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LICENCIADO EN LENGUA INGLESA MENCIÓN
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TEMA

**THE USE OF VISUAL-SPATIAL INTELLIGENCE TO DEVELOP
READING SKILL, IN FIFTH GRADE STUDENTS AT UE ANDRÉS
BELLO LÓPEZ**

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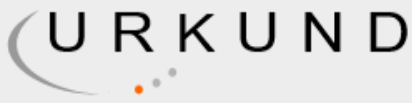
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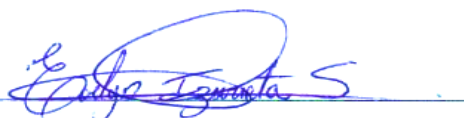
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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “**The Use of Visual-Spatial Intelligence to Develop Reading Skill, in Fifth-Grade Students at UE Andrés Bello López**”, presentado por la estudiante **EVELYN JESSENIA IZURIETA SANTILLAN** como requisito previo, para optar al Título de **Licenciado en Lengua Inglesa Mención Enseñanza Administración de Sistemas Educativos en TEFL**

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DEDICATION

I dedicate this work to the forger of my path, to my heavenly Father, who accompanies me in every step I take in my professional and personal life and helps me to lift before any stumble. To My parents by their sacrifice and effort and my siblings for giving me support in this career, motivating me always to move forward and to believe in my ability to finish this project. Moreover, to all those people who have contributed to this achievement during my professional growing. To my teachers who with love and dedication taught me to love what I am today, a teacher who loves her work.

THE USE OF VISUAL-SPATIAL INTELLIGENCE TO DEVELOP READING
SKILL, IN FIFTH GRADE STUDENTS AT UE ANDRES BELLO LOPEZ

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ABSTRACT

This research explores the use of visual-spatial intelligence to help to develop the reading skill. To accomplish the aim of the research, a survey and an interview were used to collect the required data. The targeted population for this research was the fifth-grade students at Unidad Educativa Andrés Bello López. In this research, the primary data was used for gathering information. The collected data is analyzed through simple tabulation process and data was represented in the percentage distribution of pie charts and tables. The analysis of the data indicated that the majority of the students find it easier to read a text through visual aids.

Keywords: Visual learning, reading ability, develop strategies, research and development.

EL USO DE LA INTELIGENCIA VISUAL-ESPACIAL PARA DESARROLLAR LA
HABILIDAD LECTORA EN ESTUDIANTES DEL QUINTO GRADO DE
EDUCACION BASICA EN LA UNIDAD EDUCATIVA ANDRES BELLO LOPEZ

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RESUMEN

Esta investigación explora el uso de la inteligencia visual-espacial para ayudar a desarrollar la habilidad de lectura. Para lograr el objetivo de la investigación, se utilizaron una encuesta y una entrevista para recopilar los datos requeridos. La población objetivo de esta investigación fueron los estudiantes de quinto grado de la Unidad Educativa Andrés Bello López. En esta investigación, los datos primarios se utilizaron para recopilar información. Los datos recopilados se analizan mediante un proceso de tabulación simple y también se representaron los datos en la distribución porcentual de los gráficos circulares y las tablas. El análisis de los datos indicó que a la mayoría de los estudiantes les resulta más fácil leer un texto a través de ayudas visuales.

Palabras claves: aprendizaje visual, habilidad de lectura, desarrollo de estrategias, investigación y desarrollo.

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INTRODUCTION

The English language has been considered a global language, for this reason nowadays Ecuadorian schools are implementing this subject in the curriculum of educación general básica that in Ecuador covers from first to tenth grade, through which students acquire a set of skills and responsibilities from three fundamental values that form part of the profile of Ecuadorian bachelor: justice, innovation and solidarity.

Developing reading has been one of the most important skill to learn due to the effort that it requires at schools. The main purpose of this research project is overcome this problem by the use of the visual-spatial intelligence to develop reading skill and how this kind of intelligence can improve the role of the learner with the cognitive process to begin to read proficiency.

The background of the problem is stated in chapter one, in which reading practice is not evident due to the teachers are focused on encouraged the students to learn English in a generalized way unknowing the different learning style. The second chapter is related to all the visual-spatial intelligence psychological theories according to enhance reading skill that will admit to define the authenticity of the research. In the third chapter stated the research instruments, results and analysis of these results to demonstrate the process of the project and helps to the reader understand the reading learning process by the use of the visual-spatial intelligence. The development use of visual-spatial intelligence to develop reading skill, its objectives, results and content found in the fourth chapter with different activities given by the author. All the activities and results accomplished in this research project will help the reader to have the opportunity to apply these activities in the classroom to improve the reading skill.

CHAPTER I

THE PROBLEM

1.1 Title

The use of visual-spatial intelligence to develop reading skill, in fifth grade students at UE Andres Bello Lopez.

1.2 Background of the Problem

The acquisition of reading is one of the most important skill at schools of the National Educational System. However, it has not been easy for educators to find appropriate activities that complement the learning style of each student to acquire a foreign language. There are many factors affecting the development of reading skill; such as lack of motivation and interest in English reading classes. Its limited reading comprehension and participation in oral activities due to the wrong reading activities developing in classes by the teacher. In addition, the basic reading texts that do not contain dynamic and interactive activities. It is important to encourage students to make use of reading skill like a unique, cognitive human skill crucial to life in modern societies.

Visual-spatial intelligence is an ability that involves the perception of all the elements (form, shape, line, space, colour) crucial to create a mental image of something. Especially visual elements are useful to provide comprehensible and meaningful input for second language learners. This intelligence has real importance to reading comprehension and understanding the reading context. Visualizing while trying to understand a text is essential for meaning-making that enhance the development of a proper environment in the reading classes.

1.3 Statement of the Problem

The lack of reading comprehension in English and the old techniques that the teachers continue using nowadays in reading classes affects the student's reading process. This attempts to prioritize the use of visual-spatial intelligence in reading skills through a text

with illustrations or pictures within a story. Books that encourages students by looking interesting characters, colors, places and feel confident, and read a book understanding it spontaneously. So, it is important to know, how does the use of visual-spatial intelligence help to develop the reading skill in fifth grade-students at Andrés Bello López primary school?

1.4 Sistematización of the Problem

- ✓ How can the understanding of visual-spatial intelligence be useful for teachers in improving their students' English reading skills at Andres Bello Lopez?
- ✓ Why is it important to develop reading skill in an English classroom?
- ✓ How effective is the use of visual-spatial intelligence in the development of reading skill in fifth grade?
- ✓ What kind of activities are appropriate for developing reading skill using the visual-spatial intelligence?
- ✓ How the incorporation of a set of reading activities can involve the use of visual-spatial intelligence to develop reading classes?

1.5 Broad Objective

- ✓ To determine how the use of visual- spatial intelligence help to develop the reading skill in fifth grade students school.

1.6 Specific Objective

- ✓ To describe how may the understanding of visual-spatial intelligence be useful for teachers in improving their students' English reading skills at Andres Bello Lopez
- ✓ To explain the importance of developing reading skill in an English classroom.
- ✓ To identify the kind of activities to develop the reading skill using visual-spatial intelligence in students.
- ✓ To implement a set of reading activities that involve the use of visual-spatial intelligence to develop reading classes.

1.7 Justification of the Study

The English language has become a globalized language for that reason is necessary to learn English to develop communicative skills, since the initial stage of cognitive development in children. The educational system has developed some abilities to improve a new language that has been applied to teachers in classrooms. In this regard, different types of learning, skills, and methods have been part of the English learning. Thus, the research project objective is to develop English reading skills through different reading activities focuses on the use of visual-spatial intelligence.

The benefit of this research project is to improve to the development of reading skills with different visual resources to help students and contribute with several activities to help teachers also improve their reading classes with the use of visual-spatial intelligence. Other benefit of visual is to create a good teaching and learning environment. The short time impact is implement an additional didactic resources to improve reading skill through visuals and so that the teacher also uses it as part of their planning. The long time impact is to consolidate the learning since that it visual aids result are very effective to help students in memorizing new vocabulary, and get understanding of a whole text.

The present project presents a guide with short stories for children in fifth-grade. This guide has a set of reading activities whose exercises can be developed using visual aids. The innovation of worksheets that can be used by separately or they can be used like a quiz or reinforcement activity.

1.8 Scope and Delimitation of the Study

The examination emphasizes under the domain that students have in reading skills. The target group comes from 13 students of the fifth-grade at UE Andrés Bello López School, which is located at Avenida Velasco Ibarra 1 Calle Tercera, Guayaquil. The intention of this research consists of teaching and improvement of English reading with the use of dynamic and motivated activities in the classroom, such as visual reading activities that promote learners to be more confident with the reading task and be motivated to continue reading in a new target language. Thus, the use of visual-spatial intelligence to increase the learner's

imagination and interpretation to read a text and develop critical thinking with the use of images and illustrations. All of these during the school year 2019-2020.

1.9 Research Questions

1. How can the use of Visual-spatial intelligence benefit students' reading skill?
2. How can the use of Visual-Spatial intelligence influence student's learning in reading classes?
3. What is the most important role of the educator in the use of visual-spatial intelligence?
4. Which is the learners and teacher's role in reading classes implementing visual-spatial intelligence?
5. What type of materials will the teacher apply in the classroom to develop reading skill?
6. What advantages will we obtain through the development of the reading skill?

1.10 Faculty line Research

Chart 1 Faculty line research

Universidad Laica Vicente Rocafuerte Institutional Line	Educational Faculty Line	Faculty Sub-lines
✓ Comprehensive training, attention to diversity and inclusive education	✓ Teacher's performance and professionalization.	Socio-educational problems of the context.

Source: Universidad Laica Vicente Rocafuerte

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

To give a scientific base to this project, it has been vital to know prior researches about reading skill and visual aids applied in primary school students. The researcher has found some international studies referring to them. Rebecca Baier (2005) developed the first study at University of Wisconsin, USA in 2005 with the title “Reading comprehension and reading strategies” whose purpose was to determine the level of difference before and after that reading comprehension, strategies were applied in sixth grade students. The findings of this study revealed that after using the reading comprehension strategies, students received higher test scores than before using the reading comprehension strategies and she concludes that there is a correlation between reading and strategies to develop it. This research is going to contribute to the present study because it explains and describes different reading strategies that were used in primary school students.

Another important study, was taken from University Faisalabad, Punjab Pakistan, where Ghulam Shabiralyani¹, Khuram Shahzad Hasan, Naqvi Hamad, Nadeem Iqbal proposed their research in 2015, whose objective was to enhance the learning process through Visual Aids, as well as, it also focused on exploring the use and benefits of visual aids, in the students’ learning process. Findings in this project concluded that using visual aids as a teaching method stimulates thinking, improves the learning environment and increases personal understanding. They suggested that teachers should be exposed to the modern use of other teaching resources such as audio and visual aids, computers, photographic materials such as film strips slides, photographs, flat pictures and internet to improve the learning process. This research will help to the present study because one of this paper objective is to look for ways of improving reading using visual aids in fifth-grade students.

Finally, other author, Liliana Villa from National Ecuadorian University of Loja, carried through an investigation in 2014 about visual-spatial perception in the development of literacy in primary school children of the fiscal school “Filomena Rojas Ocampo” at Loja city, whose main objective was to establish the influence of maturity in visual and spatial

perception as an important function in the reading and writing process. Findings in the project showed that it is important to use visuals because they allow students to analyze, compare, order, draw and interrelate ideas, reflect about what they see, increase their creativity and think in logical way.

In this project, the visual-spatial intelligence is exposed as one of the most important multiple intelligence of Howard Gardner to encourage and development reading aspects in learners. For an appropriate English learning in class, it is essential that teachers can impart a dynamic reading class and promote learners to use imagination in an intensive and extensive way. In order to understand and give properly response. Therefore, the educator must bring the correct materials and activities according to the level of learning of the learner. Furthermore, the motivation in reading classes depends on the teacher's attitude.

According to Pérez (2015) through the visual-spatial intelligence in reading pictures, the learner improves the reading teaching-learning process. Thus, learners will develop cognitive process, hold up communicative purpose and understand the reading contexts of the new knowledge. Reading pictures in a realistic way can help teachers to teach reading classes in a didactic way, due to the learner can link up the world with all the objects that exist giving to the child the opportunity to develop and enhance their reading visual intelligence.

Gardner (2011) defined visual-spatial intelligence as the capacity to notice the visual world to accomplish modifications in people's perceptions and develop the visual experience aspects, even with relevant information. This theory explained that the visual-spatial intelligence is subjective in learners, furthermore, the implement of reading activities. The use of this kind of intelligence in reading English classes allow learners to be creative and give reasonable answers, in other hands the reading mistakes are unavoidable because of it is part of the process.

For Donato (2014) one of the most significant thing to reading is the way in which it heightens the creativity. Reading is not just taking into account the content. But also, stop once in a while and digest the reading and understand what it is about, identify sight words, understand spelling and give the ability to use your mind to create scenes according to the text.

2.1.1 Learning styles Theory

Pashler, McDaniel, Rohrer, and Bjork (2009) defined learning styles as the way people get information. Through the years, the term learning styles have gained influence (p.105). In the same way, Brown (as cited in Pourhossein 2011) defined it, like the visual, auditory or kinesthetic manner in which people perceive a learning situation. He also indicates that there are three different learning styles; visual, auditory, and kinesthetic. Those learners who discover information through listening and interpreting are known as **auditory learners**. Other types of learners are those who learn best with a hands-on approach or they interact with the physical world, they are called **kinesthetic learners**, and those learners who focus on pictures are named **visual learners**.

A **visual learner** is also known because reconstruct images in different ways, organize work to avoid distractions, use organized or typed material, use visual association, visual imagery, written repetition, flashcards, and clustering strategies for improved memory, use underlining, highlighting in different colors, symbols, flow charts, graphs or pictures, PowerPoint slides and participate actively in class or group activities.

According to Gardner (1991), humans do not have a unitary way of learning, he indicates that humans learn or develop a cognitive ability in a pluralistic manner. (p.13). Thanks to learning style theory and that supported by Gardner, second language classroom in primary school has the purpose to motivate learners by activating multiple ways of learnings. However, in fifth-grade visual learning seem to have a role very essential due to it uses visuals, images, video, and other visual media to teach and demonstrate concepts, teach visual literacy, allow and encourage learners to show what they know through visual imagery.

2.1.2 Multiple Intelligence Theory

Sternberg (2014) expresses that human intelligence is the quality that a person has to learn through the experiences, adapting to new situations, understand and manage difficult concepts and use that knowledge to handle the environment. Also, intelligence involves all the cognitive processes that consist of the ability to get the learning knowledge and enhance understanding to defeat ignorance.

This project considers the use of one of the multiple intelligences, which is visual-spatial intelligence to achieve reading skills. Thus, this theory is in the field of psychology that consists of dealing with the characteristics of the learning human mind. Defining that man is gifted with different kinds of intelligence. The human brain is competent to develop which are observable and measurable.

According to (Gardner, 2011), the intelligence is the ability to respond to new conditions to face an assignment demanded by life. Also, mentioning that the intelligence is not unilateral but multidimensional and it can be displayed in at least eight forms:

Verbal linguistic intelligence. - The ability to use words successfully, whether orally or in writing. Also, this type of intelligence can manipulate the structures of sentences, phonology, and sounds of language.

Logical-mathematical intelligence. -The correct use of numbers and reason well, this intelligence involves the sense of logical patterns and functions related to abstractions. It uses categorization, inference, calculation, etc.

Musical intelligence. - The capacity to recognize express musical components. This type of intelligence cover sensitivity to rhythms and melodies.

Bodily-kinesthetic intelligence. - This kind of intelligence expertise in using the body to express feelings and ideas, using hands to make things and transformed it. Also, it involves specific physical skills like coordination, flexibility, and speed.

Visual-spatial intelligence. - The capacity to perceive the visual-spatial world and have perceptions, this intelligence involves the perception of color, line, shape, form, and space including the graphic representation of spatial ideas.

Interpersonal intelligence. - Interpersonal intelligence refers to the distinctions between moods, intentions, motivations, and other people's feelings.

Intrapersonal intelligence. - The intrapersonal intelligence awareness of inner moods, temperaments strengths, limitations and the capacity for self-understanding and self-esteem

Naturalistic intelligence. - Sensitive to the natural phenomes, recognition, and classification of the species into an individual's environment.

Mengesha (2015) mentioned the influence of multiple intelligences in the classroom is a good implement to facilitate teachers to make interesting ways to bring students to learn a second language, it can contributes using a variety of learning activities base on diverse intelligences. That is not to teach with specific intelligence but to allow learners to achieve the knowledge in a preferred way, as well as to enhance the development of their other intelligence. Moreover, practice different tasks in English learning classes motivate the learner to be active in the classroom and encourage class participation due to learner feels confident using the most developed intelligence. It is important to recognize that people are all different because of all have several combinations of intelligence; it is an appropriate way to achieve the objectives in the classroom and dealing with many problems that will appear at the moment to teach with learners with different kinds of intelligence.



Figure 1 Multiple intelligences (Gardner, 2011)

2.1.3 Visual-Spatial Intelligence

For Ross (2013) in a complex world is necessary to raised multifaceted intellect and become successful in the learning process. For that reason, visual-spatial intelligence is an entry to develop critical thinking and sees the world's details from several points of view. Therefore, it is important to activate the intelligence that is mention above to teach a second

language and achieve a skill's development. In early years' children have developed the visual-spatial highly. It is essential, due to the other intelligence like verbal-linguistic or logical intelligence are not developed. Children in the early years are based on experiences because they can see and touch the things around and form images into the brain visualizing how the world is.

This intelligence can enhance their sensitivity to expand the children's personality and create interest in the learning process that will help the assistance to improve other skills to have a better second language learning comprehension. A child with a well-built visual-spatial intellect has a big impact on what it sees and believes in it. Also, a lot of people with a photographic memory can develop this intelligence, these are the people who have a strong spatial consciousness and can image or visualize the world and its connections in mind. For the spatial ability, students need to manipulate information in a visual way, such as diagrams or symbols rather than a verbal language-based modality showing an aptitude to communicate and thinking in a spatially way. Watters (2000) indicates that it can include visual-spatial representation such as maps, drawings, diagrams and images that consist on resolve problems cognitively with spatial information.

2.1.4 Visuals aids

2.1.4.1 Visuals aids Definition

To help keep students engaged in their activities, it is needed for illustrative resources since a good presentation can improve the students 'understanding. In a nutshell, visual aids are tools that give support to the teaching and learning process. In the case of English language teaching, it is an indispensable tool to develop reading, writing, listening and speaking skills. They can be presented in many ways for example, in PowerPoint presentation software, videos, Prezi application, handout, flip chart, and flashcards.

Shabiralyani, et al., (2015) express that "it is important to use different procedures to teach their students and promote lively learning. Today, several methods and strategies have been entered in the subject of education to make high-quality learning". For them, visual aids assist the teachers to explain the principles greater without problems and motivate students in the studying process. For Burton (as it mentioned in Shabiralyani, et al., 2015)

“Visual aids are these illustrative which stimulate and provide aid learning, and as well they can be used to make the getting to know ride extra real, more accurate and greater active” (p.226)

2.1.4.2 The importance of visuals

The powers to grasp information depend on the ability of the student to student, for instance, some students can grasp information faster via verbal communication, but others need visuals materials to comprehend information. Ipatenco (2018) mentions that see images is a powerful way to build student engagement and boost retention. In the teaching and learning process today, it is required for a wide range of resources in the classroom. Most of them include pictures. According to Torres, (2012) “all things people see around them have a huge relevance since through this information is received” (p.11). Most of the time primary students face text without a reason to read, however when visuals elements are shown it seems to grab the attention of students. To use visual elements to motivate students is the first purpose of them.

The second objective is to encourage students to interact with the foreign language because several skills activities can be practiced at the same time, inclusive promoting deeper critical thinking skills. As a third point, it can be said that visual elements also give students the opportunity of expressing themselves, using their words, talking about their ideas and feelings, etc. Also, visual aids do not only provide supplementary information to students, but the visual aids show images that allow them to connect a topic to what it looks like.

2.1.4.3 Advantages and Disadvantages of visual aids

In communication, one of the most useful tools, are visual aids due to it enables a more in-depth understanding of the subject. Ipatenco (2018) indicates that visual resources help to organize large chunks of information into smaller ones. They inspire creativity in students because; It allows them to use images they see to represent the whole story they have read by drawing it; it helps English-language students build their vocabulary and writing skills because the use of flashcards or pictures increase their interest by memorizing words; visuals help to concentrate the attention of students on one particular object because

they are colorful and motivate them concentrate their attention in every element in the picture; it helps to repeat with more clarity the information that is being addressed orally because students can check words in their PowerPoint slides or physical flashcards, even pictures can encourage conversations between children; it also leads students to get a better understanding since that they are a bridge the gap that allows strengthening and forming connections.

Shabiralyani, Hasan, Hamad, and Iqbal (2015) mentioned that visual aids equipment helps the instructor to clarify, establish, correlate conceptions, understandings, and appreciations. In an equal way, they provide aid to the trainer to make getting to know actual, active, motivating, encouraging, giant and glowing.

Visual aids also add extra elements of interest to the presentation since they always make a long-lasting impact due to it is a common human tendency to get attracted to colorful imagery and pictures. Therefore, it concluded that the teacher should use visual resources in the classroom because it can also boost reading abilities.

Aggarwal (2018) states to use visual aids not only represents an advantage, it is also possible to find disadvantages in using them, for example, but the teacher will also need a lot of presentation material to develop language skills and it means time-consuming. Visuals aids can also be a distractor for students if these are not well prepared.

2.1.4.4 Different types of visual aids

Teachers can apply different types of visual aids available to develop reading. They are accessible tools and very useful thanks to computer technology. Generally, the teacher uses visual aids to make understandable the whole information they receive from the text. In primary school`s student's visual aids represent an important tool to develop communication, especially in English language learners because they wake up the student`s interest by participating in the interaction of learning. Jessa (as cited by Miranda, 2013) expresses that there are different types of visual aids and they are separated by categories such as:

- ✓ **NON-Projected 2D:** wallboard, roll-up board, picture, poster, chart, cartoon, cue sheet, flannel board, flashcard.

- ✓ **NON-Projected 3D:** cutout, model, mock-up, puppet, marionette, diorama, vocabulary wheel, keyboard, teaching machine
- ✓ **Projected 3D:** slide, transparency sheet, filmstrip, microfilm, videocassette, CD
- ✓ **Verbal:** textbook, supplementary reader, workbook, magazine, document, duplicated materials, reference book, newspapers, and clippings. (p. 11)

2.1.4.5 Visual aids and technology

Ojeda (2015) explains that visual aids are so important for second language acquisition since they link words and show meanings. For example, the use of **flashcards** where it is shown a picture by illustrated meanings and help students' assimilation. Visual intelligence in students can be developed by using **graphic organizers** which provide the learner with a different way of seeing and thinking about information, by working in reading projects, by using graphs and charts to show the sequence of historical events. They help students in describing, compare and contrast, classify, sequence and decision making.

According to Halwani (2017) **books** in social studies, language arts, reading, art, and math, and science are also very useful and interactive since that it includes pictures and they represent the first visual aid the teacher should have. Albano (2013) states that **pictures** are essential because they engage students who are learning a new language at any level. She also mentions that pictures or images are successful study aids during lessons, and help students to develop other skills.

On the other hand, visual-aids and its representations of information are an innovation in education, especially in primary school. Ojeda (2015) states that all kinds of technology are acceptable when developing this intelligence since in recent times students are more oriented towards visual learning transmitted by computers, televisions, videos, phones, among other artifacts Technological. The visible display conveys complicated records in a simple-to-understand manner. In most cases, dual-presentation enhances, even more, the perception for example when college students use movies they additionally strengthen auditory skills. For Halwani (2017) visual aids as computer technology can be incorporated, engaging in the

educational structure to develop English as a second language. Another important tool for the teacher is the **PowerPoint** software which has been in existence for many years and that allows students to show colored text and images with simple animation and sound (Eolia, 2016).

2.1.4.6 Visual-spatial intelligence in primary school

Visual and spatial intelligence belongs to one of the many types of intelligence described in multiple intelligence theory. It is required to develop visual intelligence in students because it helps them to have a strong memory, organize vocabulary using a mind-map, pictures, or coloring.

As various intelligence exist, different educational strategies should be used because of the diversity and the way students in primary school learning. Therefore, education must be tailored to each child, and to do so, teachers should be guides their students to recognize their core intelligence and help them use visuals to improve learning (Quicios, 2017, p.1). Visual-spatial intelligence is enhanced by the use of schematics and maps in the explanation, withdrawing, proposing activities such as making interactive murals or exposing works with the use of photos. For Ojeda (2015) this intelligence is of great importance within the educational field as it helps the students to develop their skills manual oculus, the expression of feelings, the creation of their images and the liberation of the imagination. Children with this developed intelligence can become great architects, painters, sculptors or designers.

2.1.5 Reading skill

Humans have different mental processes and reading is one of these. For William (as it is cited in Bojovic, 2010) expresses that reading is the skill by which someone looks into a written text to understand its content. The understanding of the text is named reading comprehension.

2.1.5.1 Types of Reading

Reading can be developed in several types. Brown (as cited in MacLeod, 2000) expresses that there are two types of reading; intensive and extensive.

Intensive reading, is applied to teach specific reading strategies or skills. Erfanpour (2013) mentions that this type of analyzing is aimed to vocabulary analysis, looking at foremost thoughts versus details, make inferences, looking at the order of facts and how it affects the message, identifying words that join one idea to another, identifying words that point out trade from one part to another. In intensive reading involves matching graphs, tables, diagrams with explanations related to the text, the relationship between the concepts and ideas.

Extensive reading, entails studying of massive portions of the material, directly and fluently. In this type of reading, students examine a variety of substances and they have the opportunity to choose what they desire to read, generally, the purposes of analyzing are for pleasure, get records and have a prevalent understanding. Paran and Hill (as they cited in Erfanpour, 2013) conclude that both extensive and intensive reading are complementary to each other.

2.1.5.2 Reading Purpose

For Mariam (as cited in Bojovic, 2010) the best way to learn is through reading. Due to the learning second language, the development of reading skills has become important since it is an active process. Reading is important because it develops the mind. Teaching students to read helps them develop their language skills, and focus on what someone else is communicating. There are many ways to discover new things, and it can be found in books, magazines, and even the internet, therefore, to read represent an advantage. Reading also helps to develop the imagination, the creative side of children, and expand the vocabulary.

2.1.5.3 Reading comprehension levels

For López (2019) when reading a text, the reader needs to retrieve or retrieve information in different ways. In other cases, there are texts that require deepening and knowing meanings. The way information is extracted is based on answering basic questions such as what, where, when, who, in what way, with whom? In other words, reading involves some levels of understanding: literal, inferential and critical.

Literal reading consists of identifying concepts and their modifications. At this level, it is the most basic that should be used in foreign language students because once their lexicon increases, the identification of them within the text allows for greater understanding. The most developed activities at this level are to find the main idea, recognize information, facts and details, understand and characterize events, etc.

Inferential reading consists in carrying out students or the reader to make predictions or inferences of what they read and unravel intentions in texts; inference is a logical process that implies deducing or inducing. The reader at this level can identify or select information that nose finds written in the text, compare characters, situations, conflicts, and predict possible events.

Once the two previous levels are found, the reader enters a stage of personal reflection, the evaluation of the text message which allows the text to be put in relation to other texts or other situations and contexts. At this stage, the reader can evaluate the text, specify the author's communicative intention, issue a judgment with arguments based on the text.

2.1.5.4 Visual aids in reading skill process

In primary school, teachers should be able to use a range of teaching approaches that produce confident and independence in students. For Rakes and Smith (1995), it is possible to do it using a variety of comprehension strategies before, during, and after reading a text. Besides, to help students to connect their thoughts with the text in an easier way, the teacher should use visual representations, so that, they can understand, organize, and remember words or ideas. These strategies can be to use pictures, videos, PowerPoint slides, and graphic organizers.

Duke, Pearson, and Whitney (2002) mention that to develop reading comprehension, it is needed of three states: pre, while and post-reading state. **In pre-reading state** student should build prior knowledge, using previous experiences to connect them with the text or talk about what is going to happen in the story or text. Visuals in this state consist of showing picture or images to the students, so they can familiarize with the story contents and identify the unknown vocabulary. Students can also create their pictures to illustrate the meaning of the vocabulary before they read.

While reading consists of highlighting important facts by coloring the story elements, highlight important vocabulary; highlight the main idea and details. Students can use post-its by putting the post-it along the edge of the page to mark the important facts. Moreover, students can use graphic organizers to give sequence and organize thoughts about a story as they read it. Other visual aids can be to use different pictures so that, students can order them according to the story. The teacher can stop and ask students to read a sentence and describe what it looks like in their mind and ask them to say if some part of the story is true or false. **In post-reading**, students can create visual drawings or story maps of what happened in the course of the story after they have read it. They can also do role-play activities from the text by illustrating the images they have seen while reading the state. They can draw the story on their own, write small sentences in it, or drawing a special character from the text, and write its characteristics. Duke, Pearson, and Whitney (2002).

2.1.5.5 Reading skills for fifth grade students

According to Perles (2017), the fifth-graders teacher should teach to read constructively, instead of understanding the plot and text information, students should learn to analyze the books they read by thinking about the messages, relating their own lives, comparing texts to each other and making the connection. Students are also encouraged to write in more detail about the texts they read.

Those who study English as a second language need to increase their complex informational and graphical texts. For Harvey and Goudvis (2000) the reading success depends on students' understanding. Karami (2008) states that to get a good understanding, students should have a repertoire of skills to draw upon, and know how to use them in different contexts. Reading skills help students to become better readers, practice reading in subject-specific contexts, opportunities to talk about reading and develop critical thinking, expand vocabulary and word-solving skills for reading subject-specific texts, determine the most important ideas and the relationships among them, remembering and making connections and inferences.

The development of reading skills encourages learners to become independent readers in any context.

- (1) Previewing text.** - Refers to identify the text features and use them efficiently. In this strategy, learners become familiar with different course texts and resources. The trainer can use a range of visual, image and text elements to prepare information, such as; illustrations, pictures, diagrams, charts, graphs, captions, italicized words or passages, boldface words or sections, color, and symbols.
- (2) Predicting.** - This skill refers to set up expectations based on prior knowledge about similar topics. As soon as students pick up a new story they are making predictions and judgments about content based on the title. In primary school is important to ask students “why” they think that about the title. The teacher should listen for them to connect to the text in some way and their background knowledge. In other words, when the student predicts, he always looks forward (Kendeou, Van den Broek, White, and Lynch (2009).
- (3) Identifying the Main Idea.** - In this skill, learners should identify and determine what is the most important idea from the text and details in it. However, Crews (2018) expresses that with primary school students identify the main idea and supporting details is not a basic task but it can be very difficult for children. A good strategy is to help students to identify the main idea through pictures. The teacher should show to the student one or two pictures of scenes from the story until the child can appropriately infer or find the main idea from the text. Another way to find for important ideas is by using a mind map and helps them to complete it asking them for related questions.
- (4) Questioning.** - This skill consists of asking and answering questions about the text, which helps students focus on the meaning of the text. For Geiger (2015) questioning is vital for comprehension since that it helps readers to keep engaged in the story, so that, the reader can interact with the text. As well as, the teacher can help kids when they want to clear up the confusion by asking appropriate questions to clear up these doubts and improving understanding.
- (5) Making Inferences.** - It refers to say or express something that is not explicitly stated in the text. To achieve students, make inferences, the teacher should combine what they are reading with what they already know, so that, they can express their ideas

and apply it to what they are reading. Marzano (2010) asks teachers to focus on four questions to facilitate students the comprehension. The first one should be related to what they think about the text and the possible message. In the second one, the teacher asks students to say what information they have to make the inference. The third one, interact with the students to determine the positive and negative aspects of their inferences and finally, help them to develop the habit of continually updating their thinking as they gather new information.

- (6) **Visualizing.** - It refers to the ability to create pictures in students' heads based on text. This strategy is ideal to teach to young students who are having trouble reading. Students who use this strategy only have a richer reading experience but can recall what they have read for longer periods, Harvey and Goudvis (2000). Visualizing is a skill that is vital for building reading comprehension. Characters are created in student's minds and it allows them to develop imagination.
- (7) **Making Connections.** - It refers to relate the content of the text with the students 'real-life by remembering the events and experiences they have had. This type of strategy can be used while students are reading and after they are finished. Geiger (2015) states that in fifth-grade children often have an easier time remembering the story when they feel a personal connection with the characters comparing them with those in their own lives, in consequence, they can open the door to some big concepts and understandings.
- (8) **Clarifying.** - This skill consists of explaining the meaning of words or an idea. Students can clarify their ideas by using flashcards or pictures when they do not remember a word, by asking their teacher by an explanation in a confusing idea or by rereading a whole text to understand a whole idea of the story or moral in it. Clarifying strategy helps students to clear up concepts when the text is difficult to understand. For Oczuks (2003) the teacher should help students by asking questions, reread the text to visualize and make the text more comprehensible.
- (9) **Summarization.** – It consists of picking out the main ideas by writing a summary. For fifth-grade students, the teacher must ask questions where some students mention an idea per student about the story and helping them in writing, these ideas in a mind

map (Drucker, 2018, p.1). Summarization in English learners at primary school should focus on expressing the main idea and giving a personal message in one or two lines. The teacher should help students to organize ideas, compare them and say why the text is important using short phrases.

2.1.5.6 Reading techniques

According to British Council (2018) the teacher can use different reading comprehension techniques in their activities, such as: true or false, multiple-choice, open-ended questions, put sentences in order, missing sentences, vocabulary in a text, complete the sentences about the text.

True or false. - This type of method is extensively used, it consists of studying distinctive statements and decide if they are in accordance to the textual content and locate evidence from the text that says if the sentence is proper or false.

Multiple choice. - It consists of some answers that are given to the reader to promote the comprehension of the text.

Open-ended questions. - It refers to answer questions by writing what the reader thinks according to the text. This type of technique is very common in to predict the title of the text or used in post-reading activities comparing the text with real life.

Put sentences in order. - It has to do with giving to the reader different sentences or pictures in disorder, so that; readers can join ideas like a puzzle by deciding to put ideas on the correct order.

Missing sentences. - It consists of giving the reader different sentences or pictures. They have been taken away from the text intentionally, so the reader can match them on the correct paragraph.

Complete the sentences about the text. - It consists of completing ideas related to the text. This type of exercise is very useful to develop vocabulary acquisition and memory by using new words readers have learned

Vocabulary in a text. - It refers to learn new words by finding words in context.

2.1.5.7 Constructivism in reading skill and visual aids

The learning theory of constructivism emphasizes the importance of creating a favorable learning environment. For others, constructivism is a theory that involves experience, psychological structure, and beliefs in constructing knowledge. This theory mentions that the center of learning is the student, promotes collaborative learning, and design an appropriate environment to encourage students to learn. In other words, Huang (2016) states the constructivist learning environment is composed of four elements; situation, cooperation, conversation, and meaning.

In knowledge construction, communication is fundamental between teachers and students, students and students. The communication between teachers and students can introduce some relevant knowledge concerning the reading before the class and create a relevant situation for the students improving their reading competence and other communicative skills. In consequence, the communication student and student will be more effective since they are gaining more fluency. The practice of reading teaching is the practice of helping students grasp the inner connections and essence among things.

Another point of view about constructivists in which students construct knowledge by themselves (Bada, 2015, p.68). In the classroom, the trainer can motivate college students to use energetic techniques, for example, experiments or real-world hassle fixing with the purpose to create extra knowledge, then to replicate on and speak about what they are doing, and how their appreciation is changing. On the other hand, reading is developed involving students in the text, however, another important aspect of reading is the use of visuals aids. For Pourhosein (2013) technology has changed the way of teaching and the way of learning since that it is linked with constructivism. While it is, true that constructivism takes place in contexts; technology refers to the designs and environments that engage learners.

Lankapalli (2017) indicates that the use of visuals aids helps students in the primary school because it increases reading comprehension more than that of the traditional teaching method of the English language. The use of visuals aids and multimedia presentations allow students construct additional knowledge by inventing picture sequence, designing foldable

pictures drawing: posters, cartoons, timelines, models, charts, maps, graphs, board games, concept maps (p.105)

2.1.5.8 Rubrics for Reading Evaluation

For Smith and Turner (2018) many countries worldwide are ensuring that their citizens are educated and have sufficient skills in their careers in the future professions, in the same way, universities and high schools are giving more importance to proficiency not only in the native language but also in English since English is the language most used in business, science, and technology. To measure the process of learning a foreign language, it is necessary to analyze the progress that students are acquiring once applied all teaching and learning strategies, with this purpose reference is made to a guide with different categories or levels of learning, such as the Common European Framework and that classifies the learning of English into four skills and sub-abilities (Reading, Speaking, Listening, Writing, pronunciation and vocabulary acquisition or grammar. According to the European common framework, the level of reading ability is classified in basic, intermediate and advanced. As the study of this project is focused on children in the fifth grade of basic corresponds to the level A1 and A2 as indicated below

Basic learners A2

A.2.2 Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language

A.2.1 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.

Basic learner A1

A.1 I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogs.

2.2 Conceptual Framework

visual-spatial intelligence - The skills related to recognition, projection, mental images, spatial reasoning and the management of these inside and outside the individual are recognized as spatial-visual intelligence Campbell, Campbell, and Dickenson (as cited in Ojeda, 2015)

Reading Definition. - Humans have different mental processes and reading is one of these. For William (as it is cited in Bojovic, 2010) expresses that reading is the skill by which someone looks into a written text to understand its content. The understanding of the text is named reading comprehension.

Communicative competence: According to Nordquist (2019), it is the use of language in real situations. It refers to a tacit knowledge of a language and the ability to use it effectively.

Learning strategies: Hasanbegovic (2006) are methods that consist of implementing a range of very thoughtful actions, aimed at a certain end.

2.3 Legal Framework

- Constitución Nacional, el art. 27, la educación (...) se centra en que el ser humano respetando sus derechos entre ellos permite a todos los ecuatorianos obtener educación desde una edad temprana.
- Acuerdo Ministerial, N. 345041-14 en su Art. 1 la enseñanza del inglés será obligatoria desde el segundo grado de educación básica hasta el tercer año de bachillerato para todas las instituciones públicas, fisco-misionales e individuos del país.

The legal aspect of this project focuses on the right to education, the connection with society or the community and the teaching of the English language from the second grade in primary school to the third year of Bahillerato.

CHAPTER III

METHODOLOGY

3.1 Research Methodology

The research about the use of visual-spatial intelligence to develop reading skills, in fifth-grade students at UE Andrés Bello López made use of the following method. The whole study is based on a descriptive method since that it describes the reading and visual aids insufficiencies, reasons by which there is not an interest by reading in primary school students, variables description, reading importance and visuals aids; its characteristics, benefits, types, processes, teaching and learning strategies used in reading and visuals and several theories. For Gutiérrez (2002) all those aspects “should be connected with the statement of the problem, conceptual framework, and its variables” (p.97).

Observation Method

The observation method is a way of collecting data through a checklist instrument or note-taking technique. One of the observation method advantages includes direct access to research phenomena, high levels of flexibility in terms of application and generating a permanent record of phenomena to be referred to later. This method contributed to the research since it was necessary to evaluate the development of reading comprehension activities along with the use of visual aids. The researcher carried out two observation checklists to compare and determine how useful visual aids are at the moment to encourage students to read

Inductive-Deductive method

From the beginning of the investigation, the researcher has used a deductive method since it was determined the title of the thesis work and ends with concrete conclusions and recommendations. Due to the importance of the general statement, it was necessary to examine the possibilities to reach a specific, logical conclusion (Mahusay, 2017, p.1). On the other hand, the inductive method contrary to the deductive method concerned with the

generation of new theory emerging from the general statement. Once the data analysis was, the researcher examined existing theories to position their new theory within the thesis work (Deborah, 2013, p.1)

3.2 Research Types

Descriptive research

The researcher has also used the description of various situations, characteristics or behaviors around the phenomenon, (Bhat, 2018, p.1). From the beginning, the researcher describes the conflict focused on reading skills and development of it through didactic materials. The researcher describes as other ones have argued about the facilities that visuals, give to the teachers to improve the learning of English in the classroom. The use of this type of research has given lights to understand the purpose of the investigation and it has allowed concluding the importance to develop reading skills through mini short stories.

Field research

The second type of investigation applied was field research, which as it is mentioned by Brown (2011) is a type of research that is aimed at understanding, observing, and interacting with people in their natural settings. This type of research was applied due to the necessity of collecting data, observe methodology applied in classroom with fifth-grade students to develop reading comprehension along with visuals aids, as well as, it allows the researcher to interview some teachers in primary school.

3.3 Research Approach

Through this research was analyzed the use of visual-spatial intelligence to develop reading skills, in fifth-grade students at UE Andrés Bello López in the school year 2019 - 2020. The analysis focused on two approaches; qualitative and quantitative.

The qualitative approach consisted of going into the field and spend some time there with the purpose to interview to the English teacher in fifth-grade, observing the students and their environments. Moreover, it was also important to note about level of students,

reading didactic materials used in classroom, creating themes, interpreting interviews and survey results, as it is expressed by Elkatawneh (2016) “look at document and audiovisual materials and then organize all that data of those words into topics” (p.4), since that in qualitative research there are no instruments, therefore, the researcher becomes research instrument.

In the quantitative approach, the researcher applied analysis through numbers or statistical methods by which instruments like a checklist, survey, and interview were used Creswell (as cited in Elkatawneh 2009). In the present research, a survey with fourteen statements was required to determine the treatment given to reading activities and the use of visual aids materials. The results have been represented by tables and graphics with statistical information.

3.4 Techniques and Research and Instruments

This research has made use of various research techniques and instruments to collect data and determining its role in the research process. These research techniques and tools include observation trough checklist, surveys trough questionnaire, and interview trough open questionnaire

3.4.1 Techniques

Observation

According to Gutiérrez (2002), the **observation technique** is the tool that facilitates, expands or improves research work. In this type of technique, a notebook was used, and electronic devices such as cameras and voice recorders.

Survey

Pobea (2015) the survey required the use of a piece of paper with different questions written to gather information directly. Once the data is obtained, they are tabulated for analysis.

Interview

López and Fachelli (2016) The interview was conducted through an oral questionnaire, which was recorded for later transcription and analysis of the contents.

Evaluation

López and Fachelli (2016) The evaluation was carried out through written questionnaire aimed to fifth grade students to know the importance to use visual aids and how they influence in the reading comprehension skill.

3.4.2 Instruments

Checklist

Hernández (2010) It is an instrument used by the researcher to write down important information about an object studied which is observed in a normal environment. It consisted of 21 statements divided on use of visual aids and warm-up, reading comprehension and feedback activities

Survey Questionnaire

Pobea (2015) It is an instrument used by the researcher to determine the treatment given to reading activities and the use of visual aids materials. It consisted of 14 statements divided on use of visual aids as independent variable and reading comprehension skill as dependent variable.

Interview Questionnaire

López and Fachelli (2016) It is an instrument used by the researcher to know teacher methodology, didactic resources, technological resources, strategies used in the classroom to develop reading comprehension activities. It consisted of nine open questions.

Test

López and Fachelli (2016) It is an instrument used by the researcher to evaluate the vocabulary and reading comprehension before and after using visuals aids.

Table 1 Techniques and instruments

TECHNIQUES	INSTRUMENTS
Observation	Checklist
Survey	Survey Questionnaire
Interview	Interview Questionnaire
Evaluation	Test

Elaborated by: Izurieta, E (2019)

3.5 Research Population and Sample

Due to the small number of population (97), this study did not need to use a formula to calculate the sample, since they were taken 30 students from fifth-grade A.

Table 2 Population

Section	Number	Percentage
Teachers	1	100%
Students	97	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Table 3 Sample

Section	Number	Percentage
Teachers	1	100%
Students	30	30%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

3.6 Result Analysis

Observation analysis

First observation checklist

With the purpose to determine the effectiveness of the application of a guide with short stories using visual aids, the researcher carried out two observations in the classroom. The

first consists of giving the teacher the topic “¡Angel! ¡Look out!” which is the first guide activity. The researcher gave the teacher the short story, however, the exercises using visual aids were omitted. In the first one, the teacher did not do an introduction to the topic, she went directly to explain the text which is about animals in the sea. She did not use predicting questions. Therefore, it is suggested that the teacher implement predicting activity as a pre-reading activity.

The teacher asks students to identify the picture on the portrait without flashcards and mentioned to the students that there are many animals in the sea and write a list of words on the board. After that teacher read the text all the time and students only listen. Some students have problems with some words and the teacher explains the use of the verb to be and gives students the meaning of BE. Next, the teacher asks students to find the main idea and other important ideas from the text, using the phrases. What happens in the story? Which are characters? And what are they doing? But she did not ask about other possible solutions to the conflict. Students do not use the whiteboard and they only work in a worksheet elaborated by herself. She monitors students. Students work individually. There is no comparison with the text and their real life. She did not motivate the students to relate the story with a particular value. The teacher did not use video related to the topic to get the student’s interest by learning. She did not use any graphic organizer. Some students looked bored and few students paid attention. The same students (3) answer the teacher’s questions. Some students do not remember what the text is about.

Second observation checklist

After the first observation checklist. Different suggestions were given to the teacher who accepted recommendations to get back to implement the activity, but now, using the guide of short stories with visual aids.

The recommendations were to use a predicting activity through questions related to the topic; (2) to use flashcards activities, videos before or after reading; (3) to invite students to read, too; (4) to invite students to look for ways of solving problems through opinions about types of solution to the conflict; (5) to invite students to write on the board using graphic organizer; (6) asks students to relate their own life with the story; (7) motivate students to

say what is the value in the story and why they should be good people; (8) ask students to work in pairs and motivate them to say words together while they look a video, complete activities or listen and repeat words.(9) to be positive with children at the moment they make a mistakes or when they answer a questions.(10) to evaluate what they learned about the lesson through the question, “what did we do today?”

By the second observation checklist, the teacher used the guide with visual aids and she followed the recommendations. The result was completely different. The teacher mentioned that the activities from the guide of short stories get the students' attention and it facilitates the teaching of reading, particularly, because they find flashcards interesting. The teacher also mentioned that the guide is very illustrated and includes videos that call more interest in children.

Survey Results

The collected data is evaluated through the percentage distribution and is represented in the pie and line charts, graphs.

Item 1 analysis

Population: School Andrés Bello López

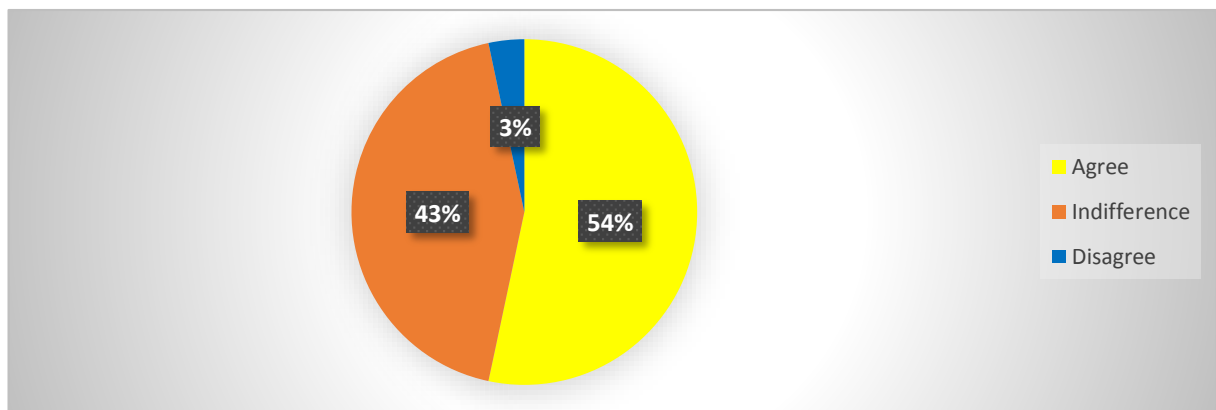
Sample: 30 students

Table 4 I like reading in English

I like reading in English			
	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.1	Agree	16	54%
	Indifference	13	43%
	Disagree	1	3%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 1 I like reading in English

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

Graphic 1 shows that around half of students have mentioned that they like reading in English while a considerable number of them mentioned being indifferent. From the data above, the researcher feels that students need to be motivated by reading in English. Researcher feel that it can be useful to introduce short stories, tales or fables to let get the students attention.

Item 2 analysis

Population: Andrés Bello López School

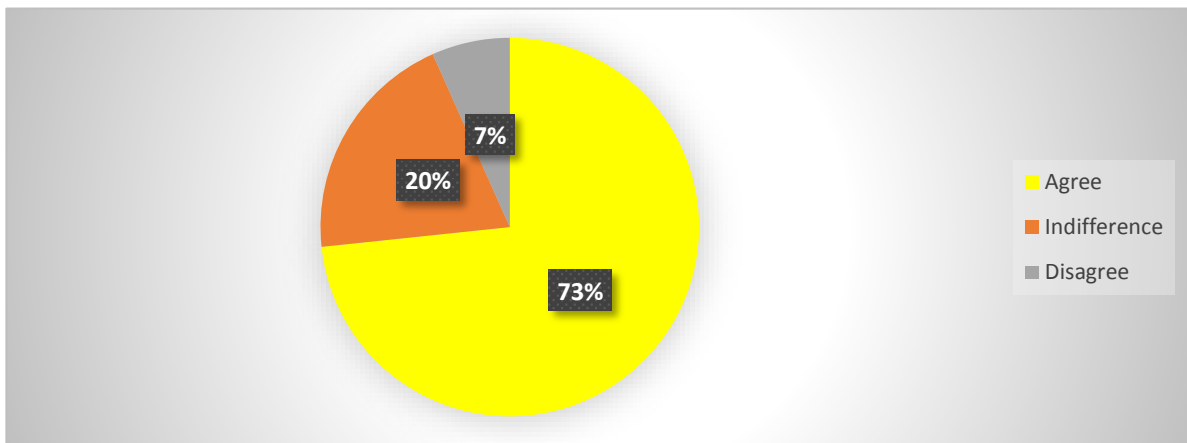
Sample: 30 students

Table 5 I like learning English with pictures

I like learning English with pictures		FREQUENCY	PERCENTAGE
ITEM No.2	ALTERNATIVES		
	Agree	22	73%
	Indifference	6	20%
	Disagree	2	7%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 2 I like learning English with pictures

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the graphic above that almost three-quarters of students have mentioned that they like learning English with pictures. From the data above, the researcher feels that reading activities will have success if they are implemented with visual aids due to the interest they have by learning English with pictures.

Item 3 analysis

Population: School Andrés Bello López

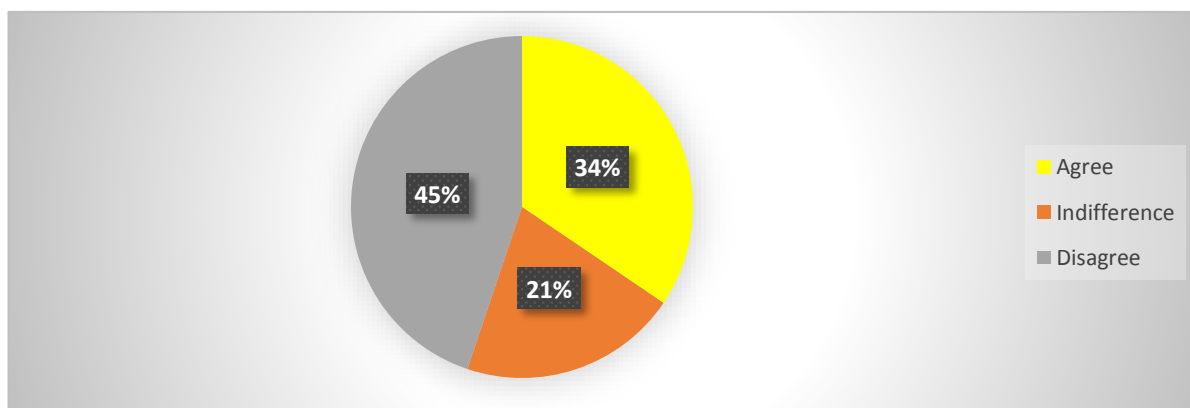
Sample: 30 students

Table 6 My English teacher uses flashcards to teach new words

My English teacher uses flashcards to teach new words		FREQUENCY	PERCENTAGE
ITEM No.3	ALTERNATIVES		
	Agree	10	34%
	Indifference	7	21%
	Disagree	13	45%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 3 My English teacher uses flashcards to teach new words

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the graphic above that a considerable number of students have mentioned that their English teacher does not use flashcards to teach new words, while a small portion of them says that their teacher does use Flashcards. From the data above, the researcher feels that the group of students is divided in their answers. It can be because the teacher does not use flashcards frequently or because the teacher does not have flashcards as didactic material available. So, it is suggested that flashcards can be used in a regularly.

Item 4 analysis

Population: School Andrés Bello López

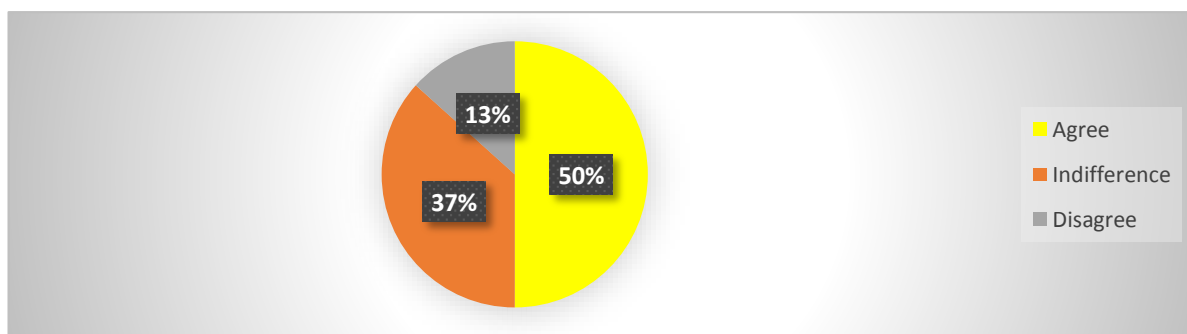
Sample: 30 students

Table 7. I find it difficult to understand texts in English because I do not have enough vocabulary

I find it difficult to understand texts in English because I do not have enough vocabulary			
	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.4	Agree	15	50%
	Indifference	11	37%
	Disagree	4	13%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 4 I find it difficult to understand texts in English because I do not have enough vocabulary

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table around half of the students have mentioned that they find it difficult to understand texts in English because they do not have enough vocabulary. From the data above, the researcher feels that students need to be given more words through reading activities, the uses of flashcards are an important strategy. However, it can be adapted reading exercises with context clue activities.

Item 5 analysis

Population: School Andrés Bello López

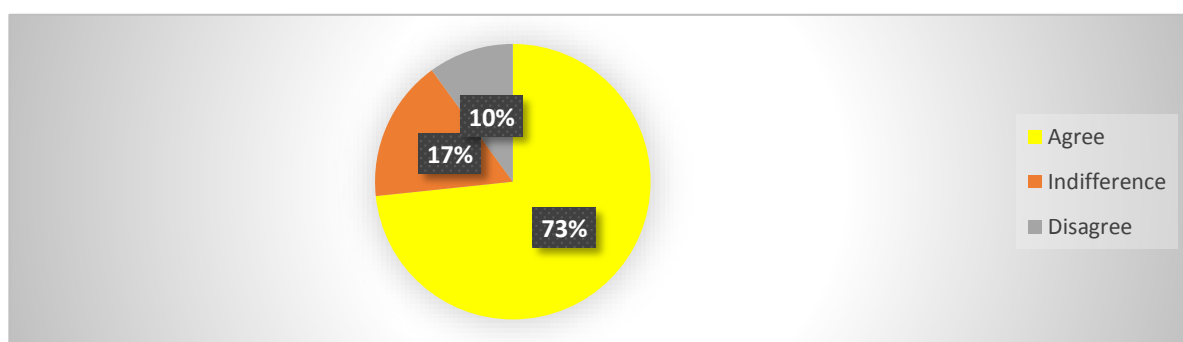
Sample: 30 students

Table 8. I like drawing what I read

I like drawing what I read		FREQUENCY	PERCENTAGE
ITEM No.5	ALTERNATIVES		
	Agree	22	73%
	Indifference	5	17%
	Disagree	3	10%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 5 I like drawing what I read

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that almost three-quarters of students have mentioned that they like drawing what they read. From the data above, the researcher feels that students need to relate reading with other skills, especially, with those that develop visual and spatial intelligence.

Item 6 analysis

Population: School Andrés Bello López

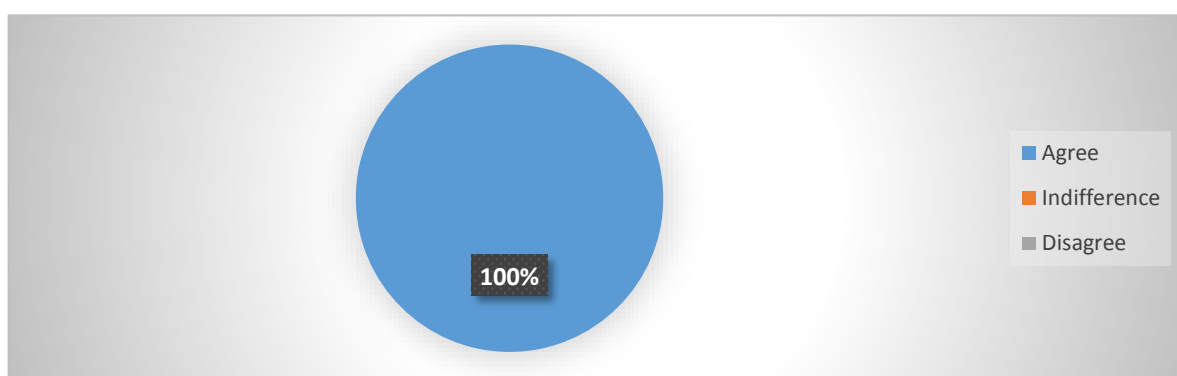
Sample: 30 students

Table 9. My teacher uses power point slides to explain the story

My teacher uses power point slides to explain the story		FREQUENCY	PERCENTAGE
ITEM No.6	ALTERNATIVES Agree	30	100%
	Indifference	0	0%
	Disagree	0	0%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 6 My teacher uses PowerPoint slides to explain the story

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that the total of students have mentioned that their teacher uses PowerPoint slides to explain the story. From this information, the researcher feels that it is a necessary resource that involves visual learning, motivation, and understanding. However, the researcher suggested that the teacher can also use the PREZI application to improve lessons or short text presentation.

Item 7 analysis

Population: School Andrés Bello López

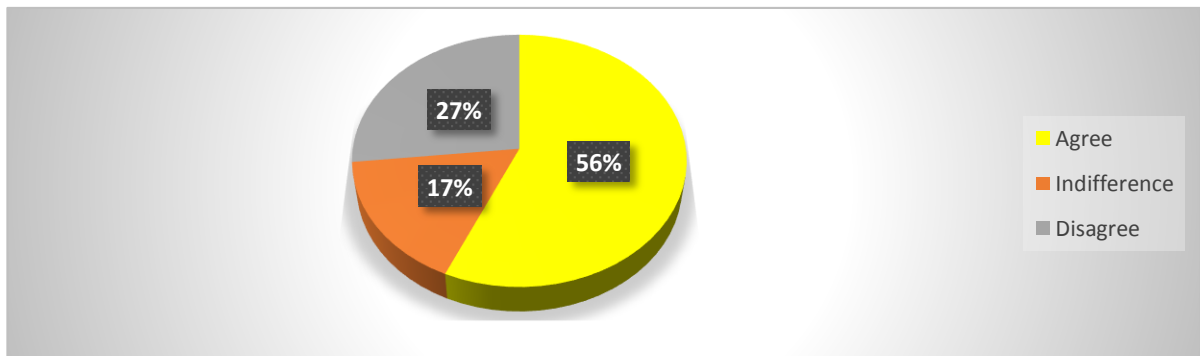
Sample: 30 students

Table 10 My teacher helps to understand the text title asking me what I know about it

My teacher help to understand the text title asking me what I know about it		FREQUENCY	PERCENTAGE
ITEM No.7	ALTERNATIVES		
	Agree	17	56%
	Indifference	5	17%
	Disagree	8	27%
	Total	40	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 7 My teacher helps to understand the text title asking me what I know about it

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that a considerable number of students have mentioned that their teacher does not help to understand the text title asking them what they know about it. From this information, the researcher suggested that the teacher should improve reading process activities, especially, pre-reading activities.

Item 8 analysis

Population: School Andrés Bello López

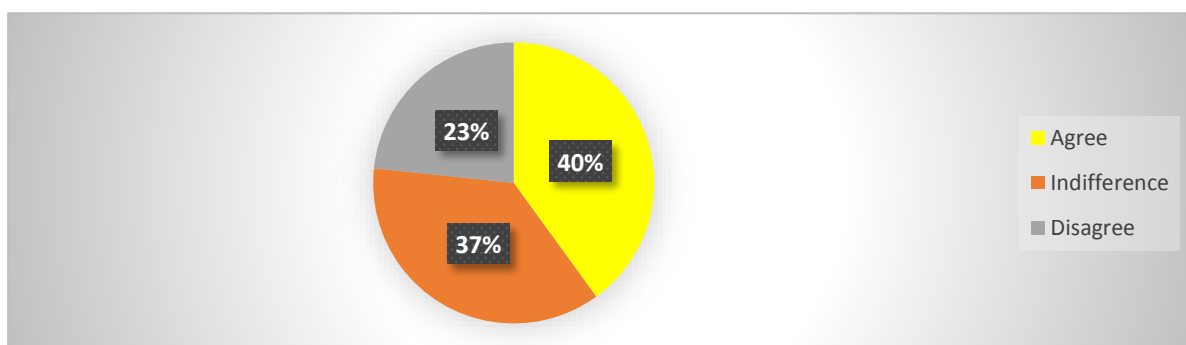
Sample: 30 students

Table 11. My English teacher asks me to relate or compare what happened in the reading with my real life

My English teacher asks me to relate or compare what happened in the reading with my real life			
	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.8	Agree	12	40%
	Indifference	11	37%
	Disagree	7	23%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 8 My English teacher asks me to relate or compare what happened in the reading with my real life

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that a considerable number of students have mentioned that their English teacher does not ask them to relate or compare what happened in the reading with their real life. From the data above, as it was commented in the foregoing text, the researcher suggested that the teacher should improve reading process activities.

Item 9 analysis

Population: School Andrés Bello López

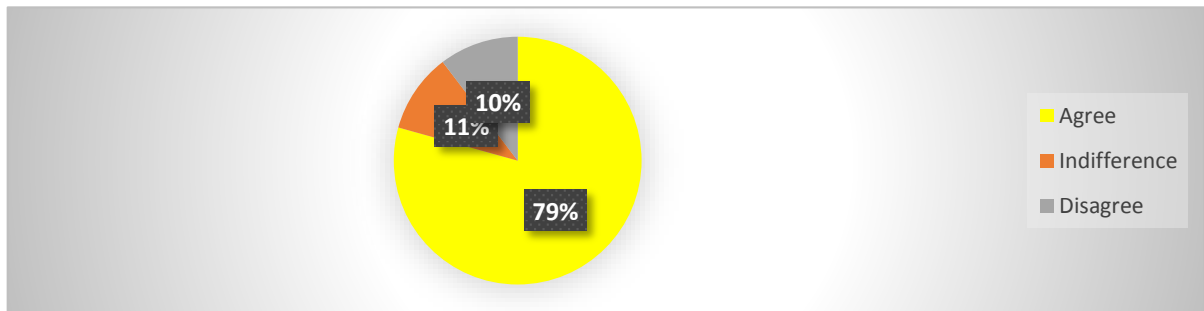
Sample: 30 students

Table 12. My English Teacher asks me what I learnt from the text.

My English Teacher asks me what I learnt from the text.			
	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.9	Agree	24	80%
	Indifference	3	10%
	Disagree	3	10%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 9 My English Teacher asks me what I learnt from the text.

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that a great number of students have mentioned that their English Teacher does ask them what they learned from the text. From the data above, the researcher feels that post-reading activities are being developed correctly. Then, it is needed to put more emphasis on pre and while reading.

Item 10 analysis

Population: School Andrés Bello López

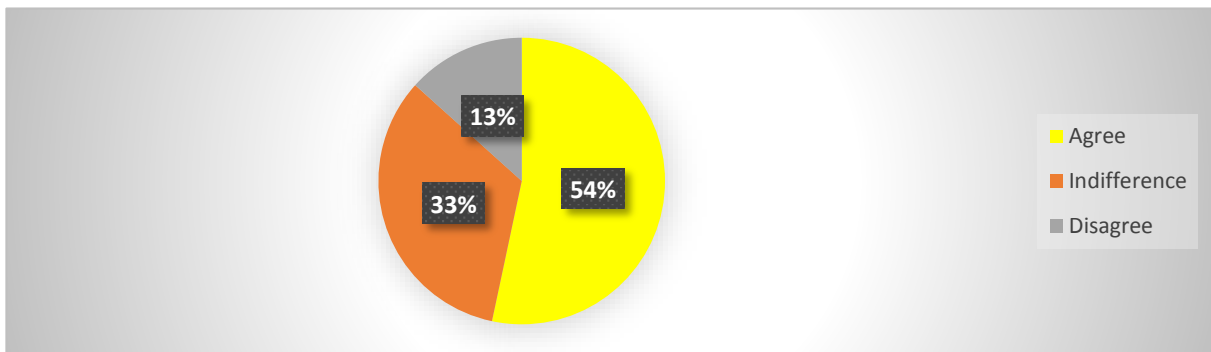
Sample: 30 students

Table 13. I pay more attention when the text has pictures, photos or graphic organizers

I pay more attention when the text has pictures, photos or graphic organizers			
	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.10	Agree	16	54%
	Indifference	10	33%
	Disagree	4	13%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 10 I pay more attention when the text has pictures, photos or graphic organizers

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that around half of the students have mentioned that they pay more attention when the text has pictures, photos or graphic organizers. From the data above, the researcher feels that visual material grasp the attention and motivate them to learn more easily.

Item 11 analysis

Population: Andrés Bello López School

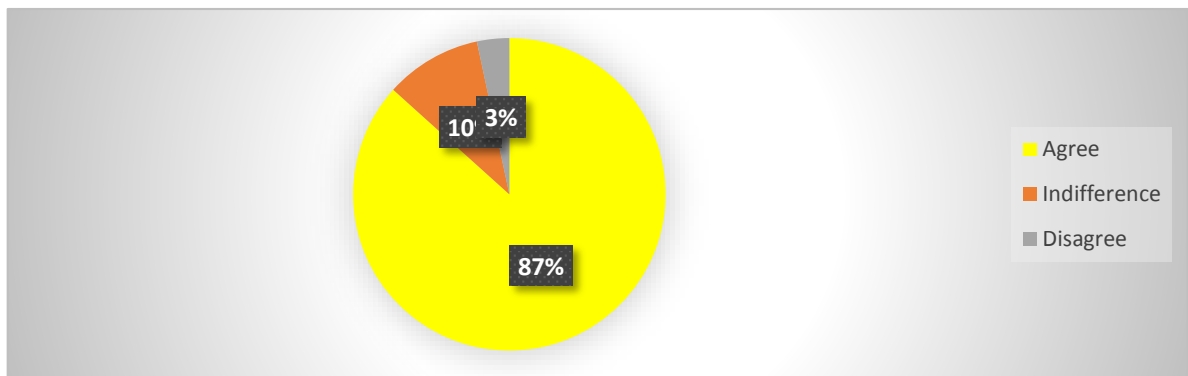
Sample: 30 students

Table 14. I like watching videos

I like watching videos		FREQUENCY	PERCENTAGE
ITEM No.11	ALTERNATIVES		
	Agree	26	87%
	Indifference	3	10%
	Disagree	1	3%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 11 I like watching videos

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that a great number of students have mentioned that they like watching videos. From the data above, the researcher feels that students love to watch videos, then, the researcher suggested that videos can be implemented regularly to give support reading activities.

Item 12 analysis

Population: School Andrés Bello López

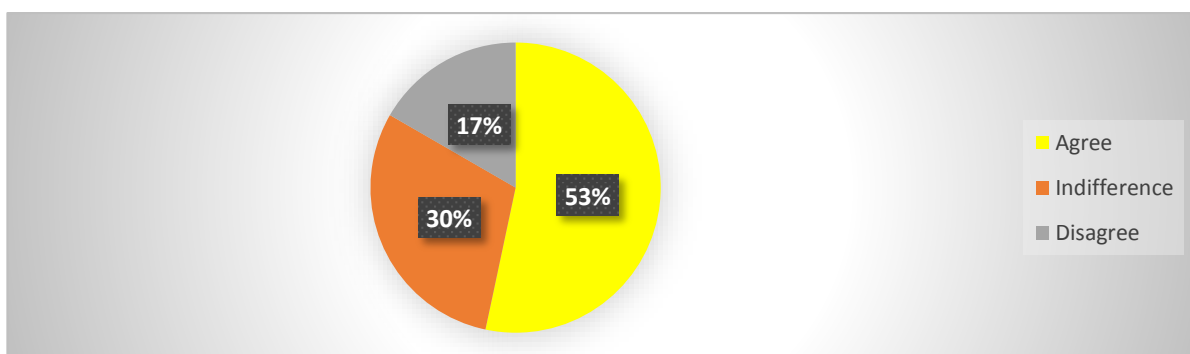
Sample: 30 students

Table 15 I like making classroom projects such as: models, thematic boards about something I read in class.

I like making classroom projects such as: models, thematic boards about something I read in class.			
	ALTERNATIVES	FREQUENCY	PERCENTAGE
ITEM No.12	Agree	16	53%
	Indifference	9	30%
	Disagree	5	17%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 12 I like making classroom projects such as: models, thematic boards about something I read in class.

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that around half of students have mentioned that they like making classroom projects such as: models, thematic boards about something they read in class. From the data above, researcher feels that students want to express their ideas after they read a text, then, it is suggested that after reading activity students can create foldable or paper projects to complement learning. As well as, they can show what they have learnt through them

Item 13 analysis

Population: School Andrés Bello López

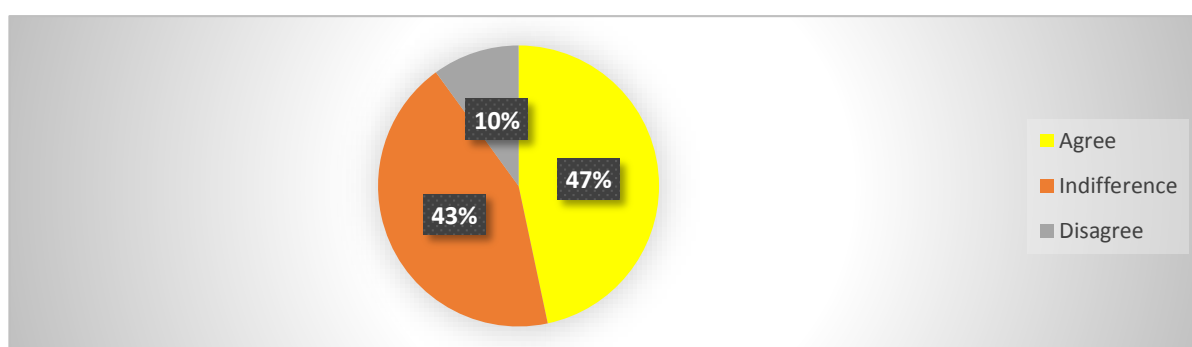
Sample: 30 students

Table 16 I learn better, when I read short text

I learn better when I read short text		FREQUENCY	PERCENTAGE
ITEM No.13	ALTERNATIVES		
	Agree	14	47%
	Indifference	13	43%
	Disagree	3	10%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 13 I learn better, when I read short text

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that a considerable number of students have mentioned that they learn better when they read a short text. From the data above, the researcher suggested that the teacher develop reading activities using short texts according to their level of proficiency since that long reading will cause boring in students.

Item 14 analysis

Population: School Andrés Bello López

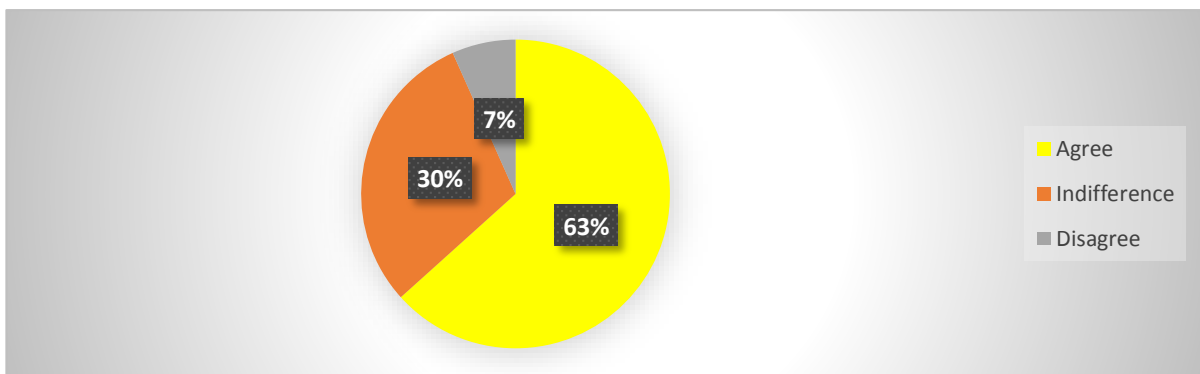
Sample: 30 students

Table 17 I would like to read short texts with pictures and with comprehensive and easy exercises

I would like to read short texts with pictures and with comprehensive and easy exercises		FREQUENCY	PERCENTAGE
ITEM No.14	ALTERNATIVES		
	Agree	19	63%
	Indifference	9	30%
	Disagree	2	7%
	Total	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 14 I would like to read short texts with pictures and with comprehensive and easy exercises.

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

It can be seen from the table above that a lot of students have mentioned that they would like to read short texts with pictures and with comprehensive and easy exercises. From the data above, the researcher feels that students need short reading activities, easy to understand and solve. As well as, these activities should get their interest.

Teacher Interview Analysis

A teacher interview was necessary because it allows knowing reading activities, teacher methodology, and level of satisfaction students have at the moment to develop reading comprehension exercises. The teacher has mentioned that use short stories in the student`s book with pictures according to the units in the book, flashcards, digital book, audios, digital board, internet, fairy tales with illustrations, and workbook. The researcher feels that the students have a huge advantage due to they have visual aids available, however, the content should be varied because books, especially have a good number of strategies but it is necessary to refresh these by other strategies that increase even more critical thinking and motivation by reading.

Test Analysis

Table 18 General Results per students in Pre-test

Learner	Vocabulary	Comprehension	TOTAL	Scale
1. Student	3	3	6	IL
2. Student	2	3	5	IL
3. Student	2	4	6	IL
4. Student	1	1	2	LL
5. Student	2	4	6	IL
6. Student	3	4	7	IL
7. Student	1	4	5	IL
8. Student	3	4	7	IL
9. Student	2	7	9	HL
10. Student	1	3	4	LL
11. Student	1	4	5	IL
12. Student	2	4	6	IL
13. Student	2	4	6	IL
14. Student	3	4	7	IL
15. Student	2	3	5	IL
16. Student	1	3	4	LL
17. Student	3	4	7	IL
18. Student	2	3	5	IL
19. Student	2	4	6	IL
20. Student	2	4	6	IL
21. Student	3	4	7	IL
22. Student	2	5	7	IL
23. Student	2	4	6	IL
24. Student	2	5	7	IL
25. Student	1	4	5	IL
26. Student	3	5	8	HL
27. Student	1	5	6	IL
28. Student	2	3	5	IL
29. Student	3	5	8	HL
30. Student	2	4	6	IL
Average	59	118	179	
	65.5%	56.19%	59.6%	

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Table 19 General Results per students in Post-test

Learner		Vocabulary	Comprehension	TOTAL	Scale
1.	Student	3	5	8	HL
2.	Student	2	5	7	IL
3.	Student	2	5	7	IL
4.	Student	0	2	2	LL
5.	Student	3	6	9	HL
6.	Student	3	5	8	HL
7.	Student	3	7	10	HL
8.	Student	3	4	7	IL
9.	Student	3	7	10	HL
10.	Student	2	5	7	IL
11.	Student	1	5	6	IL
12.	Student	2	5	7	IL
13.	Student	2	4	6	IL
14.	Student	3	7	10	HL
15.	Student	3	5	8	HL
16.	Student	3	7	10	HL
17.	Student	3	5	8	HL
18.	Student	3	6	9	HL
19.	Student	2	5	7	IL
20.	Student	2	4	6	IL
21.	Student	3	5	8	HL
22.	Student	2	7	9	HL
23.	Student	3	5	8	HL
24.	Student	3	5	8	HL
25.	Student	3	6	9	HL
26.	Student	3	7	10	HL
27.	Student	2	5	7	IL
28.	Student	2	5	7	IL
29.	Student	3	7	10	HL
30.	Student	2	7	9	HL
Average		74	163	237	
		82.22%	77.61%	79%	

Source: School Andrés Bello López

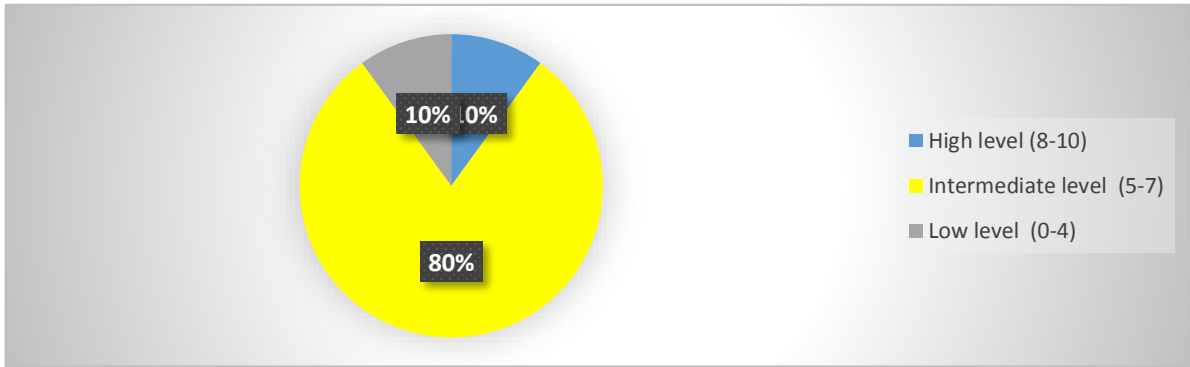
Elaborated by: Izurieta, E (2019)

Table 20 Results before and after using visual aids

CATEGORY	Pre-test		Post-test	
	Fi	%	Fi	%
High level (8-10)	3	10%	18	60%
Intermediate level (5-7)	24	80%	11	36.6%
Low level (0-4)	3	10%	1	3.4%
Total	30	100%	30	100%

Source: School Andrés Bello López

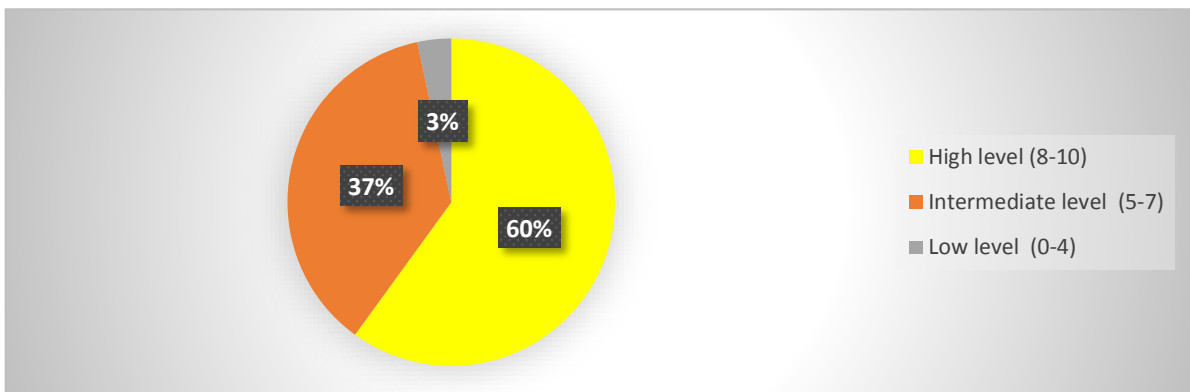
Elaborated by: Izurieta, E (2019)



Graphic 15 Results of the Pre-test without using visual aids in normal class

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 16 Results of the Post-test after using visual aids

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

For the analysis of the pre-test and post-test a scale between 8 and 10 which represents the high level, a scale of 5 and 7 represent the intermediate level and a scale between 0 and 4 to represent low level. A number of 30 participants will perform two tests. Before applying the pre-test, the teacher conducts a class without using visual materials. Before the second test, students received another class with visual aids and teaching materials. The two tests have the objective of evaluating the acquisition of vocabulary and reading comprehension and the impact received by the use of visual materials.

High-level: In the second test results, it can be observed that students achieved a 60% of the grade, which represents high level while in the first test a small number of students show to have little high level (10%)

The intermediate level from the first test shows that a great numbers of students got an 80% of the grade. In the post-test the intermediate level has been reduced in a 36.6% since that students show an increasement in the high level.

Low-level: In the first test a small group of students show, a 10% of the grade while in the second test is reduced in a 3.4% due to students show an increasement in the high level.

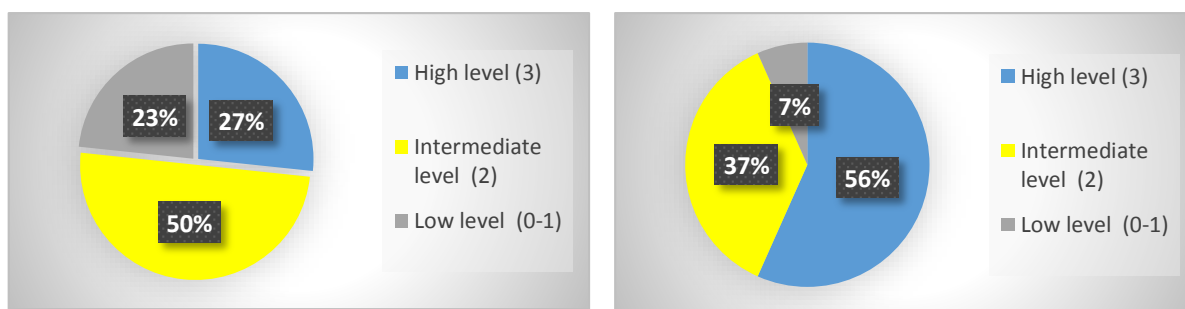
Analysis per Domains

Table 21 Vocabulary acquisition before and after applying visual aids

CATEGORY	VOCABULARY			
	Pre-test		Post-test	
	Fi	%	Fi	%
High level (3)	8	26.6%	17	56.6%
Intermediate level (2)	15	50%	11	36.6%
Low level (0-1)	7	23.3%	2	6.8%
Total	30	100%	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 17-18 Vocabulary acquisition before and after applying visual aids

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Table 22 Vocabulary acquisition increasement

CATEGORY	VOCABULARY		
	FREQUENCY	PERCENTAGE	INCREASEMENT
Pre-test	59	65.5%	16.72%
Post-test	74	82.22%	

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

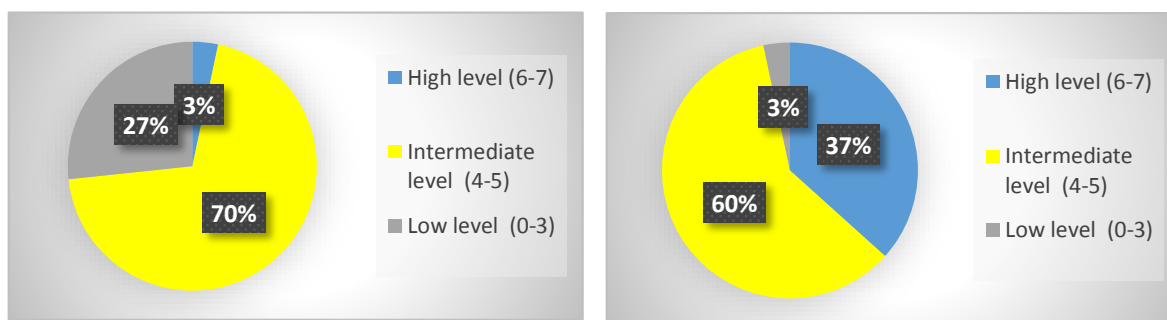
Table 23 shows that the development of vocabulary acquisition has a difference before and after applying visual aids due to students have achieved to pass from intermediate level to high level. It is evidenced that there is an increasement of 16% of the grade and therefore, it demonstrated the efficiency of using visual materials.

Table 23 Reading comprehension before and after applying visual aids

CATEGORY	COMPREHESNION			
	Pre-test		Post-test	
	Fi	%	Fi	%
High level (6-7)	1	3.4%	11	36.6%
Intermediate level (4-5)	21	70%	18	60%
Low level (0-3)	8	26.6%	1	3.4%
Total	30	100%	30	100%

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)



Graphic 19-20 Reading comprehension before and after applying visual aids

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Table 24 Reading comprehension increasement

CATEGORY	READING COMPREHESNION		
	FREQUENCY	PERCENTAGE	INCREASEMENT
Pre-test	118	56.19%	21.42%
Post-test	163	77.61%	

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

Analysis

Table 25 shows that the development of reading comprehension has a difference before and after applying visual aids due to students have achieved to pass from intermediate level to high level. It is evidenced that there is an increasement of 21.42% of the grade and therefore, it also demonstrated the efficiency of using visual materials.

Table 25 General Results

CATEGORY	FREQUENCY	PERCENTAGE	INCREASEMENT
Pre-test	179	59.6%	19.4%
Post-test	237	79%	

Source: School Andrés Bello López

Elaborated by: Izurieta, E (2019)

3.7 Preliminary Conclusion

The use of research instruments has given a vital support to the general objective of the investigation. (1) The observation checklist was used to find causes provoking weaknesses of teaching and the development of reading comprehension. It could be observed that the use of visual aids benefits the understanding of children, promote participation and create a motivational learning environment. (2) The application of a survey gave to know how students feel at the moment to develop reading activities in class and what resources they would want to have to learn English. The results showed that vocabulary acquisition and reading comprehension need more visual motivation. (3) Through teacher interview it could be known that she has technological resources in the class and she has developed vocabulary acquisition through power point slides and the book with their platform, however, the technological and non-technological resources are not used or implemented with a variety of activities. (4) The test allowed to know the results from two different classes; the first one in which no visual aids were used and another in which visual aids were used. Therefore, the increasement in the learning was relevant as it is observed in table 28 that evidence that the use of visual aids allows improving vocabulary acquisition and reading comprehension.

CHAPTER IV

PROPOSAL

GUIDE OF SHORT STORIES WITH VISUAL AIDS TO DEVELOP READING SKILL IN FIFTH-GRADE STUDENTS AT SCHOOL ANDRÉS BELLO LÓPEZ

4.1 General Objective

- ✓ To design a guide of short stories, tales and fables with visual aids to develop reading skill

4.2 Specific Objectives

- ✓ To encourage fifth-grade students to develop reading skills by showing visual didactic materials and using visual-aids
- ✓ To help students to understand short text
- ✓ To encourage students to develop critical thinking
- ✓ To help the teacher with visual material to develop reading skill.

4.3 Feasibility

Spacey (2017) expressed that to determine if a strategy, product or process is possible and physically practical is necessary to use a feasibility study. The proposal is economically possible because it will be handed into the teacher a PowerPoint file with flashcards and Cd with this information, as well as, the reading guide can be photocopiable paper by paper or in little sections. Technologically, it is also possible because the U.E. Andrés Bello López have already implemented computers, speakers and internet available; therefore, the teacher should use only the PowerPoint and word file containing the visual information. It will remain in the school library so that the English teachers and students can use these visual resources. On the other hand, the researcher has not copied any information from LIGHTHOUSE Book, which is used by the teacher in the classroom; however, the researcher has taken information from THE BRITISH COUNCIL web page to work in the reading

guide. Exercises and content have been adapted with the only purpose to do a reading guide visual. The researcher is respectful about intellectual property and on the contrary, the researcher says thanks to this company by letting all teachers use their important reading materials without any economic interest to help the Education.

4.4 Description

This guide should be used with fifth-grade students at U.E. Andrés Bello López. The guide is designed with 6 reading activities that contain 8 short stories for children. Each activity has different exercises with different reading strategies such as: what is the word, flashcard activity, write and draw, put sentences in order by using pictures, match pictures to words, watch a video, find differences and many others that promote interest in students. The guide has innovation in its use since it can be used by sections. The teacher can go on with the story in two or three days or by making students work in groups. The teacher gives students worksheet sections from the guide to students who can develop different strategies at the same time. The researcher recommends using open questions and using PowerPoint slides to teach vocabulary at the beginning and review them at the final, in the same manner, to use videos at the beginning of the end as the teacher believes possible. The information can be shown through a projector however; videos will need an internet connection to get into the British council web page.

4.5 Contents

READING ACTIVITY 1

Topic Angel! ¡Look out!

Objective: This activity is aimed to develop reading comprehension by using visuals and reading techniques

- **Pre-reading**
What is the word
- **While-reading**
What is the order
Fill it in!
- **Post-Reading**

Write and draw

Find differences

READING ACTIVITY 2

Topic: The wind and the sun

Objective: This activity is aimed to develop reading comprehension by using visuals and reading techniques

- **Pre-reading**

What I know

What is the word

- **While-reading**

What is the order

True or False

- **Post-reading**

Find differences

Read and color

READING ACTIVITY 3

Topic: Three Little Pigs

Objective: This activity is aimed to develop reading comprehension by using visuals and reading techniques

- **Pre-reading**

What I know

What is the word

- **While-reading**

True or False

What is the order

- **Post-reading**

What do you think

Find the differences

READING ACTIVITY 4

Topic Ali and the magic carpet

Objective: This activity is aimed to develop reading comprehension by using visuals and reading techniques

- **Pre-reading**
What is the word
Match them up
- **While - reading**
Match the events
- **Post-reading**
What do you think?
Foldable
Watch a video

READING ACTIVITY 5

Topic: A good lesson for me

Objective: This activity is aimed to develop reading comprehension by using visuals and reading techniques

- **Pre-reading**
Activity 1 What I know
What is the word
- **While – reading**
True or false
Complete the Chart
- **Post-reading**
What do you think?
Find differences
Watch a video

READING ACTIVITY 6

Topic: My secret team

Objective: This activity is aimed to develop reading comprehension by using visuals and reading techniques

- **Pre-reading**
 - What I know
 - Choose the answer
- **While - reading**
 - Make it right
 - Find differences
- **Post-reading**
 - Activity 1 Write and draw

GUIDE OF SHORT STORIES WITH VISUAL AIDS TO DEVELOP READING SKILL IN FIFTH-GRADE STUDENTS AT SCHOOL ANDRÉS BELLO LÓPEZ

Elaborated by: Izurieta, E (2019)



Figure 2
Source: (handakafunda.com, 2015)

CONTENTS

Reading Activity 1

TOPIC	OBJECTIVE	READING PROCESS
Angel! ;Look out!	This activity is aimed to develop reading comprehension by using visuals and reading techniques	Pre-reading What is the word While-reading What is the order Fill it in! Post-Reading Write and draw Find differences

Reading Activity 2

TOPIC	OBJECTIVE	READING PROCESS
The wind and the sun	This activity is aimed to develop reading comprehension by using visuals and reading techniques	Pre-reading What I know What is the word While-reading What is the order True or False Post-reading Find differences Read and color

Reading Activity 3

TOPIC	OBJECTIVE	READING PROCESS
Three Little Pigs	This activity is aimed to develop reading comprehension by using visuals and reading techniques	Pre-reading What I know What is the word While-reading True or False What is the order Post-reading What do you think Find the differences

Reading Activity 4

TOPIC	OBJECTIVE	READING PROCESS
Ali and the magic carpet	This activity is aimed to develop reading comprehension by using visuals and reading techniques	Pre-reading What is the word Match them up While - reading Match the events Post-reading What do you think? Foldable Watch a video

Reading Activity 5

TOPIC	OBJECTIVE	READING PROCESS
A good lesson for me	This activity is aimed to develop reading comprehension by using visuals and reading techniques	Pre-reading Activity 1 What I know What is the word While – reading True or false Complete the Chart Post-reading What do you think? Find differences Watch a video

Reading Activity 6

TOPIC	OBJECTIVE	READING PROCESS
My secret team	This activity is aimed to develop reading comprehension by using visuals and reading techniques	Pre-reading What I know Choose the answer While - reading Make it right Find differences Post-reading Activity 1 Write and draw

Elaborated by: Izurieta, E (2019)



READING Activity 1

By Evelyn Izurieta Santillan 2019

Figure 3

Elaborated by: Izurieta, E (2019)

INSTRUCTIONS

Introduction: Have students brainstorm as many sea animals as they can in three minutes. Choose two or three of these animals, and elicit adjectives describing them (e.g. a shark, octopus, could be fast, small, cute, white, etc.)

Presentation: ask students look at the pictures in power point presentation. After that Read “Angel! ¡Look out!” with students. Pause frequently to ask comprehension check questions. Focus on modal verb CAN (e.g. what can a turtle do? etc.)

Practice: Each pair of students receives pictures of two or three words of animals in a paper. Then they are given an action and the students have one minute to say what animal can do. Asks students to work in a short story worksheet.

Production: asks some students summarize the story by asking questions throughout.



Figure 4

Source: (COUNCIL, 2011)

Angel! ¡Look out!

Angel and his grandpa live on the Great **Coral Reef** in Australia. Grandpa is tired.

'I'm going to **sleep** now, Angel. ¡Be good, and don't go past the coral! There are lots of dangerous animals out there.'

'Hi, Angel. What are you doing?' 'I'm bored. Grandpa is asleep.' 'Do you want to come and play?' 'Yes, ¡let's go!'

'¡Look, **Turtle!** ¡A ball!'

'Look out! That isn't a ball! It's a dangerous **octopus!** Swim!'

'Angel! ¡Look out! There's a dangerous fish behind you! Angel, you must be careful here. You've got to stay with me!'

'I'm sorry, Turtle. ¡Look! I've got a present for you.'

'Aargh! This is a dangerous **cone shell!** Drop it quickly, Angel!'

'I'm tired, Turtle. ¿Can we rest here?'

'Don't sit here, Angel! There's a dangerous sea snake! Quick! **Swim!**'

'Where are we?'

'I don't know. I think we're lost. ¡Look out, Angel! That's a box **jellyfish!** Swim!'

'¡Look out, Turtle! ¡A dangerous animal is behind you!' 'That's not a dangerous animal. It's Doug. He's my friend.' 'Hello, Doug. We're lost. ¿Can you help us?'

'Yes, I can help you. I'll take you home.'

'Hello, Angel.' 'Hello, Grandpa.'













'Oh, you've been a very good fish, Angel. Here's a present for you.' 'Thanks, Grandpa!'

Worksheet 1 Pre-reading

Activity 1 What is the word

1. Write the word under the pictures

angel fish	Australia	sleep	turtle	octopus	swim
cone shell	sea snake	jellyfish	coral	ball	present

					
	angel fish				
					

Flashcards Activity

Look Flashcards in power point presentation

Cut this section

While-reading

Activity 2 What is the order

1. Watch the story and put the sentences in order

	Angel wants to play with Turtle.
	They see a dangerous cone shell.
1	Grandpa is tired.
	Doug takes them home.
	They see a dangerous octopus.
	They see a dangerous sea snake.
	They see a dangerous fish.
	They see a box jellyfish.

While-reading

Activity 2 Fill it in!

2. Watch the story. Write the missing words in the sentence.

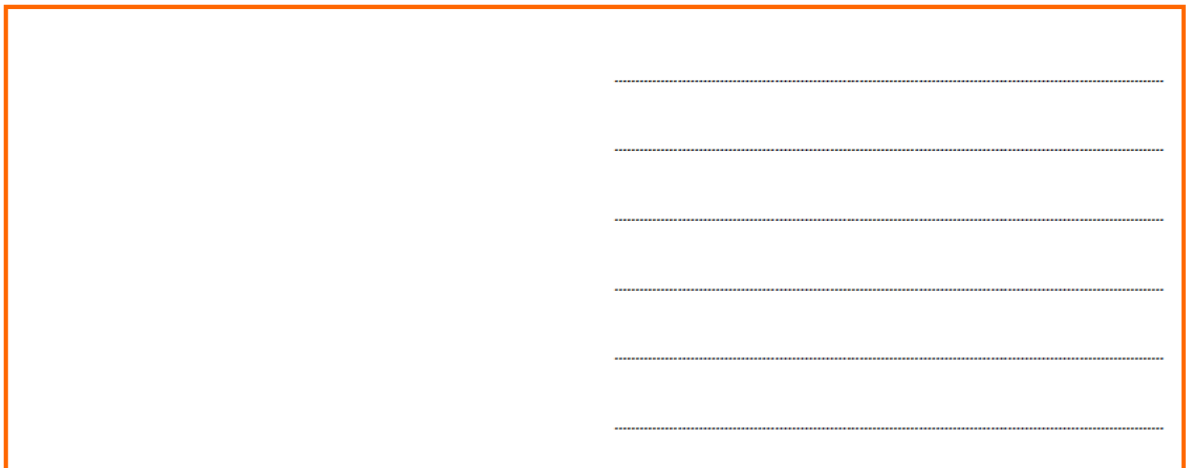
- a) There are lots of dangerous _____ animals _____ out there.
- b) That isn't a ball! It's a dangerous _____ !
- c) There's a dangerous _____ behind you!
- d) This is a dangerous _____ ! Drop it quickly, Angel!
- e) There's a dangerous _____ ! Quick! Swim!
- f) Look out, Angel! That's a _____ !
- g) That's not a dangerous _____. It's Doug. He's my friend.
- h) Oh, you've been a very good _____. Angel.

Cut this section

Post-Reading

Activity 1 Write and draw

1. Do any dangerous sea creatures or animals live in your county? Draw a picture and write about them. WHERE DO THIS ANIMAL LIVE? ¿WHAT DO IT EAT? AND WHAT DOES IT LIKE?



Post-reading

Activity 2 Find differences

2. Look at the pictures and find seven differences



Figure 5

Source: (Vanspauwen, 2016)

Post-reading

Activity 3 Watch a video

3. Listen to this story



<https://learnenglishkids.britishcouncil.org/en/short-stories/angel-look-out>

SOURCE: www.britishcouncil.org/learnenglishkids **AUTHOR:** Story by Kim






Ashmore

ADAPTED BY: Evelyn Izurieta Santillán

Worksheet 1 Answer key Pre-reading

1. What is the word

Write the word under the pictures

					
Jellyfish	angel fish	ball	swim	coral	Australia
					
sleep	present	Octopus	Sea snake	turtle	Cone shell

While-reading

2. What is the order

Watch the story and put the sentences in order

- 2 Angel wants to play with turtle
- 5 They see a dangerous cone shell
- 1 Grandpa is tired
- 8 Doug takes them home
- 3 they see a dangerous octopus
- 6 They see a dangerous sea snake
- 4 They see a dangerous fish
- 7 They see a box jellyfish

While-reading

3. Fill it in!

Watch the story. Write the missing words in the sentence.

- a There are lots of dangerous **animals** out there
- b That isn't a ball! It is a dangerous **octopus**
- c There is a dangerous **fish** behind you
- d This is a dangerous **cone shell!** Drop it quickly, Angel!
- e There is a dangerous **sea snake!** Quick swim!
- f Look out, angel! That's a **box of jellyfish!**
- g That is not a dangerous **animal** it is Doug. He is my friend.
- h Oh, you have been a very good **fish**, angel.

Post-Reading

4. Write and draw

Do any dangerous sea creatures or animals live in your county? Draw a picture and write about them. WHERE DO THIS ANIMAL LIVE? ¿WHAT DO IT EAT? AND WHAT DOES IT LIKE?

Octopus lives in the Galapagos islands
It has 8 legs
It eats fish and jellyfish

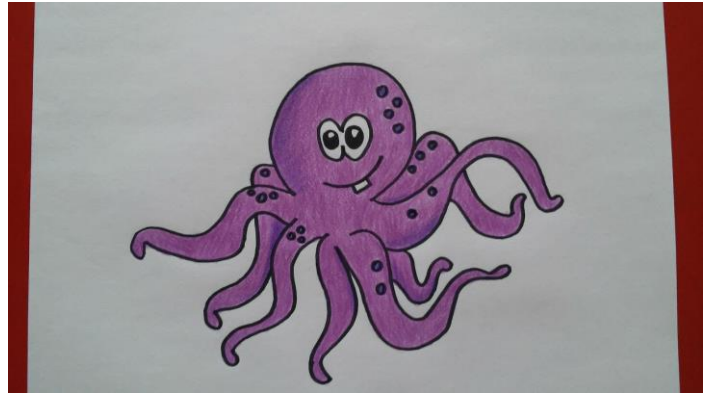


Figure 6
Source: (suarez, 2019)

Post-Reading

5. Find differences

Look at the pictures and find seven differences



Figure 7
Source: (Vanspauwen, 2016)
Modified by: Izurieta, E (2019)



READING Activity 2

By Evelyn Izurieta Santillan 2019

Figure 8

Elaborated by: Izurieta, E (2019)

INSTRUCTIONS

Introduction: Have students brainstorm as many nature elements in the Earth there are as they can in three minutes. Choose two of these elements, and elicit adjectives describing them (e.g. hot, cool, cold, strong etc.)

Presentation: ask students look at the pictures in power point presentation. After that Read “The wind and the sun” with students. Pause frequently to ask comprehension check questions. Focus on comparatives (e.g. for you who is stronger the wind or the sun?)

Practice: Each pair of students receives pictures of two or three words of seasons of the year in a paper. Then they are given an adjective and the students have one minute to say what season is colder than, more beautiful than, hotter than. After that asks students to work in a short story worksheet

Production: Asks some students summarize the story by asking questions throughout.

THE WIND AND THE SUN



Figure 9

Source: (liz, 2014)

Once the Wind and the Sun had an **argument**. “I am **stronger** than you,” said the Wind. “No, you are not,” said the Sun. At that moment they saw a traveler *walking* across the *road*. So, the Sun and the Wind **agreed** that whoever could separate the traveller from his shawl was stronger.

The Wind took the first turn. He **blew** with all his might, But the wind can't drop the shawl. After that, the sun took the second turn. The Sun smiled.

The traveller felt the warmth of the smiling Sun. Soon he let the shawl fall open. The Sun's smile grew warmer and warmer... hotter and hotter. Now the traveller no longer needed his shawl. He took it off and **dropped it on** the ground. The Sun was declared stronger than the Wind.

Moral: Brute force can't achieve what a gentle smile can.

Worksheet 2

Pre-reading

Activity 1 What I know

1. Answer the following questions

- Which the following elements produce you hot
 - a. The clouds
 - b. the sun
 - c. the moon
- Which the following elements produce you cold
 - a. the sun
 - b. the moon
 - c. the wind
- What's your favorite season? Why?

Cut this section

Pre-Reading

Activity 2 What is the word

2. Look at the pictures below and write the correct season under each picture

Spring - autumn - summer - winter



Cut this section

Pre-Reading

Activity 3 What is the word



3. Match the pictures to the words by writing the number in the circle

1. Shawl
2. struggle
3. drop on
4. wrap
5. agree
6. grip
7. blow
8. argument

Flashcards Activity

Look Flashcards in power point presentation

Cut this section

While-reading

Activity 1 What is the order

1. Watch the story and put the sentences in order

	they saw a traveler walking across the road.
	The Sun was declared stronger than the Wind.
	The wind blew with all his might
1	the Wind and the Sun had an argument.
	The Sun and the Wind agreed
	The Sun smiled warmly.

Cut this section

While-reading

Activity 2 True or False

2. Say if the following statements are true or false by writing T (true) or F (false)

1	The wind tells the sun, I am stronger than you	
2	The traveler was walking across the road	
3	whoever could separate the traveller from his hat was stronger.	
4	The sun took the first turn	
5	The wind was declared stronger than the wind	

Cut this section

Post-Reading

Activity 1 What do you think?

1. Answer the Question

1	Why didn't the traveler need his shawl, at the end?
2	What was the most interesting fact about seasons?
3	What is the weather like in your country in each season?
4	What do you do in a Winter and summer day?

Post-reading

Activity 2 Find differences

2. Look at the pictures and find five differences

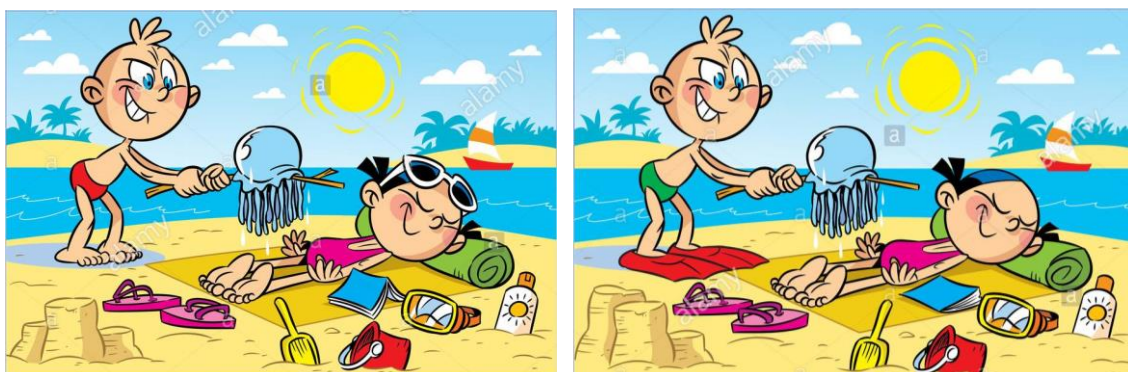


Figure 10

Source: (Alarmy, 2019)

Picture A

1. The girl has glasses

2.

3.

4.

5.

Picture B

1. The girl doesn't have glasses

2.

3.

4.

5.

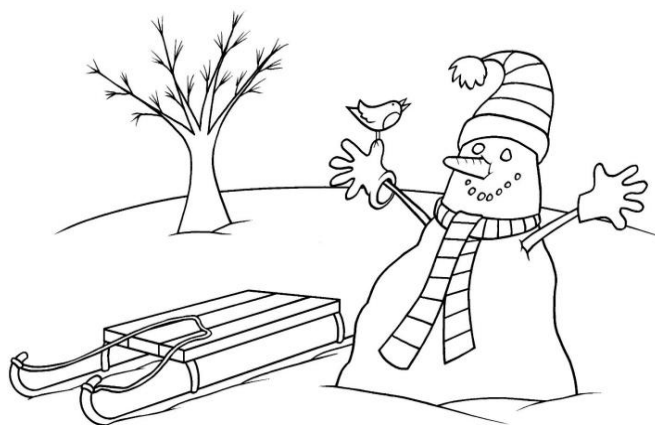
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Post-Reading

Activity 3 Read and colour

3. Read the sentences and colour the picture

- Colour his scarf pink and blue.
- Colour his hat yellow and purple.
- Colour the tree brown.
- Colour the robin red and brown
- Colour the sledge orange.
- Colour his mouth black.
- Colour his arms brown.
- Colour his eyes grey.
- Colour his nose orange.
- Colour the snowman's gloves green.



Source: <https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/craft-snowflake.pdf>

Worksheet 1 Answer key

Pre-reading

1 What I know

Answer the following questions

1. a. the sun
2. c. the wind

Pre-reading

1. What is the word

Look at the pictures below and write the correct season under each picture



Spring



Summer



Autumn



Winter

Pre-reading

2. What is the word

Match the pictures to the words by writing the number in the circle



While-reading

3. What is the order

Watch the story and put the sentences in order

- 2 they saw a traveler *walking* across the *road*.
- 6 The Sun was declared stronger than the Wind.
- 4 The wind blew with all his might
- 1 the Wind and the Sun had an *argument*.
- 3 The Sun and the Wind *agreed*
- 5 The Sun smiled warmly.

While-reading

4. True or False

Say if the following statements are true or false by writing T (true) or F (false)

- | | |
|---|---|
| 1 The wind tells the sun, I am stronger than you | T |
| 2 The traveler was walking across the road | T |
| 3 whoever could separate the traveller from his hat was stronger. | T |
| 4 The sun took the first turn | F |
| 5 The wind was declared stronger than the wind | F |

Post-Reading

5. Find differences

Look at the pictures and find five differences



Figure 11

Source: (Alamy, 2019)

Modified by: Izurieta, E (2019)

Picture A

-
4. The girl has glasses

 2. The boy has a red pant

 3. The boy doesn't have shoes

 4. There is an open book

 5. There is a big castle in the middle

Picture B

-
1. The girl doesn't have glasses

 2. The boy has a green pant

 3. The boy has swimming shoes

 4. There is a close book

 5. There is a small castle in the middle

Post-reading

6. Read and color

Read the sentences and colour the picture





READING Activity 3

By Evelyn Izurieta Santillan 2019

Figure 12

Elaborated by: Izurieta, E (2019)

INSTRUCTIONS

Introduction: Have students brainstorm as many types of materials as they can in three minutes. Choose two of these elements, and elicit adjectives describing them (e.g. soft, heavy, safe, famable, etc.)

Presentation: ask students look at the flashcards in power point presentation. After that Read “The three little pigs” with students. Pause frequently to ask comprehension check questions. Focus on ordinal numbers, present continuous and future will (e.g. how will the first pig built its house?)

Practice: Each pair of students receives pictures of two or three words of types of materials in a paper. Then they are given an adjective and the students have one minute to say what this material is (e.g. it is soft, heavy, famable). After that asks students to work in a short story worksheet.

Production: Asks some students summarize the story by asking questions throughout.

“Three Little Pigs”

Superheroes (Batman, Superman and Flash)
<https://www.youtube.com/watch?v=7Ris4-Wn1Es>



Figure 13

SOURCE: (AISHA, 2017)

Once upon a time, there were three little pigs. Two of them were really lazy, they only liked playing and they didn't like working hard. **(1) One day, they were off to seek their fortune.**

(2) The first pig meet a bundle of straw and he built a house with it. Presently, a wolf came and knocked at the door and said - little pig let me come in but little pig didn't open, then the wolf said again, if you don't open the door I will huff and I will puff and I will blow your house in. The wolf huffed and he puffed and he blew his house in and he ate up the little pig.

(3) The second little pig meet a bundle of sticks and he built a house with it. Suddently, the wolf appears and said little pig let me come in, but little pig didn't open, then the wolf said again, if you don't open the door I will huff and I will puff and I will blow your house in. The wolf huffed and he puffed and he blew his house in and he ate up the little pig.

(4) The third little pig meet a many bricks and (5) he built a house with it. The wolf appears again and said little pig let me come in, but little pig didn't open, then **(6) the wolf huffed and puffed and blew the littke pig's house, but he could not get the house down** . So the little piggy lives safe inside this little brick house.

While - reading

Activity 2 What is the order

2. Look the pictures and put the sentences in order



Figure 14

Source: (council, 2015)

- a The third little pig meet a many bricks
- b The wolf huffed and puffed and blew the litcke pig´s house, but he could not get the house down .
- c The first pig meet a bundle of straw and he built a house with it.
- d One day, they were off to seek their fortune.
- e Third little pig built a house with it.
- f The second little pig meet a bundle of sticks and he built a house with it.

Cut this section

Post-reading

Activity 1 What do you think?

1. Choose the correct answer

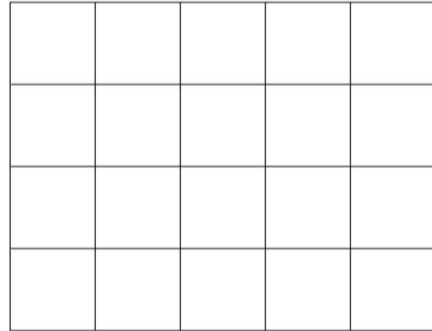
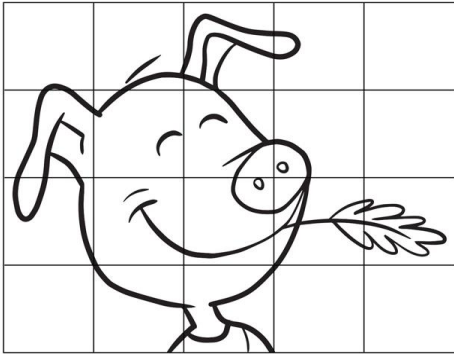
1 Which the following statements you think the pig story moral is

- a It very dangerous live alone
- b It is always good to work hard because you will be successful at the future.
- c It is better to built a stick house

Post-reading

Activity 2 Read and color

2. Draw Straw pig by copying the lines in each square of the grid. Then color your drawing, and compare with your friend

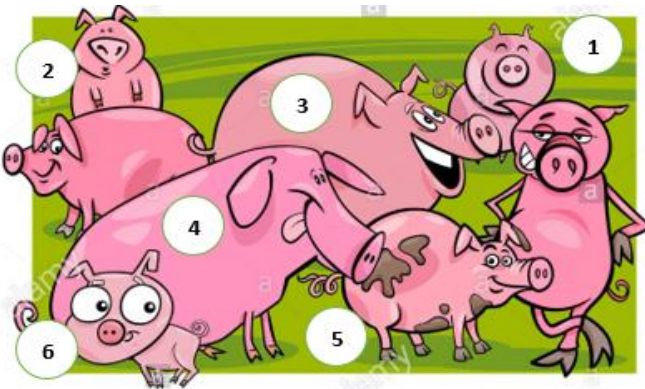


Cut this section

Post-reading

Activity 3 Find differences

3. Look at the pictures and find six differences



Picture A

1. Pig number 1 is smiling

2. _____

3. _____

4. _____

5. _____

6. _____

Picture B

1. Pig number 1 isn't smiling

2. _____

3. _____

4. _____

5. _____

6. _____

Cut this section

Post-reading

Activity 4 Watch a video

4. Listen to this story <https://learnenglishkids.britishcouncil.org/en/short-stories/angel-look-out>

Worksheet 3 Answer key

Pre-reading

1. What I know

Answer the following questions

One who does nothing

Pre-reading

2. What is the word

Choose the words in the box and relate them with the pictures by writing in the box.



Bricks



Sticks



Straw

While-reading

3. True or False

Say if the following statements are true or false by writing T (true) or F (false)

- 1 The first Little pig built a house of sticks F
- 2 The second little pig built a house of bricks F
- 3 The third little pig built a house of straws F
- 4 The wolf could not get the brick house down. T

While-reading

4. What is the order

Look the pictures and put the sentences in order



Figure 15

Source: (council, 2015)

Modified by: Izurieta, E (2019)

Post-reading

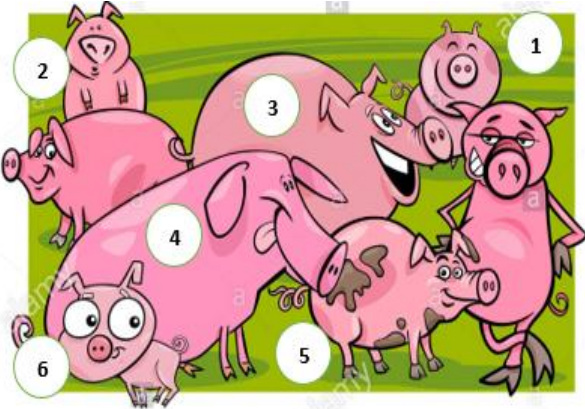
5. What do you think?

- b It is always good to work hard because you will be successful at the future.

Post-reading

6. Find the differences

Look at the pictures and find six differences



Picture A

- i. Pig number 1 is smiling
- i. Pig number 2 is standing
- i. Pig number 3 has its mouth open
- i. Pig number 4 has its tongue outside
- i. Pig number 5 is dirty
- i.
- i. Pig number 6 is looking at the right



Picture B

- 1. Pig number 1 isn't smiling
- 2. Pig number 2 is walking
- 3. Pig number 3 has its mouth closed
- 4. Pig number 4 doesn't have its tongue outside
- 5. Pig number 5 is clean
- 6. Pig number 6 is looking at the left



READING Activity 4

By Evelyn Izurieta Santillan 2019

Figure 16

Elaborated by: Izurieta, E (2019)

INSTRUCTIONS

Introduction: Have students brainstorm as many types of geographical places as they can say in three minutes. Choose two of these places and elicit characteristic of these places (e.g. in jungle it rains a lot, in Ice places there are a lot of snow, etc.)

Presentation: ask students look at the flashcards in power point presentation. After that Read “Ali in the magic Carpet”. Pause frequently to ask comprehension check questions. Focus on past continuous and simple past (e.g. what was the weather like when Ali traveled to the jungle?)

Practice: Each pair of students receives pictures of two or three words of types of geographical places in a paper. Then they are given characteristics of these places and the students have one minute to say what geographical place is (e.g.it rains a lot in this place). After that asks students to work in a short story worksheet.

Production: Asks some students summarize the story by asking questions throughout.

“Ali and the magic carpet”

<https://learnenglishkids.britishcouncil.org/en/short-stories/ali-and-the-magic-carpet>



Figure 17
Source: (council B. , 2016)

One very hot day **Ali finds a carpet in his uncle's shop**. 'What's this?' . Suddenly the carpet jumps! **It moves and flies off into the air**. 'Hey! What's happening?'

A strong voice comes from the carpet. 'Welcome, O master. I am a magic carpet.' First they fly high up into the sky and then they land in a **jungle**. It is **hot** and **wet** and it's raining. '**It's raining!**

Then they fly to the **desert**. It is very, very hot and **dry**. 'It is very, very hot today!'. After that they fly to the **South Pole**. There is lots of **ice** and **snow**. **It's freezing**.

'Where are we now? I can't see!' '**In the mountains**. Can you see me?' '**It's very foggy**.'

Then they fly to a **forest**. It's very **windy** there. 'Oh, it's windy in the forest!' Then they fly to an **island** in the **sea**. There is **thunder** and **lightning**. 'Aaagh! Let's go home!' 'What a **storm!**

Finally they fly back home. The carpet lands in the shop and Ali gets off. 'Wow! What an adventure!'

Worksheet 4

Pre-reading

Activity 1 What I know













- a. Ask students to draw a spider map to write different act of magic (e.g. disappear people, change humans in animals etc.)
- b. Mention two act of magic the carpet did in the story.

Cut this section

Pre-reading

Activity 2 What is the word

2. Choose the words in the box and relate them with the pictures by writing in the box.

jungle	hot	raining	desert	snow	freezing
mountain	foggy	forest	windy	island	storm
					
	jungle				
					

Cut this section

While - reading

Activity 1 Match them up

1. Watch the story. Match the places and the weather

1	Jungle		There is lots of ice and snow. It is freezing
2	Desert		It is very foggy
3	South pole		It is hot and wet and it is raining
4	mountains		It is windy
5	Forest		There is thunder and lighting
6	islands		It is very, very hot and dry

Flashcards Activity

Look Flashcards in Power Point presentation

While - reading

Activity 2 Match Events: Part A

2. Paste pictures from part B in the circles in order as the story is developed then label the pictures by writing what happened in it. Remember to use the verbs in simple past.



While - reading

Activity 3 Cutout Paper: Part B

3. Cut pictures out and paste them in part A



- They flew to the mountains. 'It was very foggy.'
- They flew to the desert. It was very, very hot and dry.
- They flew to a forest. It was very windy
- They flew to an island in the sea. There was thunder and lightning.
- They flew back home.
- They flew high up into the sky and then they landed in a jungle.
- They flew to the South Pole. There was lots of ice and snow. It's freezing.

Post-reading

Activity 1 What do you think?

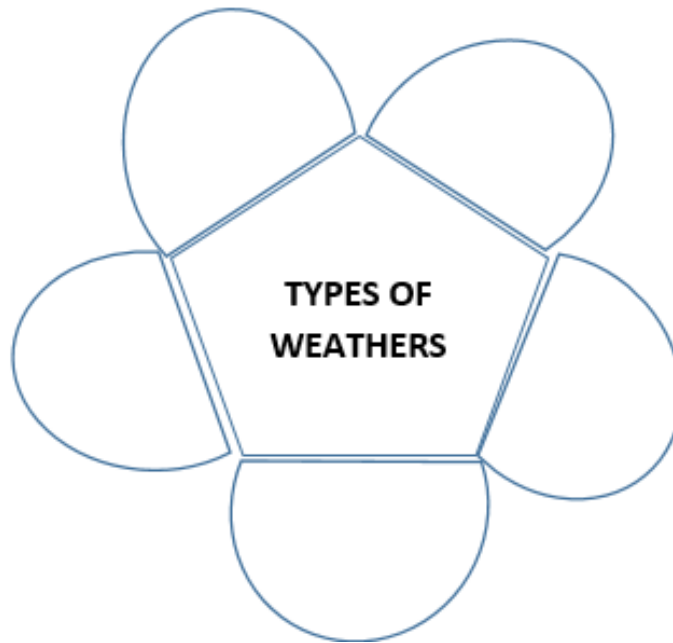
1. Have you ever traveled to other city, town or country?
What did you see in these places?

Cut this section

Post-reading

Activity 2 Foldable

2. Use the model in a piece of paper to draw a foldable, then decorate with pictures about weather. Do not forget to label the pictures



Cut this section

Post-reading

Activity 3 Watch a video

3. Listen to this story <https://learnenglishkids.britishcouncil.org/en/short-stories/ali-and-the-magic-carpet>

Worksheet 4 Answer key Pre-reading

1. What is the word

Choose the words in the box and relate them with the pictures by writing in the box.

					
Desert	jungle	Mountain	Island	Forest	Raining
					
Windy	Storm	Snow	Freezing	Hot	Foggy

While - reading

2. Match them up

Watch the story. Match the places and the weather

1	Jungle	3	There is lots of ice and snow. It is freezing
2	Desert	4	It is very foggy
3	South pole	1	It is hot and wet and it is raining
4	mountains	5	It is windy
5	Forest	6	There is thunder and lightning
6	islands	2	It is very, very hot and dry

While - reading

3. Match the events

Paste pictures from part B in the circles in order as the story is developed then label the pictures by writing what happened in it. Remember to use the verbs in simple past.

		
They flew high up into the sky.	They landed in a jungle.	They flew to the desert. It was very, very hot and dry.
		
They flew to the South Pole. There was lots of ice and snow. It's freezing.	They flew to the mountains. 'It was very foggy.'	They flew to a forest. It was very windy
		
They flew to an island in the sea. There was thunder and lightning.	They flew to home.	



READING Activity 5

By Evelyn Izurieta Santillan 2019

Figure 18

Elaborated by: Izurieta, E (2019)

INSTRUCTIONS

Introduction: Have students brainstorm as many values as they can say in three minutes. Choose two of these values and elicit characteristic of them in people (e.g. if you say the true, you are honest, etc.)

Presentation: ask students look at the flashcards in power point presentation. After that Read “A Good lesson for me”. Pause frequently to ask comprehension check questions. Focus on Simple past and modal verb should (e.g. what shouldn't do and what should I do?)

Practice: Each pair of students receives pictures of two or three words of values in a paper. Then they are given characteristics of people with these values and the students have one minute to say what value is (e.g. People who work hard is ...). After that asks students to work in a short story worksheet.

Production: Asks some students summarize the story by asking questions throughout.

A GOOD LESSON FOR ME

By Concetta Limeri

One summer night my mother *told* me that we *were going* to have company and that I should act very politely. then when our company *came* I *forgot* what mother said and *started* to fight with my brother and *made* a great deal of noise.



Later one of the ladies *came up* to me and told me that I should never fight in the presence of company. Then when the company had gone I *got* a scolding for being so disorderly. That *was* a lesson I will never forget.



Figure 19
Source: (Limeri, 2016)

Worksheet 5
Pre-reading

Flashcards Activity

Look Flashcards in Power Point presentation

Pre-reading

Activity 1 What I know

1. Have you ever done something badly? Mention five examples. Word in pairs



- Say badly words
- Do not say thank
- Do not obey to my mother or father
- Do not do my homework
- Do not take a shower
- Do not eat
- Do not clean my room
- Do not say hello or good morning
- Lie to my mother or my father

Cut this section

Pre-reading

Activity 2 What is the word

a. Read the story. Match the words to the pictures with a line



FORGET - **SCOLDING** - **NOISE**

b. Complete the space in blank by using the verb in past tense

I **(Forget)** what my mother **(Tell)** me

I **(Get)** a scolding for being so disorder

While - reading

Activity 1 True or false

1. Say if the following statements are true or false by writing T (true) or F (false)

1 One winter morning boy's mother told him what they were going to have company	
2 The boy should act politely	
3 Brothers fight but they didn't made noise	
4 The boy learnt he should never fight in the presence of company	

Cut this section

While - reading

Activity 2 Complete the Chart

2. Which of the following statements you should do and which not?

THINGS I SHOULD DO	THINGS I SHOULDN'T DO
I should	I shouldn't ...
1. Say hello, good morning, good night 2. Pay attention 3. respect to my parents and teachers 4. Say badly words 5. Throw away my food	6. Be disordered 7. Colaborate at the house cleaning 8. Ask for things with respect saying please! 9. Learn to say sorry 10. Say thanks

Cut this section

Post-reading

Activity 1 What do you think?

1. Mentions 6 values do you know and practice?

Example: Honesty

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

Cut this section

Post-reading

Activity 2 Find differences

2. Look at the pictures and find six differences



Figure 20
Source: (Ellen, 2011)

Picture A	Picture B
1, Father's t-shirt says mono	1. Father's t-shirt does not say mono
2.	2.
3.	3.
5.	4.
6. There is a feather in the air	5. There is not a feather in the air

Cut this section

Post-reading

Activity 3 Watch a video

3. Listen to this story <https://www.youtube.com/watch?v=aJITBW4q1og>

Worksheet 5 Answer key Pre-reading

Activity 1 What I know

1. Have you ever done something badly? Mention five examples. Word in pairs.



Pre-reading

Activity 2 What is the word

a. Read the story. Match the words to the pictures with a line



FORGET - SCOLDING - NOISE

b. Complete the space in blank by using the verb in past tense

1. I FORGET what my mother TOLD me
2. I GOT a scolding for being so disorderly

While – reading

Activity 1 True or false

1. Say if the following statements are true or false by writing T (true) or F (false)

- | | |
|---|---|
| 1 One winter morning boy's mother told him what they were going to have company | T |
| 2 The boy should act politely | T |
| 3 Brothers fight but they didn't made noise | F |
| 4 The boy learnt he should never fight in the presence of company | T |

While - reading

Activity 2 Complete the Chart

2. Which of the following statements you should do and which not?

THINGS I SHOULD DO	THINGS I SHOULDN'T DO
I should	I shouldn't ...
say hello, good morning, good night	say badly words
pay attention	throw away my food
respect to my parents and teachers	be disordered
colaborate at the house cleaning	
ask for things with respect saying ;please!	
learn to say sorry	
say thanks	

Post-reading

Activity 1 What do you think?

1. Mentions 6 values do you know and practice?

- | | |
|---|--|
| <ul style="list-style-type: none"> 1, Honesty 2. Responsibility 3. Respect | <ul style="list-style-type: none"> 4. sincerity 5. love 6. humility |
|---|--|

Post-reading

Activity 2 Find differences

2. Look at the pictures and find six differences.



	Picture A	Picture B
1	Father's t-shirt says mono	Father's t-shirt does not say mono
2	the girl's blouse has a white line	the girl's blouse doesn't have a white line
3	The boy has open eyes	The boy has close eyes
4	The boy has sandals	the boy doesn't have sandals
5	There is a feather in the air	There is not a feather in the air

Post-reading

Activity 3 Watch a video

3. Listen to this story <https://www.youtube.com/watch?v=aJITBW4q1og>



READING Activity 6

By Evelyn Izurieta Santillan 2019

Figure 21
Elaborated by: Izurieta, E (2019)

INSTRUCTIONS

Introduction: Have students brainstorm as many sport items as they can say in three minutes and ask them to say what is their favorite team? (E.g. Barcelona, Emelec, Liga de Quito, etc.)

Presentation: ask students look at the flashcards in power point presentation. After that Read “My secret team”. Pause frequently to ask comprehension check questions. Focus on modal verb COULD and HVE TO (e.g. what couldn` t the boy do in the stadium?)

Practice: Each pair of students receives pictures of two or three words of sport items in a paper. Then they are given characteristics of them and the students have one minute to say what item is (e.g. it is a photo of your favorite team in the wall ...). After that asks students to work in a short story worksheet.

Production: Asks some students summarize the story by asking questions throughout.

My secret team



Can you keep a secret? I had to for a long, long time. My **family were all Boston Town fans**, but I supported a different team – **Boston Rovers**. It was very hard being different. I **had to be very good** at pretending when both teams played each other.

I **could not cheer** when my team scored. I **had to go** the bathroom and celebrate there. I **could not be sad** when the other team scored. I **could only have my team's posters** on my bedroom wall when I was alone. If someone came to my room, I **had to be quick** to change how it looked. I **had to have a secret wardrobe** too. I hid my favorite team's clothes behind the other team's.



Birthdays were terrible too. I always got football gifts for the wrong team. But then my life changed. A billionaire bought both clubs in my town and made one big team – **Boxton United**.

Now I can relax and enjoy all the matches with my family. I go to the bathroom a lot less now too.

Figure 22













Source: (council B. , British council , 2016)

Worksheet 6

Pre-reading

Activity 1 What I know

1. Write the word under the pictures

secret	fan	team	cheer	score	bathroom
sad	bedroom	wardrobe	clothes	birthday	gift
					
	<i>secret</i>				
					

Cut this section

Pre-reading

Activity 2 Choose the answer

2. Watch the story. Circle the correct answer

- a. He _____ be very good at pretending. had to / didn't have to
- b. He _____ cheer when his team scored. could / couldn't
- c. He _____ go to the bathroom and celebrate there. had to / didn't have to
- d. He _____ be sad when the other team scored. could / couldn't
- e. He _____ only have his team's posters when he was alone. could / couldn't
- f. He _____ be quick to change how his room looked. didn't have to / had to
- g. He _____ have a secret wardrobe. had to / couldn't

Cut this section

Flashcards Activity

Look Flashcards in Power Point presentation

While - reading

Activity 1 Make it right

1. Read the story. Find the mistake, underline it and write the correct word

- | | |
|--|------------------|
| a. My family were all Boxtan <u>Rovers</u> fans. | _____ Town _____ |
| b. It was very hard being the same. | _____ |
| c. I couldn't cry when my team scored. | _____ |
| d. I couldn't be happy when the other team scored. | _____ |
| e. I hid my favourite team's food behind the other team's. | _____ |
| f. I always got tennis gifts for the wrong team. | _____ |
| g. A billionaire bought both clubs in my school. | _____ |
| h. I go to the bathroom a lot more now too. | _____ |

Cut this section

While - reading

Activity 2 Find differences

3. Look at the pictures and find six differences



Figure 23

Source: (Dreamstime, 2016)

Picture A	Picture B
1. Score panel has 12 points	1. Score panel has 9 points
2. The shoe in the air is face up	2.
3. There is a flower	3.
4. The girl uses number 5	4.
5. The ball has 5 black points	5.
6. The girl has her hand at front	6.
7. The shoe's boy has a white point	7.

Cut this section

Post-reading

Activity 1 Write and draw

1. Write about your favorite team and draw a picture

Cut this section

Post-reading

Activity 2 Watch a video and play a game

2. Listen to this story <https://learnenglishkids.britishcouncil.org/en/short-stories/my-secret-team>
Game: <https://learnenglishkids.britishcouncil.org/games/beat-the-keeper>

Worksheet 6 Answer key

Pre-reading

Activity 1 What I know

1. Write the word under the pictures

					
birthday	secret	sad	Fan	gift	score
					
bedroom	bathroom	cheer	team	wardrobe	clothes

Pre-reading

Activity 2 Choose the answer

2. Watch the story. Circle the correct answer

- a. He had to be very good at pretending
- b. He couldn't cheer when his team scored
- c. He had to go the bathroom and celebrate there
- d. He could only have his team's poster when he was alone
- e. He couldn't be sad when the other team scored
- f. He has to be quick to change how his room looked
- g. He had to have a secret wardrobe

While - reading

Activity 1 Make it right

1. Read the story. Find the mistake, underline it and write the correct word

- a. My family were all Boxtown fans
- b. It was very hard being the different
- c. I couldn't cheer when my team scored
- d. I couldn't be sad when the other team scored
- e. I hid my favorite team's clothes behind the other team's
- f. I always got football gifts for the wrong team
- g. A billionaire bought both clubs in my town
- h. I go to the bathroom a lot less now too

While - reading

Activity 2 Find differences

2. Look at the pictures and find six differences



Picture A

Picture B

1, Score panel has 12 points	1. Score panel has 9 points
2. The shoe in the air is face up	2. The shoe in the air is face down
3. There is a flower	3. There isn't a flower
4. The girl uses number 5	4. The girl uses number 8
5. The ball has 5 black points	5. The ball has 3 black points
6. The girl has her hand at front	6. The girl has her hand at the back
7. The shoe's boy has a white point	7. The shoe's boy doesn't have a white point

Post-reading

Activity 1 Write and draw

1. Write about your favorite team and draw a picture

My favorite team is EMELEC/ BARCELONA

The color of my team is blue/yellow

My favorite player is



4.6 Conclusions

As cited in Ministerial Agreement N. 345041-14 in its Art. 1 which mentions that the English teaching is mandatory from the second grade of basic education (...) children to need to acquire a range of skills to become proficient in English language. Then at the age of 8 or 9 students should already work the same language skills (writing, reading, listening and speaking) with a limited level of difficulty. Students have had a problem understanding what they read due to limited vocabulary, routine environment, and few expositions. Also, the teaching methodology should focus on the empowerment of reading text generating a “love” for reading in English. Promote the skills necessary to improve reading. Part of the results from the current investigation demonstrates that to gain reading fluency, word recognition, vocabulary, and syntactical knowledge is necessary to use didactic aids based on visual intelligence because they produce interest and motivation in primary school students. As well as, the use of visuals aids give confidence to the teacher to create a meaningful context of learning where they can express themselves and challenges. Through the survey, it was concluded that children like visual classroom activities and their desire to learn in many different ways. Visuals allow students to integrate their visual and spatial intelligence along with linguistic due to they give ideas or write what they think about the text. Visuals allow students to integrate their intrapersonal intelligence because they can relate their experiences with contents in the text and communicate little ideas with the whole class. Also, integrate logical reasoning because they can use or improve conflict from the text. On the other hand, visual aids can break the language barrier that separates students from teachers because sometimes students can't understand the meaning of a word but they can do it through pictures. Therefore, it also helps to increase students' English vocabulary and improve their vocabulary retention. Finally, the researcher believes through her investigation that students in U.E Andres Bello López need to gain more confidence in reading skills and reading comprehension by increasing and using a variety of illustrated reading strategies.

4.7 Recommendations

Reading is a vital skill that they should have an English teacher should encourage students, therefore, the researcher expresses some recommendations to improve this ability, and motivate them by exploring the universe and their understanding.

- ✓ The English teacher should use visual aids such; flashcards, graphic organizers, pictures through PowerPoint slides, Prezi applications, worksheets or a combination of them.
- ✓ The teacher should illustrate vocabulary and develop it using different strategies.
- ✓ The teacher should also use videos as a part of visual materials to improve students' phonetic and vocabulary development.
- ✓ The teacher should promote group activities
- ✓ The teacher should promote games related to the text
- ✓ The English teacher should use adequately the reading process to do the reading more effective
- ✓ The English teacher should combine reading with other language skills to promote a communicative approach.
- ✓ The English teacher should use reading by developing in students' critical thinking by comparing and reflecting on what they read and their personal experiences.
- ✓ The teacher should use a modeled so that students can express their ideas at the moment to speak about the text easily.
- ✓ The teachers should help students to cultivate the habit of using the reading for pleasure.
- ✓ The teacher should do feedback about the text
- ✓ The teacher should promote and involve values in reading activities.

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APPENDIX

Annexed 1

VALIDATIONS OF THE PROPOSED PLAN.




UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN

THE USE OF VISUAL-SPATIAL INTELLIGENCE TO DEVELOP READING SKILL, IN FIFTH GRADE STUDENTS AT UE ANDRÉS BELLO LÓPEZ DURING SCHOOL YEAR 2019-2020

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect		✓			
Social impact		✓			
Feasibility	✓				
Relevance		✓			
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

Name:	Norma Herjosa	 Signature
Occupation:	Kadru	
Phone number:	099 3742876	
Date:	23/ October 2019	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL


VALIDATION OF THE PROPOSED PROJECT PLAN

THE USE OF VISUAL-SPATIAL INTELLIGENCE TO DEVELOP READING SKILL, IN FIFTH GRADE STUDENTS AT UE ANDRÉS BELLO LÓPEZ DURING SCHOOL YEAR 2019-2020

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect		✓			
Social impact	✓				
Feasibility		✓			
Relevance		✓			
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

The strategies and methodology applied in the project help to develop an interaction in the students.

Name:	Karem Vulgarin Ruzel	 Signature
Occupation:	Teacher	
Phone number:	0961842507	
Date:	03/October/2019	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL


VALIDATION OF THE PROPOSED PROJECT PLAN

THE USE OF VISUAL-SPATIAL INTELLIGENCE TO DEVELOP READING SKILL, IN FIFTH GRADE STUDENTS AT UE ANDRÉS BELLO LÓPEZ DURING SCHOOL YEAR 2019-2020

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect		✓			
Social impact		✓			
Feasibility	✓				
Relevance		✓			
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

The strategies applied in this proposal promote interaction and active participation among students.

Name:	<i>Janeith Mora</i>	 Signature
Occupation:	<i>Teacher</i>	
Phone number:	<i>0990536501</i>	
Date:	<i>03/ October/ 2019</i>	

Annexed 2

PHOTOGRPHIC EVIDENCES

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CARRERA DE INGLÉS**

Unidad Educativa ANDRES BELLO LOPEZ



Annexed 3

RESEARCH INSTRUMENTS

OBSERVATION CHECK LIST

Topic: ¡Angel! ¡Look out! (Guide of short stories with visual aids)			
This instrument has the target know, identify and evaluate teacher methodology, reading comprehension activities, use of visual aids, motivation and feedback of learning using the guide of short stories with visual aids			
Criteria	Yes	No	Observations
Warm-up			
The teacher makes an introduction of the topic			
The teacher uses predicting questions before writing the topic down			
The teacher writes the lesson objective on the board			
Reading comprehension activities			
The teacher promotes vocabulary acquisition activities			
The teacher asks students to read the text			
The teacher encourage students to look for main idea and details			
The teacher encourage students to say what is the story problem			
The teacher encourage students to say possible solutions to the problem			
The teacher encourage students to write on the board main ideas and details using mind maps or graphic organizers			
The teacher encourage students to work in a particular activity related to the story such as: gap fill, order sentences, find differences, multi-choice questions etc.			
The teacher encourage students to compare story with their real life			
The teacher encourage students to identify values from the story.			
Use of visual aids			
The teacher use flashcards to develop vocabulary acquisition			
The story text is illustrated with pictures			
The teacher uses a video with the story or related to it			
The teacher uses graphic organizers such as: mind maps, diagrams, charts etc.			
The teacher uses puzzles, word search games			
Motivation			
The teacher creates an appropriate environment for the development of reading comprehension inside the classroom.			
Students participate actively in communicative exercises in the class of English.			
Feedback			
The teacher checks understanding in students in reading comprehension exercises.			
The teacher finishes the class making a feedback about what they learned.			

SURVEY

Objective: To determine the treatment given to reading activities and the use of visual aids materials.

Instructions: Put a “mark” on the answer you consider the most appropriate for each one of the instructions.

Statements		Disagree	Indifferent	Agree
		1	2	3
1	I like reading in English			
2	I like learning English with pictures			
3	My English teacher use flashcards to teach new words			
4	I find it difficult to understand texts in English because I do not have enough vocabulary			
5	I like drawing what I read			
6	My teacher uses power point slides to explain the lesson or short story			
7	My teacher help to understand the text title asking me what I know about it			
8	My English teacher asks me to relate or compare what happened in the reading with my real life			
9	My English Teacher asks me what I learned from the text.			
10	I pay more attention when the text has pictures, photos or graphic organizers			
11	I like watching videos			
12	I like making classroom projects such as: models, thematic boards about something I read in class.			
13	I learn better when I read short text			
14	I would like to read short texts with pictures and with comprehensive and easy exercises			

TEACHER INTERVIEW

Answer the following questions

- 1. What type of resources do you use in reading class?**
- 2. What do you consider now to develop a reading class?**
- 3. What grade or course do you teach English?**
- 4. What type of problems do you find when you work on reading skill with your students?**
- 5. What types of reading are students more likely to read?**
- 6. What kind of intelligences do you think the students develop in a reading class?**
- 7. Do you think is important to raise the use of visual-spatial intelligence in your students?**
- 8. Do you consider the different learning styles now to develop a reading class?**
- 9. Would it be practical to implement a guide with activities with visual aids such as images, illustrations, pictures aimed to develop reading skill?**

**ENGLISH LANGUAGE
FIFTH GRADE/ READING TEST**

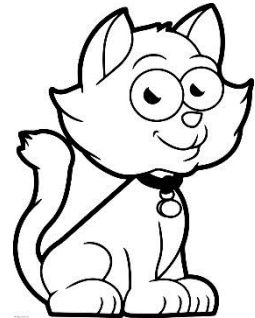
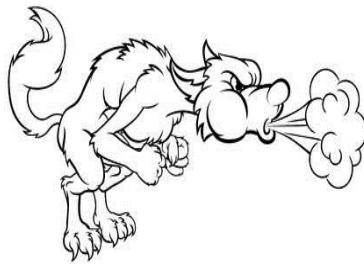
Name: _____ Grade: _____

Date: _____ / _____ / 2019

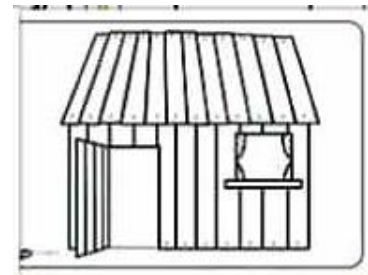
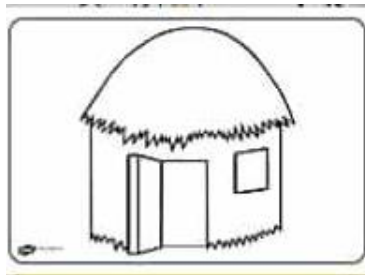
Teacher: _____

VOCABULARY

1.- Look the pictures and color the WOLF



2.- Look and choose the correct house.



- a) Straw house
- b) Wood house
- c) Brick house
- d) Stick house

- a) Straw house
- b) Wood house
- c) Glass house
- d) Plastic house

- a) Cotton house
- b) Metal house
- c) Brick house
- d) Stick house

3.-Look the pictures and circle the Bundle of sticks.



UNDERSTANDING

4.- Answer the following question.

1. What does the word **PUFF** mean?

a. A small amount of air

b. A big amount of wind

5.- Underline the correct answer

1 The first pig built a house with _____.

a) A bundle of sticks

b) A piece of wood

c) Many Bricks

d) A bundle of straw

6. The second little _____ meet a bundle of sticks and he built a house with it.

a) Wolf

b) Pig

c) house

d) built

7.- Answer the question according to the text.

What the wolf said when it knocked at the door?

a) If you don't open the door I will huff and I will puff and I will blow your house in.

b) If you don't open the door I will go for a walk and wait for you.

c) If you don't open the door, you will disappear inside the house and I will come in.



8.- What happen at the end of the story.

a) The wolf huffed and puffed and blew the little pig's house, but he could not get the house down.

b) The wolf huffed and he puffed and he blew his house in and he ate up the little pig.

c) The little piggy live

9.- Look the little pig and choose the best answer.



a) The little pig built a house of bricks

b) The little pig built a house of sticks

c) The little pig built a house of straws

10.- Read the statement and choose the correct option.

Which is the story message?

a) To study hard is good for you

b) To be lazy is good for you

POST-TEST RESULTS

READING DOMAINS

N. of students	VOCABULARY			Sub Total	COMPREHENSION						Sub Total	TOTAL	
	Question				Question								
	1	2	3		4	5	6	7	8	9			10
Student 1	1	1	1	3	1	1	1	0	0	1	1	5	8
Student 2	1	0	1	2	0	1	1	1	0	1	1	5	7
Student 3	0	1	1	2	0	1	0	1	1	1	1	5	7
Student 4	0	0	0	0	0	1	0	1	0	0	0	2	2
Student 5	1	1	1	3	1	1	1	1	0	1	1	6	9
Student 6	1	1	1	3	0	1	1	1	0	1	1	5	8
Student 7	1	1	1	3	1	1	1	1	1	1	1	7	10
Student 8	1	1	1	3	0	1	0	1	0	1	1	4	7
Student 9	1	1	1	3	1	1	1	1	1	1	1	7	10
Student 10	1	0	1	2	0	1	1	1	0	1	1	5	7
Student 11	1	0	0	1	0	1	1	1	0	1	1	5	6
Student 12	1	0	1	2	0	1	1	1	0	1	1	5	7
Student 13	1	0	1	2	0	1	0	1	0	1	1	4	6
Student 14	1	1	1	3	1	1	1	1	1	1	1	7	10
Student 15	1	1	1	3	0	1	1	1	0	1	1	5	8
Student 16	1	1	1	3	1	1	1	1	1	1	1	7	10
Student 17	1	1	1	3	0	1	1	1	0	1	1	5	8
Student 18	1	1	1	3	1	1	1	1	1	1	0	6	9
Student 19	1	0	1	2	0	1	1	1	0	1	1	5	7
Student 20	1	1	0	2	0	1	1	1	0	1	0	4	6
Student 21	1	1	1	3	0	1	1	1	0	1	1	5	8

Student 22	1	1	0	2	1	1	1	1	1	1	1	1	7	9
Student 23	1	1	1	3	0	1	1	1	0	1	1	1	5	8
Student 24	1	1	1	3	0	1	1	1	0	1	1	1	5	8
Student 25	1	1	1	3	1	1	1	1	1	0	1	1	6	9
Student 26	1	1	1	3	1	1	1	1	1	1	1	1	7	10
Student 27	1	1	0	2	0	1	1	1	0	1	1	1	5	7
Student 28	1	0	1	2	0	1	1	1	0	1	1	1	5	7
Student 29	1	1	1	3	1	1	1	1	1	1	1	1	7	10
Student 30	1	0	1	2	1	1	1	1	1	1	1	1	7	9
Answers	90			74	210							163	237	
Percentages				82.22%								77.61%		
Total answers	300										Effectivity	79%		
CORRECT : 1 INCORRECT : 0														

PRE-TEST RESULTS

READING DOMAINS

N. of students	VOCABULARY			Sub Total	COMPREHENSION						Sub Total	TOTAL	
	Question				Question								
	1	2	3		4	5	6	7	8	9			10
Student 1	1	0	0	3	1	0	1	0	0	0	1	3	6
Student 2	1	0	1	2	0	1	0	1	0	1	0	3	5
Student 3	0	1	1	2	0	0	0	1	1	1	1	4	6
Student 4	1	0	0	1	0	0	0	1	0	0	0	1	2
Student 5	1	0	1	2	0	1	1	1	0	1	0	4	6
Student 6	1	1	1	3	0	1	0	1	0	1	1	4	7
Student 7	1	0	0	1	1	1	1	0	1	0	0	4	5
Student 8	1	1	1	3	0	1	0	1	0	1	1	4	7
Student 9	1	1	0	2	1	1	1	1	1	1	1	7	9
Student 10	1	0	1	1	0	0	1	1	0	1	0	3	4
Student 11	1	0	0	1	0	1	1	1	0	0	1	4	5
Student 12	1	0	1	2	0	1	1	1	0	1	0	4	6
Student 13	1	0	1	2	0	1	0	1	0	1	1	4	6
Student 14	1	1	1	3	1	0	0	1	1	1	0	4	7
Student 15	1	0	1	2	0	1	0	1	0	1	0	3	5
Student 16	1	0	0	1	1	0	1	0	1	0	0	3	4
Student 17	1	1	1	3	0	1	0	1	0	1	1	4	7
Student 18	1	0	1	2	0	1	0	1	0	1	0	3	5
Student 19	1	0	1	2	0	0	1	1	0	1	1	4	6

Student 20	1	1	0	2	0	1	1	1	0	1	0	4	6
Student 21	1	1	1	3	0	1	1	1	0	1	0	4	7
Student 22	1	1	0	2	1	0	1	0	1	1	1	5	7
Student 23	1	0	1	2	0	1	1	1	0	1	0	4	6
Student 24	1	0	1	2	0	1	1	1	0	1	1	5	7
Student 25	1	0	0	1	1	0	1	1	1	0	0	4	5
Student 26	1	1	1	3	1	1	1	0	1	0	1	5	8
Student 27	1	0	0	1	0	1	1	1	0	1	1	5	6
Student 28	1	0	1	2	0	0	1	1	0	1	0	3	5
Student 29	1	1	1	3	1	1	1	0	1	0	1	5	8
Student 30	1	0	1	2	1	0	1	1	0	1	0	4	6
Answers	90			59			210			118			179
Percentages				65.5%						56.19%			
Total answers	300						Effectivity						59.6%
CORRECT : 1				INCORRECT : 0									