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Otavalo, Academic Period 2022 – 2023**

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DEDICATION

This project is dedicated to my father Edison and my mother Gloria since they guided me with their advice and unconditional love to succeed in my career. Furthermore, this project would not be possible without my friend Vane precious help, support, and loyalty. Finally, I also dedicate this project to my siblings Melanie, Bryan, David, and all my friends for their friendship and support.

- Jessica Ibarra

I would like to dedicate this project to my parents Jorge and Mery, making special recognition to my mother who has been by my side supporting me, loving me, and guiding my path over these years, to my sister Eliza and my niece Kelly for their love, to my best friend Jessy for being unconditional, and loyal and making this project possible. Finally, to my boyfriend Kevin who has given me unconditional love and support throughout my university career. Thank you and with much love, this project is for you.

- Vanessa Salazar

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ABSTRACT

Over the years, the English language has become the most widely spoken first language around the world. Therefore, the importance of this global language has caused most people to want to learn it since it provides new opportunities in the educational, commercial, labor, and technological fields. It is important to mention that the acquisition of a new language implies hard and constant work. However, through the correct learning methodologies, people can acquire it and even master it. Therefore, one of the efficient methods to achieve this goal is the method called Nano-Learning. This method is characterized by providing short, clear, and concise information to students. In this way, you can improve students' knowledge grasp, and develop their English skills. Moreover, Nano-Learning contributes to improving reading comprehension, which is difficult for most English learners. This is done through short activities that make learning meaningful. Additionally, the investigation of this methodology has the purpose of improving the ability of students in the English language. Its approach is mixed, based on an exploratory design to interpret the continuous process of teaching and learning the English language. In addition, this inquiry was applied to the 6th-grade students with autism at Juan Enrique Pestalozzi Elementary School with the purpose of motivating the improvement of the level of English in the students, using an innovative method suitable to transform the teaching-learning process.

Keywords: Reading comprehension skills, Nano-Learning, method, skills, teaching-learning, activities

RESUMEN

En el transcurso de los años el idioma inglés se ha convertido en el primer idioma más hablado alrededor del mundo. Por lo tanto, la importancia de este idioma global ha provocado que la mayoría de las personas quieran aprenderlo ya que proporciona nuevas oportunidades en el campo educacional, comercial, laboral y tecnológico. Es importante mencionar que la adquisición de un nuevo lenguaje implica un trabajo arduo y constante. Sin embargo, a través de las metodologías de aprendizaje correctas las personas pueden conseguir adquirirlo e incluso dominarlo. Por eso, uno de los métodos eficientes para lograr este objetivo es el método llamado Nano-Aprendizaje. Este método se caracteriza por brindar información corta, clara y concisa a los estudiantes. De esta manera puede mejorar la captación de conocimiento de los estudiantes y desarrollar sus habilidades en el inglés. Además, el Nano-Aprendizaje contribuye en el mejoramiento de la comprensión lectora, la cual resulta complicada para la mayoría a los aprendices del inglés. Esto lo hace a través de actividades cortas que hacen que el aprendizaje sea significativo. Adicionalmente, la investigación de esta metodología tiene la finalidad de mejorar la habilidad de los estudiantes en el idioma inglés. El enfoque de la misma es mixto, basada en un diseño exploratorio para interpretar el proceso continuo de la enseñanza y aprendizaje del idioma inglés. Además, dicha indagación fue aplicada para los estudiantes con autismo de 6to grado de la escuela primaria Juan Enrique Pestalozzi con la finalidad de motivar al mejoramiento del nivel de inglés en los estudiantes, usando un método innovador apto para transformar el proceso de enseñanza-aprendizaje.

Palabras clave: Habilidad de comprensión lectora, Nano-Aprendizaje, método, habilidades, enseñanza-aprendizaje, actividades

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INTRODUCTION

Topic

Nano-Learning to Improve Reading Comprehension Skills in Autism Junior Students at Juan Enrique Pestalozzi Elementary School in Otavalo, Academic Period 2022 – 2023

Motivation

This project was developed in order to suggest a new, creative and innovative way of teaching the English language. This, through the Nano-Learning method and thus develop reading comprehension skills in 6th grade students at Juan Enrique Pestalozzi elementary school. Certainly, learning a new language like English is often a challenge for most people. Also, it should be emphasized that everyone learns in different ways. Therefore, some of the students have trouble developing reading comprehension skills. For this reason, the motivation to develop this project arose to implement strategies of the new method mentioned above and thus enhance the production of the ability to read.

Description of the problem

Today, English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe'' Niyozoba Aziza (2020). English has been playing an important role in various sectors including education, medicine, scientific research, business, and technology. English as a second language is an important tool through which you can interact with everyone. According to(Aziza, (2020), learning English can help you peruse and obtain more career opportunities. This is because English brings new opportunities to connect with the world and get unique job opportunities.

Certainly, English is known as the main or leading language of education around the world. This language has become a routine in the lives of some people. Currently, this language has had significant changes in the field of Education where learners are immersed in the language since childhood. In addition, most of the teachers and students are in constant interaction with this foreign language. In this foreign language field there are different methodologies, materials, tools and approaches that allow the teaching-learning process to be significant.

For English learners, being able to communicate is often the main goal. But, it should be noted that reading comprehension skills are also important when learning this

new language. Through these skills it is possible to develop other sub-skills such as scanning, previewing, skimming, decoding, inferring, obtaining vocabulary, grammar, language use, etc.

In this case, for the majority of English students, some of the reasons for not being able to develop skills in that language are due to the fact that the methodologies applied by teachers are not correct and do not motivate students to commit to learning English. a new language. However, these errors go beyond teachers' lesson planning. Some of the activities proposed by the curriculum make learning and problem transmission ineffective. In addition, the lack of commitment from the students is another drawback. Additionally, the environment in which the student is located plays a very important role. This is because for fear of being teased, students lose the confidence to try to speak, write or read in English.

The Nano-Learning method provides students with short and clear information on a specific topic. In this way, he manages to focus the attention of the students in a maximum time of 10 minutes. After the information is given, students must put it into practice with reading comprehension activities.

Justification

The present work responds to the need to improve the learning of the English language. Bearing in mind that this language is essential to have good opportunities and a successful future in different fields, such as education, medicine, business, etc. This research seeks to develop the level of English and their ability to read comprehension when reading texts, stories or novels and so that students understand the contents by applying the Nano-Learning method.

On the one hand, the objective of this project is to identify useful teaching strategies based on the Nano-Learning method. In addition, trying that the methodological strategies helps students enrich their acquisition of the English language through the development of active, creative and fun activities. On the other hand, it will also benefit teachers since it contains different activities and class objectives that can be useful in their teaching practice. This new way of teaching will allow students to experience and practice in an English class. Additionally, students will be able to demonstrate their knowledge through active participation that will allow them to develop their motivation and commitment to learn the English language.

Impacts

The impact of this research is to improve and increase students' knowledge through creative methodological activities. In addition, the use of the correct methodology is enough to motivate students to obtain enough vocabulary and skills to solve the different activities. This research is developed in the use of the Nano-Learning method, to improve reading comprehension skills in students with autism in the English subject. The correct use of this method will have as main objective to improve the learning and acquisition of a foreign language.

Objectives

General objective

- Apply Nano-Learning to Improve Reading Comprehension Skills in Autism Junior Students at Juan Enrique Pestalozzi Elementary School in Otavalo.

Specific objectives

- Establish the theoretical bases of Nano-Learning to improve reading comprehension skills in autism junior students.
- Diagnose the level of reading comprehension skills in junior students with autism.
- Design an academic guide using Nano-Learning to improve the level of reading comprehension skills in autism junior students.

Present problems or difficulties

Reading comprehension is a skill that represents a challenge for children since it requires mastery of a good vocabulary, which makes it a difficult skill to acquire. Some factors could be the cause that prevent the development of this skill. For example, English is a new language for children, a lack of reading material, and therefore a lack of vocabulary. Finally, students feel afraid of reading aloud and not doing it correctly which represents a serious problem in the development of this ability.

Chapter I

Structure of the research

Chapter I shows the theoretical framework, that is, the different theories that have contributed to the optimal development of learning related to English as a foreign language. In addition, relevant information that guides the knowledge acquisition process is also displayed. In the same way, strategies and guidelines that contribute significantly to the development of this project are shown.

Chapter II

Chapter II indicates the legal foundations and the methodology that will be determined to be carried out within the investigative process in this work. This is a mixed methodology, in which some data collection instruments can also be evidenced, such as a diagnostic evaluation, an interview, and a survey applied to the participants.

Chapter III

Chapter III exhibits the collection of data obtained through the instruments, in addition to the analysis carried out on the students, such as the survey and the diagnostic test to measure the knowledge of the students and finally the information obtained from the interview solved by the teacher.

Chapter IV

Chapter IV shows didactic activities focused on the development and acquisition of reading comprehension of the English language. These activities are made up of lessons, that is, a guide for the teacher and also activities for students.

Chapter V

Chapter V consists of showing the conclusions obtained after having previously analyzed the data. Likewise, it presents suggestions and recommendations based on the conclusions made previously.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Second language acquisition

Second language acquisition is the process in which people learn any language after the first. Furthermore, that process implies having an in-depth study of a second language and knowing the native language (L1) better. (Stefánsson, 2013) mentions: “Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1)”. There are different ways in which people of any age and anywhere can acquire a second language. It can be like students in a school or when students are active in society or pick up knowledge of the culture. This can be done if people have contact with the learning environment, read books or newspapers, listen to music, watch television, be motivated, and attend school in the target country. Although the acquisition of a language occurs more quickly in children, that does not exempt adults from learning. Motivation, constant practice, and being exposed to the language you want to learn significantly facilitate the total learning of a new language.

1.1.1. Second language acquisition theories

There are many factors that impact the learning of a second language, and it is important to describe some of the theories of how people acquire a second language and the elements that are needed to be successful in the new learning.

These are some second language acquisition theories:

- **The Creative Construction Theory:** Also known as the naturalistic approach, it focuses on the fact that people have an innate linguistic system, which is used to acquire a second language. Within this theory, Stephen Krashen is mentioned, he mentions the dissimilarity that exists in acquisition and learning; acquisition refers to what has been learned through experiences, on the contrary, learning implies learning through rules. In addition, Stephen Krashen's theory shows different elements which are:
- **The filter:** relates the student to the social context and in turn how he acts within different environments.
- **The organizer:** refers to errors in the grammatical language within the linguistic system and the appearance of student errors.
- **The monitor:** manages the learning system where students are aware of their mistakes and correct them.

- **Communicative Language Teaching:** one of the most important aspects of communicative language teaching is language competence, or in other words, the knowledge and ability to use the target language (Stefánsson, 2013). It is important to include activities where students are motivated and able to use the target language in a meaningful way.
- **Teaching and the Cognitive Approach:** a knowledge system must be built to remember it automatically. The student must be exposed to the target language so much that she will be able to remember the language automatically by constructing and using the language.

1.2. Approaches

“Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. We will examine the linguistic and psycholinguistic aspects of this approach in turn”(Richards & Rodgers, 2001). Over the years, teachers have had an arduous search for the best way to teach. In this search, different approaches have appeared that have given teachers a teaching ideology that facilitated this process and has helped teachers to plan their classes with dynamism. There are many approaches that facilitate the teaching-learning process that are mentioned below.

- Intercultural approach
- Natural Approach
- The Oral Approach and Situational Language Teaching
- The communicative approach
- The Lexical approach

1.2.1. E-Learning Approach

E-learning is “the learning supported by digital electronic tools and media” (Basak et. al, 2018). Currently, the application of strategies and methods in teaching is necessary. In addition, it is important to handle technological material to adapt to the new generations. E-learning is the acquisition of knowledge through electronic technologies and media. Furthermore, is a method that promotes learning through various technological and functional tools from any place and part of the world, also this valuable method is not limited to children or adults but to all people capable of acquiring a

technological medium, for which, currently in a globalized world this can be possible in almost all people in the world.

1.3. Methods

“The method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented”(Richards & Rodgers, 2001). Moreover, thanks to the methods that have been implemented over the years, teachers have the facility to put into practice the theories and principles learned with the approaches, facilitating the teaching-learning process and providing meaningful learning.

1.4. Nano-Learning

Nano-learning is defined as a learning program designed to enable a participant to learn any subject in a ten-minute period of time (Saeed Aburizaizah and Tahany Albaiz, 2021). This method is also known as learning in bites, as it provides students with accurate information in learning capsules or using reading materials that help them understand the information effectively in a short period of time (8 to 10 minutes). Consequently, this method facilitates the teaching-learning process using electronic and technological means. For this reason, the human brain does not get tired of lessons in a long time if the interaction between the teacher is active, concrete, and necessary information is provided on a specific topic.

1.4.1. Nano-Learning and E-Learning

On the one hand, E-learning is an approach. The main objective of this approach is to use technological tools to teach. Furthermore, it is a base for Nano-Learning. In this way, people who have decided to continue their studies can do so through computers, tablets, or smartphones from anywhere and at any time.

On the other hand, Nano-learning is a method that is derived from E-learning. The main objective of this method is to provide short, clear, and concise information to students, facilitating the teaching-learning process. In addition, this method also uses technological tools to enhance the learning experience.

Finally, both E-learning and Nano-learning have their main objective to enhance the education process. In this way, both functional and technological tools are used in

order to optimize learning. In turn, thanks to technology, students will be able to choose the time and place in which it is convenient to study.

1.4.2. Methodology

Nano-learning is based on classes with short repetition intervals. This method's main objective is to provide a capsule to students with the essential knowledge they require; the topic or subject cannot be changed, and it generally focuses on a single objective. Nevertheless, since its methodology tends to focus on the individual needs of students, it cannot be applied in groups and in lessons that require a long explanation.

1.4.3. Nano-Learning in the curriculum

The curriculum is the normative document reflecting the norms and guidelines that a country's society must follow to achieve its objectives. In addition, it is necessary to update the curriculum constantly so that it can adapt to changes and meet the needs of the sector where it is being applied. "The curriculum informs teachers about what it wants to achieve and provides them with action guidelines and guidance on how to achieve it. Furthermore, it constitutes a reference for the accountability of the educational system and quality evaluation" (Ministerio de Educación, 2022). Thanks to the national curriculum it is possible to accomplish an orderly, coherent process, considering the pedagogical practices and objectives to be achieved. In this context, nano-learning can be a useful tool that fits into educational processes.

Nano-learning is an approach to learning through little pills. That means concise and specific information that makes the most of the student's concentration time. For this reason, although it is a productive implement, it is not designed for a regular educational program because "it will still be about video lessons, as this format does not imply direct contact with the teacher" (Saeed Aburizaizah and Tahany Albaiz, 2021). Furthermore, the lessons using Nano-learning cannot exceed ten minutes of the participant's time, since it seeks to provide the student with more free time.

1.4.4. Strategies

A strategy in education is what the teacher or student uses to make the learning process easier and in turn make information retention easy to acquire. "The learning strategies focus on strategies that facilitate the learning process. It means that it helps students to use the information acquired in solving problems" (Cambrian College, 2023).

Technological resources can be great allies when it comes to implementing nano-learning in the educational environment.

Teachers have access to various technological and digital tools. On the one hand, nowadays it is possible to show that most of the population has a mobile phone, tablet, or computer at their disposal. Thanks to this the teacher can make use of them and implement them when teaching classes. On the other hand, digital tools are also available to everyone, one of them is tik tok which has some informative videos. For instance, ‘‘the 349 videos that were examined received a total of 10,046,000 views, 10,523 comments, 932,871 likes, and 35,095 shares, implying extremely high levels of user engagement’’ (Garcia et al., 2022). In addition, tik tok is not the only platform on which short and educational videos can be made. There are also others such as Facebook, YouTube, and Instagram, which are among the most popular.

1.4.5. Advantages

Nano-learning can significantly contribute to the learner since implementing this method during the learning process improves the efficiency in the acquisition of knowledge in the students and accelerate the teaching time of a complete topic making it possible that, for example, if a student does not remember some part of the topic discussed can review it again opportunely and quickly. In addition, thanks to its structure, nano-learning provides short, brief, effective, and compact information on a topic. This type of teaching adapts to various topics, making it ideal for language teaching "particularly important for learning new words and constructions" (Aburizaizah & Abdulaziz Albaiz, 2021). In short, this method is easy, applicable, and effective in the teaching-learning process.

1.4.6. Disadvantages

Although nano-learning is a very useful method in the educational environment and works as an instrument to reinforce and build significant learning, it cannot contribute to the traditional or effective training of a future expert in any subject. Therefore, ‘‘the main problem with nano-learning is that it is only a tiny part, a supplement, and not a core course. It cannot prepare a qualified person from scratch’’ (Aburizaizah & Abdulaziz Albaiz, 2021). In other words, since nano-learning is a method focused on helping to achieve the objectives proposed within the educational process, it does not replace in any way a complete, solid course that covers all the uncertainties that the student may present

outside of the subject. It is necessary to remember that this method is concrete, short, and direct, which focuses only on the subject or matter to be reviewed, which is one at a time.

1.5. Communicative competence

Communicative competence is defined as the aptitude that people must communicate correctly. That means, to make use of connecting words, and respect the grammatical rules, both written and oral, according to the cultural context, especially related to a second language. In communicative competence, there are three principal elements:

- **Grammatical competence:** The knowledge of phonological, morphological and syntactical elements of language.
- **Sociolinguistic competence:** The ability to use language appropriately with regard to the given social contexts.
- **Strategic competence:** The ability to handle communication in the face of a communication breakdown, through the use of strategies of communication.
(Rahman & Ahmed, 2017)

Language comprehension will allow students of a second language to correctly express their thoughts and opinions, thus reaching communicative competence, which is the main objective when learning a foreign language.

1.5.1. Language skills

Linguistic skills are those that are acquired during life when learning a language, these are divided into four skills which are receptive and productive respectively. The four skills are:

- **Listening** is the act of directing attention to what a person wants to convey through speech. "Although there is no unified theory or approach to listening, the main directions of listening studies reflect the sustained influence of psychology, linguistics, and communication studies"(Staddon et al., 2021). Primarily, listening is receiving sounds through the ear and giving them meaning.
- **Speaking:** In communication, speaking plays a crucial role in the transmission of information. Speaking has certain characteristics that are visible such as tone of voice, signs, rhythm, and some parts of the body that are used so that the message is specific and clear. (Wahyuningsih & Afandi, 2020). Speaking can be a difficult

skill for foreign language students to acquire, however, it can be achieved through practice.

- **Writing** is the way by which people communicate with written sign form. "Knowledge of writing related to process, system, content, and genre plays an essential role in producing an intelligible composition" (Rofiqoh et al., 2022). In addition, writing is essential to maintain knowledge and share it with the next generations.
- **Reading** is the process by which students understand the writings, attributing meaning to them and acquiring the knowledge that the readings possess. Furthermore, "reading is the basis for the acquisition of knowledge, for cultural engagement, for democracy, and success in the workplace" (Castles et al., 2018). For this reason, reading is indispensable in learning a foreign language. In addition, reading can be carried out not only by sight but also by touch.

“Speaking and writing are called productive skills because the student is active and produces sounds and symbols. On the other hand, listening and reading are considered receptive skills because the student is in a passive state and receives information either by listening or reading” (Husain, 2015).

These skills are essential in learning a new language as a second language as they are dynamic and allow the student the ability to communicate coherently and accurately once the learner dominates them.

1.6. Reading comprehension skills

Reading comprehension is defined as the ability of people to understand what is written. This ability to understand is not the same as recognition. First, recognize means distinguishing the words that are within a text, but without knowing what its main idea or its function is. Finally, comprehension refers to the ability to make inferences about a text and identify what the main goal is, in other words, clearly understand what the author wants to say. “It is a two-way process that integrates information from the text-based model with information from prior knowledge using inferential processing” (Woolley, 2011). It is based on two interconnected skills: word reading which is decoding symbols on the page and language comprehension which means being able to understand the meaning of words and sentences. Reading comprehension is the ability to read text, process it and understand its meaning.

1.6.1. What is reading?

Reading is a complex comprehension process at the cognitive level that interprets written symbols. First, this event begins through the visual organ to later approach the brain with the information obtained, and finally the latter interprets this data, converting it into meaning. Reading is essential in the teaching-learning process since it guarantees the reader is informed and acquires knowledge in both the academic and social spheres. This process has three stages that are pre-reading, during reading and post-reading.

Pre-reading:

“Predicting, word association, discussions, text surveys. It activates background knowledge and develops a purpose for reading. A strategy during this stage is to look at the title and list all the information about the title”. (Bojovic, 2010)

During reading:

“They are scanning and skimming activities, working out the meaning of unfamiliar words, pattern study guides, summarizing, clarifying, predicting, etc. This means that the reader makes predictions as they read and then confirms or revises the predictions”. (Bojovic, 2010)

Post-reading:

“There are reviews of the content, vocabulary in context, discourse features, interests, and opinions through writing, discussions, role-plays, and/ or project work. It allows one to retell the story, answer questions, and/or compare it to another text”. (Bojovic, 2010)

1.6.2. What is comprehension?

Comprehension is defined as the ability to understand what is read. In order to understand what is written, it is important to know how to decode the symbols written on paper, create connections between what we know and what we read, and think about what we are reading, in order to obtain greater knowledge. An important aspect for comprehension is having enough vocabulary and knowing the meaning of most of the words we read. People who deeply understand what they read are able to draw conclusions about what they read. In this way, understanding also implies reasoning and thinking deeply.

1.6.3. What is skill?

A skill is a set of qualities that are needed to perform a task. Furthermore, a skill incorporates the use of time, energy, and the use of knowledge in an optimal way to perform activities successfully.

1.7. Strategies to improve reading comprehension skills

Strategies to improve reading comprehension skills comprise a set of connections with prior knowledge. In this way, the people who are reading use the knowledge previously acquired through experiences in order to understand what the text is saying. For example, if a child receives a rose as a birthday present and then reads a story about flowers, they will use their prior knowledge to understand that a rose is a flower and therefore flowers are a set of roses or other types of flowers. So that people can better understand reading comprehension there are some strategies:

- Understand genres and themes
- Read with tools
- Develop new vocabulary
- Analyze the title (and subtitles)(Fleming, 2019)

1.7.1. Importance of reading comprehension skills

Reading comprehension is important to gain new knowledge. Lexicon and spelling are increased through reading. Moreover, having enough knowledge helps professional and student development. In addition, knowing how to understand a text increases knowledge and helps to receive more information quickly. "The supposed purpose of reading is the comprehension of the message. In the educational environment, comprehension is defined as the realization of a product made by the student, for example, the resolution of questions, summary, or oral report"(Bojovic, 2010b). Moreover, other benefits can be perceived, for instance, the ability to stabilize information, reading concentration, motivation, and better entertainment while reading, improving the quality and precision of writing.

1.7.2. Reading subskills

Reading has thirteen sub-skills that are of great importance in the development of reading, these are:

- **Reading in meaningful units:** read quickly, concisely, and above all understand small sets of words.
- **Scanning:** locate specific information, discarding any unnecessary data.
- **Skimming:** take a quick look at the reading or book we want to read to see if it is relevant or interesting.
- **Prediction:** the ability to infer information based on small parts of the text, for example, from your images and content.
- **Guessing:** know the meaning of words using the context.
- **Recognising discourse functions:** Quickly recognize textual connectors, and discursive functions, among others to clearly understand what the text communicates.
- **Recognising different text types/genres:** Recognize the different types of text according to the information, for example, reference texts, informative, interaction, etc.
- **Distinguishing general statements from specific details:** Identify levels of generality, probability, and frequency in texts with information that shows it.
- **Inference:** understand information by reading between the lines using the ability to analyze and synthesize.
- **Evaluation:** Form a judgment and criteria from reading. Moreover, it is important to recognize the strengths and weaknesses that the author wishes to convey.
- **Reference skills:** Understand pronouns, adverbs, and words. Anaphora and cataphora are important elements.
- **Recognising the communicative value of texts:** Understand the purpose and objective of the text, these can be of any purpose.
- **Dictionary look-up:** Knowing how to use the dictionary is an essential skill that learners have to master.(Rejón Laura, 2014)

1.7.3. Theories

Reading is one of the largest and most important language skills in the process of learning a new language, it is also an essential tool in self-learning since it can perfect certain abilities such as writing and fluency, among others.

In relation to the theories of reading, three main ones can be mentioned, which are:

- The traditional bottom-up view: In this theory, the reader is a passive element that receives the information from the text and gives it meaning.
- The Cognitive View (top-down processing): In this approach, the reader is no longer a passive element but rather rationalizes the information and gives it meaning from the experience.
- The metacognitive view: This metacognitive vision provides a deeper role for the reader since it not only gives meaning to the information but also accepts and rejects its ideals or creates hypotheses based on them. Furthermore, it involves the stages of reading, and as a result of this process, the reader generates a product. (Pardede, 2008)

These theories are essential to improve these reading skills in students since they are tools that facilitate the exhaustive process for students and give them greater security to achieve the objectives set. Moreover, it helps teachers since they can have more tools to implement in their lessons.

1.8. Inclusive education

“Inclusive education refers to a wide range of strategies, activities, and processes that seek to make a reality of the universal right to quality, relevant and appropriate education” (Stubbs, 2008). Inclusive education does not only refer to people with disabilities. While it is true, disability may be included in the group. But primarily, it talks about keeping all students in the same classroom regardless of their gender, socioeconomic status, culture, language, or ethnic origin.

1.8.1. Inclusive classroom

“Inclusive instruction not only reaches students who learn at different rates, but it also addresses the variety of ethnic and economic backgrounds found in schools. It infuses the entire gamut of learners and ensures progress for each student” (Educators, 2020). An inclusive classroom is one that has diversity. This diversity includes students with disabilities, different ethnicities, or different rates of learning. In addition, for the classroom to be inclusive, teachers must identify and meet the needs of their students. To satisfy the needs, different strategies, activities, and methodologies must be applied.

1.8.2. How to create an inclusive classroom

The main objective of an inclusive classroom is to find a solution for the different student needs. This is done through curricular adaptations or useful activities. Some activities or strategies to make an inclusive classroom are shown below.

- **Build Relationships:** Communication is essential in a classroom. Knowing the students and understanding their needs is very important. This can be done through informal conversations, observations, or by doing lessons that help identify how to help them.
- **Provide Rigorous Activities for Each Level:** It is important to provide the same activities to all students. Regardless of whether they have disabilities or learning problems, it is important to know how to recognize needs and set tasks of the same magnitude. This does not mean that all students do it the same, each student has a different way and rhythm of learning, the important thing is to include everyone in the same environment.
- **Provide Opportunities for Collaborative Learning:** Collaborative work is a great strategy. In this way students can relate to their peers and understand that everyone has different abilities.
- **Allow Support:** Teaching assistants are of vital importance. When in a classroom assistant is allowed to work with the students, these groups are reduced, which facilitates the teaching-learning process for both teachers and students.
- **Allow Mistakes:** Making mistakes is normal. Students need to understand when a partner makes mistakes and learn from them.

Inclusive classrooms provide support for the individual needs of students. When teachers meet the needs of students, understanding that everyone learns differently, then curricular adaptations are made in order to improve the educational process.

1.9. Autism

“Autism spectrum disorder (ASD) is a complex developmental condition involving persistent challenges with social communication, restricted interests, and repetitive behavior” (American Psychiatric Association, 2013). Autism is a disorder in which people have deficits in the areas of social and communication development. This appears in the first three years of life. Its main characteristic is that children do not usually communicate easily with their parents or anyone, that is, the child can learn to read poems

or the alphabet but will not have good communication with their parents or friends. In addition, they do not usually show affection or express their feelings. In addition, as children get older, the signs begin to become noticeable as they have repetitive behaviors such as constantly looking at their hands, moving their fingers, or using peripheral vision to observe lines or wheels.

1.9.1. Autism levels

The (American Psychiatric Association, 2013) mentions that autism is represented to varying degrees:

- **Level 1-Mild Autism:** The first area is presented in communication verbal and non-verbal. Furthermore, problems with understanding language, difficulty in expressing emotions, and sometimes, the use and understanding of facial expressions, gestures, and tone of voice. Most people with this level of autism can lead a normal life.
- **Level 2-Moderate Autism:** The second area is the one that includes social relationships. People with a second degree of autism need significant help from family members, teachers, or people familiar with their situation. In most cases, people need speech therapy according to their needs.
- **Level 3-Severe Autism:** The third degree is the most severe. At this level people need a person to take care of them completely since they cannot perform simple activities such as bathing, going to school, or taking care of themselves. In this way, the help of professionals is essential for people to acquire skills that help in their daily lives.

Autism levels have different dimensions, such as social communication, cognitive flexibility, and restricted and repetitive behaviors. Additionally, these degrees of autism may or may not be linked to intellectual disability, behavioral disorders, and sensory disturbances.

1.9.2. Autism in language learning

The teaching-learning process includes all students regardless of their health conditions. Within this process, students with autism are included, who present neurodevelopmental disorders. Although these neurodevelopmental alterations affect people, it does not mean that they cannot learn or educate themselves; However,

education in these cases is often a challenge. (Lubas, Mitchell, & De Leo, 2016) mentions:

Children on the autism spectrum may experience a variety of difficulties with social interactions, behavior, and communication; similarly, they may experience a wide range of comorbidities. The process of implementing educational practices for children with the autism spectrum must be dynamic and according to the needs presented by students in class.

This means that education entails great responsibility and patience as far as children with autistic disorders are concerned; however, this is not an impediment for these students to have optimal learning.

1.9.3. Language acquisition in autistic children

The main characteristic of autism is the delay in the development of verbal or non-verbal communication.

(Foudon et al, 2007) mention the acquisition process of autistic children also differs from that of normal children in that autistic children do not seem to acquire language through immersion as normal children do but need speech therapy support. Despite the importance of language in both the diagnosis and the deficits of autistic people, longitudinal studies of how language develops in autistic children do not exist. (Foudon et al, 2008)

There are three important criteria in the definition of autism:

- Communication and Socialization deficits.
- Absence of symbolic play.
- Repetitive behavior.

Patients within the autistic syndrome split up in three categories.

- Asperger people who have a slight delay in language acquisition but with a normal acquisition.
- Verbal autistic people who show an important delay in language acquisition.(Kanner, 1943)

Moreover, whereas normal children acquire language by immersion, autistic children

need important speech therapy support.

- Non-verbal autistic people who never acquire language

1.10. English based on the Curriculum.

The national curriculum (2016) is made up of five curricular threads, which are: “1) Cultural awareness, 2) Oral communication, 3) Reading, 4) Writing, and 5) Language through the arts. In addition, there are five sub-levels of compulsory education: 1) High School, 2) Basic General Education (EGB) Elementary, 3) EGB Media, 4) EGB Superior, and 5) Unified General Baccalaureate (BGU)”. In the same way, article 26 stipulates that “education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, guaranteeing equality and social inclusion”(MINEDUC, 2023). For this reason, according to the article, education is a right of free access for all, without distinction of any Ecuadorian or foreign citizen. Thanks to the curricular threads, it is possible that the educational process is holistic and advances constantly and at the pace of each student, thus ensuring that knowledge is acquired flexibly and effectively.

Table 1

Curricular Objectives of the English as a Foreign Language Area for Subnivel Medio Educación General Básica

O.EFL 3.1	Identify the main ideas and some details of written and oral texts, in order to interact with and develop an approach of critical inquiry to a variety of texts.
O.EFL 3.2	Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence.
O.EFL 3.3	Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.
O.EFL 3.4	Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
O.EFL 3.5	Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems.
O.EFL 3.6	Read and write short descriptive and informative texts related to personal information or familiar topics and use them as means of communication and written expression of thought.

O.EFL 3.7	Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, songs, games and graphic short stories in order to foster imagination, curiosity and memory, while developing a taste for oral and written literary texts.
O.EFL 3.8	Demonstrate an ability to interact with written and spoken texts in order to explore creative writing as an outlet to personal expression and intercultural competence.
O.EFL 3.9	Be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a limited but effective command of the spoken language in simple and routine tasks which require a direct exchange of information.
O.EFL 3.10	Demonstrate an ability to use English as a means to interact socially and work cooperatively in pairs and groups

Source: (Ministerio de educación, 2016)

All the objectives within the national curriculum (2016) are essential since they seek to guide the student towards excellence not only in the field of foreign language acquisition but also in other essential sciences for the correct development of society. Furthermore, "the objective of the curricular guidelines is to support and guide the teaching-learning process, and also supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning" (Ministerio de Educación, 2022). Educators have the responsibility directed toward the formation of capable and responsible students. For this reason, teachers must seek new methodologies and techniques to improve the educational process for students.

1.10.1. Common European Framework in Ecuador

According to the Common European Framework 'Reading comprehension is taken to include both written and signed texts. The categories for reading are a mixture between reading purpose and reading particular genres with specific functions'(CEFR, 2023). In addition, it emphasizes the differentiation and own level understanding between:

Table 2
Reading for orientation

B1	<p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>Can pick out important information about preparation and usage on the labels on foodstuff and medicine.</p> <p>Can assess whether an article, report or review is on the required topic.</p> <p>Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.</p>
	<p>Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are produced in simple language.</p> <p>Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras).</p>
A2	<p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p> <p>Can locate specific information in lists and isolate the information required (e.g. use the Yellow Pages to find a service or tradesman).</p> <p>Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</p>
A1	<p>Can recognise familiar names, words/signs and very basic phrases on simple notices in the most common everyday situations.</p> <p>Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts).</p> <p>Can understand basic hotel information (e.g. times when meals are served).</p> <p>Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).</p>
Pre-A1	<p>Can understand simple everyday signs such as "Parking", "Station", "Dining room", "No smoking", etc.</p> <p>Can find information about places, times and prices on posters, flyers and notices.</p>

Source: CEF (2020)

Table 3
Reading for information and argument

B1	<p>Can understand straightforward, factual texts on subjects relating to their interests or studies.</p> <p>Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).</p> <p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p>
	<p>Can recognise significant points in straightforward news articles on familiar subjects.</p> <p>Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.</p> <p>Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p>
A2	<p>Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events.</p> <p>Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable.</p> <p>Can pick out the main information in short news reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.</p> <p>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</p>
A1	<p>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</p> <p>Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).</p> <p>Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).</p> <p>Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail.</p> <p>Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.</p>
Pre-A1	<p>Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs.</p>

Source: CEF (2020)

Table 4
Reading instructions

B1	Can understand instructions and procedures in the form of a continuous text, for instance in a manual, provided they are familiar with the type of process or product concerned.
	Can understand clearly expressed, straightforward instructions for a piece of equipment. Can follow simple instructions given on packaging (e.g. cooking instructions). Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).
	Can understand regulations, for example safety, when expressed in simple language. Can understand short instructions illustrated step by step (e.g. for installing new technology).
A2	Can understand simple instructions on equipment encountered in everyday life – such as a public telephone. Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text. Can understand instructions on medicine labels expressed as a simple command (e.g. “Take before meals” or “Do not take if driving”). Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.
	A1 Can follow short, simple directions (e.g. to go from X to Y).
	Pre-A1 Can understand very short, simple, instructions used in familiar everyday contexts (e.g. “No parking”, “No food or drink”), especially if there are illustrations.

Source: CEF (2020)

Table 5
Reading as a leisure activity

B1	Can read newspaper/magazine accounts of films, books, concerts, etc. produced for a wider audience and understand the main points. Can understand simple poems and song lyrics provided these employ straightforward language and style.
	Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language. Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries of the writer. Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.
	Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high frequency everyday language. Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).
A2	Can understand short narratives and descriptions of someone's life composed in simple language. Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. Can understand much of the information provided in a short description of a person (e.g. a celebrity). Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is composed clearly in simple language.
	A1 Can understand short, illustrated narratives about everyday activities described in simple words. Can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content.

Source: CEF (2020)

This reading classification fulfills the function of guiding and classifying what is going to be read. achieving in the reader the ability to add vocabulary in a selected way and thus achieve fluency and general reading comprehension according to the level.

1.10.2. Description of CFE for reading / English curriculum

CEF is a useful tool in language learning acquisition. The main objective of the CEFR is to promote language education through the search for excellence, facilitating mobility among its participants, and, in general, respecting the diversity of its members. “It provides a metalanguage for discussing the complexity of language proficiency for all citizens in a multilingual and intercultural Europe, and for education policy makers to reflect on learning objectives and outcomes that should be coherent and transparent” (CEF, 2020). Moreover, it promotes language learning by providing guidelines to improve the education process of the English language.

Reading is a fundamental piece in learning a language, for which the CEFR (2023) mentions, writing as a new cultural technology (production of texts) has a powerful impact on cognition, communication, schooling, societal and cultural development. According to the curriculum, these are the aspects that must be achieved at each language level:

Table 6
Overall reading comprehension

	Overall reading comprehension
C2	Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections. Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
Pre-A1	Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.

Source: CEF (2020)

CHAPTER II: METHODOLOGY

2.1. Type of research

2.1.1. Qualitative Research

Qualitative research is one that has instruments such as interviews, Aspers et al., (2019) mention that qualitative research is an "iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied". In addition, it provides real data about the opinions of the participants, that is, their perspectives on an issue that is relevant and important to them to discuss.

2.1.2. Quantitative Research

Quantitative research is one that focuses on measuring the data obtained. This means that this type of research objectively measures the information to obtain determined and precise results, Ayuningsih Kartika (2017) mentions that "in an experimental design with a qualitative approach the pretest and posttest can be used" with the use from this material for data collection, the level of skill in certain subjects can be measured since their results can be averaged and compared.

2.1.3. Mixed Research

Mixed research involves two investigations at the same time. This type of research includes quantitative and qualitative research. Leech et al., (2010) mention that "pragmatic researchers can use it to increase the quality of their evaluations of mixed research studies". Moreover, it allows to deepen the subject of study through the obtaining of data from two essential approaches to expand the information on the subject and also allows to propose a more accurate solution to the existing problem.

The research is focused on the mixed paradigm since it uses both quantitative and qualitative information collection and analysis methods and in turn contains a set of empirical and systematic research processes, to diagnose the learning situation in students at "Juan Enrique Pestalozzy" educational unit. Van Dongen et al., (2021) mention: " They are specifically interesting for process mining because they allow capturing complex behavior in a compact way. A key research challenge for the proliferation of mixed-paradigm models for process mining is the lack of corresponding conformance checking techniques". In this research, the collection of opinions, data, and points of view of

teachers and students and the analysis of these data is of vital importance. Therefore, the chosen paradigm is the mixed one.

2.2. Research Method

Moreover, this research will be exploratory. According to Swaraj (2019), "Exploratory research is when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study". Therefore, thanks to this method, the research can be better understood to make observations and analyses about the people who will intervene in this research.

2.3. Techniques and instruments of the research

The instruments for this research were an interview with the English teacher, a survey and a diagnostic test for students. This technique allows the collection of important information to obtain relevant results and conclusions. These instruments have collected information directly from 6th-grade students at Juan Enrique Pestalozzi elementary school.

2.3.1. Interview

An interview will be used taking into account that according to Döringer (2021), " Expert interviews are a widely-used qualitative interview method often aiming at gaining information about or exploring a specific field of action". Therefore, the interview will be carried out with the teachers to find out what knowledge they have about the Nano-learning approach, or what approaches they apply to the teaching of the foreign language, and also to collect information about the students, their abilities and weaknesses.

2.3.2. Survey

A survey will be used to collect data and then do a statistical analysis of student behavior, quality of learning, opinions, experiences, and the level of knowledge they present about the foreign language, considering that (Brewer et al., 2015) mention: " this method of research is commonly used for the purposes of gaining insight into the attitudes, thoughts, and opinions of populations".

2.3.3. Test

In order to collect information on the English level of the students, the test was used. This was prepared by the authors and validated by the Director of the elementary school Juan Enrique Pestalozzi. The purpose of this instrument is to know the level of

English in 6th grade children. In addition, the instrument focused on reading comprehension skills because the teacher mentioned that these are the skills that are most worked on with students with Autism. This test consists of 5 parts, which belong to a Cambridge A1 exam. In addition, the test was applied in person at Juan Enrique Pestalozzi elementary school in the presence of the sixth-grade teacher.

2.4. Research question

- What level of English do students with autism in this Educational Unit have?
- What is the correct strategy to encourage students to improve their reading comprehension skills?
- How useful is it to implement Nano-Learning in junior students with autism?

2.5. Population and sample

The population of this research is in total, 86 students in the entire school. In addition, 6 students have autism. They are from 9 to 10 years old. In this way, also within the surveys, test and interviews on the methodology used in this school for teaching the English language, the one teacher who is in the entire elementary school was included. In addition, they will be interviewed about the knowledge that the teacher has about the method called Nano-learning.

CHAPTER III: RESULTS AND DISCUSSION

This chapter will expose the results obtained in Juan Enrique Pestalozzy school through different techniques. The instruments were applied in person and they were supervised by the in charge teacher of the 6th and 7th levels. Furthermore, it is important to mention that the instruments applied were a test to measure the level of English language, a survey for students, and an interview answered by the teacher.

3.1. English language level of students with Autism

The objective of this test was to measure the level of knowledge of students with autism in 7th grade. In this way, the test contains questions about reading comprehension according to English proficiency level A1. The results are shown below:

Table 7

Student result of the test

Students Participant	Qualification criteria
1	Regular (7-12 mistakes)
2	Regular (7-12 mistakes)
3	Bad (12-18 mistakes)
4	Regular (7-12 mistakes)
5	Good (1-6 mistakes)
6	Regular (7-12 mistakes)

Analysis

The table above shows the results obtained through the English language A1 level applied to the students.

In this diagnostic evaluation was possible to verify the English language level according to A1 in sixth students with autism at Juan Enrique Pestalozzi School in Otavalo. On the first hand, according to this test, sixty-six percent of the students achieve a qualification criterion of ‘regular’. On the other hand, seventeen percent of the students acquire a grade qualification of ‘good’ and ‘bad’ respectively. Learners presented seven to twelve errors in a questionnaire of twenty-five questions. In this way, it

is feasible to interpret that the teacher's methodology and strategies were effective considering that students have different grades for autism.

During the development of the test, all the students presented some difficulties in understanding the purpose of each question. For that reason, it was necessary to explain the questions before they continued to respond to the evaluation. Even when all the instructions were explained, students still had some doubts about the spelling and grammar presented in the vocabulary of the test. That is the reason why they acquired the qualification criteria of 'regular'.

The student who obtained from twelve to eighteen errors required more attention and guidance. Although the student seems to recognize the basic structure of the words, the learner had some difficulties at the moment to write them. However, it is evident to notice that the answers were correct which apprentice understood the instructions and the purpose of the questions, he only needs to improve their spelling.

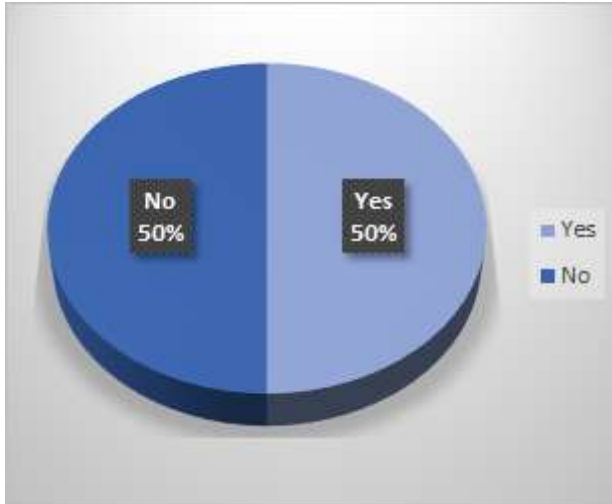
Finally, the fifth learner shows almost perfect mastery of writing words and grammar. Moreover, He shows great confidence and autonomy, and it is important to mention that the student does not need to have several indications or help to solve the test. As a result of the evaluation the student accomplishes punctuation of one to six mistakes, obtaining a qualification criterion of 'good'.

To conclude, the use of this test was helpful to corroborate the English level of students. In most learners, the result was 'regular' which means that the strategies used by the teacher are great. Nevertheless, it is important to reinforce them with other methodologies to improve their level.

3.2. Results for the survey for the students

Figure 1

3.2.1. *Question1: Does your teacher use technological tools in the English classes?*



Note: Own elaboration

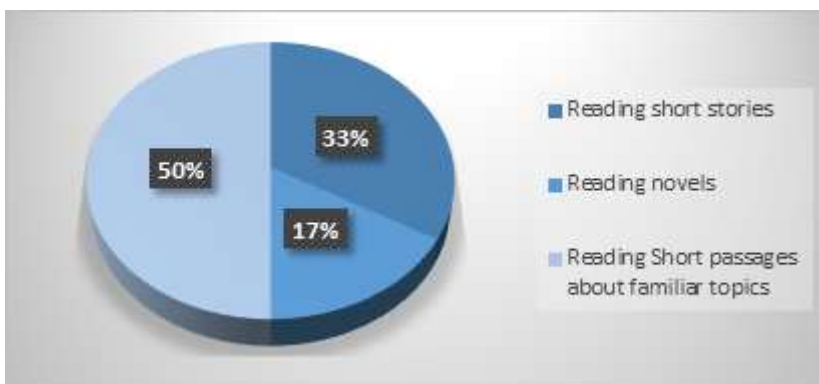
Source: Survey 2023

Analysis

The pie chart shows information about the use of technological tools in English classes. Clearly responses have been divided. On the one hand, half of the students state that their English teacher usually uses technological tools such as speakers, videos or presentations. On the other hand, the other half of the students mentioned that their teacher does not use these tools.

Figure 2

3.2.2. *What do you enjoy the most in your English reading comprehension classes?*



Note: Own elaboration

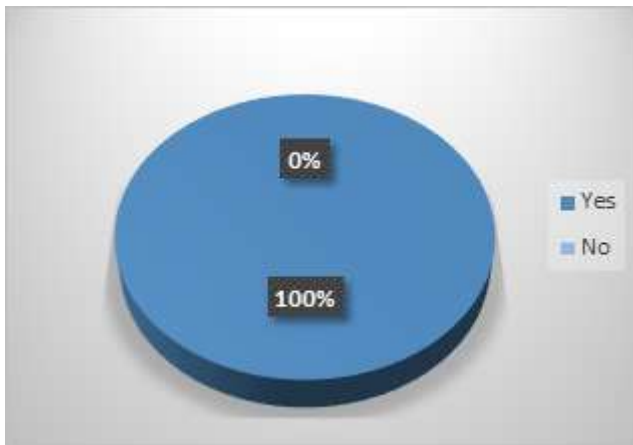
Source: Survey 2023

Analysis

The pie chart gives information about what types of readings students prefer to improve their reading comprehension skills. First, it is evident that 50% of students prefer to read short texts with familiar themes. Second, 33% of the students surveyed prefer short stories. Finally, 17% of students prefer to read novels. To summarize, short stories with themes that students are familiar with are ideal for them to improve their reading comprehension without getting exhausted and frustrated by not fully understanding the reading.

Figure 3

3.2.3. *Would you like to improve your English reading skills?*



Note: Own elaboration

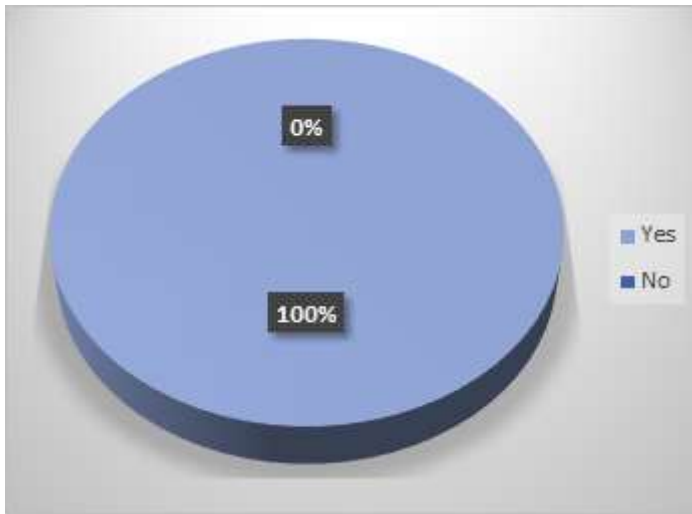
Source: Survey 2023

Analysis

This illustration shows the answers obtained in the third question which asked if the students would like to develop their reading skills in English. In this question, all the students surveyed mentioned a positive response when mentioning that they would like to improve their skills.

Figure 4

3.2.4. Would you like to learn reading skills through strategies that improve your abilities?



Note: Own elaboration

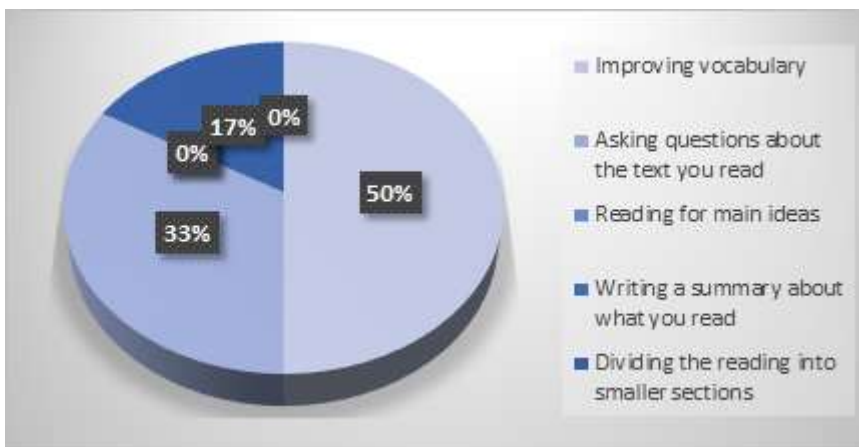
Source: Survey 2023

Analysis

The diagram presented shows the answers obtained to the fourth question. As can be seen, this question obtained 100% positive results from the students surveyed. To sum up, all the students were enthusiastic about the idea of using different strategies that improve their reading skills in English.

Figure 5

3.2.5. From the following strategies below, which do you enjoy the most to improve your reading skills?



Note: Own elaboration

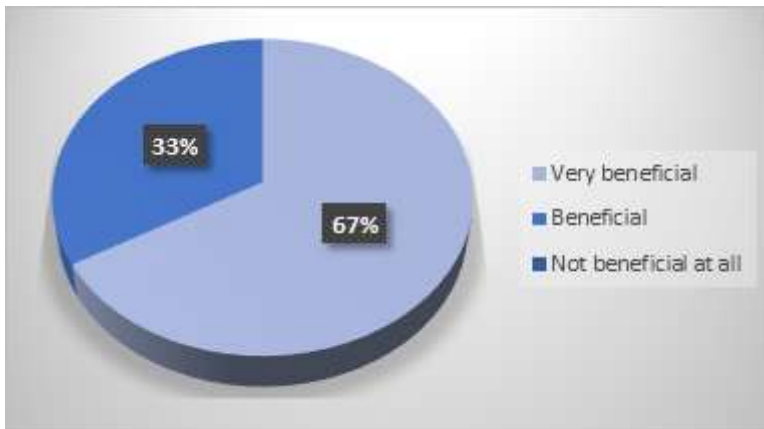
Source: Survey 2023

Analysis

The graph shows the answers obtained in the fifth question, which refers to the strategies that students prefer to improve their reading skills. First, 50% of students prefer to improve their vocabulary in order to understand readings. Second, 33% of students consider that reading the main ideas is an effective strategy to better understand the readings. Finally, 17% of students consider that writing a summary of what they read before is an excellent strategy that will help them better understand the readings. In conclusion, each student has different preferences to learn. The important thing is to know how to use the appropriate strategies that help improve their abilities.

Figure 6

3.2.6. *How beneficial do you consider is to use strategies to develop reading skills?*



Note: Own elaboration

Source: Survey 2023

Analysis

As can be seen, the pie chart shows the results obtained in question 8. It is clear that 67% of the students surveyed consider that the use of strategies to improve reading comprehension skills is very beneficial. However, 33% of students consider that it is not beneficial at all. In summary, from all that has been stated so far, most students consider that the strategies are beneficial for developing reading comprehension skills and understanding readings with ease.

3.3. Results of the interview for the teacher

3.3.1. Question 1. What do you know about Nano-learning? Explain your answer.

It is a form of learning that consists of short blocks packed with information that is formulated very clearly.

Analysis

The first question had the objective of discovering which was the previous background of the teacher regarding Nano-learning.

According to the answer was evident that the teacher dominates the basic definition of the topic. Therefore, it is possible to infer that the teacher applies that information in the classroom facilitating the acquisition of knowledge in learners.

3.3.2. Question 2. If Nano-learning consists of providing students with small amounts of information about a specific topic. Do you consider it helpful to develop reading skills? why?

Yes, I do. It encourages reading because understanding the information is quite easy.

Analysis

The interpretation is focused on discovering the position of the teacher regarding the effectiveness of Nano-learning in relation to reading skills.

The teacher emphasizes in his answers that the nano-learning method applied in a reading comprehension context could help students to understand easily the information. All of this is because nano-learning is characterized by being direct and very specific in its methodology. Thanks to this it could be used to encourage reading in younger readers that have difficulties comprising a huge data.

3.3.3. Question 3. Taking into account that one of the advantages of Nano-learning is the flexibility to adapt to the needs of the students, can you tell me, what you think is another advantage?

If I understand currently, the information is pat very simple. It could help the reading but maybe hinder the training for more difficult reading tasks of older students.

Analysis

The present question allows it to perceive the teacher's point of view regarding the advantages of nano-learning in a reading comprehension context.

Although the teacher considers nano-learning to be a good tool for reading comprehension. He also accentuates that this method could have a negative result in older students that need a certain grade of difficulty to improve their abilities regarding reading

comprehension. Consequently, this educative implement could be used in specific situations and only for students who have trouble capturing a vast amount of information over a large period.

3.3.4. Question 4. What do you think may be considered drawbacks for Nano learning?

Maybe technology is needed for some exercises, so the availability could be necessary for some tasks.

Analysis

The purpose of this question was to know what the drawbacks of Nano-Learning are. In this part it is important to highlight that Nano-Learning mainly uses technological tools. Therefore, not having the right technology could be a drawback. However, that technology could be replaced with other tools that help teach classes correctly. In summary, the use of technology has advantages and disadvantages in a classroom. The important thing is to fight the drawbacks and meet the objective of providing knowledge to students.

3.3.5. Question 5. Do you consider an academic guide with Nano-learning strategies to be helpful for teaching English? Please justify your answer.

Yes, I do. Of course, it is helpful if the guide knows his strategies. But I think that Nano-Learning could also work great with material provided by academics that others can use.

Analysis

This question was focused on knowing if an academic guide on Nano-Learning is useful for teaching English. On the one hand, the teacher interviewed considers that it is important for the teacher to know strategies of a new method that help to teach classes. Although, it is not necessary that these strategies come from technology but that they are given by academics who also know the subject. On the other hand, the strategies that Nano-Learning are useful since they improve a normal class. In conclusion, strategies are tools that help and facilitate the teaching-learning process. Therefore, knowing them and knowing how to use them helps teachers and students to better understand the class topics.

3.4. DISCUSSION

The results obtained from the interview, the surveys and the diagnostic test applied to the English teacher and in 6th grade students at Juan Enrique Pestalozzi elementary school showed that for the acquisition of a second language it is important to

apply strategies and methodologies that help students in the learning process. The results of the interview, the surveys and the diagnostic test showed intertwined opinions. In addition, teachers and students argue that strategies to improve reading comprehension are necessary to guide the learning process and develop student skills, in this case reading. In the learning process it is important to establish an innovative methodology that encourages students to want to learn, have significant learning and acquire a second language in an optimal way.

The outcomes of the surveys and the interview showed simultaneous and positive responses between students and the teacher. More than half of the students considered that developing reading comprehension skills is very beneficial. Furthermore, most students think that the best strategy to develop their skills is to ask questions in relation to what they read. In addition, almost all respondents are interested in the acquisition of a second language through strategies that motivate them. Moreover, the results on the Nano-Learning method and the strategies it offers provided information that shows that some of them are used in classes. Eventually, these surveys showed interest in continuing to apply these strategies to improve reading comprehension skills.

On the other hand, in relation to the preference of activities that the students highlighted, several can be considered as options, of which two of them stood out and were chosen in greater numbers. For example, writing a summary or dividing the reading into small parts were considered the most effective options to achieve a higher level of reading comprehension. In addition, the nano-learning method focused on the development of reading comprehension in students, allowing them to facilitate the acquisition of this important skill.

Finally, after an arduous analysis of the documents delivered and carried out by teachers and students and considering the previous development of the theoretical framework of this thesis, it is possible to show that there is a connection. The data presented in the theoretical foundation was very helpful in terms of basic concepts about the strategies and tools that are carried out within nano-learning. For this reason, it is feasible to create a brochure as a guide and tool for teachers to improve and enhance reading comprehension skills. It is important to mention that the instrument has various activities, including poems, songs, reasoning exercises, dialogues, and, in general, various tasks, which are divided into lessons that have different degrees of difficulty as they are developed. The purpose of this is for children to improve their reading skills and learn entertainingly.

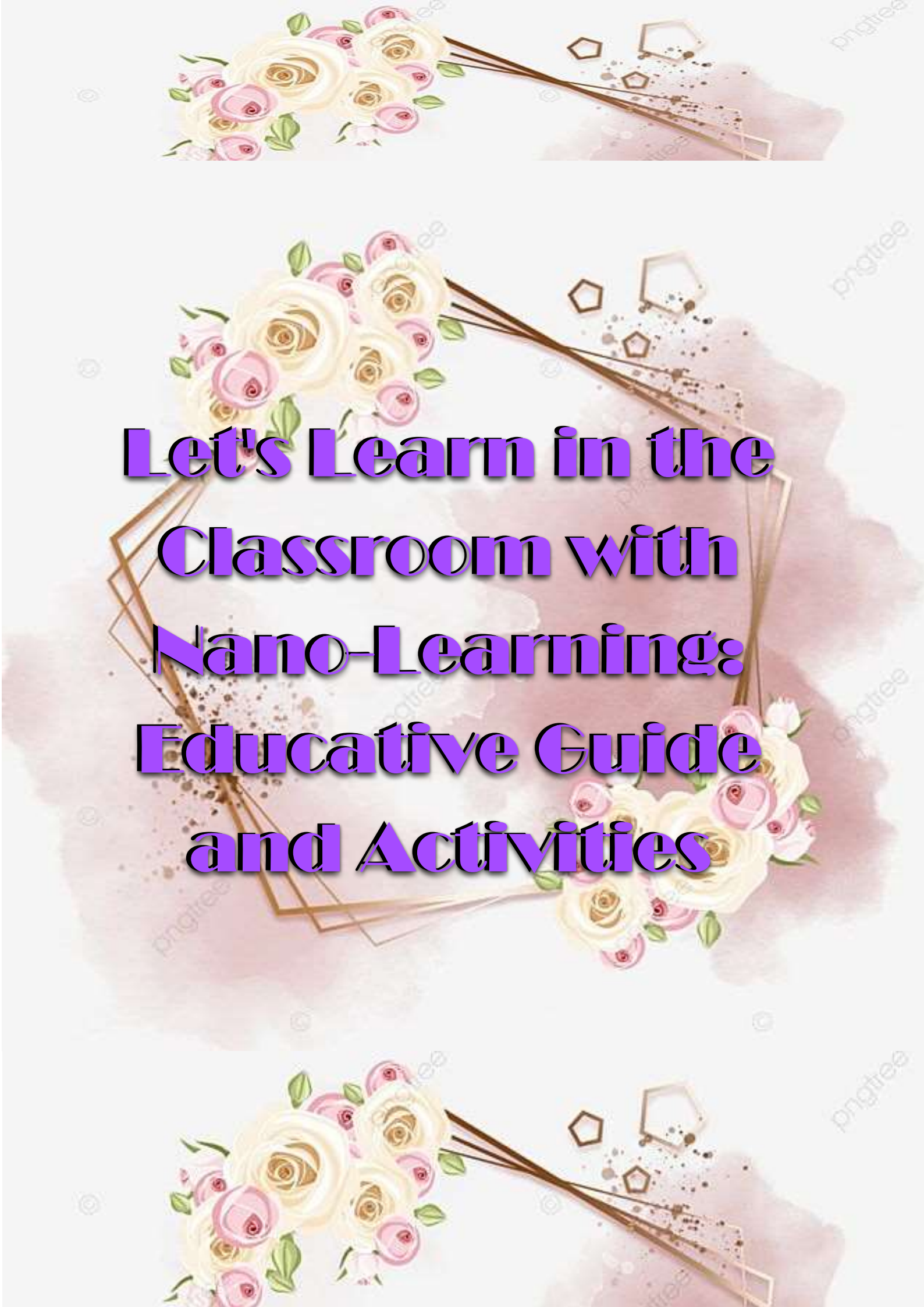
CHAPTER IV: PROPOSAL

4.1. Introduction

Once the data was analyzed, the researchers designed a guide with strategies that use the Nano-Learning method such as reading comprehension exercises, scanning exercises, and idea and keyword recognition exercises to strengthen the reading comprehension skills of the learners. The following activities were developed by developing a list of activities for each strategy of this method. In addition, the objective of this guide is to encourage students and teachers to acquire the English language in an interactive way. Furthermore, this guide will be useful for these characters because they will find many activities and creative ideas to apply in English classes, to achieve optimal learning of this second language.

4.2. Objective

- Improve reading comprehension in autism junior students at Juan Enrique Pestalozzi School using the method called Nano-Learning and teaching-learning activities.

The background features a central arrangement of pink and yellow roses. To the right, there are several overlapping, semi-transparent geometric shapes in shades of pink and gold, including pentagons and hexagons, with a soft, watercolor-like texture. The overall aesthetic is elegant and artistic.

**Let's Learn in the
Classroom with
Nano-Learning:
Educative Guide
and Activities**

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4.3. PROPOSAL

4.4. Introduction

The following activities were developed by preparing a list of activities for each strategy of the Nano-Learning method. In addition, the objective of this guide is to encourage students and teachers to acquire the English language in an interactive way. In addition, it will be useful for these characters because they will find many activities and creative ideas to apply in English classes, facilitate language acquisition and improve the teaching-learning process.

4.5. Justification

This significant material was prepared in response to the results of the interview, the surveys, and diagnostic tests carried out on students and the English teacher of Juan Enrique Pestalozzi elementary school, which revealed an important interest of the teacher in using interactive activities and didactic materials as part of the current way of teaching. Also, most 6th graders find interactive activities and strategies a fun way to learn and improve their English skills.

4.6. Theoretical foundations

Over the years, the main goal of foreign language education has been to improve the four skills of students in the acquisition of English. On the one hand, this study investigates the use of the Nano-Learning method to improve reading comprehension skills in English. In addition, this article demonstrates the effectiveness of Nano-Learning for 6th-grade students. This study used a variety of exercises to help learners improve their reading ability. On the other hand, this study revealed more findings and benefits in the acquisition of a new language, for instance, the ability to acquire foreign languages, the motivation to improve reading comprehension skills, and the appropriate methodologies to facilitate the teaching-learning process. This article provided real evidence that this method is beneficial for developing and improving the acquisition of a new language.

Reading and writing skills are essential components of language learning. According to a study, short reading materials can help understand the logic of a concept or formula. Such materials are much easier to absorb because of their short duration (Saeed Aburizaizah and Tahany Albaiz, 2021). This study found that the use of the method improves the 4 English skills and in this case the reading comprehension skills of students in elementary school. In addition, it was shown that using this method and

providing short and concise information helps students to improve their concentration, grammar, and vocabulary. Finally, the results summarized that the use of this methodology promotes the efficient acquisition of the English language by optimizing the acquisition of the English language.

The method called Nano-Learning promotes the rapid acquisition of reading skills in addition to comprehension. This is a method whose main characteristic is that it is applied directly, allowing children to obtain a clear and concise concept about any topic. On the one hand, this method benefits children who have a short concentration time, so by implementing this method in the daily lessons it will be possible to advance in different topics in an agile and simple way. On the other hand, “a smaller component of microlearning consists of breaking microcontent into small chunks to address a single goal” (Aburizaizah & Abdulaziz Albaiz, 2021). In this way, Nano-Learning is also effective not only in face-to-face classrooms but also in virtual classrooms.

The research carried out in this document provides relevant information about the benefits of using Nano-Learning in an educational context. In addition, the data captured in this research help to deepen, broaden and make visible the advantages of implementing this useful tool to improve reading comprehension. This research will act as a support and guide for students and teachers who wish to improve reading comprehension skills in the classroom.

4.7. Objective


- Improve reading comprehension at Juan Enrique Pestalozzi School using the Nano-Learning method and teaching-learning activities.



UNIT 1

ALL

ABOUT ME

LESSON 1	My family and I
GENERAL OBJECTIVE	Students will be able to recognize popular sports
SPECIFIC SKILL	Reading: Collaborative skills
LESSON STAGE	Practice
MATERIALS	Technological tools
LANGUAGE	Basic vocabulary about presentation Greetings My name is ____ My nickname is ____ I am ___ years old I am from ____ Family
ACTIVITY	Activities of self-presentation
TIME	30 minutes
Warm-up	
Activity 1	Students will be able to sing the song “good morning” Good morning! Good morning! Hello, and how are you? Early in the morning I say ‘Good morning’ Hello, and how are you? In the morning I clap my hand In the morning I do my dance In the morning I shout ‘Hurray’ This is going to be a wonderful day
Practice	
Activity 2	Students will be able to identify the basic greetings in a presentation and complete the information following the example below. Read the next example and complete the information <div style="display: flex; align-items: center; justify-content: center;">  <div style="border: 1px solid orange; padding: 10px; margin-left: 20px;"> <p>Good morning! My name is <u>Francisco</u>. I am <u>8</u> years old. My nickname is <u>Pancho</u>. I am from <u>Otavallo</u>. Nice to meet you!</p> </div> </div>

Good afternoon!
 My name is _____.
 I am _____ years old.
 My nickname is _____.
 I am from _____.
 Nice to meet you!



Hi! My name is _____.
 I am _____ years old.
 My nickname is _____.
 I am from _____.
 Nice to meet you!

Activity 3

Students will be able to close their eyes and imagine that they are part of the Incredible Family and then they will link the picture with the correct part of the family members.



Baby



Mother



Father



Brother



Sister

Activity 4

Verb to be

Verb To be		
Pronoun	Verb	Complement
He	is	Fernando
She		
It		

I	am	12 years old
We		
You	are	From Quito
They		

Students will be able to fill the gaps with the correct form of the verb to be in the next text.

Good morning, I ___ Martina Perez. I ___ from Ibarra. I ___ 12 years old. My favorite food ___ noodles. My best friend ___ my rabbit. Her name ___ lenteja. I have two friends in my school. They ___ Miguel and Raquel. They ___ smart and kind. I really love practicing sports with them. Juan ___ really good at playing soccer, and Raquel ___ a great player at basketball.

Hi! I ___ Sofi. I ___ fifteen years old. I ___ from Ecuador. My favorite sport ___ tennis. I do not like fast food. I love fruits. My favorite fruits ___ melon and watermelon. They ___ very delicious. My mom loves veggies. Her favorite vegetables ___ spinach and cabbage. She says that they are perfect with many recipes. I love when she prepares roasted cabbage. It ___ delicious.

Production

Activity 5


Students will be able to create a paragraph presenting themselves using the example below.



Hello, I am Roberto, I am nine years old and I am from _____ Ambato. My mother is Sofia _____ Margarita and my dad is Pedro Roberto. My sibilins are Manuel and Susana.



Now it is your turn!

	
--	--

My family and I

Song

**Good morning!
Good morning!
Hello, and how are you?
Early in the morning
I say 'Good morning'
Hello, and how are you?**

**In the morning
I clap my hands
In the morning
I do my dance**

**In the morning
I shout 'Hurray'
This is going to be a wonderful
day**



Activity 2. Read the next example and complete the information



Good morning! My name is Francisco. I am 8 years old. My nickname is Pancho. I am from Otavalo. Nice to meet you!

Good afternoon! My name is _____. I am ____ years old. My nickname is _____. I am from _____. Nice to meet you!



Hi! My name is _____. I am ____ years old. My nickname is _____. I am from _____. Nice to meet you!

Activity 3. Match the characters with the correct answer



Baby



Mother



Father



Brother



Sister

Activity 4. Fill the gaps with the correct form of the verb to be.



Good morning, I ___ Martina Perez. I ___ from Ibarra. I ___ 25 years old. My favorite food ___ noodles. My best friend ___ my rabbit. Her name ___ lenteja. I have two friends in my university. They ___ Miguel and Raquel. They ___ smart and kind. I really love practicing sports with them. Juan ___ really good at playing soccer, and Raquel ___ a great player at basketball.

Hi! I ___ Sofí. I ___ fifteen years old. I ___ from Ecuador. My favorite sport ___ tennis. I do not like fast food. I love fruits. My favorite fruits ___ melon and watermelon. They ___ very delicious. My mom loves veggies. Her favorite vegetables ___ spinach and cabbage. She says that they are perfect with many recipes. I love when she prepares roasted cabbage. It ___ delicious.



Activity 5. Fill the lines with your personal information using the example below.



Hello, I am Roberto, I am nine years old and I am from Ambato. My mother is Sofia Margarita and my dad is Pedro Roberto. My siblins are Manuel and Susana.

**Now it is
your turn!**

A large, light blue cloud-shaped graphic with a darker blue outline. Inside the cloud, there are seven horizontal lines for writing. At the bottom of the cloud, there is a small blue swirl.

LESSON 2	Meeting new friends
GENERAL OBJECTIVE	Students will be able to answer and ask questions in simple present tense using the verb.
SPECIFIC SKILL	Reading: Collaborative skills
LESSON STAGE	Practice
MATERIALS	Technological tools
LANGUAGE	Asking and making questions in simple present tense.
ACTIVITY	Activities of self-presentation
TIME	30 minutes

Warm-up

Activity 1

Students will be able to sing the song ‘good morning’

Good morning!
 Good morning!
 Hello, and how are you?
 Early in the morning
 I say ‘Good morning’
 Hello, and how are you?

In the morning
 I clap my hands
 In the morning
 I do my dance

In the morning
 I shout ‘Hurray’
 This is going to be a wonderful day

Paint the subject according to the color of the form of the verbs that it is used.

Am	Is	Are
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">It</div>	<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 5px;">They</div>	<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 5px;">She</div>
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">I</div>	<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 5px;">You</div>	<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 5px;">He</div>
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">I</div>	<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 5px;">We</div>	<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 5px;">He</div>

Practice

Activity 2

Students will be able to answer some questions using the information from the pictures with the help of the teacher.



Name: Zebra

Zone: Africa

Favorite food: Plants

Average age: 30



Name: Zebra

Zone: Africa

Favorite food: Plants

Average age: 50

Questions:

- Are they mammals?
- Is their favorite food the plants?
- Are they from Africa?
- Is the average age of the zebra 50 years?
- Is their fur similar?

Possible answers

- Yes, they are
- No, they are not
- Yes, it is
- No, it is not.

Activity 3

Questions			Question mark
Verb	Pronoun	Complement	
is	He	Fernando	
	She		
	It		
am	I	12 years old	
are	We	From Quito	
	You		
	They		

Joaquin: Good evening! What is your name?
 Susy: Hello! My name is _____.
 Joaquin: Nice to meet you, Susy! I'm Joaquin.
 Susy: How old are you?
 Joaquin: I am _____ years old. _____
 Susy: Great! I am 10 years old.
 Joaquin: Where are you from Susy?
 Susy: I am from _____, and you?
 Joaquin: I am from Ibarra.
 Susy: I am happy to meet you, Joaquin.
 Joaquin: Me too Susy!

Activity 4

Students will be able to solve the questions according to their own opinions.

Production

Activity 5

Students will be able to solve the questions using the information from the text below.

Hello! I am Dwayne Johnson. My nickname is ‘La Roca’ I am fifty years old. I am an actor and professional wrestler. However, I used to play football. I am from the United States. I have participated in many movies such as Fast & Furious V and Jumanji, faster, among others.



What is his name?
What is his nickname?
How old is he?
Where is he from?

Meeting new friends

Song

**Good morning!
Good morning!
Hello, and how are you?
Early in the morning
I say 'Good morning'
Hello, and how are you?**

**In the morning
I clap my hands
In the morning
I do my dance**

**In the morning
I shout 'Hurray'
This is going to be a wonderful
day**



Activity 1.- Paint the subject according to the color of the form of the verbs that it is used.

Am	Is	Are
It	You	She
I	They	He
Dog	We	Martin
		Sofia

Activity 2. Read the text and answer the questions orally.



Name: Zebra

Zone: Africa

Favorite food: Plants

Average age: 30



Name: Zebra

Zone: Africa

Favorite food: Plants

Average age: 50

Questions:

Are they mammals?

Is their favorite food the plants?

Are they from Africa?

Is the average age of the zebra 50 years?

Is their fur similar?

Possible answers

- *Yes, they are*
- *No, they are not*
- *Yes, it is*
- *No, it is not.*

Activity 3. Write the correct option in the gaps.

Nine
How old are you?
Susy
Atuntaqui

Joaquin: Good evening! What is your name?

Susy: Hello! My name is _____.

Joaquin: Nice to meet you, Susy! I'm Joaquin.

Susy: How old are you?

Joaquin: I am _____ years old. _____

Susy: Great! I am 10 years old.

Joaquin: Where are you from Susy?

Susy: I am from _____, and you?

Joaquin: I am from Ibarra.

Susy: I am happy to meet you, Joaquin.

Joaquin: Me too Susy!



Activity 4. Complete the dialogue according to your own opinion.



I am from
Ecuador

Is blue your
favorite color?



Activity 5. Answer the questions using the information from the text below.

Hello! I am Dwayne Johnson. My nickname is "La Roca" I am fifty years old. I am an actor and professional wrestler. However, I used to play football. I am from the United States. I have participated in many movies such as Fast & Furious V and Jumanji, Faster, among others.




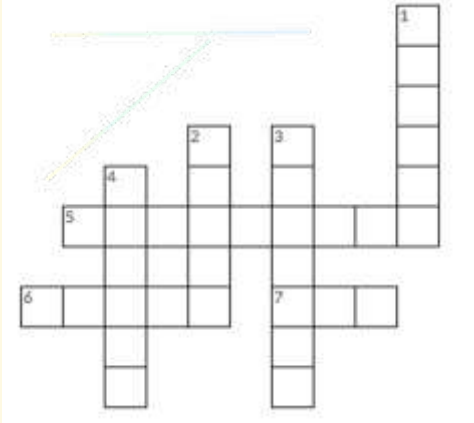
What is his name?

What is his nickname?

How old is he?

Where is he from?

LESSON 3	Feelings
GENERAL OBJECTIVE	Students will be able to internalize feelings and emotions
SPECIFIC SKILL	Reading collaborative skills
LESSON STAGE	Practice
MATERIALS	Cards, readings, technological tools
LANGUAGE	<ul style="list-style-type: none"> Basic vocabulary related to emotions Happy, sad, angry, hungry, scared, surprised, thirsty
ACTIVITY	Identify emotions and feelings
TIME	30 minutes
Warm-up	
Activity 1	<p>Students will learn a riddle about feeling with mimics. Riddle: A smile appears on your face and your eyes begin to shine. You feel it when something nice happens and you feel like sunshine. ¿How do you feel today? Answer: Happy They will be able to recognize some basic feelings: https://bit.ly/3NB2AdE Vocabulary Happy Sad Angry Hungry Scared Surprised Thirsty</p>
Practice	
Activity 2	<p>Students will be able to solve a short test about the vocabulary learned. https://wordwall.net/resource/8599453/feelings</p> 

<p>Activity 3</p>	<p>Students will comprehend about the verb to be in simple present tense and they are going to solve a crossword to reinforce the last vocabulary about feelings.</p> <p>Activity 3. According to the picture create a sentence using the verb to be.</p> <p>Down</p> <ol style="list-style-type: none"> 1. Terror, or dread, often suddenly 2. Feeling or showing pleasure or contentment 3. Feeling a need to drink something 4. Wanting or needing food <p>Across</p> <ol style="list-style-type: none"> 5. Impress forcibly through unexpectedness 6. Displeasure, or hostility; full of anger 7. Type of Depression 
<p>Activity 4</p>	<p>Students will be able to create sentences using the verb to be and target language.</p> <p>Activity 4. Complete the sentences using the verb to be (am/is/are) and each word from the answers of activity 3.</p> <p>Example. - Fernando is happy.</p> <p>They _____</p> <p>Eva _____</p> <p>They _____</p> <p>Laura and Marcela _____</p> <p>He _____</p>
<p>Production</p>	
<p>Activity 5</p>	<p>Learners will create short sentences using the verb to be in simple present tense and identify feelings using the picture below.</p>

Activity 5. According to the picture create a sentence using the verb to be.



Feelings

Poem



**A smile appears on your face
and your eyes begin to shine.
You feel it when something nice
happens and you feel like
sunshine. ¿How do you feel
today?**

Answer: Happy

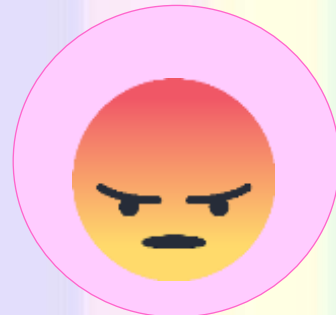
Activity 1. Basic vocabulary about feelings.



Happy



Sad



Angry



Hungry



Scared



Surprised



Thirsty

Activity 2. Select the correct answer according to the picture and the feeling that it represents.

Link: <https://wordwall.net/resource/8599453/feelings>



A happy
B sad




A thirsty
B angry



A angry
B sad



A hungry
B sad



A scared
B surprised



A surprised
B happy



A happy
B thirsty

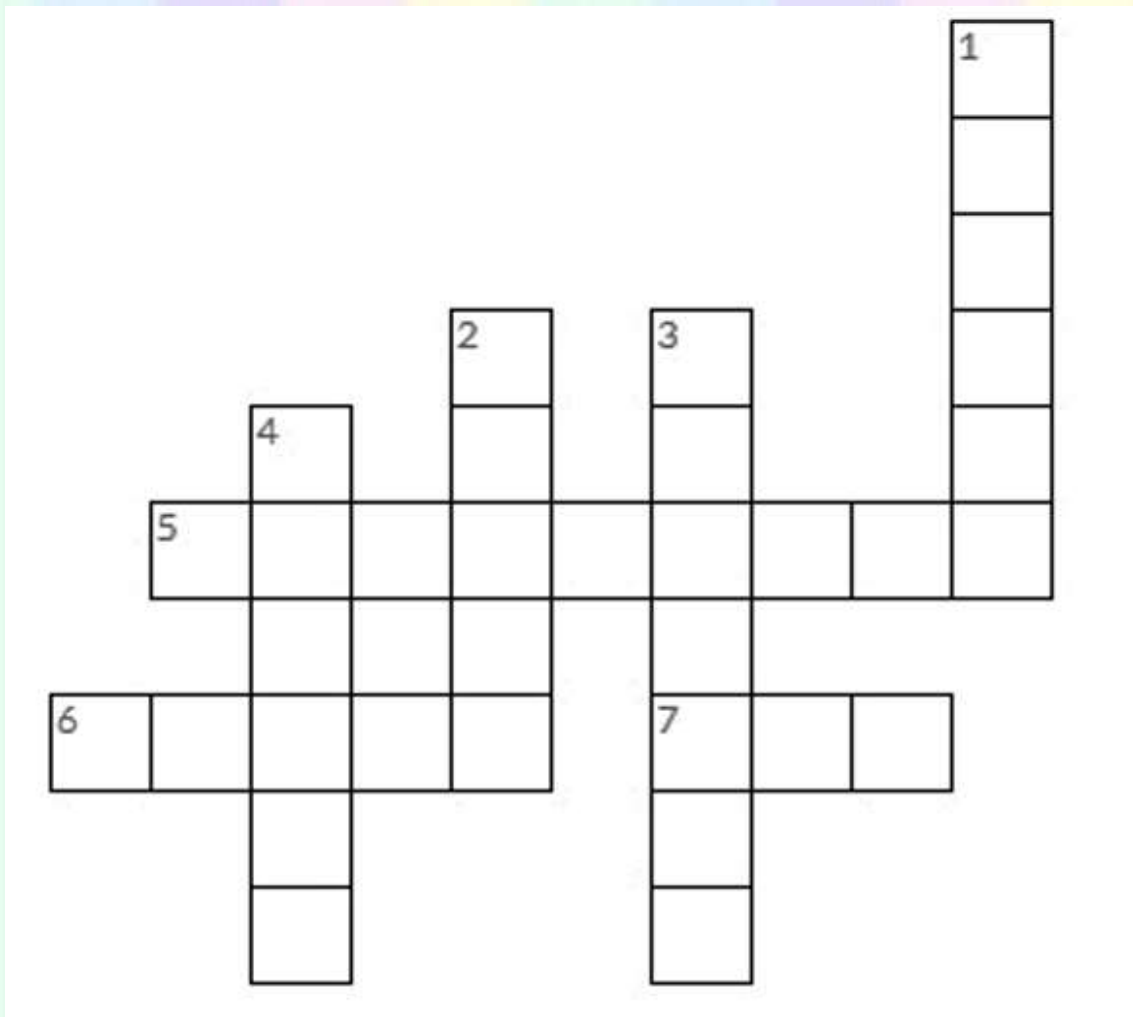
Activity 3. According to the picture create a sentence using the verb to be.

Down

1. Terror, or dread, often suddenly
2. Feeling or showing pleasure or contentment
3. Feeling a need to drink something
4. Wanting or needing food

Across

5. Impress forcibly through unexpectedness
6. Displeasure, or hostility; full of anger
7. Type of Depression



Activity 4. Complete the sentences using the verb to be (am/is/are) and each word from the answers of activity 3.

Example. - Fernando is happy.

They _____

Eva _____

They _____

Laura and Marcela _____

He _____

Activity 5. According to the picture create a sentence using the verb to be.



- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____

UNIT 2

MEETING MY FAMILY



LESSON 1	I love my Family
GENERAL OBJECTIVE	Students will be able to recognize members of their family.
SPECIFIC SKILL	Reading: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	A short paragraph, pictures, puzzle
LANGUAGE	Words related to family members.
ACTIVITY	Recognize and highlight family members
TIME	30 minutes

Warm-up

Activity 1

Students are going to learn a poem about the family.



The Thing About Family...

By Kelly Roper

The thing about family is,
 You may not always like them,
 But you're always going to love them.
 It just might take a little while sometimes
 To remember that.

Practice

Activity 2

Students are going to write the six names of each family member under each picture.

brother - sister - father - mother - grandfather - grandmother

brother

Activity 3

Students are going to find six family members in the alphabet soup.

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

Brother
Sister
Father

Mother
Grandmother
Grandfather

Activity 4

Students are going to read the statements and complete the gaps using the family members.



Hello to everyone. My name is Carolina. I am 6 years old. I live in Colombia with my big family. Now I'm going to describe the names of each member.

My grandfather is Joel.
My grandmother is Andrea.
My father is Carlos.
My mother is Emiliana.
My sister is Patricia.
My brother is Alfredo.

1. Emiliana is my _____.
2. Andrea is my _____.
3. Alfredo is my _____.
4. Carlos is my _____.
5. Patricia is my _____.
6. Joel is my _____.

Production

Activity 5

Students are going to scan and highlight the six family members in the short paragraph.

My Family

Hi new friends. My name is Mateo. I am 12 years old. I live in Spain. I have a big and happy family. We live in a big house close to the river. There are six members in our family. My father Esteban is a doctor. He is friendly and smart. My mother Camila is a teacher. She is very strict. My sister Josefina is very intelligent and adorable. She loves to play with our cat. My brother Armando is small and outgoing. Also, I live with my grandparents. My grandfather is Ronald. He is old and friendly. My grandmother is Alejandra. She is adorable and Kind. I love my family because they teach me to be a good person. I am very lucky to have a family like this.



I love my family

Activity 1: Look at the poem about family and repeat.



The Thing About Family...

By Kelly Roper

The thing about family is,
You may not always like them,
But you're always going to love them.
It just might take a little while
sometimes

Activity 2: Write each family member
corresponding picture.

brother – sister – father – mother – grandfather – grandmother

brother



Activity 3: Find the six members of the family

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

Brother

Mother

Sister

Grandmother

Father

Grandfather

Activity 4: Read the statements and complete the gaps using the family members.



Hello to everyone. My name is Carolina. I am 6 years old. I live in Colombia with my big family. Now I'm going to describe the names of each member.

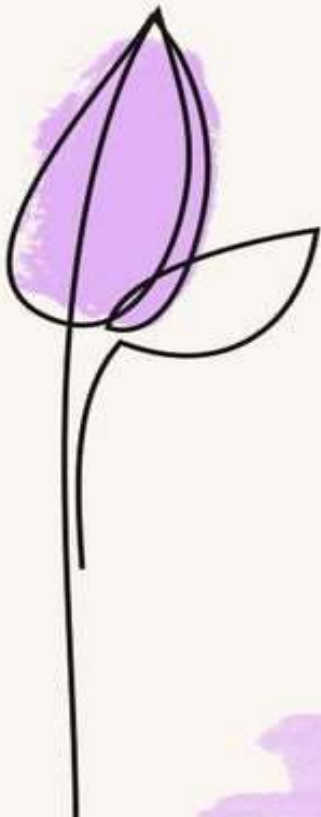
My grandfather is Joel.
My grandmother is Andrea.
My father is Carlos.
My mother is Emiliana.
My sister is Patricia.
My brother is Alfredo.

1. Emiliana is my _____.
2. Andrea is my _____.
3. Alfredo is my _____.
4. Carlos is my _____.
5. Patricia is my _____.
6. Joel is my _____.

Activity 5: Read, scan, and circle the six family members in paragraph

My Family

Hi new friends. My name is Mateo. I am 12 years old. I live in Spain. I have a big and happy family. We live in a big house close to the river. There are six members in our family. My father Esteban is a doctor. He is friendly and smart. My mother Camila is a teacher. She is very strict. My sister Josefina is very intelligent and adorable. She loves to play with our cat. My brother Armando is small and outgoing. Also, I live with my grandparents. My grandfather is Ronald. He is old and friendly. My grandmother is Alejandra. She is adorable and Kind. I love my family because they teach me to be a good person. I am very lucky to have a family like this.



Students are going to join the personal pronoun with the correct possessive adjective.

I	My
We	Its
He	Her
She	Their
They	Its
It	Our
You	Your

Activity 4

Students are going to choose the correct words to solve the activity using possessive adjectives.

1. This is my / I house.
2. I have a cat. His / Its ears are black.
3. He is my brother. His / He name is Carlo.
4. She is my / I grandmother.
5. This is you / your chair.
6. Those are she / her books.
7. We live here. This is we / our house.
8. They love they / their family.
9. She has a cat. Her / she cat is orange.
10. That is you / your friend.

Production

Activity 5

Students are going to choose one of the three short readings and circle the possessive adjectives you find hidden.

Hello, my name is Rapunzel. My mother is beautiful. Her hair is blonde and long. My father is a kind man. His hair is brown and short. I lived with my parents on a farm. Our home was humble. One day my father decided to steal some lettuce from a witch's farm to feed my mother and me. The lettuce was large and its leaves were enough to make a soup. As punishment, the witch locked me in a tower and she waited for my true love to come and rescue me.





Hi, friends. I call myself Cinderella. I would love to tell you my story. My father was a kind duke. His hair was brown and short. My mother died when she was a child. His eyes were blue and big. My father also passed away a few years ago leaving me in the care of my stepmother. My stepmother had two daughters and a cat. Our house became a dark place. One day in the kingdom there was a ball where I met a prince. His eyes were blue and his hair black. That day my life changed.

Hello, everyone. My name is Peter. I'm known as spider-man, but it's a secret. I live with my uncle. He is kind and friendly. His hair is black and his eyes are big. Also, I live with my aunt. She is kind and adorable. And with my dog. His ears are black and his tail is long. Her hair is white and his eyes are small and black. One day a spider bit me and now I have super powers to save our city from villains. Right now I'm trying to save my city from the sandman. Wish me luck.



We are all special

Activity 1: Read the poem aloud together



The Thing About Family...

By Kelly Roper

The thing about family is,
You may not always like them,
But you're always going to love them.
It just might take a little while sometimes
To remember that.

Look at the pictures and choose the correct option.



Mother

Father



Grandmother

Sister



Father

Brother



Grandmother

Grandfather



Grandmother

Mother



Brother

Father

Activity 2: Look at the table carefully.

Possessive Adjectives								
	Singular					Plural		
Subject pronouns	I	You	He	She	It	We	You	They
Possessive Adjectives	My	Your	His	Her	Its	Our	Your	Their

Her eyes are big and brown. **His** eyes are small and blue.

Join the personal pronoun with the correct possessive adjective.

I	→	My
We		Its
He		Her
She		Their
They		Its
It		Our

Activity 3: Complete the gaps using the correct possessive adjectives.

1. Excuse me, this is my (I) bag.
2. We live here. This is _____ (we) house.
3. Kate has black hair _____ (she) eyes are black too.
4. He is doing _____ (he) homework.
5. The cat is eating _____ (it) food.
6. I am afraid this pen is not _____ (you).
7. Those bicycles are _____ (they).
8. I live in Ibarra. _____ (I) name is Melany.
9. This is my friend. _____ (he) name is Tom.
10. My sister is great. _____ (she) hair is blond.

Activity 4: Choose the correct word in each statement.

1. This is my / I house.
2. I have a cat. His / Its ears are black.
3. He is my brother. His / He name is Carlo.
4. She is my / I grandmother.
5. This is you / your chair.
6. Those are she / her books.
7. We live here. This is we /

Activity 5: Choose one of the three short readings and circle the possessive adjectives you find hidden.

Hello, **my** name is Rapunzel. My mother is beautiful. Her hair is blonde and long. My father is a kind man. His hair is brown and short. I lived with my parents on a farm. Our home was humble. One day my father decided to steal some lettuce from a witch's farm to feed my mother and me. The lettuce was large and its layers were enough to make a soup. As punishment, the witch locked me in a tower and she waited for my true love to come and rescue me.



Hi, friends. I call myself Cinderella. I would love to tell you my story. My father was a kind duke. His hair was brown and short. My mother died when she was a child. His eyes were blue and big. My father also passed away a few years ago leaving me in the care of my stepmother. My stepmother had two daughters and a cat. Our house became a dark place. One day in the kingdom there was a ball where I met a prince. His eyes were blue and his hair black. That day my life changed.


Hello, everyone. My name is Peter. I'm known as spider-man, but it's a secret. I live with my uncle. He is kind and friendly. His hair is black and his eyes are big. Also, I live with my aunt. She is kind and adorable. And with my dog. His ears are black and his tail is long. Her hair is white and his eyes are small and black. One day a spider bit me and now I have super powers to save our city from villains. Right now I'm trying to save my city from the sandman. Wish me luck.



LESSON 3	How do families work together?
GENERAL OBJECTIVE	Students will be able to answer questions about the family after reading a short passage.
SPECIFIC SKILL	Reading: Collaborative skills
LESSON STAGE	Practice
MATERIALS	Puzzle, Readings, and live worksheets.
LANGUAGE	Words related to family members.
ACTIVITY	Get new vocabulary to improve reading comprehension skills.
TIME	30 minutes

Warm-up

Activity 1 Students will be able to repeat the poem that has been previously learned.



The Thing About Family...

By Kelly Roper

The thing about family is,
You may not always like them,
But you're always going to love them.
It just might take a little while sometimes
To remember that.

Students are going to look for the family members in a puzzle.



Practice


Activity 2 Students are going to read a short reading and underline the possessive adjectives with the blue and the family members with red.

I am Violeta. I am 18 years old. I live with my big family and my pets. We are similar and different at the same time. My father Orlando is tall and fat. His hair is black and his eyes are blue. My mother Elena is so beautiful. Her eyes are big and brown. My grandfather Anibal is short and thin. His hair is brown. My grandmother Ann is old and friendly. Her hair is white and big. My sister Kate is younger than me. Her eyes are blue. My brother Mateo is fat and short. His hair is black. Also, I am older than my siblings. My brother has a cat. Its ears are brown and its eyes are green. Our house is blue, nice, and big. My grandparents have a farm. Their farm animals are incredible and amazing. I think that my family is the best. I love them.


Activity 3 Students are going to reread the previous paragraph and they are going to complete the following chart.

Members of the family	Possessive Adjectives
- Father	- My

Activity 4 Students are going to write two sentences using possessive adjectives and family members' vocabulary under each picture.



1. She is my mother.
 2. Her hair is brown.



Production

Activity 5 Students are going to read the short passage and answer the questions.

My family is wonderful. There are six people in my family. I have one brother and one sister. My sister is twelve and my sister is seven. My mom and dad are friendly and sometimes they are strict. My little sister sometimes gets in trouble. My grandpa and my grandma are kind and supportive. My family loves to play games together at the weekend. We are happy to be a big family and we all love each other very much.

- How old is the brother?
_____.
- How many people are in the family?
_____.
- Who are supportive?
_____.
- What does the family like to do in their weekend?
_____.

How do families work together?

Activity 1: Read the poem aloud together



The Thing About Family...

By Kelly Roper

The thing about family is,

You may not always like them,

But you're always going to love them.

It just might take a little while sometimes

To remember that.

Look for the six family members in a puzzle

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

Activity 2: Read a short reading and circle the possessive adjectives with blue and the family members with red.

I am Violeta. I am 18 years old. I live with **my** big family and my pets. We are similar and different at the same time. My **father** Orlando is tall and fat. His hair is black and his eyes are blue. My mother Elena is so beautiful. Her eyes are big and brown. My grandfather Anibal is short and thin. His hair is brown. My grandmother Ann is old and friendly. Her hair is white and big. My sister Kate is younger than me. Her eyes are blue. My brother Mateo is fat and short. His hair is black. Also, I am older than my siblings. My brother has a cat. Its ears are brown and its eyes are green. Our house is blue, nice, and big. My grandparents have a farm. Their farm animals are incredible and amazing. I think that my family is the best. I love them.

Activity 3: Re-read the previous paragraph and complete the following chart.

Members of the family	Possessive Adjectives
- Father	- My

Activity 4: Write two sentences using possessive adjectives and family members' vocabulary under each picture.



1. She is my mother.

2. Her hair is Brown.



Activity 5: Read the text and answer the questions.

My family is wonderful. There are six people in my family. I have one brother and one sister. My sister is twelve and my brother is seven. My mom and dad are friendly and sometimes they are strict. My little sister sometimes gets in trouble. My grandpa and my grandma are kind and supportive. My family loves to play games together at the weekend. We are happy to be a big family and we all love each other very much.

1. How old is the brother?

_____.

2. How many people are in the family?

_____.

3. Who are supportive?

_____.

4. What does the family like to do in their weekend?

_____.

UNIT 3

UNDER THE OCEAN



LESSON 1	Explore the Ocean
GENERAL OBJECTIVE	Students will be able to scan the name of six sea animals.
SPECIFIC SKILL	Reading: Collaborative skills
LESSON STAGE	Practice
MATERIALS	Pictures, puzzle, and readings.
STRATEGY	
LANGUAGE	Words related to sea animals.
ACTIVITY	Recognize and highlight six names of sea animals.
TIME	30 minutes

Warm-up

Activity 1

Students are going to learn a poem about sea animals.



Take Me Out to the Ocean

Take me out to the ocean,
 take me out to the sea.
 There goes a dolphin and a starfish,
 now, I can't even count all these fish!
 So, let's swim, swim, swim
 underwater.
 Try not to wake all the sharks!
 For the ocean is
 so pretty and cool.

Practice

Activity 2

Students are going to read a short paragraph about sea animals and then they are going to draw a picture that represents what they read.

OCTOPUS

An octopus is a funny and interesting-looking animal. It lives under the ocean. This sea animal is large and it has a soft body and eight legs! An octopus can also squirt ink. This helps the octopus hide from other animals. Some people are afraid of octopuses. Can you believe it?

Activity 3

Students are going to match the name of the sea animals with the pictures.

Jellyfish

Shark

Crab

Octopus

Stingray

Whale

Activity 4

Students are going to read the statements and complete the gaps using the name of the six sea animals.

Stingray – Shark – Starfish – Jellyfish – Crab – Octopus

- I am a _____. I have a star shape. I'm pink and SpongeBob's best friend.
- I am a _____. I am the most dangerous animal in the sea. I have sharp teeth and I am a great predator.
- I am a _____. I am red. I have two tongs. I normally live inside the mud in the mangroves.
- I am an _____. I have eight very long legs. I live in the sea and I really like rocks.
- I am a _____. I live in the sea. I am a very dangerous marine animal. If I touch a person with one of my arms I can kill them with a very strong electrical charge.
- I am a _____. I have a long tail and a very large body. I also have a dangerous poison in my tail. I am very friendly when they meet me.

Production

Activity 5

Students are going to find six names of the sea animals in the alphabet soup.

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Explore the ocean

Activity 1: look at the poem about sea animals and repeat.



Take Me Out to the Ocean

Take me out to the ocean,
take me out to the sea.

There goes a dolphin and a starfish,
now, I can't even count all these fish!

So, let's swim, swim, swim
underwater.

Try not to wake all the sharks!

For the ocean is

so pretty and cool!

Activity 2: Read the short paragraph about sea animals and then draw a picture that represents the paragraph.

OCTOPUS

An octopus is a funny and interesting-looking animal. It lives under the ocean. This sea animal is large and it has a soft body and eight legs! An octopus can also squirt ink. This helps the octopus hide from other animals. Some people are afraid of octopuses. Can you believe it?

Activity 3: Match the name of the sea animals with the pictures.

Jellyfish

Starfish

Octopus

Stingray

Shark

Crab



Activity 4: Read the statements and complete the gaps using the name of the sea animals.

Stingray – Shark – Starfish – Jellyfish – Crab – Octopus

1. I am a _____. I have a star shape. I'm pink and SpongeBob's best friend.
2. I am a _____. I am the most dangerous animal in the sea. I have sharp teeth and I am a great predator.
3. I am a _____. I am red. I have two tongs. I normally live inside the mud in the mangroves.
4. I am an _____. I have eight very long legs. I live in the sea and I really like rocks.
5. I am a _____. I live in the sea. I am a very dangerous marine animal. If I touch a person with one of my arms I can kill them with a very strong electrical charge.
6. I am a _____. I have a long tail and a very large body. I also have a dangerous poison in my tail. I am very friendly when they meet me.



Activity 5: Find the names of the sea animals in the alphabet soup.

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

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




LESSON 2	Sea Stories
GENERAL OBJECTIVE	Students will be able to understand and answer questions about sea stories with comparative adjectives.
SPECIFIC SKILL	Reading: Collaborative skills
LESSON STAGE	Practice
MATERIALS	Worksheet, pictures, and readings.
LANGUAGE	Words related to sea animals.
ACTIVITY	Answer questions.
TIME	30 minutes

Warm-up

Activity 1

Students will be able to repeat the poem that has been previously learned.



Take Me Out to the Ocean

Take me out to the ocean,
take me out to the sea.
There goes a dolphin and a starfish,
now, I can't even count all these fish!
So, let's swim, swim, swim
undervater.
Try not to wake all the sharks!
For the ocean is
so prettv and cool.

Students are going to look at the pictures and then they are going to choose the correct word.










Practice

Activity 2

Students are going to look at the table with some adjectives and their meanings.

Adjective	Meaning
Short	having little length; not long.
Big	large, as in size, height, width, or amount.
Heavy	of great weight; hard to lift or carry.
Dangerous	able or likely to cause physical injury.
Light	that has no strength.
Fat	having too much flabby tissue; corpulent; obese.
Thin	having relatively little extent; not thick; slender.
Harmless	incapable of hurting or harming.

Students are going to match the picture with the correct adjective.


	short
	heavy
	big
	light
	thin
	fat
	harmless
	dangerous

Activity 3

Students are going to complete the sentences with the words in the chart.

Big – heavy – dangerous – harmless – short

1. I am a jellyfish. I am a dangerous animal because I can give electric shock to whoever I bump into.
2. I am a starfish. I am a _____ animal because I do not hurt any animal or person around me.
3. I am a shark. I am a _____ animal because I measure more than a person.
4. I am a whale. I am a very _____ animal because I can weigh 18 tons.
5. I am a crab. I am _____. For that reason, I live in small holes that I make in the ground.



Activity 4


Students are going to read a sea paragraph, and then they are going to choose the picture that best represents what they read.

Many starfish, have five arms. Some have many more arms! That is fantastic! If a starfish loses an arm, it can grow another. Can you believe it?


We can find different starfish with different features. For instance, we often see brown or orange starfish. Others can be blue or red. They do not have a heart, but they do have an eye on each of their arms. That is cool!

Choose the image that best represents the paragraph you read.


a



b



c



Production

Activity 5

Students are going to read a short paragraph about life in the sea and then they are going to answer some questions.

Save the Ocean

The sea represents approximately 70% of the land. First, within the sea, we can find various marine animals. For example, whales, sharks, starfish, jellyfish, octopus, etc. Second, due to the magnificent number of animals in the sea, it is important to take care of it. Although seawater is not for human consumption. This place is home to reefs which provide a large amount of oxygen for both the sea and the surface. Third, human contamination of the sea has increased over the years. In addition, it is estimated that the deaths of fish and other animals are due to the garbage that humans throw into the sea. Ultimately, saving our planet depends on us. Let's not wait for the damage to be irreparable to find solutions. Let's save our planet today!

What is the percentage that the sea represents on the earth?

_____.

Write the marine animals mentioned in the paragraph.

_____.

What do reefs provide?

_____.

Who causes sea pollution?

_____.

Is it important to protect the sea?

_____.

Sea stories

Activity 1: Read the poem aloud together



Take Me Out to the Ocean

Take me out to the ocean,
take me out to the sea.
There goes a dolphin and a starfish,
now, I can't even count all these fish!
So, let's swim, swim, swim
underwater.
Try not to wake all the sharks!
For the ocean is
so prettv and cool.

Look and choose the correct word.



small

big



old

new



short

tall



fat

thin



dangerous

harmless



heavy

light

light

Activity 2: Look at the table carefully.

Adjective	Meaning
Short	having little length; not long.
Big	large, as in size, height, width, or amount.
Heavy	of great weight; hard to lift or carry.
Dangerous	able or likely to cause physical injury.
Light	that has no strength.
Fat	having too much flabby tissue; corpulent; obese.
Thin	having relatively little extent; not thick; slender.
Harmless	incapable of hurting or harming.

Match the picture with the correct adjective.



short



heavy



big



light



thin



fat



harmless

dangerous

Activity 3: Complete the sentences with the adjectives in the chart.

Big – heavy – dangerous – harmless – short



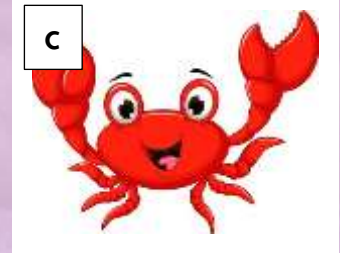
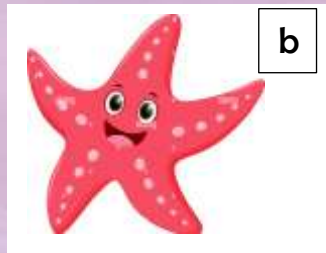
1. I am a jellyfish. I am a **dangerous** animal because I can give electric shocks whomever I bump into.
2. I am a starfish. I am a _____ animal because I do not hurt any animal or person around me.
3. I am a shark. I am a _____ animal because I measure more than a person.
4. I am a whale. I am a very _____ animal because I can weigh 18 tons.
5. I am a crab. I am _____. For that reason, I live in small holes that I make in the ground.

Activity 4: Read the paragraph

Many starfish, have five arms. Some have many more arms! That is fantastic! If a starfish loses an arm, it can grow another. Can you believe it?

We can find different starfish with different features. For instance, we often see brown or orange starfish. Others can be blue or red. They do not have a heart, but they do have an eye on each of their arms. That is cool!

Choose the image that best represents the paragraph you read.



Activity 5: Read the paragraph

Save the Ocean

The sea represents approximately 70% of the land. First, within the sea, we can find various marine animals. For example, whales, sharks, starfish, jellyfish, octopus, etc. Second, due to the magnificent number of animals in the sea, it is important to take care of it. Although seawater is not for human consumption. This place is home to reefs which provide a large amount of oxygen for both the sea and the surface. Third, human contamination of the sea has increased over the years. In addition, it is estimated that the deaths of fish and other animals are due to the garbage that humans throw into the sea. Ultimately, saving our planet depends on us. Let's not wait for the damage to be irreparable to find solutions. Let's save

What is the percentage that the sea represents on the earth?

_____.

Write the marine animals mentioned in the paragraph.

_____, _____, _____, _____, _____.

What do reefs provide?

_____.

Who causes sea pollution?



_____.

Is it important to protect the sea?

_____.

LESSON 3	Create an aquarium
GENERAL OBJECTIVE	Students will be able to understand a story and check true or false for each sentence.
SPECIFIC SKILL	Reading: Collaborative skills
LESSON STAGE	Practice
MATERIALS	Worksheet, pictures, and readings.
LANGUAGE	Words related to sea animals.
ACTIVITY	Answer questions.
TIME	30 minutes

Warm-up

Activity 1	<p>Students will be able to repeat the poem that has been previously learned.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p style="text-align: center;">Take Me Out to the Ocean</p> <p>Take me out to the ocean, take me out to the sea. There goes a dolphin and a shark, now I can't even count all these fish!</p> <p>So, let's swim, swim, swim underwater.</p> <p>Try not to make all the sharks! For the ocean is so wide and cool.</p> </div> </div> <p>Students are going to write the name of the sea animals in the crossword.</p> 
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Practice

Activity 2	<p>Students are going to read a short reading and circle the adjectives with blue and the sea animals with red.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Hi, I'm Ariel, the little mermaid. I love living in the sea. This place is big and beautiful. My family and I have many harmless marine friends. My best friend is a very small crab named Sebastian. Also, we all live in a big, heavy castle. Despite this, there are several dangers within the sea. For example, there are very light but dangerous jellyfish. However, we love living here and sharing fun family stories. Even though fat sharks sometimes try to eat us, we escape unscathed from their clutches. I hope you've enjoyed my story.</p> </div>
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Activity 3

Students are going to reread the previous paragraph and they are going to complete the following chart.




Sea Animals	Adjectives
- Crab	- Big

Activity 4

Students are going to write two sentences using possessive adjectives and family members' vocabulary under each picture.

- This is a stingray.
- The stingray is a big animal.

Production

Activity 5

Students are going to read the short passage and check true or false for each statement.

Sea Animals


Sea animals are also known as aquatic animals. Sharks, octopuses, starfish, crabs, jellyfish, and stingrays are a few sea animals, the further passage describes a few of them. An octopus has eight legs or tentacles. The octopus has excellent eyesight but poor hearing. The octopus has three hearts. The blood of an octopus is light blue. Starfish are harmless. They are star-in shape with around 1500 species. It usually lives in deep water. Sharks are big and quiet animals. They are dangerous but not at all. Furthermore, stingrays are thin and light. They are beautiful and amazing.

Check true or false for each sentence

	TRUE	FALSE
There are around 1,800 species of starfish.		
Octopuses have three hearts.		
Stingrays are heavy and fat.		
Sharks are small and dangerous.		
Octopuses have eight legs/tentacles.		

Create an aquarium


Activity 1: Read the poem aloud together



Take Me Out to the Ocean

Take me out to the ocean,
take me out to the sea.
There goes a dolphin and a starfish,
now, I can't even count all these fish!
So, let's swim, swim, swim
underwater.
Try not to wake all the sharks!
For the ocean is
so prettv and cool.

Write the name of the sea animals in the crossword.



The crossword puzzle grid is composed of white squares for letters and grey squares for empty space. The following sea animals and their names are placed around the grid:

- Octopus**: An illustration of a red octopus is placed above the 3rd row, 2nd column.
- Jellyfish**: An illustration of a purple jellyfish is placed above the 4th row, 4th column.
- Shark**: An illustration of a blue shark is placed above the 5th row, 3rd column.
- Starfish**: An illustration of an orange starfish is placed to the left of the 8th row, 1st column.
- Crab**: An illustration of a red crab is placed below the 8th row, 3rd column.
- Stingray**: An illustration of a blue stingray is placed to the right of the 6th row, 5th column.

The crossword puzzle contains the following letters:

- Vertical Words:**
 - Row 1, Column 1: O
 - Row 4, Column 4: J
 - Row 6, Column 4: S
 - Row 8, Column 5: G
 - Row 9, Column 5: Y
- Horizontal Words:**
 - Row 8, Column 1: S
 - Row 8, Column 3: A
 - Row 8, Column 4: K
 - Row 8, Column 5: F

Activity 2: Read the paragraph and circle the adjectives with blue and the sea animals with red.

Hi, I'm Ariel, the little mermaid. I love living in the sea. This place is big and beautiful. My family and I have many harmless marine friends. My best friend is a very small crab named Sebastian. Also, we all live in a big, heavy castle. Despite this, there are several dangers within the sea. For example, there are very light but dangerous jellyfish. However, we love living here and sharing fun family stories. Even though fat sharks sometimes try to eat us, we escape unscathed from their clutches. I hope you've enjoyed my story.

Activity 3: Re-read the previous paragraph and complete the following chart.

Sea Animals	Adjectives
- Crab	- Big

Activity 4: Write two sentences using adjectives and sea animal's vocabulary under each picture.



- This is a stingray.

- The stingray is a big animal.



Activity 5: Read the text and answer the questions.

Sea Animals

Sea animals are also known as aquatic animals. Sharks, octopuses, starfish, crabs, jellyfish, and stingrays are a few sea animals, the further passage describes a few of them. An octopus has eight legs or tentacles. The octopus has excellent eyesight but poor hearing. The octopus has three hearts. The blood of an octopus is light blue. Starfish are harmless. They are star-in shape with around 1500 species. It usually lives in deep water. Sharks are big and quiet animals. They are dangerous but not at all. Furthermore, stingrays are thin and light. They are beautiful and amazing.



Check true or false for each sentence

	TRUE	FALSE
There are around 1,800 species of starfish.		
Octopuses have three hearts.		
Stingrays are heavy and fat.		
Sharks are small and dangerous.		
Octopuses have eight legs/tentacles.		



UNIT 4

SPORTS

LESSON 1	Popular sports
GENERAL OBJECTIVE	Students will be able to recognize popular sports
SPECIFIC SKILL	Reading: Collaborative reading skills
LESSON STAGE	Practice
MATERIALS	Cards, readings, technological tools
LANGUAGE	Common verbs in sports Vocabulary about sports <ul style="list-style-type: none"> • Jump • Play • Bike • Run • Swim • Throw
ACTIVITY	Identify verbs and create sentences
TIME	30 minutes
Warm-up	
Activity 1	<p>Students will learn a short poem about sports with mimics. Then they will identify some popular sports in the world and link four of them according to their correct definition.</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <ul style="list-style-type: none"> a) Soccer b) Basketball c) Swimming d) Running e) Cycling f) Chess g) Tennis h) Hockey i) Ski </div> <div style="flex: 1; text-align: center;">  </div> </div>
Practice	
Activity 2	<div style="text-align: center;">  </div> <ol style="list-style-type: none"> 1. The game consists of two teams of eleven players using a round ball. Players kick the ball to each other and try to score goals. 2. A race in which people run a distance of just over 26 miles, which is about 42 km.

	<p>3. The game is played between two teams of five players each on a rectangular court, usually indoors. Each team tries to score by throwing the ball through the opponent's goal.</p> <p>4. Individual or team racing sport that requires the use of one's entire body to move through the water. The sport takes place in pools or open water.</p> <p>Live worksheet link: https://www.liveworksheets.com/pd3476100uo</p>
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<p>Activity 3</p>	<p>Students will identify some sports presented in activity one. They will link them according to the correct definition.</p> <p>Reading</p> <p>Hello, my name is David, I consider myself a sportsman because I practice four sports. For example, swimming, soccer, and basketball and I am preparing for my first marathon. I have an extended schedule since I practice all those sports. For instance, Mondays I swim in the pool, Thursdays I play soccer, Wednesdays, I run to practice for my marathon, and Thursdays I play basketball, throw the ball or practice new passes with my friends. I love this game.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What is the name of the sportsman? 2. How many sports does he practice? 3. What sport does he practice on Thursdays? 4. What is his favorite sport?
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<p>Activity 4</p>	<p>Action verbs</p> <table border="1" data-bbox="564 1368 1353 1718"> <thead> <tr> <th colspan="3">Simple Present</th> </tr> <tr> <th>Pronoun</th> <th>Verb</th> <th>Complement</th> </tr> </thead> <tbody> <tr> <td>He</td> <td rowspan="3">plays</td> <td rowspan="3">soccer</td> </tr> <tr> <td>She</td> </tr> <tr> <td>It</td> </tr> <tr> <td>I</td> <td rowspan="4">Play</td> <td rowspan="4">basketball</td> </tr> <tr> <td>We</td> </tr> <tr> <td>You</td> </tr> <tr> <td>They</td> </tr> </tbody> </table> <p>a) Jump b) Play c) Bike d) Run e) Swim f) throw</p>	Simple Present			Pronoun	Verb	Complement	He	plays	soccer	She	It	I	Play	basketball	We	You	They
Simple Present																		
Pronoun	Verb	Complement																
He	plays	soccer																
She																		
It																		
I	Play	basketball																
We																		
You																		
They																		

Find the action verbs in the text.

Action verbs

- a) Jump
- b) Play
- c) Bike
- d) Run
- e) Swim
- f) throw



I'm a little naughty cat
my name is Max
I like to jump
I like food so much
and I also love to dance

I would like to go out and play
My friends Memo and Clay,
They are also naughty!
they like to annoy humans
and they are also haughty!

I enjoy lying on the grass
and drink milk in a glass
I like to scratch my belly
and jump the roofs with my friend Nelly

Even if I don't know how to swim
I like the sea
Also, run and throw balls of wool
and ride a bike like a fool

Production

Activity 5

Students will be able to write the verb in the correct form.

She (throw) _____ the ball.

It (jump) _____ in the yard.

Julia (swim) _____ in the pool.

Mariana (plays) _____ soccer with her family.

Susana (throw) _____ the ball.

I (run) _____ in the park.

Anne (work) _____ in a language school.

She (be) _____ a teacher.

She (teach) _____ English.

Her students (come) _____ from all over the world.

Anne usually (go) _____ to school by bus.

On the bus she (have) _____ time to correct a few tests.

Popular sports

Poem



**Pick your team,
pick your ball,
In the summer,
or in the fall.
Or maybe you,
just want to ski,
Or swim like a fish,
in the deep blue sea.**

Activity 1. Most popular sports in the world.



Marathon



Cycling



Basketball



Chess



Soccer



Tennis



Ski



Hockey



Swimming

Activity 2.-Read the definitions and match them with the correct pictures.

Link: <https://www.liveworksheets.com/pd3476100u0>

The game consists of two teams of eleven players using a ball. Players kick the ball to each other and try to score goals.



It can be played individually against a single opponent or between two teams of two players each. Each player uses a racket.



The game is played between two teams of five players each on a rectangular court, usually indoors. Each team tries to score by throwing the ball through the opponent's goal.



Individual or team racing sport that requires the use of one's entire body to move through the water. The sport takes place in pools or open water.



A race in which people run a distance of just over 26 miles, which is about 42 km.



Activity 3. Read the text and then answer the questions.

Reading

Hello, my name is David, I consider myself a sportsman because I practice four sports. For example, swimming, soccer, and basketball and I am preparing for my first marathon. I have an extended schedule since I practice all those sports. For instance, Mondays I swim in the pool, Thursdays I play soccer, Wednesdays, I run to practice for my marathon, and Thursdays I play basketball, throw the ball or practice new passes with my friends. I love this game.

Questions

1. What is the name of the sportsman?

2. How many sports does he practice?

3. What sport does he practice on Thursdays?

4. What is his favorite sport?



Activity 4. Find the action verbs in the text.

Action verbs

- a) Jump
- b) Play
- c) Bike
- d) Run
- e) Swim
- f) throw



I'm a little naughty cat
my name is Max
I like to jump
I like food so much
and I also love to dance

I would like to go out and play
My friends Memo and Clay,
They are also naughty!
they like to annoy humans
and they are also haughty!

I enjoy lying on the grass
and drink milk in a glass
I like to scratch my belly
and jump the roofs with my friend Nelly

Even if I don't know how to swim
I like the sea
Also, run and throw balls of wool
and ride a bike like a fool

Activity 5.- Write the correct form of the verb in each sentence

- She (throw) _____ the ball.
- It (jump) _____ in the yard.
- Julia (swim) _____ in the pool.
- Mariana (play) _____ soccer with her family.
- Susana (throw) _____ the ball.
- I (run) _____ in the park.
- Anne (work) _____ in a language school.
- She (be) _____ a teacher.
- Her students (come) _____ from all over the world.
- Anne usually (go) _____ to school by bus.
- On the bus she (have) _____ time to correct a few tests.

LESSON 2	Olympic Games
GENERAL OBJECTIVE	Students will be able to describe the sport that they enjoy practicing.
SPECIFIC SKILL	Reading: Collaborative reading skills
LESSON STAGE	Practice
MATERIALS	Cards
LANGUAGE	Common verbs & vocabulary about sports
ACTIVITY	Choose your favorite activities
TIME	30 minutes

Warm-up

Activity 1

Students remember a short poem about sports with mimics. In the chart, students will answer the questions using the present simple tense. Then, they will answer some questions.



Hello! My name is Maya, I like to go to the pool because it is very funny stay in the water. That is way I love _____.



Hi! My name is Pedro, I enjoy to go to the park because there are some places to do sport. Specially, I like to practice my skills with the ball and score goals. My favorite sport is _____.



Hi, Mi name is Susana, I love sports but my favorite one is going to the park and run because recently I sign up to a _____ in my city in where I need to run 5 kilometers.



Hello, my name is José, my favorite sport is _____ because I love to jump and play with my friends. Usually, I practice my aim in the park to score baskets with the ball.

Practice

Activity 2

In the chart, students will answer the questions using the present simple tense. Then, they will answer some questions.

Activity 2. Ask and answer questions about which sports the four people like and dislike playing and complete the chart.

Example
Question: Does he/she like playing _____?
Answer: Yes, she/he does/ No, she/he doesn't

Sport	Names	Swimming	Football	Basketball	Tennis	Cycling	Chess

Answer the questions based on the information chart.
 This person likes playing football and basketball but doesn't like playing chess

This person likes playing tennis and basketball but doesn't like practicing swimming

This person likes playing football and chess but doesn't like cycling

This person likes cycling and playing basketball but doesn't like playing football

Activity 3

Students will write five simple sentences about activities that their friends enjoy the most in their free time.

Activity 3. Write four simple sentences about activities that their friends enjoy the most in their free time.

-
-
-
-

Activity 4

Simple Present Do vs Does		
Auxiliary	Subject	Complement
Does	He She It	play soccer?
Do	I We You They	play basketball?

Students will use the last sentences to form questions and answer them using the simple present tense.

Activity 4. Use the last sentences to form questions and answer them using the simple present tense.

-
-
-
-

Production

Activity 5

Students will be able to fill the gaps with the correct information according to an Olympic sport.

Sport: Soccer

Olympic Games!



Name: Sofia

Sentence: Sofia plays soccer

Question: Does Sofia play soccer?

Positive Answer: Yes, she does

Negative Answer: No, she doesn't

Olympic sports

Poem



**Pick your team,
pick your ball,
In the summer,
or in the fall.
Or maybe you,
just want to ski,
Or swim like a fish,
in the deep blue sea.**

Activity 1. Ask and answer questions about which sports the four people like and dislike playing and complete the chart.



Hello! My name is Maya, I like to go to the pool because it is very funny to stay in the water. That is why I love _____.

Hi! My name is Pedro, I enjoy going to the park because there are some places to do sport. Especially, I like to practice my skills with the ball and score goals. My favorite sport is _____.



Hi, Mi name is Susana, I love sports but my favorite one is going to the park and running because recently I sign up for a _____ in my city in where I need to run 5 kilometers.

Hello, my name is José, my favorite sport is _____ because I love to jump and play with my friends. Usually, I practice my aim in the park to score baskets with the ball.



Activity 2. Ask and answer questions about which sports the four people like and dislike playing and complete the chart.

Example

Question: Does he/she like playing _____?

Answer: Yes, she/he does/ No, she/he doesn't

Sport Names	Swimming	Football	Basketball	Tennis	Cycling	Chess

Answer the questions based on the information chart.

This person likes playing football and basketball but doesn't like playing chess

.....

This person likes playing tennis and basketball but doesn't like practicing swimming

.....

This person likes playing football and chess but doesn't like cycling

This person likes cycling and playing basketball but doesn't like playing football

.....

Activity 3. Write four simple sentences about activities that their friends enjoy the most in their free time.

Activity 4. Use the last sentences to form questions and answer them using the simple present tense.

Activity 5. Fill the gaps with the correct information according to an Olympic sport.

Sport: Soccer

Olympic Games!



Name: Sofia

Sentence: Sofia plays soccer


Question: Does Sofia play soccer?

Positive Answer: Yes, she does

Negative Answer: No, she doesn't

Sport: _____

Olympic Games!



Name: _____

Sentence: _____


Question: _____

Positive Answer: _____

Negative Answer: _____

Sport: _____

Olympic Games!



Name: _____

Sentence: _____


Question: _____

Positive Answer: _____

Negative Answer: _____

Sport: _____

Olympic Games!



Name: _____

Sentence: _____

Question: _____

Positive Answer: _____

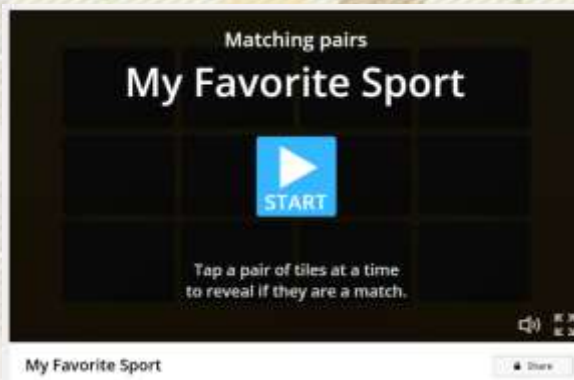
Negative Answer: _____

LESSON 3	My favorite sport
GENERAL OBJECTIVE	Students will be able to recognize popular sports
SPECIFIC SKILL	Reading: Collaborative reading skills
LESSON STAGE	Practice
MATERIALS	Technological resources
LANGUAGE	Words related to favorite sports
ACTIVITY	Identify verbs and create sentences
TIME	30 minutes

Warm-up

Activity 1

Students will learn a short poem about sports with mimics. Students will be able to find the pair in the activity.



<https://wordwall.net/resource/58303879/my-favorite-sport>

Vocabulary

- Enner Valencia -Soccer
- Gabriela Vargas - skating
- Neisi Dajomes -weightlifting
- Richard Carapaz -cycling
- Marlon 'Chito' Vera -Martial Arts
- Glenda Morejón - athletic march

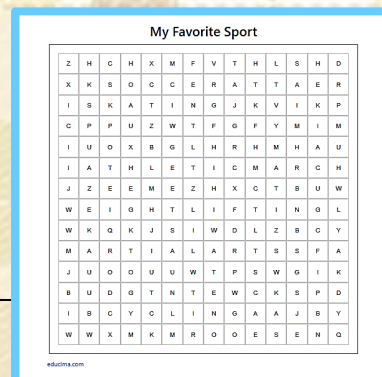
Practice

Activity 2

Students Will be able to find the hidden words in the word search puzzle

Link: www.educima.com/wordsearches/my_favorite_sport-40cd4f62b43514dd7e22345a6ae354fa

soccer
skating
weightlifting
cycling
Martial Arts
athletic march



Activity 3

Activity 3. Write the next sentences and questions in the correct order and correct the form of the verb.



- 1.- _____?(you/ practice/ soccer/ Do)
- 2.- _____ (Anna/ play/ basketball/ in the park)
- 3.- _____(swims/she/ in the pool)
- 4.- _____(is/Mariana/ happy)
- 5 _____? (work/they/ in the school/ Does)
- 6.- _____ (jump/Marco/ in the/bed)
- 7.- _____? (he/ teaches/mathematics/Does)
- 8.- _____(Gabriela/practice/sports)

Activity 4

First, students will be able to recognize the vocabulary of the story in pictures. Second, they are going to read the fable with the help of the teacher, then they are going to answer some questions and finally draw what they understand about the fable.

Vocabulary



Fable “ The Hare and the Tortoise”

A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, and he agreed for the fun of the thing. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; when he finally woke up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

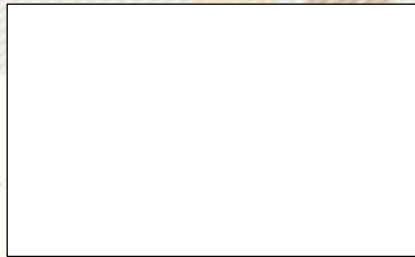
Lesson: The race is not always to the swift.

Production

Activity 5

Questions

1. Who are the main characters?
2. What did the hare?
3. What did the tortoise do?
4. Who wins the race?
5. Draw a picture of the fable.



My Favorite Sport

Poem



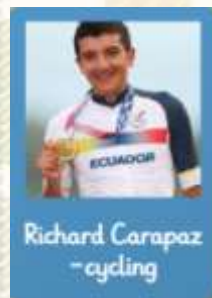
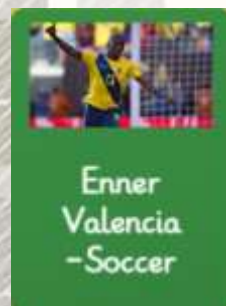
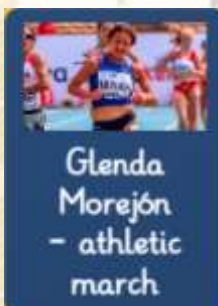
**Pick your team,
pick your ball,
In the summer,
or in the fall.
Or maybe you,
just want to ski,
Or swim like a fish,
in the deep blue sea.**

Activíty 1. Find the pair in the next activíty

Sports:

- Enner Valencia -soccer
- Gabriela Vargas - skating
- Neisi Dajomes -weightlifting
- Richard Carapaz -cycling
- Marlon 'Chito' Vera -Martial Arts
- Glenda Morejón - athletic march

Link: <https://wordwall.net/resource/58303879/my-favorite-sport>



Activity 2. Find the hidden words in the word search puzzle

Link: www.educima.com/wordsearches/my_favorite_sport-40cd4f62b43514dd7e22345a6ae354fa

- soccer
- skating
- weightlifting
- cycling
- Martial Arts
- athletic march

My Favorite Sport

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

Activity 3. Write the next sentences and questions in the correct order and correct the form of the verb.

1.- _____ ?

(you/ practice/ soccer/ Do)

2.- _____

(Anna/ play/ basketball/ in the park)

3.- _____

(swims/she/ in the pool)

4.- _____

(is/Mariana/ happy)

5.- _____ ?

(work/they/ in the school/ Does)

6.- _____

(jump/Marco/ in the/bed)

7.- _____ ?

(he/ teaches/mathematics/Does)

8.- _____

(Gabriela/practice/sports)

Activity 4. Read the fable and then underline all the verbs that you find.

Vocabulary



Fable " The Hare and the Tortoise"

A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, and he agreed for the fun of the thing. So, the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; when he finally woke up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

Lesson: The race is not always to the swift.

Activity 5. Read the fable and then underline all the verbs that you find.

Questions

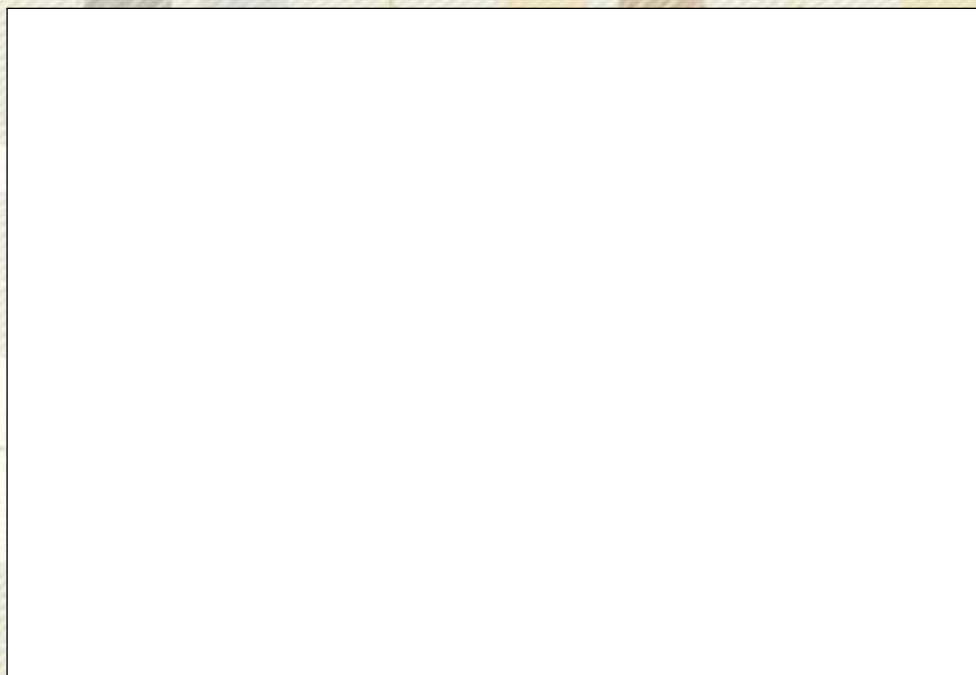
1. Who are the main characters?

2. What did the hare do?

3. What did the tortoise do?

4. Who wins the race?

5. Draw a picture of the fable.



CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

This research was focused on determining the factors that help students improve their reading comprehension using Nano-learning, for which the conclusions are:

- Within this theoretical research whose objective is to improve the ability of reading comprehension in children with autism in the school called Juan Enrique Pestalozzi in Otavalo, it was possible to observe the level of English that the students possessed and the incidence that caused the use of Nano-Learning in the acquisition of reading comprehension skills.
- The application of the correct methodology to research has vital importance since it is possible to recollect reliable data that guarantees information validity. Furthermore, the consequence of a careful selection of the instruments and methods used appropriately in the process of research makes the data obtained have credibility. In this case, the instruments that were used were a diagnostic test and a survey to determine the level of knowledge of the students and an interview was conducted by the teacher to collect information about Nano-learning.
- The correct implementation of activities that strengthen the correct development of reading comprehension is essential to learning a language. Nano-Learning is an educational tool that improves and enhances reading comprehension skills in children with Autism, which is why it represents positive benefits for the relevant development of this important skill.
- Reading comprehension is an essential skill in the process of learning a language. Developing this skill appropriately and through methods and strategies that strengthen it improves the quality of student learning. In addition, the use of teaching materials and a good educational environment is of vital importance to obtaining significant and long-term knowledge.

5.2. Recommendations

The following recommendations are made about the findings of this research:

- The application of methods and tools is essential in the teaching of the English language. For this reason, it is recommended to use them strategically. For the development of reading, the Nano-learning method can be used, which helps with the assimilation of information, facilitating the acquisition of vocabulary.
- It is recommended that the Nano-Learning method be implemented in English classes as a tool that adapts to the needs of the students and is accompanied by activities that facilitate achieving the proposed objective, for example, implementing more activities in classes that have to do with reading, for instance, poems, songs and fun and easy-to-assimilate games.
- Promote participation in programs and courses that strengthen research and train teachers who interact with students with autism. This can help strengthen learning in inclusive environments and promote the use of Nano-Learning for the acquisition of efficient and effective knowledge in terms of the development of reading comprehension skills.
- Nano-Learning is a practical tool in an educational context, which is why it is recommended to use *Let's Learn in the Classroom with Nano-Learning: Educational Guide and Activities* as an instrument to facilitate the acquisition of reading comprehension skills in autistic students. This is an academic guide that contains lesson plans and interesting activities that enrich the teaching-learning process of students.

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Annexes

7.1. Annexe 1. Survey for the students

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PROJECT: Nano-Learning to improve Reading Comprehension Skills in Autism Junior Students at Juan Enrique Pestalozzi Elementary School in Otavalo, Academic Period 2022 – 2023

Survey for the students

Objective:

- Collect information that will diagnose the level of reading comprehension skills in junior students with autism.

Directions:

- Read each question carefully and answered the interrogations according to your criteria.

- **Does your teacher use technological tools in the English classes?**
 - o Yes
 - o No
- **What do you enjoy the most in your English reading comprehension classes?**
 - o Reading short stories
 - o Reading novels
 - o Reading Short passages about familiar topics

- **Would you like to improve your English reading skills?**
 - o Yes
 - o No
- **Would you like to learn reading skills through strategies that improve your abilities?**

- Yes
- No
- **From the following strategies below, which do you enjoy the most to improve your reading skills?**
- Improving vocabulary.
- Ask questions about the text you read.
- Reading for main ideas.
- Write a summary of what you read.
- Dividing the reading into smaller sections.
- Graphic organizers.
- **How beneficial do you consider it to use strategies to develop reading skills?**
- Very beneficial
- Beneficial
- Not beneficial at all

Thanks for your answers

7.2. Annexe

2. Interview for the teacher

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PROJECT: Nano-Learning to improve Reading Comprehension Skills in Autism Junior Students at Juan Enrique Pestalozzi Elementary School in Otavalo, Academic Period 2022 – 2023

Interview for the teacher

Objective:

- Determine the position of the teacher regarding Nano-learning to improve reading comprehension in sixth-level students with autism at Juan Enrique Pestalozzi School in Otavalo.

Directions:

- Read questions carefully and answer each one using your honest opinion.

- **What do you know about Nano-learning? Explain your answer**
-
-

- **If Nano-learning consists of providing students with small amounts of information about a specific topic. Do you consider it helpful to develop reading skills? why?**
-
-

- **Taking into account that one of the advantages and disadvantages of Nano-learning is the flexibility to adapt to the needs of the students, can you tell me, what you think is another advantage?**
-
-

- **What do you think may be considered as drawbacks for Nano learning?**

- **Do you consider an academic guide with Nano-learning strategies to be helpful for teaching English? Please justify your answer.**

Thanks for your answers

4. Diagnostic Test for the students

Diagnostic assessment for students


Cambridge Assessment
English

Centre Number	Candidate Number
---------------	------------------

Pre A1 Starters
Reading and Writing

There are 25 questions.
You have 20 minutes.
You will need a pen or pencil.

My name is:

Source: Cambridge English

Part 1
- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.

Examples

	These are grapes.	<input checked="" type="checkbox"/>
	This is a mouse.	<input checked="" type="checkbox"/>

Questions

1 	This is a helicopter.	<input type="checkbox"/>
--	-----------------------	--------------------------

© Cambridge Assessment English

Part 1
- 4 questions -

1.  This is a clock

2.  There are shells

3.  This is a sock

4.  There are chairs

Part 2
- 5 questions -

Look and read. Write yes or no.



Examples

There are two armchairs in the living room. Yes

The boy sits on a sofa. No



Questions

- The man has got short hair and glasses.
- There is a lamp on the bookcase.
- Some of the children are singing.
- The woman is holding some drinks.
- The cat is sleeping under an armchair.











Part 3
- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Example

 **l o r a e** 

Questions

-  _____ 
-  _____ 
-  _____ 
-  _____ 
-  _____ 

Part 4
- 3 questions -

Read this. Choose a word from the box. Write the correct word next to numbers 1-3. There is one example.

Lizards



Lizards are very small _____ but some are really big.
Many lizards are green, grey or yellow. Some like eating flies and some like eating food.
A lizard can run on its four _____ and it has a long _____ at the end of its body.
Many lizards live in the _____ but, at the beach, you can find some lizards on the _____. Lizards love sleeping on the sun!

Examples

Part 5
- 5 questions -

Look at the pictures and read the questions. Write one word answers.



Examples

Where are the people? in the kitchen

How many children are there? Two

Questions

1 What are the children playing with? some toys



2 What is Mum standing on? a ladder

3 Where is the spider? on Mum's leg



4 Who is talking? the woman

5 Where are the children? in the kitchen

7.5. Annexe 5. Validated instruments



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 22 de mayo de 2023
Magister

MSc. Fernando Narváez

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar la entrevista y el cuestionario de Investigación del Proyecto "Nano-Learning to improve reading comprehension skills in autism junior students at Juan Enrique Pestalozzi elementary school in Otavalo" Previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés para lo cual, se dignará encontrar adjunto estos Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.


Ibarra Jessica


Salazar Vanessa

Atentamente,

Fecha de envío para la evaluación del experto:	22 de Mayo del 2023
Fecha de revisión del experto:	22 de Mayo del 2023


En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

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

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Item	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7				
8				
9				
10				



 Firma del Evaluador
 c.c.: 100758026

Apellidos y nombres completos	Franklin Fernando Norvicio Vega
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Teléfono	0992530502

7.5.1. Annexe 5. Validated instruments



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 22 de mayo de 2023
Magister

Marcela Alarcón

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar el/los Cuestionario, Entrevista y Test Diagnóstico de Investigación del Proyecto "Nano-Learning to improve reading comprehension skills in autism junior students at Juan Enrique Pestalozzi elementary school in Otavalo." Previo a la obtención del título de licenciada Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto el/los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,


Ibarra Jessica


Salazar Vanessa

Fecha de envío para la evaluación del experto:	22 de Mayo del 2023
Fecha de revisión del experto:	22 de Mayo del 2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Item	Dejar	Modificar	Eliminar	
1	✓			
2	/			
3	/			
4	/			
5	/			
6	/			
7				
8				
9				
10				

Alan Ramos Morala E.

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7.6. Annexe 6. Interview applied to the teacher



7.7. Annexe 7. Survey applied to the students



7.8. Annexe 8. Diagnostic Test applied to the students



