).
- Hessari, P., Mohtasham, A., & Farzandost, A. (2020). Architectural design of schools with an emphasis on the motivation of Gardner's multiple intelligences. *Technology of Education Journal (TEJ)*, 14(2), 341-353. doi: 10.22061/jte.2019.4682.2102
- Jalaluddin, I., Meganathan, P., Paramasivam, S. & Thai, Y. (2020). Reading preference and reactions towards different types of post-reading activities among Tamil primary school students. *Journal of Language and Communication (JLC)*, 7(2), 701-720.
- Jebreen, I. (2012). Using inductive approach as research strategy in requirements engineering. *International Journal of Computer and Information Technology*, 1(2), 162-173.
- Kay, D., & Kibble, J. (2016). Learning theories 101: application to everyday teaching and scholarship. *Advances in physiology education*, 40(1), 17-25.
- Khamesipour, M. (2015). The effects of explicit and implicit instruction of vocabulary through reading on EFL learners' vocabulary development. *Theory and Practice in Language Studies*, 5(8), 1620.

- Küçükoğlu, H. (2013). Improving reading skills through effective reading strategies. *Procedia-Social and Behavioral Sciences*, 70, 709-714.
- L. Haven, T., & Van Grootel, D. L. (2019). Preregistering qualitative research. *Accountability in research*, 26(3), 229-244.
- Lailiyah, M., Wediyantoro, P., & Yustisia, K. (2019). Pre-Reading strategies on Reading comprehension of EFL Students. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 4(2), 82-87.
- Luo, L., & Wildemuth, B. M. (2009). Semistructured interviews. *Applications of social research methods to questions in information and library science*, 232.
- Maymone, M. B., Venkatesh, S., Secemsky, E., Reddy, K., & Vashi, N. A. (2018). Research techniques made simple: web-based survey research in dermatology: conduct and applications. *Journal of Investigative Dermatology*, 138(7), 1456-1462.
- Ministerio de Educación (2016) CURRÍCULO 2016, LENGUA EXTRANJERA. Retrieved from: <https://educacion.gob.ec/curriculo-lengua-extranjera/>.
- Mitchell, A., & Education, A. E. (2018). A review of mixed methods, pragmatism and abduction techniques. In *Proceedings of the European Conference on Research Methods for Business & Management Studies* (pp. 269-277).
- Mosquera, Y. & Villafuerte, J. (2020). Teaching English language in Ecuador: A review from the inclusive educational approach. *Manta/Ecuador: Journal of Arts and Humanities*, 9(2), 75-90.
- Murga, B. C. C., Niama, M. P. C., Quinde, S. P. C., & Tixi, D. L. D. (2018). Desarrollo del currículo de inglés como lengua extranjera en el Ecuador. *Revista Boletín Redipe*, 7(9), 125-139.
- Nation, P. (2014). What do you need to know to learn a foreign language. Retrieved from http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/foreign-language_1125. Pdf.
- Pritchard, A. (2017). *Ways of learning: Learning theories for the classroom*. Routledge.
- Rahman, M. S. (2020). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language “testing and assessment” research: A literature review.
- Rao, X. (2018). Learning Theories that Impact English Teaching and Learning. In *University English for Academic Purposes in China* (pp. 21-39). Springer, Singapore.

- Saarijärvi, M., & Bratt, E. L. (2021). When face-to-face interviews are not possible: tips and tricks for video, telephone, online chat, and email interviews in qualitative research. *European Journal of Cardiovascular Nursing*, Volume 20, 392–396
- Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, 1(1), 29-31.
- Schunk, D. H. (2012). *Learning theories an educational perspective* (6th ed.). Pearson.
- Sener, S., & Çokçaliskan, A. (2018). An investigation between multiple intelligences and learning styles. *Journal of Education and Training Studies*, 6(2), 125-132.
- Setiyadi, B. (2020). *Teaching English as a foreign language* (2nd ed.). Yogyakarta: Graha Ilmu.
- Shea, M., & Ceprano, M. A. (2017). Reading with understanding: a global expectation. *Journal of Inquiry and Action in Education*, 9(1), 4.
- Silalahi, D. E. (2018). Tree-Two-One (TTO) Summarizing Strategy on Reading Comprehension of Second Year Students at SMA Negeri 1 Bandar.
- Spirovska, E. (2013). Integrating multiple intelligences in teaching English as a foreign language-SEEU experiences and practices. *Seeu Review*, 9(1), 9-20.
- Sreena, S., & Iankumaran, M. (2018). Developing productive skills through receptive skills—a cognitive approach. *International Journal of Engineering & Technology*, 7(4.36), 669-673.
- Tamilselvi, B. & Geetha, D. (2015). Efficacy in Teaching through" Multiple Intelligence" Instructional Strategies. *Journal on School Educational Technology*, 11(2), 1-10.
- Wahjudi, A. (2010) A CORRELATION BETWEEN STUDENTS' PAST TENSE MASTERY, The Nature of Reading Ability. Fakultas Sastra Universitas Negeri Malang.
- Wahjudi, A. (2010). Interactive post-reading activities that work. *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya*, 38(1).
- Wilson, S. M., & Peterson, P. L. (2006). *Theories of learning and teaching: What do they Mean for educators?* Washington, DC: National Education Association Research Department.
- Winarti, A., Yuanita, L., & Nur, M. (2019). The Effectiveness of Multiple Intelligences Based Teaching Strategy in Enhancing the Multiple Intelligences and Science

Process Skills of Junior High School Students. *Journal of Technology and Science Education*, 9(2), 122-135.

Xolmurodova, O. (2021). DEVELOPING ENGLISH LANGUAGE SKILLS THROUGH FAIRY TALES. *Журнал иностранных языков и лингвистики*, 2(4).

Yilmaz, K. (2011). The cognitive perspective on learning: Its theoretical underpinnings and implications for classroom practices. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84(5), 204-212.

Zahra, A., Mohammad, M., & Mehdi, S. (2022). Oral and Written Summarizing Strategy Training and Reading Comprehension: Peer-Mediated vs. Individualistic Task Performance. *Journal of Language and Education*, 8(1 (29)), 11-22.

ANNEXES

Annex 1 Teacher's interview.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



TRABAJO DE GRADO “TEACHING STRATEGIES BASED ON MULTIPLE INTELLIGENCES TO DEVELOP READING SKILLS IN SOPHOMORE STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL IN ATUNTAQUI DURING 2021-2022”

Interview for English teachers:

Date:

Objective: The purpose of this interview is to collect information to identify teaching strategies used in the development of reading skills in sophomore students at Abelardo Moncayo high school, in order to propose a guidelines handbook for using teaching strategies based on multiple intelligences to develop English reading skills.

Instructions:

Kind regards, Dear Teacher, I am Guerrero Reinoso Milena Alexandra, a student of the Pedagogía De los Idiomas Nacionales y Extranjeros - Inglés at the Universidad Técnica del Norte. The following interview aims to collect information to help better develop this research. The information collected will be precisely for academic use, the process for the entire research will be confidential and your name will be kept anonymous, so it is asked in the demurest to listen carefully to the following questions and answer with full sincerity. Thanks in advance.

1. How long have you been a teacher?
2. What levels have you taught?
3. Do you consider that the objectives set out in your micro curriculum planning for the 2nd level are being achieved? Why/Why not?
4. What have been the limitations that have arisen during the teaching-learning process of the English language at Abelardo Moncayo high school?
5. What can you say about your students' reading skills?
6. What are the strategies that you carry out within the class in order to develop the reading skills of your students?
7. Do you think that strategies based on multiple intelligences could contribute to the development of your students' reading skills? Why/Why not?
8. Do you think that a methodological guide would help you improve the reading skills of your students? Why/Why not?

Annex 2 Students questionnaire



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
TRABAJO DE GRADO “TEACHING STRATEGIES BASED ON MULTIPLE
INTELLIGENCES TO DEVELOP READING SKILLS IN SOPHOMORE STUDENTS
AT ABELARDO MONCAYO HIGH SCHOOL FROM ATUNTAQUI DURING 2021-
2022”

Student questionnaire:

Objective: The purpose of this questionnaire is to collect information to identify the teaching strategies used by teachers for the development of reading skills.

Instructions: Dear students, the purpose of this questionnaire is to collect information that helps to better develop this research work. The information collected will be precisely for academic use, the process for the entire research will be confidential and your name will be kept anonymous, so you are asked in the most restrained way to read each question carefully and answer with total sincerity.

Informative data:

Age: _____

Gender: _____

Select the answer that is correct for you:

1. Do you think that learning English could contribute in any way to your professional or work future?
 - Strongly agree
 - Agree
 - Little agree
 - Disagree
2. How many hours a week do you take the subject of English?
 - 1 hour or less
 - 1 to 2 hours
 - 2 to 3 hours
 - 4 or more
3. Which of the following activities is comfortable for you to do in English class?
 - Read
 - Talk
 - Write
 - Listen
4. How often do reading activities take place during the English class?
 - Very frequently
 - Frequently
 - Occasionally
 - Rarely
 - Never
5. How difficult are the reading activities that your English teacher creates?
 - Very difficult
 - Difficult

- Easy
- Very easy

6. How often do you do these activities in the English class?

	Very common	Frequently	Occasionally	Rarely	Never
Review the vocabulary that will be related to the content of the text.					
Identify the general topic of the text.					
Make predictions about the reading before reading it.					
Read the text to find an answer to the questions posed by the teacher.					
Seek information from other sources to answer questions.					
Relate information from the text with aspects of their daily life.					
Make a summary of the reading.					
Build graphic organizers to synthesize information from the text read.					

7. Which of the following activities do you think have helped you improve your performance in learning the English language? Rate the degree of influence of each activity. Remember to mark as "Not important" the activities that have never been done.

	Very important	Important	Not very important	Not important
Review the vocabulary that will be related to the content of the text.				
Identify the general topic of the text.				
Make predictions about the reading before reading it.				
Read the text to find an answer to the questions posed by the teacher.				
Seek information from other sources to answer questions.				
Relate information from the text with aspects of their daily life.				
Make a summary of the reading.				
Build graphic organizers to synthesize information from the text read.				

8. Carefully read the following sentences and identify which of them relate to you to a greater or lesser degree, indicating 5 as the highest level and 1 as the lowest.

	5	4	3	2	1
I am very good at describing things with words.					
I like to play and solve puzzles that require tactics and strategy.					
I enjoy reading things more when they have a lot of pictures and drawings.					
I am an active person and if I cannot move, I get bored.					
I know the melodies and titles of many songs and musical pieces in both English and Spanish.					
I enjoy getting other people to work together.					
I think I am a very independent person.					
I enjoy watching nature programs on television such as the Discovery Channel, National Geographic, and Nova.					

9. What kind of book do you read, or would you like to read?

- Stories
- Fables
- Legends
- Poems
- Theater plays
- Essays
- Scientific articles
- Comic books

10. Would you like the reading activities that you commonly do in English class to be adapted to activities that will be designed considering the answers you selected in questions 7 and 9?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Annex 3 Validated instruments



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



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 Ítem. 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	✓			
8	✓			
9	✓			
10	✓			



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



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
Formulación clara de cada ítem planteado.	✓		
Comprensión de cada ítem.	✓		
Coherencia de los ítems a observar en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las de los ítems	✓		
Número de ítems óptimo	✓		

Observaciones:

.....
.....

MARCIA
LUCIA
MANTILLA
GUERRA

Firmado
digitalmente por
MARCIA LUCIA
MANTILLA GUERRA
Fecha: 2021.12.20
10:34:32 -05'00'

Firma del Evaluador

C.C.: 1711539690

Apellidos y nombres completos	Marcia Lucia Mantilla Guerra
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mlmantilla@utn.edu.ec
Teléfono	0983014909
Fecha de envío para la evaluación del experto:	17 de diciembre de 2021
Fecha de revisión del experto:	20/12/21



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



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 Ítem. 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			
8	X			
9	X			
10	x			



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



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.

ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada ítem planteado.	X		
Comprensión de cada ítem.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las de los ítems	X		
Número de ítems óptimo	x		

Observaciones:

.....
.....

Firma del Evaluador

C.C.: 1714076120

Apellidos y nombres completos	Christian David Andrade Molina
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	cdandrade@utn.edu.e
Teléfono	

Fecha de envío para la evaluación del experto:	20 de diciembre de 2021
Fecha de revisión del experto:	

Annex 4 Informed consent letter



UNIVERSIDAD TÉCNICA DEL NORTE
Facultad de Educación Ciencia y Tecnología
DECANATO

Oficio 783-D – 2021
Ibarra, 09 de diciembre de 2021

Magíster
Dalia Rosero
RECTORA DE LA UNIDAD EDUCATIVA ABELARDO MONCAYO

Señora Rectora:

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 muy comedidamente, se brinde las facilidades necesarias a la señorita MILENA ALEXANDRA GUERRERO REINOSO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información con el fin de desarrollar el trabajo de titulación con el tema "TEACHING STRATEGIES BASED ON MULTIPLE INTELLIGENCES TO DEVELOP READING SKILLS IN SOPHOMORE STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL IN ATUNTAQUI DURING 2021-2022".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

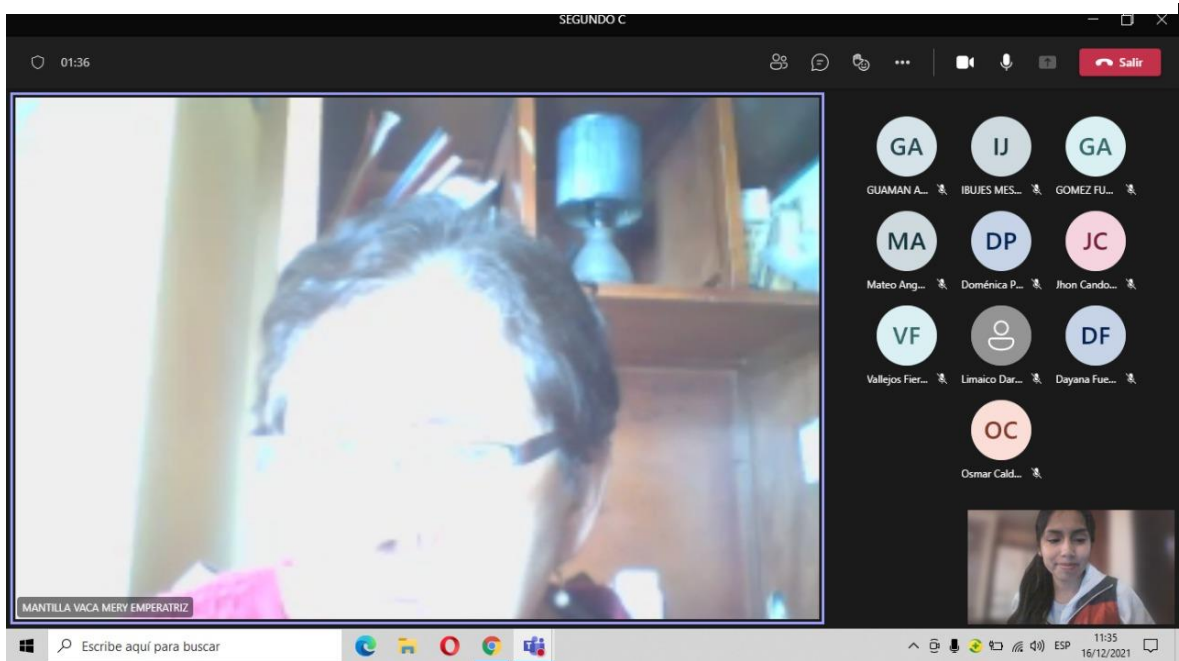


MSc. Raimundo López
DECANO DE LA FECYT

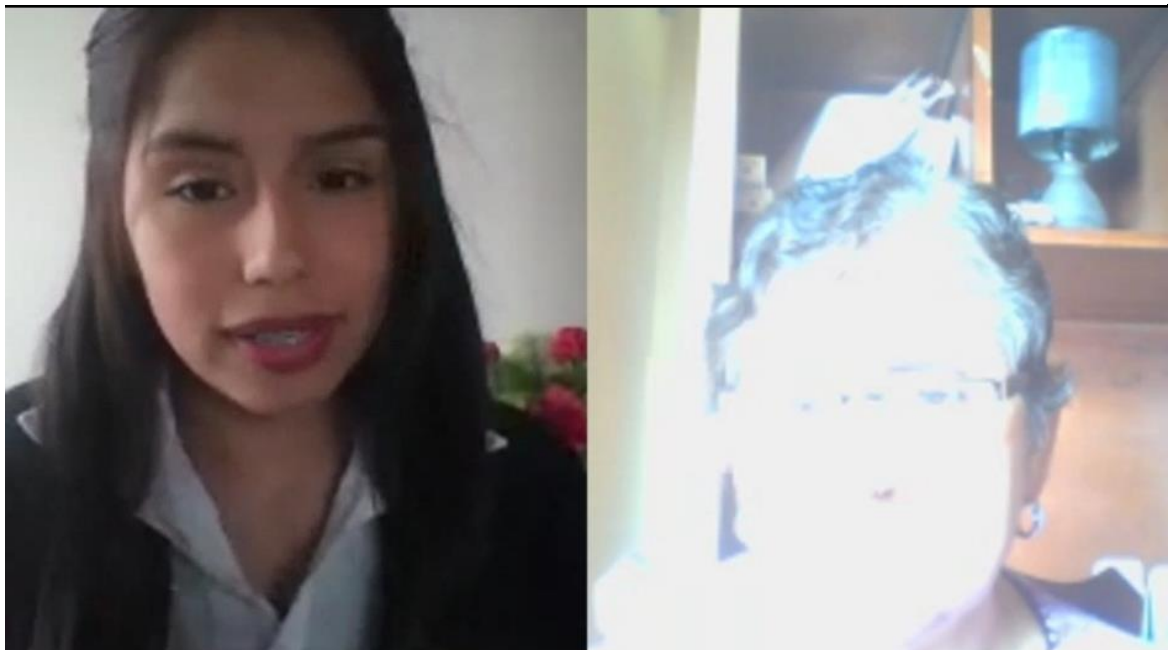
Autosicizado
Raimundo López

UNIDAD EDUCATIVA "ABELARDO MONCAYO"	
RECIBIDO	
Fecha: 10-12-21	Hora: 13:16
Firma: <i>Raimundo López</i>	

Annex 5 Questionnaires applied to students



Annex 6 Interviews applied to teacher





Annex 7 Urkund results

	
Document Information	
Analyzed document	Milena Guerrero-Thesis.docx (D141985427)
Submitted	7/12/2022 6:29:00 PM
Submitted by	Fernando Flores
Submitter email	dfflores@utn.edu.ec
Similarity	1%
Analysis address	dfflores.utn@analysis.urkund.com